

130.302. Principles of Health Science. (One Credit)		NARRATION	PEDAGOGY
(c)	<b>Knowledge and skills.</b>		
(1)_	The student demonstrates professional standards/employability as required by business and industry. The student is expected to:		
(A)	express ideas in a clear, concise, and effective manner;	76, 265, 532-535, 672-674, 385	521 (#15), 692 (#21), 413 (#31) 413 (#32), 554 (#18), 554 (#20), 693 (#29)
(B)	exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and	369, 49, 48, 488, 190-191	49 (#3), 555 (#35), 586 (#13), 216 (#22)
(C)	identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.	368, 572, 179, 222-223, 369, 517	373 (#1), 586 (#17), 113 (#31), 376 (#21), 586 (#20)
(2)_	The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:		
(A)	convert units between systems of measurement;	243-245	258 (#25, 26, 27), 259 (#31)
(B)	apply data from tables, charts, and graphs to provide solutions to health-related problems;	399, 528, 244, 245, 400-402, 406, 408, 99-100, 402-409, 531	258 (#27), 412 (#19), 436 (#20), 285 (#15), 413 (#27), 113 (#26), 216 (#20), 718 (#20), 718 (#21), 413 (#30), 586 (16), 718 (#23)
(C)	interpret technical material related to the health science industry;	527-531	553 (#17), 554 (#19 and 22)

(D)	organize, compile, and write ideas into reports and summaries;	265, 532-535	554 (#18), 554 (#20), 555 (#35), 171 (#23), 554 (#27), 35 (#24), 586 (#16), 692 (#15)
(E)	plan and prepare effective oral presentations;	653-655	287 (#29), 664 (#26), 718 (#18), 437 (#33)
(F)	formulate responses using precise language to communicate ideas;	673	693 (#28)
(G)	describe biological and chemical processes that maintain homeostasis;	757, 605-606, 724, 755, 758	764 (#18), 765 (#22), 764 (#19), 761 (#3)
(H)	identify and analyze principles of body mechanics and movement such as forces and the effects of movement, torque, tension, and elasticity on the human body;	279-281, 503, 319, 322	287 (#31), 287 (#29), 323 (#3), 327 (#21)
(I)	identify human needs according to Maslow's Hierarchy of Human Needs;	617	619 (#5), 622 (#16)
(J)	describe the stages of development related to the life span;	617-618	622 (#17)
(K)	identify the concepts of health and wellness throughout the life span;	505-518	522 (#17), 523 (#24)
(L)	analyze and evaluate communication skills for maintaining healthy relationships throughout the life span;	221-223, 572, 346, 389	586 (#17), 377 (#30)
(M)	research the historical significance of health care;	5, 6, 7, 8, 9	34 (#17)
(N)	describe the impact of health services on the economy;	17-19, 24, 89-90, 100- 101, 117, 122, 123- 125, 126, 282, 416- 418, 701, 702, 127	20 (#1), 34 (#16), 35 (#26), 142 (#20 and 21), 436 (#16)

(O)	analyze the impact of local, state, and national government on the health science industry;	119, 128-129, 479, 485, 123, 133-134, 705, 707, 19-20, 91, 118-120, 122-125, 230, 421, 425, 536, 697-700	142 (#18), 143 (#28), 437 (#32)
(P)	identify diverse and cultural influences that have impacted contemporary aspects of health care delivery; and	127, 227-229, 704-710, 8-9, 385-391, 500	718 (#27), 718 (#19), 718 (#21), 413 (#33), 143 (#31), 412 (#21), 412 (#22)
(Q)	research and compare practices used by various cultures and societies to solve problems related to health.	8-9, 15-16, 181, 275-276, 388	35 (#30), 286 (#25), 412 (#21 and 22)
(3)_ The student uses verbal and nonverbal communication skills. The student is expected to:			
(A)	identify components of effective and non-effective communication;	71-72, 73, 74, 83-86, 93, 221-223, 224-225, 381-382	112 (#21), 76 (#1-4), 257 (#18), 259 (#33), 113 (#31), 112 (#19), 586 (#17)
(B)	demonstrate effective communication skills for responding to the needs of individuals in a diverse society;	127, 227-229, 385-387	412 (#22), 413 (#33)
(C)	evaluate the effectiveness of conflict resolution techniques in various situations; and	487-490	522 (#16)

(D)	accurately interpret, transcribe, and communicate medical vocabulary using appropriate technology.	43, 44, 385, 528, 670, 230-233, 81-82, 265, 384-385, 676-677, 532-535, 672-676	112 (#20), 412 (#20), 553 (#17), 554 (#19 and 22), 269 (#33), 259 (#29), 112 (#18), 113 (#32), 554 (#18), 554 (#20), 555 (#35), 692 (#21)
(4)_	The student implements the leadership skills necessary to function in a democratic society. The student is expected to:		
(A)	identify traits of a leader;	639-641, 640 (Figure 18.11)	665 (#29)
(B)	demonstrate leadership skills, characteristics, and responsibilities of leaders such as goal setting and team building; and	639-641, 62, 186, 192	665 (#37), 63 (#4), 665 (#30), 641 (#2), 641 (#3), 641 (#4), 641 (#5)
(C)	demonstrate the ability to effectively conduct and participate in meetings.	639	665 (#33)
(5)_	The student assesses career options and the preparation necessary for employment in the health science industry. The student is expected to:		
(A)	locate, evaluate, and interpret career options and employment information; and	205-206, 180-189, 211-212, 42-47, 334-346	67 (#25), 217 (#29), 377 (#32), 523 (#28), 665 (#34), 35 (#28), 35 (#29), 521 (#14), 67 (#27), 217 (#31), 67 (#25), 586 (#23), 216 (#25)

(B)	recognize the impact of career decisions, including the causes and effects of changing employment situations.	658-659	217 (#28), 215 (#17), 523 (#31)
(6)_	The student identifies academic preparation and skills necessary for employment as defined by the health science industry. The student is expected to:		
	identify academic requirements for professional advancement such as certification, licensure, registration, continuing education, and advanced degrees	26-27, 28, 131, 266-267, 419-421, 656-657	65 (#19), 287 (#33), 436 (#19)
(7)_	The student identifies the systems career clusters related to health science. The student is expected to:		
(A)	compare health science careers within the diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems; and	334-343, 180-189, 42-47, 478-487, 630-638	377 (#32), 375 (#16), 376 (#17), 217 (#29), 215 (#17), 67 (#25), 65 (#16), 523 (#28), 523 (#31), 521 (#13), 665 (#34), 664 (#19)
(B)	identify the collaborative role of team members between systems to deliver quality health care.	48-49, 190-191, 264	286 (#16)
(8)_	The student examines the role of the multidisciplinary team in providing health care. The student is expected to:		
(A)	explain the concept of teaming to provide quality health care; and	47-49, 190-192, 264, 343-346	216 (#22), 286 (#16)
(B)	examine the role of professional organizations in the preparation and governance of credentialing and certification.	28, 535-536, 275, 480, 43, 481, 28, 134-135, 119, 420, 656-658	286 (#17), 377 (#32), 665 (#31), 65 (#19), 540 (#1), 661 (#3), 142 (#17), 287 (#33), 217 (#29)
(9)_	The student interprets ethical behavior standards and legal responsibilities. The student is expected to:		

(A)	compare published professional codes of ethics and scope of practice;	130-132, 266, 268, 369-371, 421	586 (#15), 143 (#34), 216 (#21), 287 (#30), 436 (#19), 587 (#35)
(B)	explain principles of ethical behavior and confidentiality, including the consequences of breach of confidentiality;	136-138, 272-275, 130-134, 395-396, 424-425, 571-574, 677, 704-710	412 (#23), 286 (#19), 142 (#16), 143 (#29), 718 (#17 and 19)
(C)	discuss ethical issues related to health care, including implications of technological advances;	704-710, 132-133, 137-138, 273, 393-396	718 (#17), 718 (#19)
(D)	examine issues related to malpractice, negligence, and liability; and	268-270, 417, 275, 344, 652	286 (#20), 287 (#35), 719 (#36), 216 (#25), 286 (#14)
(E)	research laws governing the health science industry.	128, 132-135, 230, 266-267, 269, 270-271, 275, 361, 393, 421-424, 705	586 (#14), 143 (#24), 286 (#23), 437 (#32)
(10)– The student recognizes the rights and choices of the individual. The student is expected to:			
(A)	recognize situations related to autonomy;	133-134, 270-272, 276	143 (#30), 286 (#21 and 22)
(B)	identify wellness strategies for the prevention of disease;	505-509, 559	523 (#24)
(C)	evaluate positive and negative effects of relationships on physical and emotional health such as peers, family, and friends and in promoting a healthy community;	223, 346, 509-511, 222, 389	523 (#24), 377 (#30)

(D)	review documentation related to rights and choices; and	270-273, 133-134	143 (#30), 286 (#21)
(E)	recognize diversity and cultural practices influencing contemporary aspects of health care.	709, 228-229, 8-9, 388, 500, 17	718 (#27), 412 (#21), 286 (#25)
(11)_	The student recognizes the importance of maintaining a safe environment and eliminating hazardous situations. The student is expected to:		
(A)	identify governing regulatory agencies such as the World Health Organization, Centers for Disease Control and Prevention, Occupational Safety and Health Administration, United States Food and Drug Administration, Joint Commission and National Institute of Health;	118-119, 135, 230, 275, 277, 421-424, 506-507, 563, 697-700	523 (#27), 587 (#26), 718 (#20)
(B)	identify industry safety standards such as standard precautions, fire prevention, safety practices, and appropriate actions to emergency situations; and	193-199, 429 (Figure 12.13), 575-583	217 (#26), 377 (#28), 436 (#16), 437 (#28), 587 (#25 and 32)
(C)	relate safety practices in the health science industry.	575-583, 711-714	587 (#32), 718 (#30), 719 (#31)
(12)_	The student identifies the technology used in the diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems. The student is expected to:		
(A)	research and identify technological equipment used in each of the five systems;	13-15, 89, 359, 234, 502, 230-235, 397-398, 537-539, 676-681	34 (#19), 258 (#21), 259 (#34), 554 (#23), 692 (#22)
(B)	identify potential malfunctions of technological equipment; and	280, 714, 713, 282, 482, 561, 579-580	718 (#30), 719 (#32), 715 (#3)
(C)	recognize and relate the process for reporting equipment or technology malfunctions.	714, 280, 579-580, 282, 714, 482, 561, 537 (Beth)	718 (#30), 719 (#32), 715 (#3), 586 (#19), 719 (#33)