# Introduction to Health Care Course No. 14000 Credit: 0.5

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| --- | --- | --- | --- |
| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes:Health Science (51.3901)

Course Description: **Introductory Level:** This course provides students with the basic knowledge of health/wellness professionals in private business and industry, community organizations, and health care settings, as well as job opportunities, wage, and duties. This class includes instruction in personal health, community health and welfare, nutrition, epidemiology, disease prevention, fitness and exercise, and health behaviors that are associated with various health careers.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Compare and contrast the history of medicine with current trends

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Create a historical timeline to include: Egyptians, Hippocrates, Clara Barton, Elizabeth Blackwell, Florence Nightingale, William Harvey, Joseph Lister, Ignaz Semmelweis, Jonas Salk and Albert Sabin, Louis Pasture. |  |
| 1.2 | Identify current trends in healthcare. |  |

## Benchmark 2: Demonstrate methods of delivering and obtaining information, while communicating effectively.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Understand the concepts of effective communication. |  |
|  | * Model verbal and nonverbal therapeutic communication. |  |
|  | * + Active listening |  |
|  | * + Reflecting |  |
|  | * + Silence |  |
|  | * + Summarizing |  |
| 2.2 | Identify common barriers to communication. |  |
|  | * Physical disabilities |  |
|  | * + Aphasia |  |
|  | * + Hearing loss |  |
|  | * + Impaired vision |  |
|  | * + Developmental level |  |
|  | * + Psychological barriers |  |
|  | * + Attitudes |  |
|  | * + Bias |  |
|  | * + Prejudice |  |
|  | * + Stereotyping |  |
| 2.3 | Distinguish between subjective and objective information. |  |
| 2.4 | Interpret elements of communication using sender-message-receiver feedback model. |  |
| 2.5 | Modify communication to meet the needs of the patient/client, as well as being appropriate to the situation. |  |
| 2.6 | Describe appropriate interactions with patients throughout various stages of psychosocial development. |  |
| 2.7 | Interpret common medical abbreviations to communicate information specific to course content. |  |

## Benchmark 3: Demonstrate knowledge of Healthcare Delivery System

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Understand the healthcare delivery system (public, private, government and non-profit). |  |
| 3.2 | Examine the healthcare consumer’s rights and responsibilities within the healthcare system. |  |
|  | * Compliance |  |
|  | * Patient’s Bill of Rights |  |
|  | * Self-advocacy |  |
| 3.3 | Analyze the impact of emerging issues on healthcare delivery systems. |  |
|  | * Behavior/Mental Health |  |
|  | * Bioethics |  |
|  | * Epidemiology |  |
|  | * Socioeconomics |  |
|  | * Technology |  |
| 3.4 | Understand the history and role of health insurance and employer/employee benefits. |  |

## Benchmark 4: Summarize personal traits and Attitudes desirable in a healthcare professional

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Identify personal traits and attitudes desirable in a career ready member of a health team. |  |
|  | * Acceptance of criticism |  |
|  | * Attendance |  |
|  | * Competence |  |
|  | * Dependability |  |
|  | * Discretion |  |
|  | * Empathy |  |
|  | * Enthusiasm |  |
|  | * Honesty |  |
|  | * Initiative |  |
|  | * Integrity |  |
|  | * Patience |  |
|  | * Positive attitude |  |
|  | * Responsibility |  |
|  | * Self-motivation |  |
|  | * Social and cultural competence |  |
|  | * Tact |  |
|  | * Team player |  |
|  | * Willingness to learn |  |
| 4.2 | Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior. |  |
| 4.3 | Demonstrate proper hygiene of a healthcare worker. |  |
| 4.4 | Describe proper dress of a healthcare worker. |  |
| 4.5 | Describe proper behavior in a healthcare setting, including honesty, empathy, dependability, and teamwork. |  |

## Benchmark 5: Career Exploration and Decision-making in Health Science

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Research levels of education, credentialing requirements, and employment trends in health professions. |  |
| 5.2 | Distinguish differences among careers within a health science pathway. |  |
|  | * Diagnostic Services |  |
|  | * Therapeutic Services |  |
|  | * Health Informatics |  |
|  | * Support Services |  |
|  | * Biotechnology research and development |  |
| 5.3 | Identify specific careers and the job responsibilities, daily duties, skill requirements, and interaction with patients and/or staff. |  |
| 5.4 | Develop a program of study that lists secondary classes, CTE classes, post-secondary institution programs, certifications, and other training needed for a specific career. |  |

## Benchmark 6: Demonstrate Knowledge of Medical Law and Medical Ethics

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Analyze legal responsibilities, limitations, and implications of criminal and civil law. |  |
|  | * Abuse |  |
|  | * Assault |  |
|  | * Battery |  |
|  | * Harassment |  |
|  | * Invasion of privacy |  |
|  | * Libel |  |
|  | * Malpractice |  |
|  | * Negligence |  |
|  | * Slander |  |
|  | * Tort |  |
| 6.2 | Apply procedures for accurate documentation and use of electronic and print health care records. |  |
| 6.3 | Differentiate between medical law and medical ethics including: Hippocratic oath, Patient Bill of Rights, Patient Care Partnership, and Ethics Committees. |  |
| 6.4 | Describe the scope of practice for healthcare workers. |  |
| 6.5 | Explain the importance of expressed consent, implied consent, and informed consent. |  |
| 6.6 | Define legal implications and how they relate to health care including the following: battery, invasion of privacy, malpractice/negligence, slander, libel, assault, and abuse. |  |
| 6.7 | Describe HIPAA and standards for privacy and confidentiality of health information. |  |
| 6.8 | Utilize procedures for reporting activities and behavior of patients/clients that affect the health, safety, and welfare of others. |  |

## Benchmark 7: Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Identify ethical issues and their implications related to healthcare. |  |
|  | * Euthanasia |  |
|  | * Gene editing |  |
|  | * Immunizations |  |
|  | * In vitro fertilization |  |
|  | * Organ donation/transplanttion |  |
| 7.2 | Identify and demonstrate respectful and empathetic treatment of ALL patients/clients. |  |
| 7.3 | Demonstrate and discuss religious, social, and cultural values as they impact healthcare. |  |
|  | * Ageism |  |
|  | * Ethnicity |  |
|  | * Gender |  |
|  | * Race |  |
|  | * Religion |  |

## Benchmark 8: Demonstrate Knowledge of Medical Mathematics

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | Apply mathematical computations related to healthcare procedures. |  |
| 8.2 | Apply mathematical principles to conversion equations used in the healthcare delivery system. |  |
| 8.3 | Apply mathematical principles involving temperature, weights, and measures used in the healthcare delivery system. |  |
| 8.4 | Analyze diagrams, charts, graphs, and tables to interpret healthcare results. |  |
| 8.5 | Demonstrate use of the 24-hour clock/military time. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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