CORRELATION of **Florida Health Science Foundations** to Introduction to Health Science, 2e
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Standards/Objectives/Indicators	IHS
1.0 Demonstrate knowledge of the health care delivery system and health occupations. The student will be able to:	
1.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.	536-546 (Healthcare Delivery Systems), 573 (Recall #2), 574 (Core Skills #5, #17)
1.02 Identify common methods of payment for healthcare services.	547-553 (Healthcare Economic Systems and Related Terms), 573 (Recall #4, Core Skills #3), 574 (Core Skills #9, #18)
1.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.	538-542 (Healthcare Delivery Systems and Related Agencies), 573 (Core Skills #1)
1.04 Describe the composition and functions of a healthcare team.	313-316 (Effective Teams, Types of Healthcare Teams), 324 (#2)
1.05 Identify the general roles and responsibilities of the individual members of the healthcare team.	315-319 (Types of Healthcare Teams, Healthcare Team Interaction), 324 (#1), 363 (Core Skills #2)
1.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.	557-558 (Patient Rights and Responsibilities), 574 (Core Skills #12, #14)
1.07 Identify characteristics of effective teams.	313-314 (Effective Teams), 363 (Recall #1)
1.08 Recognize methods for building positive team relationships.	319 (Building Positive Team Relationships), 365 (Think and Act #2)
1.09 Discuss attributes and attitudes of an effective leader.	322-324 (Team Leadership), 324 (#5), 365 (Think and Act #1)
1.10 Recognize factors and situations that may lead to conflict.	320 (Identifying Factors That Lead to Team Conflict), 324 (#4)
1.11 Recognize effective techniques for managing team conflict.	320-321 (Resolving Team Conflict), 363 (Recall #4), 364 (Core Skills #1)
1.12 Describe factors that influence the current delivery system of healthcare.	6-13 (Historical Changes in Healthcare), 30 (Core Skills #4, #6), 554-572 (Applying Systems Theory to Emerging Issues in Healthcare), 571 (#3), 573 (Recall #6), 574 (Core Skills #15)

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1.13 Explain the impact of emerging issues including technology, epidemiology, bioethics, and socioeconomics on healthcare delivery systems.	554-572 (Applying Systems Theory to Emerging Issues in Healthcare), 571 (#5), 574 (Core Skills #16), 575 (Think and Act #1)
2.0 Demonstrate the ability to communicate and use interpersonal skills effectively. The student will be able to:	
2.01 Develop basic speaking and active listening skills.	373-376 (Communication Skills and Styles), 424 (Core Skills #1), 425 (Think and Act #1)
2.02 Develop basic observational skills and related documentation strategies in written and oral form.	403- (Observing Body Language, Communicating Observations), 407-408 (Reporting and Recording Observations), 423 (#13), 425 (Think and Act #2)
2.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.	375-376 (The Four Communication Styles), 409-414 (Barriers to Communication), 420-421 (Barriers That Affect Patient Interaction), 425 (Core Skills #9, Think and Act #1)
2.04 Identify characteristics of verbal and non-verbal cues.	403-404 (Observing Body Language), 425 (Core Skills #6)
2.05 Use appropriate medical terminology and abbreviations.	642-647 (Medical Terminology), 669 (Think and Act #1, #2; Source #1)
2.06 Discuss the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.	380 (1st three paragraphs), 418-420 (Developing Individualized Approaches to Care, Exhibiting Cultural Competence with Coworkers), 424 (Recall #19), 585-587 (Patient-Centered Care, Respecting Diversity), 602 (Think and Act #2)
2.07 Discuss the importance of patient/client education regarding healthcare.	412-413 (Low Health Literacy), Lesson 11.4 Digital Activity: Improving Health Literacy
2.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.	377 (Considering the Patient's Age and Stage of Development), 414 (Cultural Differences), 415-421 (Developing Cultural Competence), 425 (Core Skills #10, Think and Act #1)
2.09 Discuss elements of communication using a sender-receiver model.	371 (Communication Cycle), 382 (#1)
2.10 Distinguish between and report subjective and objective information.	405 (1st and 2nd bullets), 423 (#11), 425 (Core Skills #8)
2.11 Report relevant information in order of occurrence.	407-408 (Reporting and Recording Observations), 425 (Think and Act Like a Healthcare Worker #3)
3.0 Demonstrate legal and ethical responsibilities. The student will be able to:	
3.01 Explain the legal framework of the healthcare occupations including scope of practice legislation.	611-613 (Scope and Practice and Liability), 635 (#3), 636 (Core Skills #11)

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3.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment, and fraud.	611 (Last paragraph), 613 (Standard of Care and Malpractice, Negligence), 615 (1st paragraph), 618 (#2), 636 (Core Skills #2), 637 (Source #2)
3.03 Explain procedures for accurate documentation and record keeping.	440-446 (Medical Documentation, Correcting Errors), 446 (#4), 469 (Activate #1)
3.04 Explain the importance of healthcare facility policy and procedures for employees.	35 (Equipment Safety), 40-41 (Using SDS, Handling Exposures and Accidents), 68 (Bloodborne Pathogen Exposure Control), 85 (Source #1), 353 (Steps to Success, 3rd paragraph), 364 (Build Core Skills #5)
3.05 Explain the "Patient's Bill of Rights".	557 (Patient Rights and Responsibilities), 574 (Core Skills #12, #13), 619-620 (Introduction)
3.06 Identify and explain standards of the Health Insurance Portability and Accountability Act (HIPAA).	621-622 (Healthcare Privacy), 622 (#4), 637 (Think and Act #1)
3.07 Describe advance directives.	620 (Patient's Right to Participate in Treatment Decisions), 635 (#8)
3.08 Describe informed consent.	607-608 (Contract Law and Informed Consent), 636 (Core Skills #12)
3.09 Explain the laws governing harassment, labor and employment.	627-633 (Employment Laws), 633 (#3), 636 (#15, #16), 636 (Core Skills #4)
3.10 Differentiate between legal and ethical issues in healthcare.	578 (1st paragraph), 582 (#1), 601 (Recall #1)
3.11 Describe a code of ethics consistent with the healthcare occupation.	578-580 (Ethical Codes), 603 (Source #1)
3.12 Identify and compare personal, professional, and organizational ethics.	578-580 (Ethical Codes), 602 (Core Skills #3), 603 (Source #2)
3.13 Discuss the limits of authority and responsibility of health care workers including legislated scope of practice.	611-613 (Scope and Practice and Liability), 635 (#3), 636 (Core Skills #11)
3.14 Recognize and report illegal and/or unethical practices of healthcare workers.	624 (Reporting Health and Safety Incidents), 632 (Antiharassment Laws), 633 (#4), 636 (Core Skills #4)
3.15 Recognize and report abuse including domestic violence, neglect and suspected human trafficking.	614-615 (Abuse, Neglect, and Other Torts), 617-618 (Privileged Communication and Mandatory Reporting), 635 (#1, #6)
3.16 Distinguish between the five schedules of controlled substances.	567 (Drug Schedules), 575 (Think and Act Like a Healthcare Worker #4)
4.0 Demonstrate an understanding of and apply wellness and disease concepts. The student will be able to:	

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4.01 Describe strategies for prevention of diseases including health screenings and examinations.	282 (Routine Health Screenings and Examinations), 307 (Recall #8), 308 (Core Skills #2)
4.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.	266-279 (Physical Health, Wellness, and Self-Care Practices), 307 (Recall #3, #4), 308 (Core Skills #9)
4.03 Identify psychological reactions to illness including defense mechanisms.	288 (Illness), 309 (Think and Act Like a Healthcare Worker #2), 411-412 (Unmet Needs)
4.04 Identify complementary and alternative health practices.	304-305 (Complementary and Alternative Medicine), 308 (Core Skills #12)
4.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.	290-293 (Maladaptive and Risky Behaviors), 295 (#7), 561 (Mental and Behavioral Health Issues), 574 (Core Skills #11)
4.06 Explain the basic concepts of positive self-image, wellness and stress.	267 (Physical Development and Wellness), 277-278 (Managing Stress Through Self-Care), 279 (#7), 287 (Mental and Behavioral Development)
4.07 Develop a wellness and stress control plan that can be used in personal and professional life.	277-278 (Managing Stress Through Self-Care), 309 (Core Skills #8)
4.08 Explore and utilize the U.S. Department of Agriculture's nutrition resources.	271-272 (Guidelines for Healthy Eating), 309 (Core Skills #9, Source #1)
4.09 Discuss the steps in the grief process.	294-295 (Managing Grief), 308 (#15)
5.0 Recognize and practice safety and security procedures. The student will be able to:	
5.01 Recognize safe and unsafe working conditions and report safety hazards.	41 (Handling Exposures and Accidents), 83 (Recall #2), 624 (Reporting Health and Safety Incidents), 632 (Antiharassment Laws), 633 (#4), 636 (Core Skills #4)
5.02 Explain why understanding how to safely use medical equipment is important.	35 (Equipment Safety, 1st paragraph), 85 (Source #1)
5.03 Explain and apply the theory of root-cause analysis.	556 (#1 Plan), 624 (Reporting Health and Safety Incidents, 2nd paragraph), 635 (Recall #10)
5.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.	563 (Medical Errors), 573 (Build Core Skills #2)
5.05 Identify and practice security procedures for medical supplies and equipment.	35-37 (Equipment Safety), 85 (Source #1)

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5.06 Explain personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations including standard precautions.	34- (Personal and Patient Safety), 83 (Recall #2), 84 (Core Skills #6), 85 (Think and Act #3, Source #3, #4)
5.07 Recognize Safety Data Sheets and comply with safety signs, symbols, and labels.	40-41 (Using SDS), 84 (Core Skills #5)
5.08 Explain proper body mechanics and ergonomics.	37-39 (Ergonomics), 45 (Using Good Body Mechanics), 51 (#2), 84 (Core Skills #9)
5.09 Explain the procedure for properly identifying patients.	166 (Preprocedure Actions), 174 (Activate Your Learning #1), 454 (Barcode Technology, 2nd paragraph), 563 (Medical Errors, 2nd paragraph)
5.10 Explain procedures for the safe transport and transfer of patients.	46-48 (Transfer and Ambulation Safety, Wheelchair and Transport Safety), 85 (Activate #1)
5.11 Recognize fire, safety, disaster and evacuations procedures.	74-81 (Responding to Emergency Situations), 81 (#2, #3), 83-84 (Recall #17, #18)
5.12 Discuss the Joint Commission patient safety goals (www.jointcommission.org) and any other applicable accrediting/regulatory agency guidelines.	34 (Introduction), 85 (Go to the Source #1), 646 (2nd paragraph)
6.0 Recognize and respond to emergency situations. The student will be able to:	
6.01 Record and monitor vital signs accurately.	326-336 (Measuring Vital Signs), 343 (#3)
6.02 Describe legal parameters relating to the administration of emergency care.	340 (Good Samaritan Laws), 365 (Activate Your Learning #2)
6.03 Obtain and maintain training for certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid.	338-342 (Obtaining First Aid Training and Certification), 343 (#13), 363 (Recall #8), 364 (Activate #1)
6.04 Recognize adverse drug related emergencies and take appropriate first aid action.	292-293 (Opioid Crisis), 309 (Activate Your Learning #2)
7.0: Recognize and practice infection control procedures.	
7.01 Define principles of infection control including standard and transmission-based precautions.	58-68 (Standard Precautions, Transmission-Based Precautions), 73 (#3, #5), 84 (Core Skills #4)

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7.02 Explain medical asepsis and practice procedures such as handwashing and isolation.	60 (Hand Hygiene), 68-73 (Aseptic Practices), 85 (Activate #2)
7.03 Explain surgical asepsis.	69 (2nd paragraph), 84 (Activate Your Learning #3)
7.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.	66-67 (Preventing Sharps Injuries), 262 (Activate #3), 624-625 (Protecting Against Biohazards), 636 (Build Core Skills #5)
8.0 : Demonstrate an understanding of information technology applications in healthcare.	
8.01 Describe technology applications in healthcare.	428-436 (Development of Electronic Health Records), 447-464 (Technological Developments in Healthcare), 468 (Recall #10, Core Skills #4), 469 (Source #1)
8.02 Define terms and demonstrate basic computer skills.	391-396 (Memos, Emails), 425 (Activate #2), 446 (Correcting Errors in the Electronic Record)
8.03 Recognize technology applications in healthcare.	428-436 (Development of Electronic Health Records), 447-464 (Technological Developments in Healthcare), 468 (Recall #10, Core Skills #4), 469 (Source #1)
8.04 Interpret information from electronic medical documents.	437-440 (Components of an Electronic Health Record), 467 (Recall #5), 469 (Activate #1)
8.05 Identify methods of communication to access and distribute data such as fax, e-mail, and internet.	391-396 (Memos, Emails), 425 (Activate #2), 449-450 (Social Media), 468 (Core Skills #9)
9.0 Demonstrate employability skills. The student will be able to:	
9.01 Identify personal traits or attitudes desirable in a member of the healthcare team.	353-354 (Steps to Success), 363 (Recall #9, #11)
9.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e., telephone etiquette, courtesy, and self-introductions).	353-355 (Steps to Success, Professional Standards for Healthcare Workers), 363 (Recall #9, #11), 364 (Core Skills #8)
9.03 Identify documents that may be required when applying for a job.	114-115 (Career Portfolios), 119 (Activate #3), 346-350 (The Application Process), 363 (Recall #10)
9.04 Write an appropriate resume.	114-115 (Career Portfolios), 119 (Activate #3)
9.05 Conduct a job search.	346 (The Job Search), 365 (Activate #3)
9.06 Complete a job application form correctly.	346-350 (The Application Process), 365 (Activate #4)
9.07 Examine levels of education, credentialing requirements including	109-113 (Selecting a Career), 118 (Core Skills #1, #2, #3)

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licensure and certification, employment opportunities, workplace environments, and career growth potential.	
9.08 Identify acceptable work habits.	353-355 (Steps to Success, Professional Standards for Healthcare Workers), 363 (Recall #9, #11)
9.09 Recognize appropriate affective/professional behavior.	353-355 (Steps to Success, Professional Standards for Healthcare Workers), 363 (Recall #9, #11)
9.10 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services and biotechnology research and development).	100-101 (Understanding Health Science Career Pathways), 118 (Core Skills #3, #4)
10.0 Demonstrate knowledge of blood borne diseases. The student will be able to:	
10.01 Recognize emerging diseases and disorders.	568-570 (Emerging Diseases and Epidemics), 571 (#6), 574 (Build Core Skills #7)
10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens.	68 (Bloodborne Pathogen Exposure Control), 85 (Think and Act Like a Healthcare Worker #2), 738 (T Cells, 2nd paragraph)
10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.	68 (Bloodborne Pathogen Exposure Control), 84 (Build Core Skills #5), 85 (Source #4)
10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.	66 (Preventing Sharps Injuries), 68 (Bloodborne Pathogen Exposure Control), 85 (Source #3)
10.05 Explain infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.	66 (Preventing Sharps Injuries), 68 (Bloodborne Pathogen Exposure Control), 83 (#15), 85 (Source #3)
10.06 Explain the legal aspects of HIV/AIDS, including testing.	68 (Bloodborne Pathogen Exposure Control), 85 (Think and Act Like a Healthcare Worker #2), 282 (Recommended for Everyone)
11.0 Apply basic math and science skills. The student will be able to:	
11.01 Draw, read, and report on graphs, charts and tables.	512-519 (Reading and Interpreting Graphs and Charts; Charting Height, Weight, and BMI), 530 (#2), 531 (Think and Act)

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11.02 Measure time, temperature, distance, capacity, and mass/weight.	326-336 (Measuring Vital Signs), 343 (#3), 531 (Activate #4)
11.03 Make, use and convert using both traditional and metric units.	472-478 (Systems of Measurement, Converting Between Systems of Measurement), 479 (#3), 530 (#4, #8)
11.04 Make estimations and approximations and judge the reasonableness of the result.	240 (Medical Scientists, 1st paragraph), 505 (Measuring and Recording Food Intake), Lesson 13.3 Digital Activity (Estimating Fluid Intake)
11.05 Convert from regular to 24 hour time.	478-479 (The 24-Hour Clock), 479 (#5), 530 (#5)
11.06 Demonstrate ability to evaluate and draw conclusions.	398-400 (Scientific Writing Guidelines), 425 (Source #1), 457-459 (Reliable Sources for Health Information)
11.07 Organize and communicate the results obtained by observation and experimentation.	389-391 (Writing Technical Documents), 398-400 (Scientific Writing Guidelines), 424-425 (Core Skills #4, #5)
11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.	398-400 (Scientific Writing Guidelines), 425 (Source #1)
11.09 Calculate ratios.	495 (Preparing Solutions), 530 (#12), 531 (Activate #5)

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