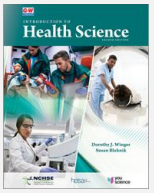
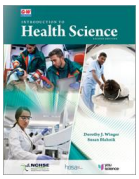
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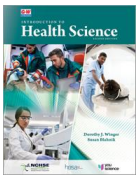
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to Mississippi Department of Education
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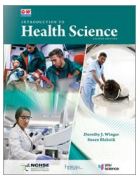
Standards	Correlating Text Pages
Unit 1: Course Orientation and Safety Review	
Competencies and Suggested Objectives	
1. Describe the purpose of the course. DOK 1	
a. Identify student and course expectations.	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** CTE – Mississippi Dept of Ed. Career and Technical Education – Mississippi Department of Education Academic Requirements – Mississippi Dept of Ed. Diploma with Endorsements Options – Secondary Education Discipline- Mississippi Dept of Ed. Educator Misconduct – Mississippi Department of Education
b. Review the health science student organization (HOSA). • Deadlines • Nominate officers • Fundraising • National service project • Competitive events	**Instruction:** v HOSA-Future Health Professionals 5 HOSA Event Prep: Medical Reading 33 HOSA Event Prep: CERT Skills 89 HOSA Event Prep: Family Medicine Physician 115 3.3-4 Career and Technical Student Organizations 115 HOSA—Future Health Professionals 115 Figure 3.23 HOSA Logo 121 HOSA Event Prep: Health Informatics 139 4.2-4 HOSA Connections 145 HOSA Event Prep: Clinical Nursing 177 HOSA Event Prep: Medical Assisting 199 6.2-4 HOSA Connections 205 HOSA Event Prep: Creative Problem Solving 226 7.2-5 HOSA Connections 233 HOSA Event Prep: Research Poster 258 8.2-5 HOSA Connections



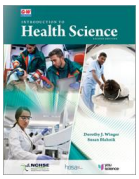
Standards	Correlating Text Pages
	265 HOSA Event Prep: Healthy Lifestyle 311 HOSA Event Prep: Job Seeking Skills 369 HOSA Event Prep: Prepared Speaking 427 HOSA Event Prep: Medical Innovation 471 HOSA Event Prep: Medical Math 535 HOSA Event Prep: Public Health 577 HOSA Event Prep: Biomedical Debate 605 HOSA Event Prep: Medical Law and Ethics 641 HOSA Event Prep: Medical Terminology 671 HOSA Event Prep: Pathophysiology 717 HOSA Event Prep: HOSA Bowl 757 HOSA Event Prep: Behavioral Health 807 HOSA Event Prep: Health Education **Application:** 31 HOSA Event Prep: Medical Reading 85 HOSA Event Prep: CERT Skills 119 HOSA Event Prep: Family Medical Physician 143 HOSA Event Prep: Health Informatics 175 HOSA Event Prep: Clinical Nursing 203 HOSA Event Prep: Medical Assisting 231 HOSA Event Prep: Creative Problem Solving 263 HOSA Event Prep: Research Poster 309 HOSA Event Prep: Healthy Lifestyle 365 HOSA Event Prep: Job Seeking Skills 425 HOSA Event Prep: Prepared Speaking 469 HOSA Event Prep: Medical Innovation 531 HOSA Event Prep: Medical Math 575 HOSA Event Prep: Public Health 603 HOSA Event Prep: Biomedical Debate 637 HOSA Event Prep: Medical Law and Ethics 669 HOSA Event Prep: Medical Terminology 715 HOSA Event Prep: Pathophysiology 755 HOSA Event Prep: HOSA Bowl 805 HOSA Event Prep: Behavioral Health 845 HOSA Event Prep: Health Education
2. Review and complete proper procedures for clinical site visits as needed. DOK 1	
a. Research and identify local facility requirements and complete various tasks. • Proper Occupational Safety and Health Administration (OSHA) and Health Insurance and Portability and Accountability Act (HIPAA) training standards • Student/volunteer health requirements (immunizations, tuberculosis (tb) test, etc.) • Proper worksite behavior (e.g., cell phone use)	**Instruction:** 32 Chapter 2 Safety—A Priority for Health Science Workers 34 Lesson 2.1 Personal and Patient Safety 35 2.1-1 Environmental Safety 35 Equipment Safety 36 Figure 2.3 Follow Operating Instructions on Equipment



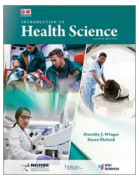
Standards	Correlating Text Pages
• Proper identification and documentation • Safety standards	36 Healthcare Professions: Performing a Safety Check 37 Ergonomics 37 Figure 2.4 Ergonomics and Body Alignment 39 General Guidelines to Prevent Falls 39 2.1-2 Common Safety Hazards 40 Working with Hazardous Chemicals 40 Figure 2.6 Safety Data Sheets 40 Healthcare Professions: Working with Cleaning Products 41 Figure 2.7 Spills in the Lab 42 Medical Imaging Safety 42 Figure 2.8 Radiologic Technicians Must Wear Protective Gear 42 Reducing Workplace Violence 43 Healthcare Professions: Managing Stress 44 2.1-3 Physical Safety 44 Healthcare Professions: Back Pain 45 Using Good Body Mechanics 45 Figure 2.10 Lifting Safety 45 Transfer and Ambulation Safety 48 Wheelchair and Transport Safety 48 Food Safety 48 Healthcare Professions: Improper Food Handling 49 Figure 2.17 FAT TOM: Facts for Limiting Pathogens in Food 51 Figure 2.19 Infections Diseases Spread Through Food or Beverages are Common 82 Chapter 2 Summary 621 16.3-3 Healthcare Privacy **Application:** 51 Lesson 2.1 Review 82-85 Chapter 2 Assessment 622 Lesson 16.3 Review
b. Apply employability/career-readiness skills in healthcare. • Chain of command • Communication skills • Customer service • Decision making • Emotional intelligence • Flexibility • Organization • Problem-solving • Scope of practice • Time management • Work ethic	**Instruction:** 106 3.2-3 Career Ladders 106 Figure 3.16 Career Ladder for Nursing and Dental Office 107 Healthcare Professionals: Using the Career Ladder 317 Delegating Tasks 317 Figure 10.5 Delegation 344 Lesson 10.3 Transitioning from School to Work 345 10.3-1 Employability Skills 353 10.3-3 Succeeding on the Job 353 Steps to Success 353 Figure 10.42 Listen Respectfully



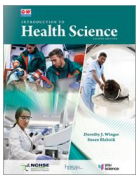
Standards	Correlating Text Pages
	354 Professional Standards for Healthcare Workers 362 Chapter 10 Summary 370 Lesson 11.1 Speaking and Listening Skills 371 Figure 11.1 Healthcare Workers Must Have Excellent Communication Skills 371 Healthcare Professions: Communication Error 372 11.1-1 Communication Cycle 372 Figure 11.2 The Communication Cycle 373 11.1-2 Communication Skills and Styles 373 Listening Skills 373 Healthcare Professions: Poor Listening Skills 374 Speaking Skills 374 The Four Communication Styles 374 Figure 11.4 Communication Style Self-Assessment 375 Healthcare Professions: Passive Communication 376 11.1-3 SBAR Communication System 376 Healthcare Professions: SBAR System 377 11.1-4 Interviewing a Patient 377 Following Professional Protocols 378 Asking Open-Ended Questions 379 11.1-5 Communicating by Telephone 379 Courteous Conversation 380 Figure 11.8 Examples of Courteous Conversation 380 Call Screening and Telephone Triage 381 Documenting Phone Conversations 391 11.2-2 Writing Letters, Memos, and Emails 544 Therapeutic Services 544 chain of command 578 Lesson 15.1 Ethical Principles in Healthcare 582 15.1-4 Ethical Decision-Making 582 Figure 15.4 Steps for Ethical Decision-Making 583 15.2-1 Soft Skills 585 15.2-2 Providing Patient-Centered Care **Application:** 107 Lesson 3.2 Review 361 Lesson 10.3 Review 362-365 Chapter 10 Assessment 382 Lesson 11.1 Review 582 Lesson 15.1 Review



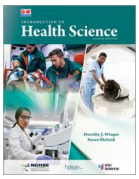
Standards	Correlating Text Pages
3. Review and demonstrate the proper safety procedures in the healthcare setting. DOK 2	
a. Describe personal and environmental safety practices.	**Instruction:** 32 Chapter 2 Safety—A Priority for Health Science Workers 34 Lesson 2.1 Personal and Patient Safety 35 2.1-1 Environmental Safety 35 Equipment Safety 36 Figure 2.3 Follow Operating Instructions on Equipment 36 Healthcare Professions: Performing a Safety Check 37 Ergonomics 37 Figure 2.4 Ergonomics and Body Alignment 39 General Guidelines to Prevent Falls 39 2.1-2 Common Safety Hazards 40 Working with Hazardous Chemicals 40 Figure 2.6 Safety Data Sheets 40 Healthcare Professions: Working with Cleaning Products 41 Figure 2.7 Spills in the Lab 42 Medical Imaging Safety 42 Figure 2.8 Radiologic Technicians Must Wear Protective Gear 42 Reducing Workplace Violence 43 Healthcare Professions: Managing Stress 44 2.1-3 Physical Safety 44 Healthcare Professions: Back Pain 45 Using Good Body Mechanics 45 Figure 2.10 Lifting Safety 45 Transfer and Ambulation Safety 48 Wheelchair and Transport Safety 48 Food Safety 48 Healthcare Professions: Improper Food Handling 49 Figure 2.17 FAT TOM: Facts for Limiting Pathogens in Food 51 Figure 2.19 Infections Diseases Spread Through Food or Beverages are Common 52 Lesson 2.2 Protecting Against Infectious Diseases and Epidemics 53 2.2-1 Infectious Agents 53 Types of Pathogens 54 Figure 2.20 Types of Pathogens 55 Drug-Resistant Bacteria 55 Healthcare Professions: Drug-Resistant Bacteria in Pediatrics 56 2.2-2 The Chain of Infection 57 Figure 2.21 Elements Necessary for an Infection to Occur



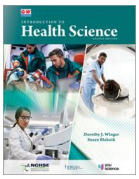
Standards	Correlating Text Pages
	58 2.2-3 Standard Precautions 59 Figure 2.23 Standard Precautions Recommended by the CDC 59 Figure 2.24 Personal Protective Equipment 60 Hand Hygiene 60 Figure 2.25 Hand Hygiene 60 Personal Protective Equipment (PPE) 61 Figure 2.26 How to Handwash 62 Figure 2.27 How to Handrub 63-64 Figure 2.28 Sequence for Putting on and Removing PPE 65 Respiratory Hygiene 65 Healthcare Professions: Standard Precautions in the Dental Office 66 Preventing Sharps Injuries 66 Figure 2.29 Hinged Needles Have Caps 66 Figure 2.30 Sharps Containers 67 Figure 2.31 Biohazard Symbol 67 2.2-4 Transmission-Based Precautions 67 Figure 2.32 Different Types of Masks 68 2.2-5 Bloodborne Pathogen Exposure Control 68 HIV/AIDS Testing Confidentiality and Disclosure 68 Community Resources 68 2.2-6 Aseptic Practices 69 Cleaning and Disinfecting the Healthcare Environment 69 Figure 2.33 Spaulding Classifications 70 Procedure: Terminal Cleaning 70 Cleaning and Sterilizing Equipment 71 Healthcare Professions: Sterilizing 72 Procedure: Wrapping Equipment for an Autoclave 82 Chapter 2 Summary **Application:** 51 Lesson 2.1 Review 73 Lesson 2.2 Review 82-85 Chapter 2 Assessment
b. Identify common safety hazards.	**Instruction:** 32 Chapter 2 Safety—A Priority for Health Science Workers 34 Lesson 2.1 Personal and Patient Safety 35 2.1-1 Environmental Safety 35 Equipment Safety 36 Figure 2.3 Follow Operating Instructions on Equipment



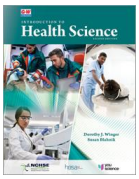
Standards	Correlating Text Pages
	36 Healthcare Professions: Performing a Safety Check 37 Ergonomics 37 Figure 2.4 Ergonomics and Body Alignment 39 General Guidelines to Prevent Falls 39 2.1-2 Common Safety Hazards 40 Working with Hazardous Chemicals 40 Figure 2.6 Safety Data Sheets 40 Healthcare Professions: Working with Cleaning Products 41 Figure 2.7 Spills in the Lab 42 Medical Imaging Safety 42 Figure 2.8 Radiologic Technicians Must Wear Protective Gear 42 Reducing Workplace Violence 43 Healthcare Professions: Managing Stress 44 2.1-3 Physical Safety 44 Healthcare Professions: Back Pain 45 Using Good Body Mechanics 45 Figure 2.10 Lifting Safety 45 Transfer and Ambulation Safety 48 Wheelchair and Transport Safety 48 Food Safety 48 Healthcare Professions: Improper Food Handling 49 Figure 2.17 FAT TOM: Facts for Limiting Pathogens in Food 51 Figure 2.19 Infections Diseases Spread Through Food or Beverages are Common 52 Lesson 2.2 Protecting Against Infectious Diseases and Epidemics 53 2.2-1 Infectious Agents 53 Types of Pathogens 54 Figure 2.20 Types of Pathogens 55 Drug-Resistant Bacteria 55 Healthcare Professions: Drug-Resistant Bacteria in Pediatrics 56 2.2-2 The Chain of Infection 57 Figure 2.21 Elements Necessary for an Infection to Occur 58 2.2-3 Standard Precautions 59 Figure 2.23 Standard Precautions Recommended by the CDC 59 Figure 2.24 Personal Protective Equipment 60 Hand Hygiene 60 Figure 2.25 Hand Hygiene 60 Personal Protective Equipment (PPE) 61 Figure 2.26 How to Handwash



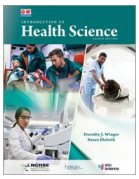
Standards	Correlating Text Pages
	62 Figure 2.27 How to Handrub 63-64 Figure 2.28 Sequence for Putting on and Removing PPE 65 Respiratory Hygiene 65 Healthcare Professions: Standard Precautions in the Dental Office 66 Preventing Sharps Injuries 66 Figure 2.29 Hinged Needles Have Caps 66 Figure 2.30 Sharps Containers 67 Figure 2.31 Biohazard Symbol 67 2.2-4 Transmission-Based Precautions 67 Figure 2.32 Different Types of Masks 68 2.2-5 Bloodborne Pathogen Exposure Control 68 HIV/AIDS Testing Confidentiality and Disclosure 68 Community Resources 68 2.2-6 Aseptic Practices 69 Cleaning and Disinfecting the Healthcare Environment 69 Figure 2.33 Spaulding Classifications 70 Procedure: Terminal Cleaning 70 Cleaning and Sterilizing Equipment 71 Healthcare Professions: Sterilizing 72 Procedure: Wrapping Equipment for an Autoclave 82 Chapter 2 Summary **Application:** 51 Lesson 2.1 Review 73 Lesson 2.2 Review 82-85 Chapter 2 Assessment
c. Utilize emergency procedures and protocols.	**Instruction:** 74 Lesson 2.3 Responding to Emergency Situations 75 2.3-1 Basic Emergency Preparation and Response 75 Figure 2.37 A Backup Generator 76 2.3-2 Fire Safety in a Healthcare Setting 76 Figure 2.38 Fire Triangle 76 Handling a Fire Emergency 77 Types of Fire Extinguishers 77 Figure 2.39 Fire Classifications 78 Operating a Fire Extinguisher 78 Figure 2.40 The PASS Acronym 79 2.3-3 Oxygen Safety 79 2.3-4 Electrical Safety 80 2.3-5 Bioterrorism 82 Chapter 2 Summary



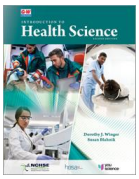
Standards	Correlating Text Pages
	Application: 81 Lesson 2.3 Review 82-85 Chapter 2 Assessment
Unit 2: Unit 2: Employment Preparation and Embedded Work-Based Learning	
Competencies and Suggested Objectives	
1. Research current available jobs across the healthcare field to develop a chart that compares specific elements. DOK1	
a. Compare specific employment elements. • Minimum education • Certifications • Minimum experience • Job description/responsibilities • Salary	**Instruction:** 99 Lesson 3.2 Career Pathways and Employment Opportunities 100 Figure 3.9 Career Cluster Health Science 100 Understanding Health Science Career Pathways 101 Employment Opportunities 101 Career Education and Training 102 Figure 3.10 Examples of Healthcare Occupations by Pathway 103 Healthcare Professionals: The Importance of Accreditation 104 Figure 3.12 Postsecondary Program Degrees 104 Figure 3.13 Different Levels of Training 105 3.2-2 Job Titles and Credentials 105 Figure 3.14 Different Types of Healthcare Credentials 105 Figure 3.15 Education and Training Requirements 106 3.2-3 Career Ladders 106 Figure 3.16 Career Ladders 107 Healthcare Professionals: Using the Career Ladder 114 3.3-3 Career Portfolios 114 Figure 3.21 Career Portfolio 114 résumé 115 Figure 3.22 Résumé Formatting 116 Chapter 3 Summary 344 Lesson 10.3 Transitioning from School to Work 345 10.3-1 Employability Skills 345 Healthcare Professionals: Work Experience 345 10.3-2 Getting a Job 346 The Job Search 346 The Application Process 347 Figure 10.36 Online Applications 349 Figure 10.37 Cover Message 351 The Job Interview 351 Figure 10.39 Interview Questions 352 Figure 10.40 Interview Attire



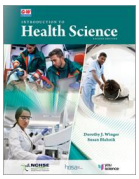
Standards	Correlating Text Pages
	352 Figure 10.41 Post-Interview Thank-You Note 362 Chapter 10 Summary **Application:** 107 Lesson 3.2 Review 115 Lesson 3.3 Review 116-119 Chapter 3 Assessment 361 Lesson 10.3 Review 362-365 Chapter 10 Assessment
2. Through a real job search, analyze differences in online application requirements of various job postings. DOK1	**Instruction:** 345 10.3-2 Getting a Job 346 The Job Search 362 Chapter 10 Summary **Application:** 361 Lesson 10.3 Review 362-365 Chapter 10 Assessment
3. Research and select a real job advertisement. DOK 2	
a. Develop a cover letter to fit the job advertisement using terminology that reflects the culture and values specific to that company or clinic.	**Instruction:** 346 The Application Process 347 Figure 10.36 Online Applications 348 Cover Message 349 Figure 10.37 Cover Message 362 Chapter 10 Summary **Application:** 361 Lesson 10.3 Review 362-365 Chapter 10 Assessment
b. Create a resumé with fabricated elements to fit the real job advertisement.	**Instruction:** 114 3.3-3 Career Portfolios 114 Figure 3.21 Career Portfolio 114 résumé 115 Figure 3.22 Résumé Formatting 116 Chapter 3 Summary 345 10.3-2 Getting a Job 346 The Job Search 346 The Application Process 347 Figure 10.36 Online Applications 349 Figure 10.37 Cover Message 362 Chapter 10 Summary **Application:** 115 Lesson 3.3 Review 116-119 Chapter 3 Assessment 361 Lesson 10.3 Review 362-365 Chapter 10 Assessment



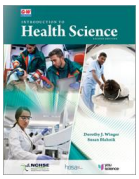
Standards	Correlating Text Pages
4. **Identify the personal traits and attitudes desirable in a member of the career-ready healthcare team.** DOK 2	
a. Define and demonstrate desirable traits and attitudes of team members. • Acceptance of criticism • Accuracy • Compassion • Competence • Dependability • Discretion • Empathy • Enthusiasm • Honesty • Initiative • Integrity • Patience • Positive attitude • Responsibility • Self-motivation • Social and cultural competence • Tact • Team player • Willingness to learn	**Instruction:** 312 Lesson 10.1 Working as Part of a Team 313 10.1-1 Effective Teams 313 Figure 10.1 Interdisciplinary Healthcare Team 314 Healthcare Professionals: Working in a Team 314 10.1-2 Types of Healthcare Teams 315 Interdisciplinary Teams 315 Figure 10.2 Surgical Team is a Secondary Care Team 315 Figure 10.3 Healthcare Team Members Collaborate 316 Nursing Teams 316 Figure 10.4 Team Nursing Model 317 10.1-3 Healthcare Team Interaction 317 Delegating Tasks 317 Figure 10.5 Delegation 318 Sharing Information 318 Figure 10.6 Asking Diagnostic Questions 319 Building Positive Team Relationships 319 Figure 10.7 Dos and Don'ts for Building Positive Relationships 319 10.1-4 Team Conflict and Conflict Resolution 319 Identifying Factors that Lead to Team Conflict 320 Figure 10.9 Different Work Preferences 320 Resolving Team Conflict 321 Figure 10.10 Successful Teams Resolve Conflicts 321 Figure 10.11 Skills for Resolving Team Conflict 322 Team Leadership 322 Leadership Styles 322 Figure 10.12 Characteristics of Leadership Styles 323 Leadership Skills 323 Figure 10.13 Leadership Skills 324 Healthcare Professions: Leadership Styles 362 Chapter 10 Summary **Application:** 324 Lesson 10.1 Review 362-365 Chapter 10 Assessment



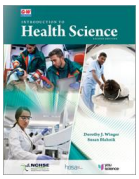
Standards	Correlating Text Pages
b. Summarize professional standards for hygiene, dress, language, confidentiality, verbal communication, and behavior.	**Instruction:** 353 10.3-3 Succeeding on the Job 353 Steps to Success 353 Figure 10.42 Listen Respectfully 354 Professional Standards for Healthcare Workers 354 Figure 10.43 Some Healthcare Procedures Require Written Consent 362 Chapter 10 Summary **Application:** 361 Lesson 10.3 Review 362-365 Chapter 10 Assessment
5. Demonstrate real-world interview skills led by the instructor and/or external supervisors. DOK3	
a. Include certain skills in the real-world demonstration. • Aligned to a specific industry/job advertisement • Professional attire • Cover letter • Application and/or resumé	**Instruction:** 345 10.3-2 Getting a Job 346 The Job Search 346 The Application Process 347 Figure 10.36 Online Applications 349 Figure 10.37 Cover Message 351 The Job Interview 351 Figure 10.39 Interview Questions 352 Figure 10.40 Interview Attire 352 Figure 10.41 Post-Interview Thank-You Note 362 Chapter 10 Summary **Application:** 361 Lesson 10.3 Review 362-365 Chapter 10 Assessment
6. Write customized thank you letters to each member of the interview committee and send them using available methods of delivery. DOK3	**Instruction:** 351 The Job Interview 352 Figure 10.41 Post-Interview Thank-You Note 362 Chapter 10 Summary **Application:** 361 Lesson 10.3 Review 362-365 Chapter 10 Assessment
7. Develop components of a work-based learning personal portfolio. DOK3	
a. Create a student personal profile on the state-approved digital platform. • Accomplishments/certifications • Career objectives • References	**Instruction:** 346 The Job Search 346 The Application Process 347 Figure 10.36 Online Applications 349 Figure 10.37 Cover Message **Application:** 362-365 Chapter 10 Assessment



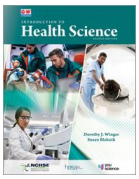
Standards	Correlating Text Pages
b. Develop and track the student project learning experiences. • Plan • Journal • Picture • Reflect • Externally evaluate	**Instruction:** 5 Chapter 1 Connect with Your Reading 5 Chapter 1 Map Your Reading 33 Chapter 2 Connect with Your Reading 33 Chapter 2 Map Your Reading 89 Chapter 3 Connect with Your Reading 89 Map Your Reading 121 Chapter 4 Connect with Your Reading 121 Chapter 4 Map Your Reading 145 Chapter 5 Connect with Your Reading 145 Chapter 5 Map Your Reading 177 Chapter 6 Connect with Your Reading 177 Chapter 6 Map Your Reading 205 Chapter 7 Connect with Your Reading 205 Chapter 7 Map Your Reading 233 Chapter 8 Connect with Your Reading 233 Chapter 8 Map Your Reading 265 Chapter 9 Connect with Your Reading 265 Chapter 9 Map Your Reading 311 Chapter 10 Connect with Your Reading 311 Chapter 10 Map Your Reading 369 Chapter 11 Connect with Your Reading 369 Chapter 11 Map Your Reading 427 Chapter 12 Connect with Your Reading 427 Chapter 12 Map Your Reading 471 Chapter 13 Connect with Your Reading 471 Chapter 13 Map Your Reading 535 Chapter 14 Connect with Your Reading 535 Chapter 14 Map Your Reading 577 Chapter 15 Connect with Your Reading 577 Chapter 15 Map Your Reading 605 Chapter 16 Connect with Your Reading 605 Chapter 16 Map Your Reading 641 Chapter 17 Connect with Your Reading 641 Chapter 17 Map Your Reading 671 Chapter 18 Connect with Your Reading 671 Chapter 18 Map Your Reading 717 Chapter 19 Connect with Your Reading 718 Chapter 19 Map Your Reading 757 Chapter 20 Connect with Your Reading 757 Chapter 20 Map Your Reading 807 Chapter 21 Connect with Your Reading 807 Chapter 21 Map Your Reading
Unit 3: Human Growth and Development	
Competencies and Suggested Objectives	
1. Discuss the stages of growth and development across the lifespan. DOK1	
a. Describe the four main types of growth and development (physical, mental, emotional, and social) that occur within the stages of life. • Infancy (birth–1 year)	**Instruction:** 267 9.1-1 Physical Development and Wellness 267 Figure 9.2 Children Learn Through Play



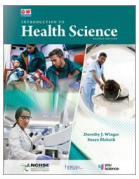
Standards	Correlating Text Pages
• Early childhood (1–6 years) • Late childhood (6–12 years) • Adolescence (12–18 years) • Early adulthood (19–40 years) • Middle adulthood (40–65 years) • Late adulthood (65 years and older)	286 9.3-1 Mental and Behavioral Development 287 Influences on Behavior 287 Figure 9.20 Erikson's Stages of Psychosocial Development 306 Chapter 9 Summary 517 Measurements for Infants and Children 517 Figure 13.44 Infant and Children Growth Charts 518 Figure 13.46 Healthcare Providers Compare a Child's Growth to Percentile Indicators **Application:** 279 Lesson 9.1 Review 307-309 Chapter 9 Assessment
2. Describe Maslow's hierarchy of human needs. DOK1	
a. Identify and define the levels of need in the proper order. • Physiological • Safety and security • Love and affection • Self-esteem • Self-actualization	**Instruction:** 285 9.3-1 Mental and Behavioral Development 286 Figure 9.19 Five Levels of Need by Maslow 287 Influences on Behavior 287 Figure 9.20 Erikson's Stages of Psychosocial Development 288 Identifying Concerns 289 Figure 9.21 The BATHE Technique 306 Chapter 9 Summary **Application:** 295 Lesson 9.3 Review 307-309 Chapter 9 Assessment
b. Discuss the importance of each level.	**Instruction:** 285 9.3-1 Mental and Behavioral Development 286 Figure 9.19 Five Levels of Need by Maslow 287 Influences on Behavior 287 Figure 9.20 Erikson's Stages of Psychosocial Development 288 Identifying Concerns 289 Figure 9.21 The BATHE Technique 306 Chapter 9 Summary **Application:** 295 Lesson 9.3 Review 307-309 Chapter 9 Assessment



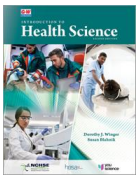
Standards	Correlating Text Pages
3. Explain the concepts related to death and dying. DOK1	
a. Describe Dr. Kubler Ross's five stages of grief. • Denial • Anger • Bargaining • Depression • Acceptance	**Instruction:** 294 9.3-6 Managing Grief 294 Figure 9.27 The Stages of Grief 306 Chapter 9 Summary **Application:** 295 Lesson 9.3 Review 307-309 Chapter 9 Assessment
4. Present on a topic related to the concepts of human growth and development. DOK 2	
a. Research, develop, and deliver a presentation related to at least one of the topics in Competencies 1–3.	**Instruction:** 267 9.1-1 Physical Development and Wellness 267 Figure 9.2 Children Learn Through Play 286 9.3-1 Mental and Behavioral Development 286 Figure 9.19 Five Levels of Need by Maslow 287 Influences on Behavior 287 Figure 9.20 Erikson's Stages of Psychosocial Development 288 Identifying Concerns 289 Figure 9.21 The BATHE Technique 294 9.3-6 Managing Grief 294 Figure 9.27 The Stages of Grief 306 Chapter 9 Summary 517 Measurements for Infants and Children 517 Figure 13.44 Infant and Children Growth Charts 518 Figure 13.46 Healthcare Providers Compare a Child's Growth to Percentile Indicators **Application:** 279 Lesson 9.1 Review 295 Lesson 9.3 Review 307-309 Chapter 9 Assessment
5. Discuss methods of satisfying human needs. DOK 1	
a. Differentiate between direct and indirect needs. • Direct: hard work, realistic goals, cooperation with others, situation evaluation • Indirect: rationalization, projection, displacement, compensation, daydreaming, repression, suppression, regression, denial, and withdrawal	**Instruction:** 285 9.3-1 Mental and Behavioral Development 286 Figure 9.19 Five Levels of Need by Maslow 288 Illness 288 denial, repression 289 9.3-2 Issues Affecting Mental and Behavioral Health 298 Setting Goals 301 9.4-3 Social Wellness 306 Chapter 9 Summary



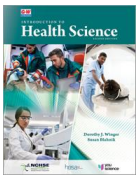
Standards	Correlating Text Pages
	Application: 295 Lesson 9.3 Review 305 Lesson 9.4 Review 307-309 Chapter 9 Assessment
Unit 4: Nutrition and Dietetics	
Competencies and Suggested Objectives	
1. Explore the field of nutrition and dietetic services. DOK1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information. • Registered dietician • Nutritionist	**Instruction:** 99 Lesson 3.2 Career Pathways and Employment Opportunities 100 Figure 3.9 Career Cluster Health Science 100 Understanding Health Science Career Pathways 101 Employment Opportunities 101 Career Education and Training 102 Figure 3.10 Examples of Healthcare Occupations by Pathway 103 Healthcare Professionals: The Importance of Accreditation 104 Figure 3.12 Postsecondary Program Degrees 104 Figure 3.13 Different Levels of Training 105 3.2-2 Job Titles and Credentials 105 Figure 3.14 Different Types of Healthcare Credentials 105 Figure 3.15 Education and Training Requirements 106 3.2-3 Career Ladders 106 Figure 3.16 Career Ladders 107 Healthcare Professionals: Using the Career Ladder 214 Dieticians 214 Figure 7.10 Specializations Within the Field of Dietetics 221 7.2-2 Patient Diets 221 Figure 7.15 Standard Diets 222 Providing Therapeutic Diets 222 Figure 7.16 Therapeutic Diets 228 Chapter 7 Summary **Application:** 107 Lesson 3.2 Review 116-119 Chapter 3 Assessment 218 Lesson 7.1 Review 228-231 Chapter 7 Assessment



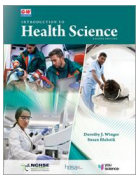
Standards	Correlating Text Pages
2. Describe the basic concepts and demonstrate skills related to the field of nutrition and dietetic services. DOK 2	
a. Differentiate between the six essential nutrient groups: • Carbohydrates • Lipids • Proteins • Vitamins • Minerals • Water	**Instruction:** 268 9.1-2 Choosing Nutritious Foods 268 Figure 9.3 Six Essential Nutrients 269 Figure 9.4 Food Energy Values by Macronutrients 269 Nutrients 269 Carbohydrates 270 Protein 270 Vitamins and Minerals 271 Guidelines for Healthy Eating 271 Figure 9.6 Goals of the Dietary Guidelines for Americans 272 Figure 9.7 MyPlate Diagram 272 Nutrition Labels 272 Figure 9.8 Nutrition Facts 273 Figure 9.9 Ingredient Lists 306 Chapter 9 Summary **Application:** 279 Lesson 9.1 Review 307-309 Chapter 9 Assessment
b. Define the following therapeutic diets and associated medical conditions. • Low sodium diet (hypertension, congestive heart failure) • Low cholesterol diet (atherosclerosis) • Diabetic diet (diabetes)	**Instruction:** 221 7.2-2 Patient Diets 221 Figure 7.15 Standard Diets 222 Providing Therapeutic Diets 222 Figure 7.16 Therapeutic Diets 271 Guidelines for Healthy Eating 271 Figure 9.6 Goals of the Dietary Guidelines for Americans 272 Figure 9.7 MyPlate Diagram 272 Nutrition Labels 272 Figure 9.8 Nutrition Facts 273 Figure 9.9 Ingredient Lists 306 Chapter 9 Summary **Application:** 228 Chapter 7 Review 228-231 Chapter 7 Assessment 279 Lesson 9.1 Review 307-309 Chapter 9 Assessment
c. Design a personal health meal plan utilizing online resources or applications. DOK3	**Instruction:** 221 7.2-2 Patient Diets 221 Figure 7.15 Standard Diets 222 Providing Therapeutic Diets 222 Figure 7.16 Therapeutic Diets 271 Guidelines for Healthy Eating



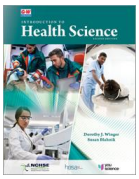
Standards	Correlating Text Pages
	271 Figure 9.6 Goals of the Dietary Guidelines for Americans 272 Figure 9.7 MyPlate Diagram **Application:** 228 Chapter 7 Review 228-231 Chapter 7 Assessment 309 Go to the Source
Unit 5: Emergency Services and Basic Life Support	
Competencies and Suggested Objectives	
1. Explore careers in the field of emergency services. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information for various careers. • Emergency/trauma physician • Paramedic • Emergency medical technician (EMT) • Flight nurse • Emergency response team specialist	**Instruction:** 99 Lesson 3.2 Career Pathways and Employment Opportunities 100 Figure 3.9 Career Cluster Health Science 100 Understanding Health Science Career Pathways 101 Employment Opportunities 101 Career Education and Training 102 Figure 3.10 Examples of Healthcare Occupations by Pathway 103 Healthcare Professionals: The Importance of Accreditation 104 Figure 3.12 Postsecondary Program Degrees 104 Figure 3.13 Different Levels of Training 105 3.2-2 Job Titles and Credentials 105 Figure 3.14 Different Types of Healthcare Credentials 105 Figure 3.15 Education and Training Requirements 106 3.2-3 Career Ladders 106 Figure 3.16 Career Ladders 107 Healthcare Professionals: Using the Career Ladder 155 5.1-4 Medical Careers 155 Physicians 156 Figure 5.8 Examples of Medical Specialties 156 Education and Training 157 Figure 5.9 Medical Students 157 After School **Application:** 107 Lesson 3.2 Review 116-119 Chapter 3 Assessment 162 Lesson 5.1 Review



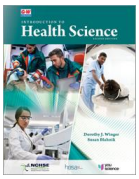
Standards	Correlating Text Pages
2. Perform skills obtained in training or certification for basic life support according to the latest information from the American Heart Association or American Red Cross. DOK3	
a. Demonstrate the procedure for administering cardiopulmonary resuscitation (CPR) to infants, children, and adults.	**Instruction:** 338 10.2-3 Obtaining First Aid Training and Certification 340 First Aid Training Opportunities 340 cardiopulmonary resuscitation (CPR) 341 Training for Healthcare Workers 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment
b. Demonstrate the procedure for administering CPR using an automated external defibrillator (AED) for infants, children, and adults.	**Instruction:** 338 10.2-3 Obtaining First Aid Training and Certification 340 First Aid Training Opportunities 340 automated external defibrillator (AED) 341 Training for Healthcare Workers 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment
c. Demonstrate the procedure for removal of foreign-body airway obstruction for infants, children, and adults.	**Instruction:** 338 10.2-3 Obtaining First Aid Training and Certification 340 First Aid Training Opportunities 340 foreign body airway obstruction (FBAO) 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment 755 Go to the Source
Unit 6: First Aid	
Competencies and Suggested Objectives	
1. Analyze legal responsibilities and implications of criminal and civil law. DOK1	
a. Describe the basic principles of first aid. • Recognize emergency exists • Scene safety • Patient assessment (responsiveness, injuries present, etc.) • Activate EMS • Triage (if multiple victims are present)	**Instruction:** 75 2.3-1 Basic Emergency Preparation and Response 338 10.2-3 Obtaining First Aid Training and Certification 340 First Aid Training Opportunities 380 Call Screening and Telephone Triage 405 11.3-3 Performing a Physical Examination and Assessment



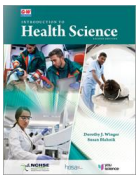
Standards	Correlating Text Pages
	406 Figure 11.28 Four Basic Steps in a Physical Examination 406 Figure 11.29 Nursing Process 407 Figure 11.30 Sample Categories of the Minimum Data Set 407 11.3-4 Reporting and Recording Observations 407 Figure 11.31 Observations to be Reported 422 Chapter 11 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment 408 Lesson 11.3 Review 422-425 Chapter 11 Assessment
2. Describe and demonstrate the concepts for treatment of bleeding wounds and the application of dressing and bandages. DOK2	
a. Differentiate between arterial bleeding and venous bleeding.	**Instruction:** 340 First Aid Training Opportunities 725 19.1-2 Blood Vessels 725 Arteries 725 Figure 19.6 Networks of Blood Vessels 726 Veins 727 Figure 19.7 Diagram of Major Arteries and Veins 752 Chapter 19 Summary **Application:** 733 Lesson 19.1 Review 752-755 Chapter 19 Assessment
b. Identify types of wounds. • Abrasions • Lacerations • Puncture • Amputation	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** American Red Cross Training Services Wounds: Symptoms, Types, and First Aid | Red Cross
c. Identify signs and symptoms of internal bleeding. • Tenderness • Swelling • Deformity • Cold and clammy skin • Rapid and weak pulse • Drop in blood pressure • Restlessness • Excessive thirst	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** Cleveland Clinic Internal Bleeding Signs, Symptoms & Treatment



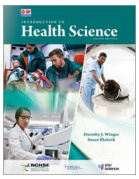
Standards	Correlating Text Pages
• Vomiting blood • Blood in urine and feces	
d. Apply the proper procedure for treating a major and minor wound.	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** American Red Cross Training Services Wounds: Symptoms, Types, and First Aid | Red Cross
3. Describe the concepts for treating shock. DOK 2	
a. Differentiate between the types of shock. • Anaphylactic • Hemorrhagic • Septic	**Instruction:** 340 First Aid Training Opportunities 722 Blood Composition 737 Inflammation 737 anaphylactic shock **Application:** 733 Lesson 19.1 Review 752-755 Chapter 19 Assessment
b. Identify the general signs and symptoms of shock. • Cyanosis • Disphoresis • Rapid pulse and respiration • Low blood pressure	**Instruction:** 340 First Aid Training Opportunities 681 Cyanosis 722 Blood Composition 752 Chapter 19 Summary **Application:** 733 Lesson 19.1 Review 752-755 Chapter 19 Assessment
c. Apply the proper procedure for treating shock in various situations.	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** American Red Cross Training Services Shock | Red Cross
4. Describe the concepts for treating skeletal injuries. DOK 2	
a. Identify and describe fractures and dislocations.	**Instruction:** 340 First Aid Training Opportunities 697 18.2-8 Dislocations and Fractures 697 Figure 18.26 Types of Fractures 712 Chapter 18 Summary **Application:**



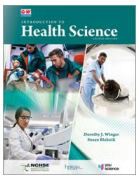
Standards	Correlating Text Pages
	698 Lesson 18.2 Review 713-715 Chapter 18 Assessment
b. Describe the following types of immobilization devices and their proper use: • Anatomical splint • Soft splint • Rigid splint • Sling (cravat)	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** Cleveland Clinic Splint: Types, Uses and How Long To Wear Them
c. Apply the proper procedure for treating a skeletal injury.	**Instruction:** 697 18.2-8 Dislocations and Fractures 697 Figure 18.26 Types of Fractures 712 Chapter 18 Summary **Application:** 698 Lesson 18.2 Review 713-715 Chapter 18 Assessment
5. Describe the concepts for treating injuries that result from exposure to extreme heat and cold. DOK 2	
a. Differentiate between the types of heat/cold-related injuries/illnesses • Heat stroke • Heat exhaustion • Heat cramps • Hypothermia • Frostbite	**Instruction:** 340 First Aid Training Opportunities 362 Chapter 10 Summary **Application:** 362-365 Chapter 10 Assessment
b. Apply the proper procedure for treating a heat/cold-related illness	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** American Red Cross Training Services Extreme Heat Safety | Heat Exhaustion Safety | Red Cross Mayo Clinic Hypothermia - Diagnosis and treatment - Mayo Clinic Mayo Clinic Frostbite - Diagnosis and treatment - Mayo Clinic



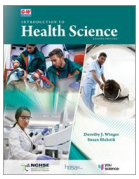
Standards	Correlating Text Pages
6. Describe the concepts for treating burns. DOK 2	
a. Differentiate between the types of burns. • Superficial (1st degree) • Partial thickness (2nd degree) • Full thickness (3rd degree)	**Instruction:** 340 First Aid Training Opportunities 682 18.1-5 The Hypodermis 682 First-degree burns 682 Second-degree injuries 682 Third degree injuries 683 Figure 18.10 Types of Burns 683 Figure 18.11 Rule of Nines 712 Chapter 18 Summary **Application:** 684 Lesson 18.1 Review 713-715 Chapter 18 Assessment
b. Apply the proper procedure for treating a burn.	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** Cleveland Clinic How To Treat A Burn: First Aid
7. Describe the concepts for treating sudden illnesses. DOK 2	
a. Differentiate between emergency conditions. • Stroke • Seizure • Diabetic reaction (hyperglycemia, hypoglycemia)	**Instruction:** 340 First Aid Training Opportunities 719 Figure 19.1 Common Diseases and disorders for the Cardiovascular System 762 20.1-3 The Central Nervous System 762 The Brain 764 stroke 764 Figure 20.6 The Signs of a Stroke 752 Chapter 19 Summary 814 Pancreas 814 Diabetes 842 Chapter 21 Summary **Application:** 733 Lesson 19.1 Review 752-755 Chapter 19 Assessment 817 Lesson 21.1 Review 843-845 Chapter 21 Assessment
b. Apply the proper procedure treating the above sudden illnesses.	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.**



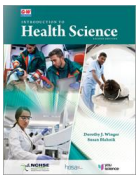
Standards	Correlating Text Pages
	Mayo Clinic Stroke: First aid - Mayo Clinic CDC First Aid for Seizures | Epilepsy | CDC American Red Cross Diabetic Emergencies: How to Help | Red Cross
8. Describe the concepts for treating specific injuries. DOK 2	
a. Identify the common injuries to specific body parts. • Eyes • Ears • Nose • Head/skull • Chest • Abdomen • Genital organs	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** Cleveland Clinic Eye Injury: Types, Causes, Prevention & Treatment Cleveland Clinic Ear Injuries & Trauma UT Health Nose Injuries: Types, Treatment, and When to See a Doctor | University of Utah Health Cleveland Clinic Head Injury: Types, Symptoms, Causes & Treatments American Red Cross Chest Injury | Red Cross American Red Cross Abdominal Injury | Red Cross
b. Apply proper treatment for specific injuries of the above body parts.	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** Cleveland Clinic Eye Injury: Types, Causes, Prevention & Treatment Cleveland Clinic Ear Injuries & Trauma



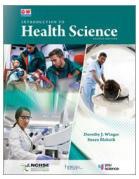
Standards	Correlating Text Pages
	UT Health Nose Injuries: Types, Treatment, and When to See a Doctor | University of Utah Health Cleveland Clinic Head Injury: Types, Symptoms, Causes & Treatments American Red Cross Chest Injury | Red Cross American Red Cross Abdominal Injury | Red Cross
9. Describe the concepts for treatment of poisoning. DOK 2	
a. Identify the types of poisoning and their respective treatment. • Ingestion • Inhalation • Injection • Contact	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** American Red Cross Poison Exposure: Signs, Symptoms, and First Aid | Red Cross
b. Apply proper treatment for one of the poisonings in Objective A.	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** American Red Cross Poison Exposure: Signs, Symptoms, and First Aid | Red Cross
10. In student groups, create scenarios and simulate any of the above first aid skills. DOK 3	**Instruction:** 340 First Aid Training Opportunities 362 Chapter 10 Summary **Application:** 362-365 Chapter 10 Assessment
Unit 7: Vital Signs	
Competencies and Suggested Objectives	
1. Research key terms and concepts for recording vital signs. DOK1	
a. Define the key terms and concepts for recording vital signs. • Sphygmomanometer • Stethoscope • Temporal thermometer • Tympanic/aural thermometer	**Instruction:** 325 Lesson 10.2 Learning Universal Technical Skills 326 10.2-1 Measuring Vital Signs 326 Height and Weight



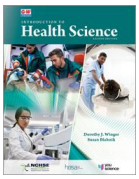
Standards	Correlating Text Pages
• Electronic thermometer • Axillary thermometer • Rectal thermometer • Pulse sites (radial, apical, brachial) • Dyspnea • Orthostatic hypotension • Pyrexia • Afebrile • Tachycardia • Bradycardia • Tachypnea • Bradypnea • Apnea • Systolic • Pulse Oximeter	326 Figure 10.14 Different Types of Scales 327 Procedure: Measuring Height and Weight Using a Mechanical, Upright Scale 328 Temperature 328 Figure 10.18 Normal Temperature Ranges for Adults and Children 328 Figure 10.19 Glass Thermometer 328 digital thermometer 329 Procedure: Measuring Oral Temperature Using a Digital Thermometer 329 axillary thermometer 329 tympanic thermometer 329 temporal artery thermometer 329 rectal thermometer 329 Figure 10.21 Types of Thermometers 330 Pulse 330 Figure 10.22 Pulse Points 330 Figure 10.23 Average Resting Pulse Rate Per Minute 331 Procedure: Measuring Radial Pulse 331 Figure 10. 24 Stethoscope 332 Respiration 332 Figure 10.25 Checking a Patient's Respiration 332 Procedure: Measuring Respirations 332 Oxygen Saturation 332 pulse oximeter 333 Blood Pressure 333 systolic 333 diastolic 333 Figure 10.27 Factors Affecting Blood Pressure 334 Figure 10.28 Blood Pressure Classifications for Adults 334 sphygmomanometer 334 Figure 10.29 Aneroid and Digital Sphygmomanometers 335 Figure 10.30 Manometer Gauge Lines 335 Procedure: Measuring Blood Pressure 336 Pain Assessment 336 Figure 10.31 Pain Scale 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment



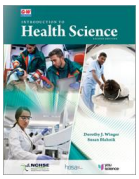
Standards	Correlating Text Pages
2. Identify expected normal ranges and the implications of each.. DOK2	
a. Research and define the current normal range for adult blood pressure according to the American Heart Association.	**Instruction:** 333 Blood Pressure 333 systolic 333 diastolic 333 Figure 10.27 Factors Affecting Blood Pressure 334 Figure 10.28 Blood Pressure Classifications for Adults 334 sphygmomanometer 334 Figure 10.29 Aneroid and Digital Sphygmomanometers 335 Figure 10.30 Manometer Gauge Lines 335 Procedure: Measuring Blood Pressure 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment
b. Identify the expected normal ranges for adult pulse rate, oxygenation percentage, respiration rate, and temperatures.	**Instruction:** 326 10.2-1 Measuring Vital Signs 328 Temperature 328 Figure 10.18 Normal Temperature Ranges for Adults and Children 328 Figure 10.19 Glass Thermometer 328 digital thermometer 329 Procedure: Measuring Oral Temperature Using a Digital Thermometer 329 Figure 10.21 Types of Thermometers 330 Pulse 330 Figure 10.22 Pulse Points 330 Figure 10.23 Average Resting Pulse Rate Per Minute 331 Procedure: Measuring Radial Pulse 331 Figure 10. 24 Stethoscope 332 Respiration 332 Figure 10.25 Checking a Patient's Respiration 332 Procedure: Measuring Respirations 332 Oxygen Saturation 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment
c. Discuss the factors that cause variations in adult pulse rate, oxygenation percentage, respiratory rate, temperatures, and blood pressure.	**Instruction:** 325 Lesson 10.2 Learning Universal Technical Skills



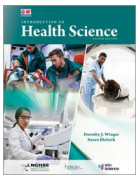
Standards	Correlating Text Pages
	326 10.2-1 Measuring Vital Signs 326 Height and Weight 326 Figure 10.14 Different Types of Scales 327 Procedure: Measuring Height and Weight Using a Mechanical, Upright Scale 328 Temperature 328 Figure 10.18 Normal Temperature Ranges for Adults and Children 328 Figure 10.19 Glass Thermometer 329 Procedure: Measuring Oral Temperature Using a Digital Thermometer 329 Figure 10.21 Types of Thermometers 330 Pulse 330 Figure 10.22 Pulse Points 330 Figure 10.23 Average Resting Pulse Rate Per Minute 331 Procedure: Measuring Radial Pulse 331 Figure 10. 24 Stethoscope 332 Respiration 332 Figure 10.25 Checking a Patient's Respiration 332 Procedure: Measuring Respirations 332 Oxygen Saturation 333 Blood Pressure 333 Figure 10.27 Factors Affecting Blood Pressure 334 Figure 10.28 Blood Pressure Classifications for Adults 334 Figure 10.29 Aneroid and Digital Sphygmomanometers 335 Figure 10.30 Manometer Gauge Lines 335 Procedure: Measuring Blood Pressure 336 Pain Assessment 336 Figure 10.31 Pain Scale 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment
3. Demonstrate proper procedures for measuring and recording vital signs according to HOSA standards. DOK 2	
a. Measure and record oral, rectal, axillary, and tympanic temperatures accurately.	**Instruction:** 325 Lesson 10.2 Learning Universal Technical Skills 326 10.2-1 Measuring Vital Signs 328 Temperature 328 Figure 10.18 Normal Temperature Ranges for Adults and Children 328 Figure 10.19 Glass Thermometer



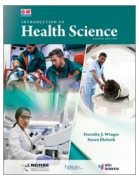
Standards	Correlating Text Pages
	329 Procedure: Measuring Oral Temperature Using a Digital Thermometer 329 Figure 10.21 Types of Thermometers 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment
b. Measure and record apical and radial pulse to an accuracy of ± 2 beats per minute.	**Instruction:** 325 Lesson 10.2 Learning Universal Technical Skills 326 10.2-1 Measuring Vital Signs 330 Pulse 330 Figure 10.22 Pulse Points 330 Figure 10.23 Average Resting Pulse Rate Per Minute 331 Procedure: Measuring Radial Pulse 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment
c. Measure and record respirations to an accuracy of ± 2 of instructor's count.	**Instruction:** 325 Lesson 10.2 Learning Universal Technical Skills 326 10.2-1 Measuring Vital Signs 332 Respiration 332 Figure 10.25 Checking a Patient's Respiration 332 Procedure: Measuring Respirations 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment
d. Measure and record blood pressure to an accuracy of ± 2 millimeters of actual reading.	**Instruction:** 325 Lesson 10.2 Learning Universal Technical Skills 326 10.2-1 Measuring Vital Signs 333 Blood Pressure 333 Figure 10.27 Factors Affecting Blood Pressure 334 Figure 10.28 Blood Pressure Classifications for Adults 334 Figure 10.29 Aneroid and Digital Sphygmomanometers 335 Figure 10.30 Manometer Gauge Lines



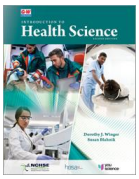
Standards	Correlating Text Pages
	335 Procedure: Measuring Blood Pressure 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment
Unit 8: Medical Services	
Competencies and Suggested Objectives	
1. Explore the field of medical services. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information for various careers. • Physicians (MD, DO) • Physician assistant (PA) • Dentist (DDS, DMD) • Dental hygienist • Surgical technologist • Medical assistant	**Instruction:** 102 Figure 3.10 Examples of Healthcare Occupations by Pathway 105 3.2-2 Job Titles and Credentials 105 Figure 3.14 Credentials 105 Figure 3.15 Education and Training Requirements 129 4.1-5 Related Careers with Patient Interaction 129 Medical Assistants 129 Figure 4.6 Tasks of a Medical Assistant 140 Chapter 4 Summary 154 5.1-3 Dental Careers 154 Dentists 154 Figure 5.6 Dental Specialties 155 Hygienists, Therapists, and Assistants 155 Figure 5.7 Dental Assistants 155 5.1-4 Medical Careers 156 Physicians 156 Figure 5.8 Examples of Medical Specialties 156 Education and Training 157 Figure 5.9 Hands-on Training 157 After School 157 Finding a Job 157 Physicians Assistants 157 Figure 5.10 Physician Assistant 158 Other Doctors in Therapeutic Services 172 Chapter 5 Summary **Application:** 131 Lesson 4.1 Review 140-143 Chapter 4 Assessment 162 Lesson 5.1 Review 172-175 Chapter 5 Assessment



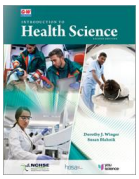
Standards	Correlating Text Pages
2. Describe basic medical assistant concepts and procedures. DOK 2	
a. Identify the concepts related to physical exams. • Types of physical examinations: eye, ear, nose, and throat (EENT), gynecology (GYN), and general • Techniques: observation, palpation, percussion, and auscultation • Equipment used: cervical spatula (Ayer blade), vaginal speculum, nasal speculum, ophthalmoscope, otoscope, percussion (reflex) hammer, tongue blade/depressor, and tuning fork	**Instruction:** 197 6.2-3 Preparing and Assisting with a Routine Physical Examination 197 ophthalmoscope 197 otoscope 197 percussion hammer 197 Figure 6.16 Healthcare Workers Use Several Kinds of Equipment 198 Procedure: Preparing and Assisting with a Routine Physical Examination 200 Chapter 6 Summary 404 11.3-2 Communicating Observations 405 Sight 405 Hearing 405 auscultation 405 Touch 405 palpation 405 Percussion 405 Smell 406 11.3-3 Performing a Physical Examination and Assessment 406 Figure 11.28 Four Basic Steps in a Physical Examination 407 11.3-4 Reporting and Recording Observations 407 Figure 11.31 Observations to Be Reported 422 Chapter 11 Summary **Application:** 199 Lesson 6.2 Review 200-203 Chapter 6 Assessment 408 Lesson 11.3 Review 422-425 Chapter 11 Assessment
b. Apply proper procedure. • Measuring height and weight for adults and infants • Graphing height and weight on the infant growth chart • Snellen vision screening • Positioning a patient: supine, prone, sims', fowler's (all three), lithotomy, reverse Trendelenburg	**Instruction:** 325 Lesson 10.2 Learning Universal Technical Skills 326 10.2-1 Measuring Vital Signs 326 Height and Weight 326 Figure 10.14 Different Types of Scales 327 Procedure: Measuring Height and Weight Using a Mechanical, Upright Scale 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment



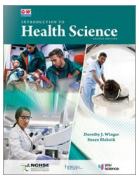
Standards	Correlating Text Pages
Unit 9: Nursing Services	
Competencies and Suggested Objectives	
1. Explore the field of nursing services. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information for various careers. • Certified Nursing Assistant (CNA) • Licensed Practical Nurse (LPN) • Registered Nurse (RN) • Nurse Practitioner (NP) • Certified Registered Nurse Anesthetist (CRNA)	**Instruction:** 158 5.1-5 Nursing Careers 158 Figure 5.11 Field of Nursing 158 certified nursing assistant (CNA) 158 licensed practical nurse (LPN) 159 registered nurse (RN) 159 nurse practitioners (NPs) 159 registered nurse anesthetists (RNAs) 159 Figure 5.12 Nurses Duties 172 Chapter 5 Summary **Application:** 162 Lesson 5.1 Review 172-175 Chapter 5 Assessment
2. Demonstrate basic nursing skills. DOK 2	
a. Apply the proper procedures for the following: • Properly communicate when admitting, transferring, and discharging a patient (e.g., empathy, clear instructions, and patient and family engagement). • Measure a patient's intake and output. • Apply one knee-high, elastic stocking. • Assist with use of a bedpan. • Demonstrate proper mouth care (including cleaning upper or lower denture). • Dress client with affected (weak) right arm. • Feed client who cannot feed themselves. • Give a modified bed bath (face, one arm, hand, and underarm). • Demonstrate bed making procedures for both unoccupied and occupied beds (patient/client does not need assistance to turn). • Demonstrate positioning/turning methods. • Provide fingernail care on one hand. • Provide foot care on one foot.	**Instruction:** 148 Empathy 148 Healthcare Professions: Serving People 148 Tact 219 Lesson 7.2 Technical Skills in Support Services 220 7.2-1 Bedmaking 220 Procedure: Making a Hospital Bed 221 Figure 7.14 Making a Hospital Bed 224 7.2-3 Feeding Residents 224 Figure 7.18 Feeding Assistant 228 Chapter 7 Summary 505 13.3-5 Measuring and Recording Intake and Output 506 intake and output (I&O) 506 Figure 13.34 Liquid Intake Is Measured in a Graduated Cylinder 506 Figure 13.35 Tools for Measuring Liquid Output 507 Figure 13.36 Intake and Output Record 508 Figure 13.37 Electronic Intake and Output Record 528 Chapter 13 Summary **Application:** 227 Lesson 7.2 Review 228-231 Chapter 7 Assessment 508 Lesson 13.3 Review 528-531 Chapter 13 Assessment



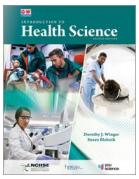
Standards	Correlating Text Pages
3. Acting as a CNA in a role-play simulation, apply the proper procedure for morning care on a patient in an occupied bed, including recording vital signs and any two of the above skills. DOK 3	**Instruction:** 148 Healthcare Professions: Serving People 219 Lesson 7.2 Technical Skills in Support Services 220 7.2-1 Bedmaking 220 Procedure: Making a Hospital Bed 221 Figure 7.14 Making a Hospital Bed 224 7.2-3 Feeding Residents 224 Figure 7.18 Feeding Assistant 228 Chapter 7 Summary 506 Figure 13.35 Tools for Measuring Liquid Output 507 Figure 13.36 Intake and Output Record 508 Figure 13.37 Electronic Intake and Output Record 528 Chapter 13 Summary **Application:** 227 Lesson 7.2 Review 228-231 Chapter 7 Assessment 508 Lesson 13.3 Review 528-531 Chapter 13 Assessment
Unit 10: Laboratory Services	
Competencies and Suggested Objectives	
1. Explore the field of laboratory services. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information of various careers. • Pathologist • Medical laboratory technician • Phlebotomy technician	**Instruction:** 156 Physicians 156 Figure 5.8 Examples of Medical Specialties 182 Clinical Laboratory Job Titles 182 phlebotomist 182 medical laboratory technician 182 Figure 6.3 Phlebotomist 182 Figure 6.4 Specialty Areas within the Field of Clinical Laboratory Science 200 Chapter 6 Summary **Application:** 191 Lesson 6.1 Review 200-203 Chapter 6 Assessment
2. Describe the basic concepts and skills of laboratory services. DOK 1	
a. Define basic laboratory diagnostic tests. • Human chorionic gonadotropin (HCG) pregnancy test • Potassium • Hematocrit • Hemoglobin • White blood cell count • Sodium	**Instruction:** 255 Figure 8.24 Lipid Panel Results Example 269 Fats 269 Low-density lipoprotein (LDL) 269 High-density lipoprotein (HDL) 722 Blood Composition 722 hematocrit



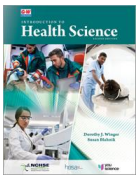
Standards	Correlating Text Pages
• Glucose • Creatinine • Low-density lipoprotein (LDL) • High-density lipoprotein (HDL)	722 hemoglobin 722 white blood cells 736 complete blood count (CBC) 835 Pregnancy and Childbirth 835 human chorionic gonadotropin (HCG)
b. Describe methods of collecting various specimens. • Blood (capillary and venous) • Mucus (nasal swab) • Sputum • Stool • Urine (clean catch midstream)	**Instruction:** 253 Testing Urine 253 Urinalysis 253 Figure 8.22 Reagent Strip 254 Procedure: Testing Urine Using a Reagent Strip 260 Chapter 8 Summary **Application:** 260-263 Chapter 8 Assessment
Unit 11: Medical Imaging Services	
Competencies and Suggested Objectives	
1. Explore the field of medical imaging services. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information of a radiologist and radiologic technician.	**Instruction:** 42 Medical Imaging Safety 42 radiologic technician 42 Figure 2.8 Radiologic Technicians Must Wear Protective Gear 102 Figure 3.10 Examples of Healthcare Occupations by Pathway 105 3.2-2 Job Titles and Credentials 105 Figure 3.14 Credentials 105 Figure 3.15 Education and Training Requirements 156 Physicians 156 Figure 5.8 Examples of Medical Specialties **Application:** 51 Lesson 2.1 Review 107 Lesson 3.2 Review
2. Describe basic concepts and perform skills related to the field of medical imaging. DOK 2	
a. Define specific medical imaging procedures. • Echocardiography • Magnetic resonance imaging (MRI) • Mammography • Nuclear medicine • Sonography • Computerized tomography (CT) scan • X-ray	**Instruction:** 184 6.1-3 Medical Imaging Careers 184 Figure 6.6 Imaging Techniques 186 Radiology 186 X-ray 186 mammography 186 computed tomography (CT) 186 magnetic resonance imaging (MRI) 186 Figure 6.8 Radiographers 187 Nuclear Medicine



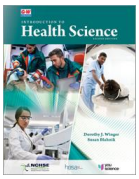
Standards	Correlating Text Pages
	187 Sonography 187 Figure 6.9 Sonographers 187 echocardiography 200 Chapter 6 Summary **Application:** 191 Lesson 6.1 Review 200-203 Chapter 6 Assessment
b. Demonstrate basic radiological positioning, including posterior-anterior, anterior-posterior, lateral, and oblique	**Instruction:** 192 Lesson 6.2 Technical Skills in Diagnostic Services 193 6.2-1 Positioning a Patient 193 posterior/anterior (P/A) 193 lateral 193 Figure 6.12 Proper Body Alignment 194 Figure 6.13 Patient Positions 200 Chapter 6 Summary **Application:** 199 Lesson 6.2 Review 200-203 Chapter 6 Assessment
Unit 12: Healthcare Administration	
Competencies and Suggested Objectives	
1. Explore the field of health information management. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information of various careers. • Medical coder • Registered health information administrator • Medical interpreter • Case manager • Hospital admissions clerk	**Instruction:** 122 Lesson 4.1 Personal Traits and Career Choices in Health Informatics Services 123 medical coding 123 4.1-1 Personal Traits 124 4.1-2 Job Families in Health Informatics Services 125 Figure 4.1 Health Informatics Services 125 Operations and Medical Record Administration 125 Coding and Revenue Cycle 126 Figure 4.2 Job Families in Health Informatics Services 126 Informatics and Data Analytics 126 Compliance and Risk Assessment 127 Information Technology Infrastructure 127 4.1-3 Changing Technology in Health Informatics Services 128 4.1-4 Education, Training, and Career Outlook 128 Figure 4.4 Certifications for Health Information Technicians 129 Figure 4.5 People Working in Public Health Informatics 140 Chapter 4 Summary



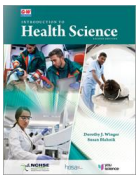
Standards	Correlating Text Pages
	Application: 131 Lesson 4.1 Review 140-143 Chapter 4 Assessment
2. Identify factors that affect healthcare systems, the services that are performed, and the quality of care. DOK 2	
a. Research and discuss the impact of emerging issues on healthcare delivery systems. • Behavior/mental health • Bioethics • Epidemiology • Socioeconomics • Technology	**Instruction:** 245 Additional Career Opportunities 245 Epidemiologists 184 9.2-2 Supporting Public Health 284 Socioeconomics 284 Figure 9.18 Examples of Social Determinants of Health 286 Lesson 9.3 Mental and Behavioral Health 286 9.3-1 Mental and Behavioral Development 287 Figure 9.19 Maslow's Hierarchy of Needs 287 Influences on Behavior 287 Figure 9.20 Erikson's Stages of Psychosocial Development 288 Identifying Concerns 29 Figure 9.21 The BATHE Technique 289 9.3-2 Issues Affecting Mental and Behavioral Health 289 Mental Health Conditions 290 Figure 9.22 Symptoms of Depression 290 9.3-3 Maladaptive and Risky Behaviors 291 Figure 9.23 Example Risk Assessment 291 Excessive Alcohol Use 291 Smoking and Vaping 292 Opioid Crisis 293 Figure 9.25 The HHS Strategy 293 9.3-4 Suicide 293 9.3-5 Seeking Support 294 9.3-6 Managing Grief 294 Figure 9.27 The Stages of Grief 306 Chapter 9 Summary 593 Lesson 15.3 Bioethics 593 bioethics 594 15.3-1 Biobanking 594 Figure 15.14 Ethical Questions About Biobanking 595 15.3-2 Genetic Testing 595 15.3-3 Genetic Discrimination 596 15.3-4 Genetic Engineering 597 15.3-5 Stem Cell Research 598 15.3-6 Research Reliability and Validity 600 Chapter 15 Summary



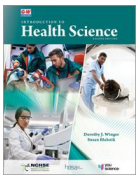
Standards	Correlating Text Pages
	Application: 295 Lesson 9.3 Review 307-309 Chapter 15 Assessment 599 Lesson 15.3 Review 601-603 Chapter 15 Assessment
b. Review common healthcare payment methods as found in Health Science Core.	**Instruction:** 480 13.2-1 Reimbursement Tasks 481 Coding Diagnoses and Procedures 482 Completing an Insurance Claim Form 483 Figure 13.9 Claim Form 484 Figure 13.10 Common Reasons for Denying Healthcare Claims 485 Figure 13.11 Explanation of Benefits 486 Figure 13.12 Invoice 487 Receiving and Recording Office Payments 487 Figure 13.13 Copay Policies Placard 487 Figure 13.14 Endorsed Check 488 Figure 13.15 Electronic Health Record System 528 Chapter 13 Summary 547 Lesson 14.2 Healthcare Economic Systems and Related Terms 548 Figure 14.11 Variety of Payment Systems 549 Figure 14.12 Healthcare Costs Have Risen 549 14.2-1 Insurance Basics 550 14.2-2 Origins of Health Insurance 550 Figure 14.13 Medicare 551 14.2-3 Development of Managed Care 551 Figure 14.14 Different Types of Healthcare Insurance Plans 552 Health Maintenance Organizations (HMOs) 552 Preferred Provider Organizations (PPOs) 552 Point-of-Service (POS) Plans 552 Exclusive Provider Organizations (EPOs) 553 High-Deductible Health Plans (HDHPs) 553 Independent Practice Associations (IPAs) 572 Chapter 14 Summary **Application:** 496 Lesson 13.2 Review 528-531 Chapter 13 Assessment 553 Lesson 14.2 Review 572-575 Chapter 14 Assessment



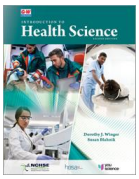
Standards	Correlating Text Pages
c. Describe the responsibilities of consumers within the healthcare system. • Self-advocacy • Patient compliance • Provider and consumer obligations • Wellness and prevention	**Instruction:** 556 14.3-2 Influence of Changes in Healthcare System Input 557 Patient Rights and Responsibilities 557 Figure 14.18 Consumers Have the Right to Considerate, Respectful Care 572 Chapter 14 Summary **Application:** 571 Lesson 14.3 Review 572-575 Chapter 14 Assessment
Unit 13: Mental Health Services	
Competencies and Suggested Objectives	
1. Explore the field of mental health services. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information of various careers. • Psychiatrist • Psychologist • Counselor • Social worker • Mental health technician	**Instruction:** 102 Figure 3.10 Examples of Healthcare Occupations by Pathway 150 5.1-2 Therapy Careers 155 5.1-4 Medical Careers 156 Physicians 156 Figure 5.8 Examples of Medical Specialties 172 Chapter 5 Summary **Application:** 162 Lesson 5.1 Review 172-175 Chapter 5 Assessment
2. Discuss diseases and disorders of the cardiovascular system and related signs, symptoms, treatment, and prevention methods. DOK2	
a. Using resources from the National Alliance of Mental Illness (NAMI), differentiate between mental disorders. • Psychosis (schizophrenia) • Psychoneurosis (e.g., anxiety, depression, panic disorder, phobias, and obsessive-compulsive disorder) • Manic depressive • Dissociative identity disorder • Eating disorders	**Instruction:** 289 9.3-2 Issues Affecting Mental and Behavioral Health 289 Mental Health Conditions 289 Anxiety 290 Depression 290 Figure 9.22 Symptoms of Depression 761 20.1-2 The Neuron 762 schizophrenia spectrum disorder 762 20.1-3 The Central Nervous System 768 Figure 20.10 Common Disorders Affecting Mental Health 769 obsessive-compulsive disorder (OCD) 769 panic attack 802 Chapter 20 Summary **Application:** 780 Lesson 20.1 Review 802-805 Chapter 20 Assessment



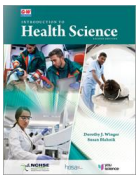
Standards	Correlating Text Pages
b. Research and identify forms of therapy. • Electroconvulsive therapy • Medication • Psycho/group therapy • Behavioral modification	**Instruction:** 293 9.3-5 Seeking Support 293 Electroconvulsive therapy (ECT) 293 psychotherapy 293 Figure 9.26 Talk Therapy 306 Chapter 9 Summary **Application:** 295 Lesson 9.3 Review 307-309 Chapter 9 Assessment
3. Discuss the correlation between mental health issues and negative responses to those issues. DOK 3	
a. Using resources such as NAMI and the Mississippi Department of Mental Health, research and evaluate the current state and national data on various topics. • Suicide • Substance abuse (opioids, alcohol, and other drugs) • Violence (domestic, self-harm, and group-related) • Criminal activity	**Instruction:** 289 9.3-2 Issues Affecting Mental and Behavioral Health 289 Mental Health Conditions 290 9.3-3 Maladaptive and Risky Behaviors 291 Figure 9.23 Example Risk Assessment 291 Excessive Alcohol Use 291 Smoking and Vaping 292 Figure 9.24 Vaping 292 Opioid Crisis 293 Figure 9.25 The HHS Strategy for Combatting the Opioid Crisis 293 9.3-4 Suicide 306 Chapter 9 Summary **Application:** 295 Lesson 9.3 Review 307-309 Chapter 9 Assessment
b. In a group setting, discuss the importance of the various topics below. • Awareness, education, problem recognition • Reporting and acquiring help for oneself and others (e.g., hotlines, authorities, hospitals, and naloxone [NARCAN®]) • Suicide warning signs and prevention • Drug-related issues (legal ramifications, proper disposal, etc.)	**Instruction:** 286 Lesson 9.3 Mental and Behavioral Health 286 9.3-1 Mental and Behavioral Development 287 Figure 9.19 Maslow's Hierarchy of Needs 287 Influences on Behavior 287 Figure 9.20 Erikson's Stages of Psychosocial Development 288 Identifying Concerns 29 Figure 9.21 The BATHE Technique 289 9.3-2 Issues Affecting Mental and Behavioral Health 289 Mental Health Conditions 290 9.3-3 Maladaptive and Risky Behaviors 291 Figure 9.23 Example Risk Assessment 291 Excessive Alcohol Use 291 Smoking and Vaping



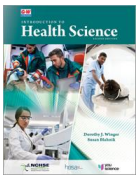
Standards	Correlating Text Pages
	292 Figure 9.24 Vaping 292 Opioid Crisis 293 Figure 9.25 The HHS Strategy for Combatting the Opioid Crisis 293 9.3-4 Suicide 293 9.3-5 Seeking Support 293 Figure 9.26 Talk Therapy 306 Chapter 9 Summary **Application:** 295 Lesson 9.3 Review 307-309 Chapter 9 Assessment
Unit 14: Sports Medicine	
Competencies and Suggested Objectives	
1. Explore the field of sports medicine. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information for various careers. • Team physician • Exercise physiologist • Strength and conditioning coach • Athletic trainer (certified and assistant) • Personal trainer	**Instruction:** 150 5.1-2 Therapy Careers 150 Therapists 151 Figure 5.2 Types of Therapists 214 Health and Wellness 214 Fitness Trainers 215 Figure 7.11 Fitness Instructors 228 Chapter 7 Summary 700 Healthcare Professions: Athletic Training **Application:** 218 Lesson 7.1 Review 228-231 Chapter 7 Assessment
2. Describe the basic concepts of assessment in sports medicine. DOK 1	
a. Identify the components of a sports physical. • Height • Weight • Vital signs • Musculoskeletal abnormalities • Cardiovascular abnormalities • Medical history	**Instruction:** 325 Lesson 10.2 Learning Universal Technical Skills 326 10.2-1 Measuring Vital Signs 326 Height and Weight 327 Procedure: Measuring Height and Weight Using a Mechanical, Upright Scale 328 Temperature 328 Figure 10.18 Normal Temperature Ranges for Adults and Children 328 Figure 10.19 Glass Thermometer 329 Procedure: Measuring Oral Temperature Using a Digital Thermometer 329 Figure 10.21 Types of Thermometers 330 Pulse 330 Figure 10.22 Pulse Points 330 Figure 10.23 Average Resting Pulse Rate Per Minute



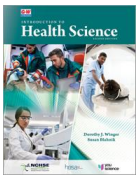
Standards	Correlating Text Pages
	331 Procedure: Measuring Radial Pulse 331 Figure 10. 24 Stethoscope 332 Respiration 332 Figure 10.25 Checking a Patient's Respiration 332 Procedure: Measuring Respirations 332 Oxygen Saturation 333 Blood Pressure 333 Figure 10.27 Factors Affecting Blood Pressure 334 Figure 10.28 Blood Pressure Classifications for Adults 334 Figure 10.29 Aneroid and Digital Sphygmomanometers 335 Figure 10.30 Manometer Gauge Lines 335 Procedure: Measuring Blood Pressure 362 Chapter 10 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment
b. Discuss the use of SOAP notes in injury assessment. • S—Subjective • O—Objective • A—Assessment • P—Plan	**Instruction:** 439 Progress Notes 439 Figure 12.9 SOAP Format **Application:** 446 Lesson 12.2 Review
c. Differentiate between the following types of body fat assessment techniques. • Smart device scan (e.g., watch, cellphone, and smart scale) • In-body scan • Dual-energy X-ray absorptiometry (DEXA) scan • Calipers	**Instruction:** 679 18.1-4 The Dermis 682 Body fat
3. Analyze and apply basic injury treatment modalities in sports medicine. DOK 2	
a. Identify the following components of PRICE. • P—Protect • R—Rest • I—Ice • C—Compression • E—Elevation	**Instruction:** 705 Disease and Injury 712 Chapter 18 Summary **Application:** 711 Lesson 18.3 713-715 Chapter 18 Assessment
b. Define terms and discuss the importance of vasodilation and vasoconstriction, each in relation to cold/heat application	**Instruction:** 679 18.1-4 The Dermis 682 vasoconstriction 682 Vasodilation 711 Chapter 18 Summary



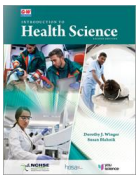
Standards	Correlating Text Pages
	Application: 713-715 Chapter 18 Assessment
c. Apply the proper procedure for applying heat and cold to injuries.	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** Mayo Clinic Using heat and cold for pain | Mayo Clinic Connect
Unit 15: Rehabilitative Services	
Competencies and Suggested Objectives	
1. Explore the field of rehabilitative services. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information for various careers. • Physical therapist (PT) • Physical therapist assistant (PTA) • Occupational therapist (OT) • Occupational therapist assistant (OTA) • Speech-language pathologist (SLP) • Recreational therapist (RT)	**Instruction:** 150 5.1-2 Therapy Careers 150 Therapists 151 Figure 5.2 Types of Therapists 153 Education and Training for Therapy Careers 153 Figure 5.5 Therapy Career Ladder **Application:** 162 Lesson 5.1 Review
2. Describe and demonstrate the basic concepts of range of motion (ROM). DOK 2	
a. Differentiate between active and passive ROM.	**Instruction:** 166 5.2-3 Range-of-Motion (ROM) Exercises 167 Figure 5.18 General Guidelines for ROM Exercises 167 Figure 5.19 Contracture 168 Procedure: Performing Passive ROM for the Hand 172 Chapter 5 Summary **Application:** 171 Lesson 5.2 Review 172-175 Chapter 5 Assessment
b. Identify basic terminology related to ROM. • Adduction • Abduction • Flexion • Extension • Rotation • Circumduction	**Instruction:** 166 5.2-3 Range-of-Motion (ROM) Exercises 167 Figure 5.18 General Guidelines for ROM Exercises 167 Figure 5.19 Contracture 168 Procedure: Performing Passive ROM for the Hand 172 Chapter 5 Summary



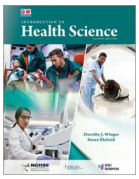
Standards	Correlating Text Pages
	708 18.3-4 Muscle Movements 708 Figure 18.33 Flexion and Extension 708 Flexion 708 Extension 709 Figure 18.34 Muscle Movement Terminology 710 Abduction 710 adduction 710 Rotation 710 Circumduction 712 Chapter 18 Summary **Application:** 171 Lesson 5.2 Review 172-175 Chapter 5 Assessment 710 Lesson 18.3 Review 713-715 Chapter 18 Assessment
c. Demonstrate the proper procedure passive range of motion (PROM) for one knee, one ankle, and one shoulder.	**Instruction:** 166 5.2-3 Range-of-Motion (ROM) Exercises 167 Figure 5.18 General Guidelines for ROM Exercises 167 Figure 5.19 Contracture 167 Passive ROM 168 Procedure: Performing Passive ROM for the Hand 172 Chapter 5 Summary **Application:** 171 Lesson 5.2 Review 172-175 Chapter 5 Assessment
3. Demonstrate the proper procedures related to ambulation and assistive devices, according to HOSA standards. DOK 2	
a. Apply the proper procedure for fitting a patient with crutches and giving instruction for a three-point gait.	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.** Merck Manual How To Fit and Walk With Underarm Crutches - Injuries; Poisoning - Merck Manual Professional Edition
b. Apply the proper procedure for ambulating a patient with a gait belt.	**Instruction:** 45 Transfer and Ambulation Safety 46 transfer (gait) belt
c. Apply procedure for fitting and ambulating a patient with a walker and cane.	**Instruction:** 45 Transfer and Ambulation Safety 46 walker 46 cane



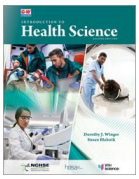
Standards	Correlating Text Pages
Unit 16: Respiratory Care Services	
Competencies and Suggested Objectives	
1. Explore the field of respiratory therapy. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information for a registered respiratory therapist (RRT).	**Instruction:** 105 3.2-2 Job Titles and Credentials 105 Figure 3.15 Education and Training Requirements 150 5.1-2 Therapy Careers 150 Therapists 151 Figure 5.2 Types of Therapists 151 Respiratory Therapist 153 Education and Training for Therapy Careers 172 Chapter 5 Summary **Application:** 172-175 Chapter 5 Assessment
2. Describe the basic concepts related to the field of respiratory therapy. DOK 1	
a. Identify and provide the rationale for basic respiratory tests and procedures. • Oxygen saturation • Arterial blood gases • Oxygen therapy (e.g., nasal cannula and simple mask) • Incentive spirometry • Medicated aerosol therapy	**Instruction:** 332 Respiration 332 Figure 10.25 Checking a Patient's Respiration 332 Procedure: Measuring Respiration 332 Oxygen Saturation 332 Figure 10.26 Pulse Oximeters 362 Chapter 10 Summary 748 19.3-2 The Two-Stage Process of Respiration 749 Figure 19.25 Respiratory Cycle 749 Abnormal Breathing 749 Lung Volume 749 spirometer 750 Figure 19.26 Lung Capacity 751 Factors Affecting Lung Volume 751 Figure 19.27 A Manual Incentive Spirometer 752 Chapter 19 Summary **Application:** 343 Lesson 10.2 Review 362-365 Chapter 10 Assessment 751 Lesson 19.3 Review 752-755 Chapter 19 Assessment
b. Define medical conditions related to respiratory care. • Atelectasis • Oxygen toxicity	**The Goodheart Wilcox *Introduction to Health Science,* 2nd Edition textbook does not specifically address this standard, however, please see the attached reference link.**



Standards	Correlating Text Pages
	Mayo Clinic Atelectasis - Symptoms and causes - Mayo Clinic Saint Luke's Health System Understanding Oxygen Toxicity | Saint Luke's Health System
Unit 17: Pharmacology	
Competencies and Suggested Objectives	
1. Explore the field of pharmacological services. DOK 1	
a. Research and describe the respective educational requirements, appropriate schools, licensure/certification/registration, work environment, job responsibilities, and salary information. • Pharmacist (hospital versus retail) • Pharmacy technician	**Instruction:** 102 Figure 3.10 Examples of Healthcare Occupations by Pathway 104 Figure 3.13 Levels of Training 105 Figure 3.15 Education and Training Requirements 161 Technical Workers in Therapeutic Services 161 Figure 5.14 Pharmacy Technician 168 5.2-4 Preparing a Medication 169 Procedure: Filling a Prescription **Application:** 162 Lesson 5.1 Review 171 Lesson 5.2 Review
2. Describe concepts and perform skills related to the field of pharmacology. DOK 2	
a. Identify the proper components of a prescription. • Patient identification • Frequency • Drug name • Quantity • Dosage • Administration/route • Physician signature	**Instruction:** 168 5.2-4 Preparing a Medication 169 Procedure: Filling a Prescription 489 Administration of Medication 489 Figure 13.16 Medication Must be Calculated Carefully 489 Preparing Medications 490 Figure 13.17 Dosing Devices 491 Figure 13.18 Prescription Abbreviations 492 Medication Safety 492 Figure 13.19 Prepacked Medications 492 Figure 13.20 Medication Orders 528 Chapter 13 Summary **Application:** 496 Lesson 13.2 Review 528-531 Chapter 13 Assessment
b. Differentiate between administration methods. • Oral • Rectal	**Instruction:** 489 Administration of Medication

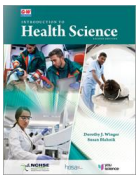


Standards	Correlating Text Pages
• Inhalation • Topical • Sublingual • Injections (intramuscular [IM], intravenous [IV], and subcutaneous [subQ])	489 Figure 13.16 Medication Must be Calculated Carefully 489 Preparing Medications 490 Figure 13.17 Dosing Devices 491 Figure 13.18 Prescription Abbreviations 528 Chapter 13 Summary **Application:** 528-531 Chapter 13 Assessment
c. Perform mathematical computations related to pharmacology. • Convert metric units to household units and vice versa utilizing the HOSA Medical Math formula sheet. • Record dosage time using a 24-hour clock.	**Instruction:** 168 5.2-4 Preparing a Medication 169 Procedure: Filling a Prescription 489 Administration of Medication 489 Figure 13.16 Medication Must be Calculated Carefully 489 Preparing Medications 490 Figure 13.17 Dosing Devices 491 Figure 13.18 Prescription Abbreviations 528 Chapter 13 Summary **Application:** 171 Lesson 5.2 Review 528-531 Chapter 13 Assessment
d. Given a teacher-created scenario, administer medication utilizing the Six Rights of Medication Administration. • Right medication • Right dose • Right patient • Right time • Right method • Right documentation	**Instruction:** 168 5.2-4 Preparing a Medication 169 Procedure: Filling a Prescription 528 Chapter 13 Summary **Application:** 171 Lesson 5.2 Review 528-531 Chapter 13 Assessment
Unit 18: Clinical Capstone Project	
Competencies and Suggested Objectives	
The goal of this unit is to develop the knowledge, skills, and attitudes necessary to provide patient-centered care to individuals with common diseases and disorders. Students will learn the five steps of the patient care process and apply them in a clinical capstone project involving a fictional patient. This project could contribute to the state-approved work-based learning requirements if the skills performed by the students are recorded and evaluated in the digital platform properly.	
1. Students will research and learn about common diseases and disorders that affect human beings, including symptoms, causes, and treatments. DOK3	
a. Develop a fictional patient for the duration of the clinical capstone project, incorporating specific details and factors to characterize this individual. • Name • Stage of life • Demographics	406 11.3-3 Performing a Physical Examination and Assessment 406 Figure 11.28 The Four Basic Steps in a Physical Examination 406 Figure 11.29 Nursing Process 407 Figure 11.30 Sample Categories of the Minimum Data Set

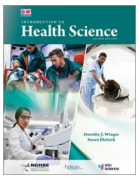


Standards	Correlating Text Pages
	407 11.3-4 Reporting and Recording Observations 407 Figure 11.31 Observations to Be Reported 422 Chapter 11 Summary 585 15.2-2 Providing Patient-Centered Care **Application:** 408 Lesson 11.3 Review 422-425 Chapter 11 Assessment
b. Select a disease or disorder that will be tracked in the fictional patient. See the table below for common disease and disorder ideas.	**Instruction:** 642 Lesson 17.1 Medical Terminology 642 17.1-1 Medical Terminology 643 17.1-2 Understanding Word Parts 645 17.1-3 Forming Plural Medical Terms 645 17.1-4 Abbreviations 646 17.1-5 Pronunciation and Spelling 648 Lesson 17.2 Body Organization and Related Medical Terms 649 17.2-1 Anatomy and Physiology 649 17.2-2 Levels of Organization 652 Body Tissues and Membranes 653 Body Organs and Systems 653 Figure 17.8 Body Systems 655 Lesson 17.3 Anatomical Terminology 657 17.3-1 Anatomical Position 657 17.3-2 Body Directions 660 17.3-3 Body Regions and Sections 660 17.3-4 Abdominal Regions and Quadrants 661 17.3-5 Body Cavities 663 17.3-6 Body Planes 666 Chapter 17 Summary **Application:** 647 Lesson 17.1 Review 655 Lesson 17.2 Review 665 Lesson 17.3 Review 666-669 Chapter 17 Assessment

c. Explore the five patient-centered steps in the patient care process and apply the process to the fictional patient by providing patient-centered care.
• Assessment
• Diagnosis
  ○ Maslow's hierarchy of needs
• Planning SMART goals
  ○ S—Specific
  ○ M—Measurable or meaningful
	Instruction:
	286 9.3-1 Mental and Behavioral Development
	287 Figure 9.19 Maslow's Hierarchy of Needs
	298 Setting Goals
	298 Figure 9.29 SMART Goal Example
	306 Chapter 9 Summary
	405 11.3-2 Communicating Observations



Standards	Correlating Text Pages
○ A—Attainable or action-oriented ○ R—Realistic or results-oriented ○ T—Timely or time-oriented • Implementation • Evaluation	406 11.3-3 Performing a Physical Examination and Assessment 406 Figure 11.28 The Four Basic Steps in a Physical Examination 406 Figure 11.29 Nursing Process 407 Figure 11.30 Sample Categories of the Minimum Data Set 407 11.3-4 Reporting and Recording Observations 407 Figure 11.31 Observations to Be Reported 422 Chapter 11 Summary 585 15.2-2 Providing Patient-Centered Care **Application:** 305 Lesson 9.4 Review 307-309 Chapter 9 Assessment 408 Lesson 11.3 Review 422-425 Chapter 11 Assessment
d. Apply the patient care process to the fictional patient by providing patient-centered care as applicable.	**Instruction:** 286 9.3-1 Mental and Behavioral Development 287 Figure 9.19 Maslow's Hierarchy of Needs 298 Setting Goals 298 Figure 9.29 SMART Goal Example 306 Chapter 9 Summary 406 11.3-3 Performing a Physical Examination and Assessment 406 Figure 11.28 The Four Basic Steps in a Physical Examination 406 Figure 11.29 Nursing Process 407 Figure 11.30 Sample Categories of the Minimum Data Set 407 11.3-4 Reporting and Recording Observations 407 Figure 11.31 Observations to Be Reported 422 Chapter 11 Summary 585 15.2-2 Providing Patient-Centered Care **Application:** 305 Lesson 9.4 Review 307-309 Chapter 9 Assessment 408 Lesson 11.3 Review 422-425 Chapter 11 Assessment



Standards	Correlating Text Pages
e. Report the outcome of the patient's problem in a mock scenario, illustrating the steps taken by the medical caretaker within a teacher-approved method.	**Instruction:** 286 9.3-1 Mental and Behavioral Development 287 Figure 9.19 Maslow's Hierarchy of Needs 298 Setting Goals 298 Figure 9.29 SMART Goal Example 306 Chapter 9 Summary 406 11.3-3 Performing a Physical Examination and Assessment 406 Figure 11.28 The Four Basic Steps in a Physical Examination 406 Figure 11.29 Nursing Process 407 Figure 11.30 Sample Categories of the Minimum Data Set 407 11.3-4 Reporting and Recording Observations 407 Figure 11.31 Observations to Be Reported 422 Chapter 11 Summary **Application:** 305 Lesson 9.4 Review 307-309 Chapter 9 Assessment 408 Lesson 11.3 Review 422-425 Chapter 11 Assessment
f. Record the patient care process as needed in the state-approved digital portfolio.	**Instruction:** 406 Figure 11.29 Nursing Process 407 Figure 11.30 Sample Categories of the Minimum Data Set 407 11.3-4 Reporting and Recording Observations 407 Figure 11.31 Observations to Be Reported 422 Chapter 11 Summary **Application:** 408 Lesson 11.3 Review 422-425 Chapter 11 Assessment