



## Scope and Sequence Curriculum Outline

**Career Program:** Health Science II

**DOE Code:** 5284

**Career Cluster:** Health Science

**Recommended Grade Levels:** 12

**Prerequisites:** Health Science I

**High School Credits:** 3 per semester (6 total per school year)

**Additional Information:** Counts as a Directed Elective or Elective for the General, Core 40, Academic Honors and Technical Honors diplomas

**Program Description:** Health Science I students study topics such as human anatomy and physiology, medical terminology, medical ethics, CPR, and practical skills applicable to all health-related occupations. Leadership skills developed through participation in the HOSA student organization are also included. Job shadow experiences are completed at local health care facilities throughout one semester of the program. Job seeking and job maintenance skills, personal management skills, and self-analysis to aid in career selection are also included.

**Alignment:** Indiana Department of Education Academic Standards Course Framework, Ivy Tech Community College (dual credit agreement), and *Textbook for Nursing Assistants* (Mosby) and *Textbook for Long-Term Care Assistants* (Mosby) textbook materials.

**Companion Documents:** WCC Health Science II Program Syllabus; WCC High School Pathway Plan; WCC Program Description Guide

### Curriculum Content Summary:

- Employability Skills
- Work Environment
- Health Care Team
- Life Skills
- Admission into a Postsecondary Program
- CNA Preparation Objectives Checklist

Content	Indiana DOE Standards	Knowledge & Skills <i>(based on HSEII Model)</i>	Example Activities	Time Frame	Evaluation / Certification
<p><b>DOMAIN</b> Employability Skills</p> <p><b>Core Standard I</b> Students evaluate employability skills to enhance career opportunities and job satisfaction.</p>	<p><b>HSEII-1.1</b> Select a self-assessment and analyze personal interests and aptitudes</p> <p><b>HSEII-1.2</b> Choose a career plan including levels of education and required credentialing.</p> <p><b>HSEII-1.3</b> Recommend a job search for a position in health care</p> <p><b>HSEII-1.4</b> Evaluate employment trends in health science</p> <p><b>HSEII-1.5</b> Create a job application form</p> <p><b>HSEII-1.6</b> A personal resume and cover letter</p> <p><b>HSEII-1.7</b> Demonstrate skill when interviewing for a health care position</p> <p><b>HSEII-1.8</b> Write a thank you letter following the interview</p> <p><b>HSEII-1.9</b> Compose a letter of resignation</p>	<ul style="list-style-type: none"> <li>• Demonstrate employability skills in classroom and in clinicals</li> <li>• Understand the role and function of a CNA</li> <li>• Communicate effectively up and down the organizational chart</li> <li>• Function as a member of the health care team</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of health care resumes</li> <li>• Practice interviews with instructors and/or Work-Based Learning coordinator</li> <li>• Video tape reviews of the interviews</li> <li>• Completion of employment packets</li> <li>• Creation of other employment documentation</li> <li>• Student Ambassadors</li> <li>• HOSA membership &amp; competitions</li> <li>• NTHS</li> <li>• Participation in the WCC Health Job Fair</li> <li>• Clinical experiences</li> </ul>	<p>1 week</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> <li>• Clinical evaluations</li> <li>• Resume</li> <li>• Classroom work</li> <li>• Employment evaluations</li> <li>• Weekly participation</li> <li>• Essential Skills Evaluation</li> <li>• Work Ethic Certification</li> </ul>

Content	Indiana DOE Standards	Knowledge & Skills <i>(based on Federal Law OBRA Legislation, 1987)</i>	Example Activities	Time Frame	Evaluation / Certification
<p><b>DOMAIN</b> Work Environment</p> <p><b>Core Standard 2</b> Students perform technical skills in the work environment in order to apply and adapt basic skills into what is required in the clinical setting</p>	<p><b>HSEII-2.1</b> Perform tasks as outlined in the training plan</p> <p><b>HSEII-2.2</b> Perform at an acceptable level of productivity</p> <p><b>HSEII-2.3</b> Apply ethical and legal issues in health care</p> <p><b>HSEII-2.4</b> Apply basic medical terminology principles</p> <p><b>HSEII-2.5</b> Apply the basic organization of the human body, the body systems, and analyze the stages of growth and development</p> <p><b>HSEII-2.6</b> Analyze behaviors for success in the health care field, including lifestyles management, professionalism, and lifelong learning</p> <p><b>HSEII-2.7</b> Apply concepts of personal and workplace safety measures including body mechanics, infection control, and environmental safety</p> <p><b>HSEII-2.8</b> 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</p> <p><b>HSEII-2.9</b> Identify the purposes and procedures for medical documentation</p> <p><b>HSEII-2.10</b> Recognize the limitations and perform within the appropriate scope of practice</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to communicate and use interpersonal skills effectively</li> <li>• Demonstrate legal and ethical responsibilities specific to nurse assisting</li> <li>• Use information technology tools</li> <li>• Recognize and practice safety and security procedures</li> <li>• Provide emergency care</li> <li>• Describe the anatomy and physiology of the human body</li> <li>• Perform physical comfort and safety functions specific to nurse assisting</li> <li>• Provide personal patient care</li> <li>• Perform patient care procedures</li> <li>• Apply principles of nutrition</li> <li>• Provide care for geriatric patients</li> <li>• Apply the principles of infection control specific to nurse assisting</li> <li>• Provide biological, psychological, and social support</li> <li>• Perform organizational skills following the patient plan of care</li> <li>• Assist with restorative and rehabilitative activities</li> <li>• Demonstrate knowledge of blood borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Work-Based Learning &amp; extended clinicals</li> <li>• HOSA membership &amp; competition</li> </ul>	<p>10 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> <li>• Work-Based Learning &amp; extended clinicals evaluations</li> <li>• Essential Skills Evaluation</li> <li>• Work Ethic Certification</li> <li>• Weekly participation</li> <li>• Technical Skills Evaluation</li> </ul>

Content	Indiana DOE Standards	Knowledge & Skills <i>(based on state licensing)</i>	Example Activities	Time Frame	Evaluation / Certification
<p><b>DOMAIN</b> Health Care Team</p> <p><b>Core Standard 3</b> Students participate effectively as a member of the Health Care Team to promote the delivery of quality healthcare</p>	<p><b>HSEII-3.1</b> Describe the chain of command in specific work environments</p> <p><b>HSEII-3.2</b> Interact with staff, co-workers, and patients in a professional manner</p> <p><b>HSEII-3.3</b> Perform within the policies and procedures of the facility</p> <p><b>HSEII-3.4</b> Identify characteristics and traits necessary for advancement in the work place</p> <p><b>HSEII-3.5</b> Apply methods for building positive team relationships</p> <p><b>HSEII-3.6</b> Analyze attitudes and attributes of effective leaders in the health care setting</p> <p><b>HSEII-3.7</b> Apply effective techniques for managing conflict among team members and consumers</p>	<ul style="list-style-type: none"> <li>• Describe Long Term Care in comparison with other healthcare settings</li> <li>• Explain the members and roles of the Interdisciplinary Care Team and the Chain of Command</li> <li>• Describe the importance of the interdisciplinary team and the ongoing revision of the care plan based upon the resident’s changing condition/needs</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills activities</li> <li>• Organizational chart for reporting</li> </ul>	<p>2 weeks</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> <li>• Communication evaluation activity</li> <li>• NCHSE certification</li> <li>• Ivy Tech final exam</li> <li>• CNA certification</li> <li>• Clinical evaluation</li> <li>• Work Ethic Certification</li> <li>• Essential Skills Evaluation</li> <li>• Classroom work</li> <li>• Weekly participation</li> </ul>

Content	Indiana DOE Standards	Knowledge & Skills <i>(based on HLHS 111)</i>	Example Activities	Time Frame	Evaluation / Certification
<p><b>DOMAIN</b> Life Skills</p> <p><b>Core Standard 4</b> Students utilize to become productive professionals and effective individual consumers</p>	<p><b>HSEII-4.1</b> Develop a personal budget</p> <p><b>HSEII-4.2</b> Scrutinize credit buying</p> <p><b>HSEII-4.3</b> Identify the attributes of a wise consumer</p> <p><b>HSEII-4.4</b> Anticipate the insurance needs of a young adult</p> <p><b>HSEII-4.5</b> Predict the type of legal services a young adult might need</p> <p><b>HSEII-4.6</b> Identify and apply behaviors that promote health and wellness</p> <p><b>HSEII-4.7</b> Discuss behaviors that are detrimental to one's health</p> <p><b>HSEII-4.8</b> Describe strategies for the prevention of diseases including health screenings and examinations</p>	<ul style="list-style-type: none"> <li>• Describe the common causes of stress/burnout in the healthcare industry</li> <li>• Explain the requirements for testing, certification, and renewal to maintain professional status</li> <li>• Compare and contrast valid sources of health information</li> <li>• Discuss the significance of the four dimensions of health</li> <li>• Describe factors that contribute to longevity</li> <li>• List the seven skills that are practiced by a health-literate person</li> <li>• Describe the significance of the US Public Health Service's leading health indicators</li> <li>• Describe how stress affects your body and immune system</li> <li>• Create a personal plan for successfully managing stress</li> <li>• Describe the characteristics of mentally and emotionally healthy individuals</li> <li>• Understand mental disorders as a form of illness</li> <li>• List and briefly describe the six general steps for resolving personal conflict</li> <li>• Create a personal wellness plan to assess and develop your conflict management skills</li> <li>• Describe the importance of social support for overall health and wellness</li> <li>• Create a personal action plan to assess and develop your relationship skills</li> <li>• Describe the endocrine glands that have important roles in human development</li> <li>• Explain the benefits of being physically active</li> <li>• Explain the relationship between foods and metabolism</li> <li>• Explain the rationale for the food pyramid</li> <li>• Describe how to read a food label</li> <li>• Explain how to handle food safely</li> <li>• Identify the factors that affect body image</li> <li>• Identify the four main factors that affect weight management</li> <li>• Describe the structure and function of the respiratory and circulatory systems</li> <li>• List and describe the diseases associated with tobacco use</li> <li>• Explain why it is hard for people who smoke to quit</li> <li>• Discuss factors that contribute to substance</li> </ul>	<ul style="list-style-type: none"> <li>• Realign.com</li> <li>• Individual health assessments</li> <li>• Individual Wellness Plans</li> <li>• Informative posters</li> <li>• Relationship skills action plan</li> <li>• Step monitors</li> </ul>	<p>7 weeks (2 days per week second semester)</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> <li>• Individual Wellness Plans</li> <li>• Ivy Tech final exam</li> <li>• NCHSE certification</li> <li>• Work Ethic Certification</li> <li>• Essential Skills Evaluation</li> <li>• Weekly participation</li> <li>• Classroom work</li> <li>• Dual credit</li> </ul>

		<p>abuse</p> <ul style="list-style-type: none"> <li>• Identify the risks, dangers, and social implications associated with drug abuse</li> <li>• Discuss ways of preventing infectious diseases</li> <li>• Describe the five stages of the disease process</li> <li>• State the known risk factors for heart disease</li> <li>• List the common causes and signs and symptoms of heart attacks and strokes</li> <li>• Explain what cancer is and how it is treated</li> <li>• Describe key elements in being prepared for emergencies</li> <li>• Develop a personal and family safety plan</li> <li>• List and discuss the various forms of pollution that affect human populations</li> <li>• List and describe community and personal strategies for preserving the human ecosystem</li> <li>• Describe the process of maturation</li> <li>• Discuss the impact of critical life events</li> <li>• Identify ways to investigate career options</li> <li>• List and discuss significant life challenges for young adults</li> <li>• Identify the six stages of the family life cycle</li> <li>• Identify typical stressors that occur during the various stages of life</li> <li>• Briefly explain the health and social effects of the aging process</li> </ul>			
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Content	Indiana DOE Standards	Knowledge & Skills	Example Activities	Time Frame	Evaluation / Certification
<p><b>DOMAIN</b> Admission into a Postsecondary Program</p> <p><b>Core Standard 5</b> Students complete the application process for admission into a post-secondary program in order to achieve career goals</p>	<p><b>HSEII-5.1</b> Investigate post-secondary programs for desired career path</p> <p><b>HSEII-5.2</b> Establish contact with appropriate program representatives</p> <p><b>HSEII-5.3</b> Complete a FAFSA form</p> <p><b>HSEII-5.4</b> Investigate possible financial aid sources.</p> <p><b>HSEII-5.5</b> Obtain an application to the post-secondary institution of choice</p> <p><b>HSEII-5.6</b> Complete application to a post-secondary program</p>	<ul style="list-style-type: none"> <li>• Complete college application</li> <li>• Complete FAFSA form</li> <li>• Transfer dual credits to other colleges</li> <li>• Ask for references</li> <li>• Register for college entrance exams</li> <li>• Apply for scholarships</li> </ul>	<ul style="list-style-type: none"> <li>• IU East Health Careers Day</li> <li>• College speakers</li> <li>• College application support</li> <li>• FAFSA support</li> <li>• Letters of recommendations for scholarships</li> </ul>	<p>1 week</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> <li>• Classroom work</li> <li>• Weekly participation</li> </ul>

Content	Indiana DOE Standards	Knowledge & Skills <i>(based on state licensing)</i>	Example Activities	Time Frame	Evaluation / Certification
<p><b>DOMAIN</b> CNA Preparation Objectives Checklist</p> <p><b>Core Standard 6</b> Students complete current technical skills and educational objectives in preparation for the CNA licensure exam</p>	<p>HSEII-6.1 List standards</p>	<ul style="list-style-type: none"> <li>• 72 performance skills on the CNA checklist determined by state licensing requirements</li>   <li>• 50 objectives in CNA theory determined by state licensing requirements</li> </ul>	<ul style="list-style-type: none"> <li>• 75 hour practicum/clinicals in a long-term care setting (required for state licensing)</li>   <li>• 30 hours of classroom theory (required for state licensing)</li>   <li>• Lab simulations: <ul style="list-style-type: none"> <li>• Moving and lifting patient</li> <li>• Feeding patient</li> <li>• Bathing patient</li> <li>• Shaving a balloon</li> <li>• Emptying a catheter</li> <li>• Handwashing &amp; sanitizing</li> <li>• Gowning, masking, &amp; gloving</li> <li>• Measuring intake &amp; output</li> <li>• Fire extinguisher and other emergency skills</li> <li>• And more</li> </ul> </li>   <li>• HOSA membership &amp; participation</li> </ul>	<p>15 weeks (first semester)</p> <p>Reinforced throughout the year</p>	<ul style="list-style-type: none"> <li>• CNA skills test</li> <li>• CNA certification</li> <li>• Essential Skills Evaluation</li> <li>• Technical Skills Evaluation</li> <li>• Work Ethic Certification</li> <li>• Weekly participation</li> <li>• Classroom work</li> </ul>