

HEALTH SCIENCE EDUCATION II

Health Science Education II –is an extended laboratory experience at the student's choice of clinical site designed to provide students the opportunity to assume the role of a health care provider and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses-CHANGE THIS TO BE SPECIFIC TO THE SPECIALITY. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post secondary program. HOSA, the health science student organization, encourages development of leadership, communication, community service and health care related skills

- DOE Code: 5248
- Recommended Grade Level: Grade 12
- Recommended Prerequisite: Health Science Education I
- Credits: 2 to 3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Capstone course for course sequences in the Health Science Cluster and Pathway Plans for Emergency Medical Services, Health Informatics, Nursing, Medical Assisting, and Other Specialties
- Dual Credit:
 - IVY Tech:
HLHS 107 – CNA Prep – certification, HC support, & 1 credit toward Nursing degree
Additional courses may be available , depending on specific pathway being studied

Dual Credit

This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content and Multiple Hour Offerings

Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. **When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.**

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate HOSA Health Occupations

Student Association the CTSO for this area.

Content Standards

Domain – Employability Skills

Core Standard 1 Students evaluate employability skills to enhance career opportunities and job satisfaction.

Standards

- HSEII-1.1 Select a self assessment and analyze personal interests and aptitudes.
- HSEII 1.2 Choose a career plan including levels of education and required credentialing.
- HSEII-1.3 Recommend a job search for a position in health care.
- HSEII-1.4 Evaluate employment trends in health science.
- HSEII-1.5 Create a job application form.
- HSEII-1.6 A personal resume and cover letter.
- HSEII-1.7 Demonstrate skill when interviewing for a health care position.
- HSEII-1.8 Write a thank you letter following the interview.
- HSEII-1.9 Compose a letter of resignation.

Domain – The Work Environment

Core Standard 2 Students perform technical skills in the work environment in order to apply and adapt basic skills into what is required in the clinical setting.

Standards

- HSEII-2.1 Perform tasks as outlined in the training plan.
- HSEII-2.2 Perform at an acceptable level of productivity.
- HSEII-2.3 Apply ethical and legal issues in health care.
- HSEII-2.4 Apply basic medical terminology principles.
- HSEII-2.5 Apply the basic organization of the human body, the body systems, and analyze the stages of growth and development.
- HSEII-2.6 Analyze behaviors for success in the health care field, including lifestyles management, professionalism, and lifelong learning.
- HSEII-2.7 Apply concepts of personal and workplace safety measures including body mechanics, infection control, and environmental safety.
- HSEII-2.8 Integrate principles of communication in a health care setting including treating the patient with respect as an individual, accommodation of cultural diversity, identifying and providing for patient needs.
- HSEII-2.9 Identify the purposes and procedures for medical documentation.
- HSEII-2.10 Recognize the limitations and perform within the appropriate scope of practice.

Domain – Health Care Team

Core Standard 3 Student participate effectively as a member of the Health Care Team to promote the delivery of quality healthcare.

Standards

- HSEII-3.1 Describe the chain of command in specific work environments.
- HSEII-3.2 Interact with staff, co-workers, and patients in a professional manner.
- HSEII-3.3 Perform within the policies and procedures of the facility.
- HSEII-3.4 Identify characteristics and traits necessary for advancement in the work place.
- HSEII-3.5 Apply methods for building positive team relationships.
- HSEII-3.6 Analyze attitudes and attributes of effective leaders in the health care setting.
- HSEII-3.7 Apply effective techniques for managing conflict among team members and consumers.

Domain – Life Skills

Core Standard 4 Students utilize to become productive professionals and effective individual consumers.

Standards

- HSEII-4.1 Develop a personal budget.
- HSEII-4.2 Scrutinize credit buying.
- HSEII-4.3 Identify the attributes of a wise consumer.
- HSEII-4.4 Anticipate the insurance needs of a young adult.
- HSEII-4.5 Predict the type of legal services a young adult might need.
- HSEII-4.6 Identify and apply behaviors that promote health and wellness.
- HSEII-4.7 Discuss behaviors that are detrimental to one's health.
- HSEII-4.8 Describe strategies for the prevention of diseases including health screenings and examinations.

Domain – Admission Into a Post-Secondary Program

Core Standard 5 Students complete the application process for admission into a post-secondary program in order to achieve career goals.

Standards

- HSEII-5.1 Investigate post-secondary programs for desired career path.
- HSEII-5.2 Establish contact with appropriate program representatives.
- HSEII-5.3 Complete a FAFSA form.
- HSEII-5.4 Investigate possible financial aid sources.
- HSEII-5.5 Obtain an application to the post-secondary institution of choice.
- HSEII-5.6 Complete application to a post-secondary program.

Domain – CNA Preparation Objectives Checklist

Core Standard 6 Students complete current technical skills and educational objectives in preparation for the CNA licensure exam.

Standards

- HSEII-6.1 List standards

Process Standards

Reading Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- 11-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 11-12.RT.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- 11-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

- 11-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 11-12 texts and topics*.
- 11-12.RT.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- 11-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Idea

- 11-12.RT.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 11-12.RT.8 Evaluate the hypotheses, data, analysis, and conclusions in a technical subject, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 11-12.RT.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

- 11-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- 11-12.WT.1 Write arguments focused on *discipline-specific content*.
- 11-12.WT.2 Write informative/explanatory texts, including technical processes.

- 11-12.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 11-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- 11-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- 11-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 11-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.