OFFICE OF INSTRUCTIONAL PROGRAMS AND SERVICES
Summary of State Board of Education Agenda Items
October 22 - 23, 2009

Office of Vocational Education and Workforce Development

Approval of Carnegie unit credit for Allied Health I/Health Science I to meet the Health requirement for high school graduation
(Has cleared the Administrative Procedures Act process with public comments)

EXECUTIVE SUMMARY

On October 2, 2008, the Accreditation Commission approved to accept the successful completion of Allied Heath I/Health Science I in lieu of Comprehensive Health or Family and Individual Health to meet the ½ Carnegie unit Health requirement for graduation. Once approved, this information will be included as a note to Standards 20 and 32 (Appendix A and Appendix B) in the *Mississippi Public School Accountability Standards* to become effective upon approval. Relevant competencies in the Allied Health course showing comparisons to the Comprehensive Health course are included in the backup material.

Allied Health

The first year of the secondary Allied Health program introduces the students to careers available in the health field, basic anatomy and physiology, and basic patient care skills. Upon completion of the first course, the student will be trained to be an entry level general health care assistant and trained in CPR and first aid. The student will be better able to make an informed choice of health occupations that he/she plans to pursue. This course is taught of one year, and earns 2.0 Carnegie Units. Students who complete Allied Health I&II may count two of the four credits earned in the program toward graduation requirements, the other two can be used as electives.

Comprehensive Health

Comprehensive Health includes a range of educational experiences. It should be taught in a way so students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students must be encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They should be encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They must also use interpersonal and social skills in relationships to learn about and from others.

Recommendation: Approval

Backup material attached

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Vocational Education and Workforce Development
Comparison of Comprehensive Health and Allied Health I

Comprehensive Health

Competencies and Suggested Objectives:

1. Comprehend concepts related to health promotion and disease prevention.
    a. Identify the harmful physiological and psychological effects of stress.
    b. List and describe types of mental disorders.
    c. Describe the transmission, symptoms, treatment, and prevention of communicable, non-communicable and sexually transmitted diseases.
    d. Describe the etiology and control of the AIDS virus.
2. Demonstrate the ability to obtain valid health information.
    a. Explain the importance of keeping family medical records.
    b. Differentiate between nonprofessional and professional medical services.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
    a. Evaluate how environmental health problems impact personal and community health.
    b. Identify websites regarding sources that provide valid health information.
    c. Relate connections between human and environmental factors to the risk of accidents.
    d. Demonstrate basic first aid procedures.
    e. Describe how individuals can help reduce the misuse and abuse of drugs.
    f. Explain how drugs and medicines have affected the life span of human beings.
    g. List future positive effects of drugs and medicines on society.
    h. Compare or identify the interrelationship between the amount of food consumed to obtain ideal weight and the amount of food consumed in obese individuals.
    i. Identify the relationship between psychological factors and eating disorders.
    j. Identify available resources for treatment of mental illness.
    k. Explain other measures for at-risk behavior involving communicable diseases.

4. Analyze the influence of culture, media, technology, and other factors on health.
   a. Evaluate the implications of modern technology on societal health.
   b. Analyze the influences of different cultural beliefs on health behaviors.

5. Demonstrate the ability to use interpersonal communication skills to enhance health.
   a. Define the role of the family in the transmission of values, attitudes, behavior, personalities, and responsibilities of its members.
   b. List several types of defense mechanisms and discuss their limitations in solving problems.
   c. Discuss conflict resolution styles and components of communication that can aid in resolving conflicts.
   d. Describe situations that could cause conflicts and problems within a family.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
   a. Interpret the role of nutrition and nutrients in maintaining health.
   b. Examine the costs associated with healthcare.
   c. Identify the activities and groups that protect the consumer.
   d. Explain the process of human reproduction from conception to birth.
   e. Utilize a decision-making model to identify reasons for abstaining from pre-marital sexual activity.
   f. Define a value system and identify the relationship of values to actions.
   g. Demonstrate the ability to work cooperatively with others to avoid potentially harmful situations.
   h. Develop and implement a plan for increasing personal safety at home, work, and/or school.
7. Demonstrate the ability to advocate for personal, family, and community health.
   a. Develop and implement a campaign to influence and support others in making choices that reduce the risks of intentional or unintentional injury.
   b. Demonstrate the ability to work cooperatively when advocating for healthy individuals.
   c. Illustrate how drug use, misuse, and abuse cause problems in society.

Allied Health

Competencies and Suggested Objectives:

1. Review material related to course and professional organizations.
   a. Identify student and course expectations.
   b. Identify allied health professional student organizations and their roles in individual career development.
   c. Compare the timeline of medical history.

2. Recognize safety procedures and policies.
   a. Describe basic safety procedures.
   b. Describe accident prevention methods and disaster plans of the local school district.
   c. Discuss a safe and clean environment.
   d. Follow state and facility guidelines, including dress requirements for clinical-type experiences.
3. Explain effective communication skills.
   a. Identify the main factors required for the communication process.
   b. Identify factors, which can interfere with the communication process.
   c. Demonstrate effective teamwork skills.
   d. Explore professional literature and medical references.
4. Introduce careers in the health care industry.
   a. Introduce careers in health care information and administration.
   b. Introduce careers in direct health care.
   c. Introduce careers in medical therapy.
   d. Introduce careers in diagnostic health care.
5. Discuss education and credentials required for health care careers.
   a. Discuss educational levels for health careers, including certification, associate degree, bachelor's degree, master's degree, and doctoral degree.
   b. Compare the credentials needed for careers in health care, including certification, registration, and licensure.
6. Discuss professional ethics.
   a. Explain professional ethics.
   b. Discuss confidentiality.
   c. Discuss HIPAA, the Health Insurance Portability and Accountability Act of 1996.
7. Discuss legal responsibility and client's rights.
   a. Explain torts and legal responsibility.
   b. Identify ways to promote clients' rights and privacy.
   c. Discuss the requirement for health care workers to undergo a background check.
8. Explain standard precautions.
   a. Explain importance of standard precautions in life practices and health care.
   b. Explain the state and federal government's role in standard precautions.
   c. Relate standard precautions to the transmission of infectious diseases including HIV, AIDS, HBV, and TB.
9. Utilize standard precautions.
   a. Demonstrate hand-washing technique.
   b. Demonstrate donning and removing clean gloves.
10. Perform basic emergency procedures.
   a. Explain first aid procedures for sudden illness.

b. Explain first aid procedures for accidents.

11. Perform advanced emergency procedures.
    a. Perform CPR.
    b. Demonstrate first aid for an obstructed airway.
12. Explain medical terminology.
    a. Spell designated medical terms correctly.
    b. Demonstrate the use of medical references to spell medical terms correctly.
    c. Define and divide medical terms into root words, prefixes, and suffixes.
13. Recognize and use medical terminology.
    a. Interpret the common medical abbreviations and symbols including meanings and uses.
    b. Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting, and writing simulated medical records.
14. Review the relationship among cells, tissues, organs, and systems.
    a. Review the main parts of a cell.
    b. Review the functions of the main parts of a cell.
    c. Compare types of tissues and their relationships to body organs and systems.
15. Identify the body planes, directions, and cavities.
    a. Identify the names of the planes and the directional terms.
    b. Locate the body cavities.
    c. Identify the body organs in each cavity.
    d. Describe the abdominal regions.
16. Interpret the basic structures and functions of the integumentary system.
    a. Identify the parts of the integumentary system.
    b. Explain the functions of the integumentary system.
    c. Discuss related diseases and disorders.
17. Perform the patient care procedures related to the integumentary system.
    a. Demonstrate patient hygiene.
    b. Perform bed-making skills.
    c. Perform patient positioning to prevent pressure areas.
18. Interpret the basic structures and functions of the muscular system.
    a. Identify major muscles.
    b. Explain the function of the muscles.
    c. Discuss related diseases and disorders.
    d. Demonstrate active range of motion exercises and indications for use.
19. Interpret the basic structure and function of the skeletal system.
    a. Identify the bones of the body.
    b. Explain functions of the skeletal system.
    c. Discuss related diseases and disorders.
    d. Demonstrate procedures for patient transfer using a stretcher, wheelchair, or a pneumatic lift.

20. Interpret the basic structures and functions of the circulatory system.
    a. Identify components of blood and their function.
    b. Identify the types of blood vessels and the action of each.
    c. Identify the anatomy of the heart.
    d. Explain the flow of blood through the heart.
    e. Discuss related diseases and disorders.
21. Measure vital signs.
    a. Measure oral temperature.
    b. Explain procedures for measuring axillary, rectal, and tympanic temperatures.
    c. Identify the body's pulse points.
    d. Demonstrate radial pulse measurement.
    e. Measure blood pressure.
22. Interpret the basic structures of the respiratory system.
    a. Identify the structures of the respiratory system.
    b. Discuss related diseases and disorders.
    c. Auscultate lung sounds.
23. Interpret the basic functions of the respiratory system.
    a. Discuss how gas exchange occurs in the lungs.
    b. Recognize factors that cause respiratory disorders.
    c. Count respirations.
24. Interpret the basic structures and functions of the digestive system.
    a. Identify organs of the digestive system.
    b. Discuss the functions of organs of the digestive system.
    c. Discuss related diseases and disorders.
25. Examine the relationship of food and health.
    a. Define terms associated with nutrition.
    b. Identify the components of the food guide pyramid with examples of each.
    c. Describe basic therapeutic diets.
    d. Demonstrate how to assist/feed a patient with a disability.
26. Interpret the basic structures and functions of the urinary system.
    a. Identify structures of the urinary system.
    b. State the functions of each structure of the urinary system.
    c. Discuss related diseases and disorders.
27. Determine the importance of intake and output measurement.
    a. Define terms associated with intake and output.
    b. Calculate intake and output measurements.
    c. Convert intake and output measurements to metric equivalents.
    d. Discuss urinary catheterization in classroom lab setting.
28. Interpret the basic structures and functions of the nervous system.
    a. Identify the major structures and functions of the nervous system.
    b. Recognize procedures for neurological exam.
    c. Perform neurological exams.
    d. Discuss related diseases and disorders.
29. Interpret basic structure and functions of the sensory systems.

a. Label the basic structures of the sensory organs.
b. Identify the functions of the sensory organs.

30. Interpret the basic structures and functions of the female reproductive system.
    a. Identify the major structures and functions of the female reproductive system.
    b. Discuss diseases and disorders of the female reproductive system.
    c. Discuss the procedures of a breast exam.
    d. Perform breast exam on model in lab.

31. Interpret the basic structures and functions of the male reproductive system.
    a. Identify major structures and functions of the male reproductive system.
    b. Discuss diseases and disorders of the male reproductive system.
    c. Discuss procedures of a testicular exam.
    d. Perform testicular exam on model in lab.

32. Interpret the basic structures of the endocrine system.
    a. Define key terms related to the endocrine system.
    b. Label structures of the endocrine system.

33. Interpret the basic functions of the endocrine system.
    a. Analyze the actions of hormones on various body functions.
    b. Recognize diseases and disorders of the endocrine system.