



Health Sciences I

Course Description

Introduction to Health Science is designed to give an overview of the therapeutic, diagnostic, support services, biotechnology & research and health informatics pathways. The course focuses on health careers, exploration, leadership development, medical terminology, ethical and legal responsibilities, the history of health care and the economics of health care.

Standard 6 - If students are to be certified in CPR, they will need to be taught by a certified instructor.

Course Code:

Program(s) of Study to which This Course Applies:

- All Health Sciences Pathways

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Students will explore the history of health care and pathways of health careers.</p>	<p>NHFSAC-Standard 4</p>	<p>[TBD by NDE]</p>
<p>Benchmark 1.1 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Review the health careers in the Occupational Outlook Handbook, Nebraska Career connections website, Nebraska Career Information System etc. • Poster series for each of the pathways. • Research a health career, create a career health display and present the information to the class i.e. HOSA Career Health Display Team Event. • Interview and shadow career health professionals and use the information to prepare for 	<p>NHFSAC – 4.3 HOSA – Team Events, Leadership Events</p>	<p>[TBD by NDE]</p>

<p>the HOSA Medical Photography Leadership Event.</p> <ul style="list-style-type: none"> • Invite local health professionals to speak to classes, provide shadowing opportunities etc. • Discuss level of education, credentialing requirements and employment trends in healthcare. 		
<p>Benchmark 1.2 Analyze personal aptitudes and interests related to health careers.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Complete self assessment surveys on Nebraska Career Connections, Nebraska Career Information Systems etc. • Analyze information from self-assessments. • Interview health professionals about aptitudes and interests. 	<p>NHFSAC – 4.1</p>	
<p>Benchmark 1.3 Classify the personal traits and attitudes desirable in the health care professions.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Discuss professionalism i.e. background checks, body art, personality characteristics, dress, language, confidentiality, ability to handle conflict, communication. 	<p>NHFSAC – 4.2,</p>	
<p>Benchmark 1.4 Investigate the history of health care.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Create a time line showing the progression of health care. • Visit cemeteries to see who died during the epidemics, mortality rates etc. 		
<p>Standard 2. Students will differentiate between legal and ethical standards of health care.</p>	<p>NHFSAC – Standard 5 & 6</p>	
<p>Benchmark 2.1 Identify aspects of legal considerations related to health care.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Become aware of HIPAA. • Describe advance directives. • Summarize Patient’s Bill of Rights. • Understand informed consent. • Examine scenarios simulating scope of practice issues. • Review components of documentation and record keeping. 	<p>NHFSAC – 5.2</p>	

<p>Benchmark 2.2 Identify ethical practice.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Recognize ethical issues and their implications related to health care. • Compare and contrast religious and cultural beliefs as they impact health care. • Recognize the protocol for reporting issues that affect health, safety and welfare of others. 	<p>NHFSAC – 6.1, 6.2, 6.3</p>	
<p>Standard 3. Students will develop the various methods of giving and obtaining information including oral and written.</p>	<p>NHFSAC – Standard 2</p>	
<p>Benchmark 3.1 Interpret forms of communication</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Demonstrate and interpret nonverbal communication. • Identify and evaluate various verbal communication scenarios. • Demonstrate appropriate written techniques. • Recognize and demonstrate listening skills. • Differentiate between subjective and objective information. • Research, prepare and present information using the HOSA Research Persuasive Speaking, Prepared Speaking, Extemporaneous Speaking or Extemporaneous Writing Leadership Events. • Prepare for and carry out the HOSA Public Service Announcement Event. 	<p>NHFSAC – 2.1, 2.3 HOSA Teamwork & Leadership Events</p>	
<p>Benchmark 3.2 Recognize barriers to communication</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Recognize cultural and special needs i.e. age appropriate, gender, physical/mental limitations, ageism, race, religion. • Identify resources for interpretation situations. 	<p>NHFSAC – 2.11</p>	
<p>Benchmark 3.3 Recognize the different parts of medical terminology.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Identify and comprehend medical abbreviations to communicate information. • Identify and comprehend prefixes, suffixes, root words to communicate information. 	<p>NHFSAC – 2.2</p>	
<p>Standard 4. Students will understand the roles and responsibilities of individual members of an effective team.</p>	<p>NHFSAC – Standard 8</p>	

<p>Benchmark 4.1 Become knowledgeable about characteristics of an effective team.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Recognize and apply methods for building positive team relationships. • Analyze attributes and attitudes of an effective leader. • Analyze the roles of all team members. • Apply effective techniques for managing team conflict. • Participate in HOSA Team events i.e. Career Health Display, HOSA Bowl, Biomedical Debate, Creative Problem Solving. • Organize and carry out a community service project. i.e. Blood Drive, H1N1 Clinic, Health Awareness Week. • Collaborate with other Career Student Organizations on a project related to a health issue. i.e. obesity, bicycle safety, autism, Special Olympics etc. • Develop and carry out a HOSA Health Education Project or Community Awareness Campaign. • Identify the hierarchy of a health care system and the relationship to teamwork. 	<p>NHFSAC –8.1, 8.2 HOSA Team Events</p>	
<p>Standard 5. Students will understand existing and potential safety hazards in the health care setting.</p>	<p>NHFSAC –Standard 7</p>	
<p>Benchmark 5.1 Apply methods to control the spread of infection.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Practice hand washing techniques (school nurse speaks to class and uses an activity with Glo-Germ). • Describe the chain of infection. • Demonstrate the use of barriers to prevent the spread of infection i.e. gloves, masks, gowns. (Practice the proper procedures for removing gloves using pudding or cake mix as the contaminate) 	<p>NHFSAC – 7.1,</p>	
<p>Benchmark 5.2 Identify personal and environmental safety practices.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Apply principles of body mechanics. • Implement the procedures to prevent injury and infection. • Review emergency procedures i.e. fire, tornadoes, stolen baby, intruder, bomb threats. 	<p>NHFSAC - 7.2, 7.3, 7.4, 7.5</p>	



<p>Standard 6. Students will demonstrate technical skills in health professions.</p>	<p>NHFSAC – Standard 10</p>	
<p>Benchmark 6.1 Apply procedures for measuring and recording vital signs.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify normal ranges for vital signs. i.e temperature, pulse, respiration and blood pressure. Practice taking and recording vital signs i.e. simulator arm for blood pressure and pulse. Locate and check carotid and radial pulse. Identify methods of obtaining body temperature. 	<p>NHFSAC – 10.11</p>	
<p>Benchmark 6.2 Apply skills to obtain training or certification in cardiopulmonary resuscitation, automated external defibrillator, foreign body airway obstruction and first aid.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Use prescribed Red Cross, American Heart Association Guidelines, Nebraska Safety Council etc. Prepare and participate in the HOSA CPR/First Aid, EMT Team Event. 	<p>NHFSAC – 10.12 HOSA Team Event</p>	

Reference Standards Sources

- NHFSAC = National Healthcare Foundation Standards and Accountability Criteria
- HOSA = Health Occupation Students of America

Contributors

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Other Information

Suggestions for innovative teaching and learning strategies:	
Related assessments:	<ul style="list-style-type: none">• Portfolios• Nebraska Career Connections• Nebraska Career Information Systems
Extended learning opportunities:	<ul style="list-style-type: none">• Health Occupation Students of America• Family, Career and Community Leaders of America• 4-H• American Heart Association and Red Cross

Health Science II

Course Description

This course is designed to experience health careers at a personal level. Instruction includes anatomy and physiology, medical terminology, medical ethics and law, diseases and disorders, positive and negative health and wellness behaviors, first aid. Skills learned will be applicable to students continuing in the medical science field.

Course Code:

Program(s) of Study to which This Course Applies

- Health Science

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Students will explore and experience the wide variety of Health Professions.</p>	<p>NHFSAC 4.31</p>	<p>[TBD by NDE]</p>
<p>Benchmark 1.1 Students will compare and contrast at least 15 health careers.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Create a presentation for a specific health profession that is of their interest. • Interview and report on a health care professional. • Attend a professional presentation. • Explore specific health professions via online career exploration programs. • Investigate the local needs in the health care field. • Assemble a portfolio of at least 2 colleges that offer a degree program of their interest including cost of tuition and a plan for financing their education. 	<p>NHFSAC 4.11</p>	<p>[TBD by NDE]</p>
<p>Benchmark 1.2 Students will job shadow a health science professional or student for a minimum of 3 hours.</p>		



<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Create a questionnaire to accompany them on their job shadow. • Contact their job shadow person prior to the experience, be on time, dress appropriately for the specific experience and show appreciation for their host post experience. • Reflect on their job shadow experience. (Students can explore multiple job shadow experiences to meet the 3 hour requirement.) 		
<p>Standard 2. Students will understand health literacy.</p>	<p>NHFSAC 9</p>	<p>[TBD by NDE]</p>
<p>Benchmark 2.1 Students will explain the fundamentals of health and wellness.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Assess their health and develop a plan to encourage a healthy lifestyle. • Develop a community project that promotes health and wellness. • Describe strategies for the prevention of diseases including health screenings and examinations. • Appreciate complementary (alternative) health practices as they relate to wellness and disease prevention. 		
<p>Benchmark 2.2 Students will explore behavioral aspects of disease prevention.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Analyze preventable diseases and develop a prevention program. • Present a plan on how to reduce disease risks. • Explore high risk behaviors and their effects on the quality of life. • Explore healthy behaviors and their effects on the quality of life. 	<p>NHFSAC 9</p>	<p>[TBD by NDE]</p>
<p>Standard 3. Students will survey basic human structure and function and disease processes.</p>	<p>NHFSAC 1.1,1.2</p>	<p>[TBD by NDE]</p>
<p>Benchmark 3.1 Students will appreciate the support systems of the human body.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Classify the basic structural and functional organization of the skeletal, muscular and integumentary systems. • Label the major bones of the skeletal system. • Identify the main muscles of the body. • Identify the layers of the integumentary system. 		

<ul style="list-style-type: none"> Describe common acquired and/or genetic diseases of the support system. 		
<p>Benchmark 3.2 Students will appreciate the transportation systems of the human body.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Classify the basic structural and functional organization of the transportation systems including the circulatory, respiratory, and immune systems. Label the cardiopulmonary system. Identify the flow of blood through the cardiopulmonary system. Identify the major components of the immune system. Create a working model of the lungs. Describe common acquired and/or genetic diseases of the transportation systems. 		
<p>Benchmark 3.3 Students will appreciate the regulatory systems of the human body.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Classify the basic structural and functional organization of the regulatory systems including the endocrine system, nervous system and special senses. Illustrate the function of each area of the brain. Manipulate the special systems including smell, taste, hearing, vision and touch. Identify the major components of the immune system. Create a model of the endocrine system. Describe common acquired and/or genetic diseases of the regulatory systems. 		
<p>Benchmark 3.4 Students will appreciate the maintenance systems of the human body.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Classify the basic structural and functional organization of the digestive and urinary systems. Illustrate the function of the digestive system. Compare and contrast the digestive and urinary systems. Identify the major components of the urinary system. Create a model of the urinary system. Describe common acquired and/or genetic diseases of the maintenance systems. 		
<p>Benchmark 3.5 Students will appreciate the reproductive systems of the human body.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Classify the basic structural and functional organization of the male and female reproductive systems. Compare and contrast the male and female reproductive systems. Label the male and female reproductive systems. 	<p>Utah 02, 03, 04, 05, 06</p>	<p>[TBD by NDE]</p>

<ul style="list-style-type: none"> Describe fetal development. Describe common acquired and/or genetic diseases of the reproductive systems. 		
<p>Standard 4. Students will assess basic first aid situations.</p>		[TBD by NDE]
<p>Benchmark 4.1 Students will demonstrate primary survey.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Roles play surveying the scene for safety. Practice checking the victim. Mock a 911 call. Select the appropriate treatment for the victim(s). 		
<p>Benchmark 4.2 Students will exhibit secondary survey skills.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Perform a head to toe scan in under a minute. Recognize life threatening injuries. Prioritize and triage injuries. 		
<p>Benchmark 4.3 Students will apply effective first aid skills.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Control bleeding. Stabilize head and neck injuries. Identify and respond to a poisoning emergency. Construct a splint for a skeletal injury. Respond to various traumas as necessary. 	NHFSAC 10	[TBD by NDE]
<p>Standard 5. Students will analyze and evaluate legal and ethical issues in health care.</p>	NHFSAC 5, 6	[TBD by NDE]
<p>Benchmark 5.1 Students will understand accepted ethical practices with respect to cultural, religious, social, and ethnic differences within the healthcare environment.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Compare and contrast ethical and unethical case studies. Explore terminology related to ethical issues including stereotyping and discrimination. Students will use appreciate own beliefs and differentiate the beliefs and health practices 	(Foundation Standard 6.31)	



<p>of others.</p> <ul style="list-style-type: none"> • Demonstrate respectful and empathetic treatment of all patients/clients and family members. • Students will apply procedures for reporting activities and behaviors that affect the health, safety and welfare of others. 		
<p>Benchmark 5.2 Students will differentiate between ethical and legal issues impacting healthcare.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Debate current issues relating to ethical and legal outcomes. • Review case scenarios and discuss outcomes based on information. • Explore terminology related to ethical issues including stereotyping and discrimination. 		
<p>Benchmark 5.3 Students will understand the legal responsibilities, limitations and implications relating to regulations, policies, laws and patient rights.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Analyze legal responsibilities of the health care professional. • Practice decision making regarding laws, governing harassment, labor and scope of practice. • Review and apply HIPPA standards to job shadows, case studies and publications regarding HIPPA. 	<p>NHFSAC 5, 6</p>	<p>[TBD by NDE]</p>

Reference Standards Sources

- NHFSAC = National Healthcare Foundation Standards and Accountability Criteria
- Utah = Utah Standards of Health Science (Introduction)

Contributors

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Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none">• Guest speakers from certified agencies• Virtual Anatomy, Surgeries, Autopsies
Related assessments:	<ul style="list-style-type: none">• First Aid certifications from American Red Cross, American Heart Association, National Safety Council
Extended learning opportunities:	<ul style="list-style-type: none">• HOSA• Skills USA• Nebraska Statutes



Advanced Studies in Health Science

Course Description

Advanced Studies is the appreciation and exploration of a variety of health science careers or an in-depth study of a specific health science career. Course work would include work-based learning experiences, advanced career planning, and mentorship opportunities in the student’s career interest. This could be designed as an individualized study program. It is recommended for senior year; with appropriate prerequisite course work and faculty and/or industry approval.

Course Code:

Program(s) of Study to which This Course Applies

- Health Science

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Students will identify desired careers of interest in health science.</p>	Texas HSTE	[TBD by NDE]
<p>Benchmark 1.1 The student will assess the employment, outlook, and personal aptitude for career(s) of interest in health science.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Research employability outlook of careers in health science. • Conduct a self-assessment of interests and abilities. 	NHFSAC – FS 4	[TBD by NDE]
<p>Standard 2. Students will develop a personal learning plan for career choice.</p>	Texas HSTE	
<p>Benchmark 2.1 The student will determine schools offering specific program of study.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Review entrance requirements and course work. 		



<ul style="list-style-type: none"> • Complete college/university application of choice. • Develop budget/financial plan. • Apply for appropriate scholarships. • Create personal resume. 		
<p>Benchmark 2.2 The student will research academic requirements of specific career.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Explore undergraduate levels of education. • Explore graduate levels of education. • Investigate continuing education requirements in the profession. • Examine opportunities for advancement or shift within/among health science fields. 		
<p>Benchmark 2.3 The student will develop components of a personal portfolio.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Compilation of academic information and personal information. • Collection of artifacts demonstrating accomplishments. • Evidence of academic achievements, i.e. diploma, ACT/SAT scores, etc. • Collection of examples of scholarly achievements, i.e. projects, papers, etc. • Evidence of volunteer work or shadowing experiences in health science. 	<p>NHFSAC – FS 1, 2, 4</p>	
<p>Standard 3. Students will participate in opportunities of work-based learning.</p>	<p>Texas HSTE NDE-WBL</p>	
<p>Benchmark 3.1 The student will participate in work-based learning experiences.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Participate in job shadow experience(s). • Participate in Health Science Camp(s). • Volunteerism in areas of health science. • Apply principles of health law and ethics including HIPAA, confidentiality, etc. to commonly encountered issues in health science. 		
<p>Benchmark 3.2 The student will participate in an extended professional mentorship and/or internship.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Create documentation about the mentorship; i.e. journal, blog, video, audio, etc. • Create communication between mentor/mentee; i.e. email, Facebook, thank you note. • Develop goals and plan of action for internship. 	<p>NHFSAC – FS 2, 4, 6, 7, 8, 9, 11</p>	

- Receive feedback from mentor/intern.
- Interact effectively and respectfully with healthcare team.

Reference Standards Sources

- NHFSAC - FS = National Healthcare Foundation Standards and Accountability Criteria, Foundation Skills
- Texas HSTE = Texas Health Science Curriculum Resources; <http://www.texashste.com>
- NDE-WBL = Nebraska Department of Education-Career & Technical Education – Work-based Learning; <http://www.education.ne.gov/wbl/index.html>

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Revision date *(if changes made after final draft):*

Other Information

Suggestions for innovative teaching and learning strategies:

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Related assessments:

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Extended learning opportunities:

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Capstone - Health Information Technology (HIT)

Course Description

Health Information Technology (HIT) is the management and use of information in Health Sciences related to, but not limited to, communications, legal & ethical implications, data management & organization, and technology applications. Completion of this course allows the student to obtain entry-level competencies defined by the American Health Information Management Association. These are nationally accepted standards of practitioner roles and functions.

Instructor Credentials

Faculty/instructional staff and clinical coordinator must have adequate knowledge, skills, and experience that are directly pertinent to the professional curriculum content that they teach. The knowledge/skills of faculty members can be inferred from items such as professional development activities, additional certification, and student/peer review of teaching. (2005 Interpretation of Standards Associate Degree, pg 6).

Course Code:

Program(s) of Study to which This Course Applies

- Health Information Technology (HIT)

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Students will summarize the purposes and content of the medical record.</p>	<p>WNCC – HIMS-1250 NHFSAC – FS 2 & 11</p>	<p>[TBD by NDE]</p>
<p>Benchmark 1.1 The student will name and describe the various functions of a health record department.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Review the organizational chart of the HIM department. • Create a presentation on health record data collection tools. 		



<p>Benchmark 1.2 The student will describe the impact of information technology on the HIM profession.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Analyze the pros and cons of electronic versus paper collection of data information. Justify the cost of an electronic records system. 		
<p>Benchmark 1.3 The student will describe how health data/information is used by various individuals and groups.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Outline the flow of data into a patient record by various methods and entities in a health care organization. Diagram, using a flowchart, the path a patient record takes through a health record department from dismissal to permanent file. 		
<p>Benchmark 1.4 The student will identify key organizations external to the health care facility that influences data collection.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Review national guidelines regarding human subjects for research. Discuss ICD-10 implementation. 		
<p>Benchmark 1.5 The student will differentiate the content of forms in medical records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Verify documentation in a health record to support the diagnosis. Verify timeliness, accuracy, completeness and appropriateness for billing purposes. 		
<p>Benchmark 1.6 The student will list the general design principles to consider when creating or revising a form/screen to collect data.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Design and generate reports using appropriate software. Coordinate, use, and maintain systems for document imaging and storage. 		
<p>Benchmark 1.7 The student will distinguish between the following record formats: source-oriented, problem-oriented or integrated.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Compare and contrast the different record formats. 		



<p>Benchmark 1.8 The student will identify and/or describe the typical forms/screens used to collect data in a patient record.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Present a mock new staff orientation session identifying typical forms/screens used to collect data in a patient record. • Order supplies needed for work processes. 	<p>WNCC – HIMS-1250</p>	
<p>Standard 2. Students will develop an understanding of the role of the Health Information Technology Department in a health care facility.</p>	<p>WNCC – HIMS-1250 NHFSAC – FS 3, 8 & 11</p>	<p>[TBD by NDE]</p>
<p>Benchmark 2.1 The student will trace the development of the HIM profession.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Illustrate the history and development of the HIM profession. • List and describe the existing and emerging roles of HIM professionals. 		
<p>Benchmark 2.2 The student will describe the purpose and the sponsor of various data sets and databases.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Apply policy and procedures for access disclosure of personal health information. • Review legal and regulatory requirements – locally and nationally. 	<p>WNCC – HIMS-1250</p>	
<p>Standard 3. Students will demonstrate the skills, knowledge, and abilities of health information professional.</p>	<p>WNCC – HIMS-1250 NHFSAC – FS 5, 6, 8, 10 & 11</p>	
<p>Benchmark 3.1 The student will define key words and abbreviations.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Review a case study/patient chart. • Use a medical dictionary. 		
<p>Benchmark 3.2 The student will identify the requirements for initial and continuing certification within the HIM profession.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Research RHIT certification requirements. • Identify continuing education needs and resources. 		



<p>Benchmark 3.3 The student will describe the benefits of membership in a professional association.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Explain how association membership(s) contribute to the HIM profession. 		
<p>Benchmark 3.4 The student will apply the AHIMA Code of Ethics to real life situations.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Analyze a case study. • Debate the legality versus the ethical implications of a case study. 		
<p>Benchmark 3.5 The student will name, locate and utilize various resources for HIM professional development including, but not limited to, the Journal of AHIMA, publications of AIMA, the internet web site of AIMA, other related web sites, and the FORE library.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Locate the professional resource library. 		
<p>Benchmark 3.6 The student will define confidentiality and discuss concerns related to protection of patient data to preserve confidentiality.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Analyze a case study in which confidentiality was compromised. • Discuss who should have access to confidential information and why. 		
<p>Benchmark 3.7 The student will define ambulatory care, acute care, long-term care, and rehabilitation, home care, hospice and mental health care.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Compare and contrast the records kept by each. 		
<p>Benchmark 3.8 The student will file accurately using various number and filing systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Select the appropriate number & filing system. • Review peer filing for accuracy. 	<p>WNCC – HIMS-1250</p>	
<p>Standard 4. Students will evaluate the trend toward computer-based patient records and its effect on the HIM (Health Information Management) profession.</p>	<p>WNCC – HIMS-1250 NHFSAC – FS 11</p>	



<p>Benchmark 4.1 The student will discuss the evolution of the CPR (computerized patient record) and the influences in developing voluntary standards.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Show how records are used for accreditation, licensing, and certification. • Analyze data to identify trends demonstrating quality, safety, and effectiveness of health care. 		
<p>Benchmark 4.2 The student will differentiate between the three types of documentation analysis: quantitative, qualitative, and statistical.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Review a case study to determine the three different types of documentation analysis used. • Perform quantitative and qualitative analyses on patient records. 		
<p>Benchmark 4.3 The student will describe systems/procedures for handling incomplete health records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Communicate staff performance data. • Use quality improvement tools and techniques to improve performance. 		
<p>Benchmark 4.4 The student will discuss manual and automated record-tracking systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Compare and contrast the benefits of manual and automated record-tracking systems. • Discuss the pros and cons of the global implications of automated record-tracking systems. 		
<p>Benchmark 4.5 The student will discuss the value of the master patient index (MPI) in accessing patient records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Discuss how MPI can increase or inhibit efficiency in the health care system. • Utilize the NSTN (Nebraska Statewide Telehealth Network) system 	<p>WNCC – HIMS-1250</p>	
<p>Standard 5. Students will examine storage and retrieval of patient data records.</p>	<p>WNCC – HIMS-1250 NHFSAC – FS 5, 6, & 11</p>	

<p>Benchmark 5.1 The student will identify various numbering and filing systems for storage of patient records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Query and generate reports to facilitate information retrieval. 		
<p>Benchmark 5.2 The student will describe the concept of a “unit” record and list its advantages and disadvantages.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Discuss the advantages & disadvantages of keeping client records together. 		
<p>Benchmark 5.3 The student will retrieve data elements from patients records and data bases.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Manage health data (such as data elements, data sets, & data bases). • Construct a specific report from data files. 		
<p>Benchmark 5.4 The student will discuss the importance of patient record security and list ways to safeguard patient information.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Apply confidentiality and security measures to protect the electronic health information. • Elaborate on the security measures needed to protect against patient identity theft. 	<p>WNCC – HIMS-1250</p>	

Reference Standards Sources

- CAHIIM = Commission on Accreditation for Health Informatics and Information Management Education; <http://www.cahiim.org/accredstnds.html>
- AHIMA.org = American Health Information Management Association Contributors
- WNCC = Western Nebraska Community College; <http://www.wncc.net/programs/coursepdf/HIMS-1250.pdf>
- NHFSAC – FS = National Healthcare Foundation Standards Accountability Criteria, Foundation Standards

Contributors

Secondary: [Carol Andringa-Lincoln Public Schools, Denise McNeel-Northwest Public Schools]

Postsecondary: [Amy M. Haddad, Ph.D – Creighton University Medical Center; Lori Palensky-Southeast Community College]

NCE Staff: [Firstname Lastname, Firstname Lastname, etc.]



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Other Information

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Related assessments:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•
Extended learning opportunities:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•

EMT-B

Course Description

This course is designed based upon the Department of Transportation's National Highway Traffic Safety Administration Emergency Medical Technician-Basic National Standard Curriculum. This course is designed to instruct the student to the level of Emergency Medical Technician – Basic who serves as a vital link in the chain of the health care team. It is recognized that the majority of pre hospital emergency medical care will be provided by the EMT-B. This includes all skills necessary for the individual to provide emergency medical care at a basic life level with an ambulance service or other specialized service. This course is designed to prepare the student to take and pass the National Registry certification examination. The course must be taught by a qualified EMT instructor. (NHTSA-EMTBNSC)

Duration of course: 110 hours

To become licensed in the state of Nebraska:

- Must be 18 and show proof of citizenship.
- Must complete required application
- Must prove certification in CPR (at a level including infant, child, and adult one and two rescuer
- Successful completion of a Department of Transportation approved EMT-B course
- Successfully pass the National Registry written examination with a percentage of 70 or above (there is a \$75 fee to take the examination)
- Proof of successfully passing the National Registry practical examination
- Present copy of national registry certification card

License renewal information:

- License will expire on December 31 of the second year after issuance
- Among other requirements renewal candidates must maintain certification in an advanced level of CPR participate and earn at least 30 hours of Continuing education within the EMT course. ([NE-HHS](#))

Course Code:

Program(s) of Study to which This Course Applies

- Health Science

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Students will assess the nature and seriousness of the patient's condition or extent of injuries to prioritize requirements for emergency medical care.</p>	NHTSA-EMTBNSC	[TBD by NDE]
<p>Benchmark 1.1 Students will perform a scene size up.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Analyze the safety of the scene. Understand the impact of the environment on patient care. Address hazards if present in the scene. Understand the hazard of violence in and around the emergent scene. Recognize the need for additional resources in an emergent situation. Practice standard precautions. Manage multiple patient situations. Triage and prioritize incidents during the emergent situation. 	NE-HHS ¹ EMS.gov	[TBD by NDE]
<p>Benchmark 1.2 Students will perform an initial patient assessment.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Conduct a primary patient assessment including but not limited to “A-B-Cs”, assessment of level of consciousness, and retrieving a general medical history. Conduct a secondary patient assessment including but not limited to Rapid full body scan, assessment of vital signs and physical exams. 	NE-HHS ¹ EMS.gov	[TBD by NDE]
<p>Standard 2. Students will administer appropriate emergency medical care based on assessment findings of the patient's condition.</p>	NHTSA-EMTBNSC	[TBD by NDE]
<p>Benchmark 2.1 Students will establish and maintain patient’s airway.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Demonstrate the use of bag-valve-mask. Demonstrate suction of upper airway. 	NE-HHS1 EMS.gov	[TBD by NDE]

<ul style="list-style-type: none"> Deliver medical oxygen. 		
<p>Benchmark 2.2 Students will understand and administer appropriate pharmacologic interventions.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Administer “Epi-Pen” in anaphylactic situation. Assist with patient administration of medication. Assist in administration of a patient’s prescribed nitroglycerin. 	<p>NE-HHS1 EMS.gov</p>	<p>[TBD by NDE]</p>
<p>Benchmark 2.3 Student will demonstrate appropriate medical and cardiac care.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Perform manual CPR/AED. Assist in normal and complicated delivery. Recognize signs and symptoms of cardiac emergency. Recognize signs and symptoms of other life threatening emergencies. 	<p>NE-HHS1 EMS.gov</p>	<p>[TBD by NDE]</p>
<p>Benchmark 2.4 Student will recognize and manage traumatic emergencies.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Demonstrate proper application of splinting devices. Perform C-spine injury management techniques. Demonstrate techniques to control bleeding. Demonstrate proper technique in dressing and bandaging. 	<p>NE-HHS1 EMS.gov</p>	<p>[TBD by NDE]</p>
<p>Standard 3. Students will stabilize and apply appropriate transport methods for the patient to minimize discomfort and prevent further injury.</p>	<p>NHTSA-EMTBNSC</p>	<p>[TBD by NDE]</p>
<p>Benchmark 3.1 Students will apply the principles of lifting and carrying and demonstrate the techniques associated.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Explain rationale of proper lifting technique. Apply biomechanical principles of proper lifting. Demonstrate proper patient positioning. 	<p>NE-HHS1 EMS.gov</p>	<p>[TBD by NDE]</p>
<p>Benchmark 3.2 Students will identify and apply the proper use of transport equipment.</p> <p><u>Sample performance indicators:</u></p>	<p>NE-HHS1 EMS.gov</p>	<p>[TBD by NDE]</p>

<ul style="list-style-type: none"> • Justify equipment selection in emergent situations. • Demonstrate the proper use of transport equipment. • Demonstrate the proper maintenance and care of transport equipment. 		
<p>Standard 4. Students will understand and follow the proper scope of practice for the EMT-B and how it relates to other members of the health care team.</p>	<p>NHTSA-EMTBNSC (modified)</p>	<p>[TBD by NDE]</p>
<p>Benchmark 4.1 Students will promote and practice the concepts of the health care team.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Communicate with other professionals within the continuity of care • Explain the use of the EMS communication system. • Adhere to the principles of incident reporting. 	<p>EMS.gov</p>	<p>[TBD by NDE]</p>
<p>Benchmark 4.2 Students will advocate for the safety of the patient.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Adjust communication strategies to meet the need of the patient • Maintain confidentiality and other ethical principles/moral obligations. • Promote patient dignity in all situations. 	<p>EMS.gov</p>	<p>[TBD by NDE]</p>
<p>Benchmark 4.3 Students will exhibit characteristics of professional behavior.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Actively practice personal wellness principles • Explain importance of continuing education after initial certification • Promote the integrity and professional principles of the health care provider. 	<p>EMS.gov</p>	<p>[TBD by NDE]</p>

Reference Standards Sources

- NHTSA-EMTBNSC = National Highway Traffic Safety Administration, Emergency Medical Technician –Basic National Standard Curriculum
- NE-HHS¹ = Nebraska Department of Health and Human Services Emergency Medical Services Basic Level Competency Checklist
- NE-HHS = Nebraska Department of health and Human Services Emergency Medical Services initial license requirements.
- EMS.gov = National Emergency Medical Services Education Standards at www.ems.gov



Contributors

Secondary: [Shawn Campbell – Westside High School, Lindy Fernau – O’Neill High School, Jim Johnston – Millard West High School, Stacia Weaver – Omaha Public Schools]

Postsecondary: [First Name Last Name – Institution Name, First Name Last Name – Institution Name, etc.]

NCE Staff: [Firstname Lastname, Firstname Lastname, etc.]

Other: [Firstname Lastname, Firstname Lastname, etc.]

Creation date: July 14, 2010

Approval date:

Revision date *(if changes made after final draft):*

Other Information

Suggestions for innovative teaching and learning strategies:	•
Related assessments:	• BLS for the health care provider
Extended learning opportunities:	<ul style="list-style-type: none"> • HOSA offers EMT as a competitive event and leadership opportunities abroad in the field health care • Attend professional EMS conferences • Compete in local/state EMS competitions

Exploring the Clinical Lab

Course Description

This course provides students with the art and science of the clinical laboratory. The class will explore the global range of career opportunities and traits available in the clinical lab. Students will job shadow in the community to gain real life clinical lab experience. Examination of legal and ethical issues will be covered throughout the class. Participants will have hands on practice with lab techniques, equipment, and record keeping relevant to medical, veterinary, dental, biotechnology, agricultural and food science and multiple other professions.

Course Code:

Program(s) of Study to which This Course Applies

- Health Science

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Students will explore and experience clinical lab careers.</p>	NHFSAC 4.31	[TBD by NDE]
<p>Benchmark 1.1 Students will compare and contrast 7-10 clinical lab careers.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Create a presentation for a clinical lab skill of their interest. • Interview clinical lab professional. • Attend a professional presentation. • Explore specific clinical lab professions via online career exploration programs. 		
<p>Benchmark 1.2 Students will classify the personal traits and attitudes desirable in a member of a clinical lab.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Interview clinical lab professional or a current clinical lab student. 		

<ul style="list-style-type: none"> • Explore specific clinical lab professions via online career exploration programs. • Analyze job descriptions for clinical lab personnel. 		
<p>Benchmark 1.3 Students will job shadow a clinical lab professional or student for a minimum of 3 hours.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Create a questionnaire to accompany them on their job shadow. • Contact their job shadow person prior to the experience, be on time, dress appropriately for the specific experience and show appreciation for their host post experience. • Reflect on their job shadow experience. (Students can explore multiple job shadow experiences to meet the 3 hour requirement.) 	<p>NHFSAC 4.11</p>	<p>[TBD by NDE]</p>
<p>Standard 2. Students will apply good practices for laboratory procedures.</p>		
<p>Benchmark 2.1 Students will observe personal and laboratory safety practices.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations. • Apply safety techniques in the work environment. • Comply with safety signs, symbols, and labels. • Understand implications of hazardous materials. 		
<p>Benchmark 2.2 Students will follow protocol for handling, preparing, and using mixtures, solutions, specimens, and laboratory supplies and equipment.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Follow the scientific method while performing laboratory tests. • Conduct microscopic identification and propagation of cells. • Use selective media to identify microorganisms and to test for pathogens. • Perform quantitative and qualitative biochemical assays. 		
<p>Benchmark 2.3 Students will follow professional procedures for recording and reporting of data.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Use appropriate record keeping and filing common to the clinical lab setting. • Communicate using technology (fax, e-mail, and Internet) to access and distribute data and other information. 		

<ul style="list-style-type: none"> • Use medical terminology while recording and reporting. • Apply the HIPPA standards. • Communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports. • Keep a log of experiences throughout the course. 		
<p>Benchmark 2.4 Students will thoroughly analyze results.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Analyze diagrams, charts, graphs, and tables to interpret healthcare results. • Analyze, evaluate, make inferences, and predict trends from data. • Infer that all tests have limitations, including but not limited to human error, contamination, faulty equipment, and environmental issues. • Compare and contrast test results within normal ranges per the test. • Use critical thinking to evaluate best test practices and monetary constraints. 	<p>NHFSAC 7 & 11 AES 2, 2.2, 2.6.2.7 TEKS 130.207 (c.2-A,B,G,H)</p>	<p>[TBD by NDE]</p>
<p>Standard 3. Students will appreciate the legal and ethical application in the clinical laboratory setting.</p>		
<p>Benchmark 3.1 Students will understand the legal responsibilities, limitations, and implications of their actions.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Analyze their legal responsibilities in a professional setting. • Apply procedures for accurate documentation and record keeping. • Understand informed consent and its application. • Participate in a mock trial dealing with a medical legal situation. • Have an experience with a professional specializing in medical law. 		
<p>Benchmark 3.2 Students will appreciate the ethical situations in the clinical laboratory setting.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Explore different ethical situations that could occur in the professional setting. • Create a case study dealing with a current ethical event. • Role play ethical situations in a thorough manner. • Review NE laws dealing with issues such as reportable diseases, organ and tissue donation, and newborn screening. 	<p>NHFSAC 5 & 6</p>	<p>[TBD by NDE]</p>



Reference Standards Sources

- NHFSAC = National Healthcare Foundation Standards and Accountability Criteria
- AES = Agriculture and Environmental Systems : Career Field Technical Content Standards, Ohio Board of Regents Sept. 2008
- TEKS = Texas Essential Knowledge and Skills for Career and Technical Education Subchapter H. Health Science

Contributors

Secondary: [Robyn Jernigan-Ops Benson High School, Donna Allen- OPS Central High School.]

Postsecondary: [Peg Wolff-Western Ne. Community College Maurice Godfrey -UNMC.]

NCE Staff: [Firstname Lastname, Firstname Lastname, etc.]

Other: [Firstname Lastname, Firstname Lastname, etc.]

<p>Creation date:</p> <p>Approval date:</p> <p>Revision date <i>(if changes made after final draft):</i></p>

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Extended learning opportunities:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.

Capstone - Health Information Technology (HIT)

Course Description

Health Information Technology (HIT) is the management and use of information in Health Sciences related to, but not limited to, communications, legal & ethical implications, data management & organization, and technology applications. Completion of this course allows the student to obtain entry-level competencies defined by the American Health Information Management Association. These are nationally accepted standards of practitioner roles and functions.

Instructor Credentials

Faculty/instructional staff and clinical coordinator must have adequate knowledge, skills, and experience that are directly pertinent to the professional curriculum content that they teach. The knowledge/skills of faculty members can be inferred from items such as professional development activities, additional certification, and student/peer review of teaching. (2005 Interpretation of Standards Associate Degree, pg 6).

Course Code:

Program(s) of Study to which This Course Applies

- Health Information Technology (HIT)

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Students will summarize the purposes and content of the medical record.</p>	<p>WNCC – HIMS-1250 NHFSAC – FS 2 & 11</p>	<p>[TBD by NDE]</p>
<p>Benchmark 1.1 The student will name and describe the various functions of a health record department.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Review the organizational chart of the HIM department. • Create a presentation on health record data collection tools. 		

<p>Benchmark 1.2 The student will describe the impact of information technology on the HIM profession.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Analyze the pros and cons of electronic versus paper collection of data information. Justify the cost of an electronic records system. 		
<p>Benchmark 1.3 The student will describe how health data/information is used by various individuals and groups.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Outline the flow of data into a patient record by various methods and entities in a health care organization. Diagram, using a flowchart, the path a patient record takes through a health record department from dismissal to permanent file. 		
<p>Benchmark 1.4 The student will identify key organizations external to the health care facility that influences data collection.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Review national guidelines regarding human subjects for research. Discuss ICD-10 implementation. 		
<p>Benchmark 1.5 The student will differentiate the content of forms in medical records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Verify documentation in a health record to support the diagnosis. Verify timeliness, accuracy, completeness and appropriateness for billing purposes. 		
<p>Benchmark 1.6 The student will list the general design principles to consider when creating or revising a form/screen to collect data.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Design and generate reports using appropriate software. Coordinate, use, and maintain systems for document imaging and storage. 		
<p>Benchmark 1.7 The student will distinguish between the following record formats: source-oriented, problem-oriented or integrated.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Compare and contrast the different record formats. 		



<p>Benchmark 1.8 The student will identify and/or describe the typical forms/screens used to collect data in a patient record.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Present a mock new staff orientation session identifying typical forms/screens used to collect data in a patient record. • Order supplies needed for work processes. 	<p>WNCC – HIMS-1250</p>	
<p>Standard 2. Students will develop an understanding of the role of the Health Information Technology Department in a health care facility.</p>	<p>WNCC – HIMS-1250 NHFSAC – FS 3, 8 & 11</p>	<p>[TBD by NDE]</p>
<p>Benchmark 2.1 The student will trace the development of the HIM profession.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Illustrate the history and development of the HIM profession. • List and describe the existing and emerging roles of HIM professionals. 		
<p>Benchmark 2.2 The student will describe the purpose and the sponsor of various data sets and databases.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Apply policy and procedures for access disclosure of personal health information. • Review legal and regulatory requirements – locally and nationally. 	<p>WNCC – HIMS-1250</p>	
<p>Standard 3. Students will demonstrate the skills, knowledge, and abilities of health information professional.</p>	<p>WNCC – HIMS-1250 NHFSAC – FS 5, 6, 8, 10 & 11</p>	
<p>Benchmark 3.1 The student will define key words and abbreviations.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Review a case study/patient chart. • Use a medical dictionary. 		
<p>Benchmark 3.2 The student will identify the requirements for initial and continuing certification within the HIM profession.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Research RHIT certification requirements. • Identify continuing education needs and resources. 		



<p>Benchmark 3.3 The student will describe the benefits of membership in a professional association.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Explain how association membership(s) contribute to the HIM profession. 		
<p>Benchmark 3.4 The student will apply the AHIMA Code of Ethics to real life situations.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Analyze a case study. • Debate the legality versus the ethical implications of a case study. 		
<p>Benchmark 3.5 The student will name, locate and utilize various resources for HIM professional development including, but not limited to, the Journal of AHIMA, publications of AIMA, the internet web site of AIMA, other related web sites, and the FORE library.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Locate the professional resource library. 		
<p>Benchmark 3.6 The student will define confidentiality and discuss concerns related to protection of patient data to preserve confidentiality.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Analyze a case study in which confidentiality was compromised. • Discuss who should have access to confidential information and why. 		
<p>Benchmark 3.7 The student will define ambulatory care, acute care, long-term care, and rehabilitation, home care, hospice and mental health care.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Compare and contrast the records kept by each. 		
<p>Benchmark 3.8 The student will file accurately using various number and filing systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Select the appropriate number & filing system. • Review peer filing for accuracy. 	<p>WNCC – HIMS-1250</p>	
<p>Standard 4. Students will evaluate the trend toward computer-based patient records and its effect on the HIM (Health Information Management) profession.</p>	<p>WNCC – HIMS-1250 NHFSAC – FS 11</p>	



<p>Benchmark 4.1 The student will discuss the evolution of the CPR (computerized patient record) and the influences in developing voluntary standards.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Show how records are used for accreditation, licensing, and certification. • Analyze data to identify trends demonstrating quality, safety, and effectiveness of health care. 		
<p>Benchmark 4.2 The student will differentiate between the three types of documentation analysis: quantitative, qualitative, and statistical.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Review a case study to determine the three different types of documentation analysis used. • Perform quantitative and qualitative analyses on patient records. 		
<p>Benchmark 4.3 The student will describe systems/procedures for handling incomplete health records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Communicate staff performance data. • Use quality improvement tools and techniques to improve performance. 		
<p>Benchmark 4.4 The student will discuss manual and automated record-tracking systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Compare and contrast the benefits of manual and automated record-tracking systems. • Discuss the pros and cons of the global implications of automated record-tracking systems. 		
<p>Benchmark 4.5 The student will discuss the value of the master patient index (MPI) in accessing patient records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Discuss how MPI can increase or inhibit efficiency in the health care system. • Utilize the NSTN (Nebraska Statewide Telehealth Network) system 	<p>WNCC – HIMS-1250</p>	
<p>Standard 5. Students will examine storage and retrieval of patient data records.</p>	<p>WNCC – HIMS-1250 NHFSAC – FS 5, 6, & 11</p>	

<p>Benchmark 5.1 The student will identify various numbering and filing systems for storage of patient records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Query and generate reports to facilitate information retrieval. 		
<p>Benchmark 5.2 The student will describe the concept of a “unit” record and list its advantages and disadvantages.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Discuss the advantages & disadvantages of keeping client records together. 		
<p>Benchmark 5.3 The student will retrieve data elements from patients records and data bases.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Manage health data (such as data elements, data sets, & data bases). • Construct a specific report from data files. 		
<p>Benchmark 5.4 The student will discuss the importance of patient record security and list ways to safeguard patient information.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Apply confidentiality and security measures to protect the electronic health information. • Elaborate on the security measures needed to protect against patient identity theft. 	<p>WNCC – HIMS-1250</p>	

Reference Standards Sources

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- AHIMA.org = American Health Information Management Association Contributors
- WNCC = Western Nebraska Community College; <http://www.wncc.net/programs/coursepdf/HIMS-1250.pdf>
- NHFSAC – FS = National Healthcare Foundation Standards Accountability Criteria, Foundation Standards

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Revision date *(if changes made after final draft):*

Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•
Related assessments:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•
Extended learning opportunities:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•

Medication Aide

Course Description

A course of instruction in which an individual receives training in administering medications, this course has minimum requirement of 40 hrs and students must be 18 yrs of age in order to sit for the written exam administered by the state board of Health and Human Services. This course must be taught by an R.N. licensed in QMA.

Course Code:

Program(s) of Study to which This Course Applies

- Medication Aide

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Students will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.</p>	<p>NHFS 1</p>	<p>[TBD by NDE]</p>
<p>Benchmark 1.1 The physical act of giving or applying a medication.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Identify the routes of medication of delivery. • Design a poster depicting the Five Rights. • Demonstrate ability to follow given directions either oral or written. 		
<p>Benchmark 1.2 The recording of the physical act.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Identify and abbreviate the correct dosage as prescribed. • Chart time and dosage for patient for a shift. 		
<p>Benchmark 1.3. The observing and monitoring for, and taking appropriate action regarding, desired effects, side effects, interactions, and contraindications associated with the medication.</p> <p><u>Sample performance indicators:</u></p>	<p><u>NE Law 95-001.01</u> 95-003.01</p>	<p>[TBD by NDE]</p>

<ul style="list-style-type: none"> • Job shadowing patients to determine side effects or other effects of medication. • Compare and contrast generic versus formulary drugs. 		
<p>Standard 2. Students will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.</p>	<p>NHFS 2</p>	<p>[TBD by NDE]</p>
<p>Benchmark 2.1 Interpret verbal and nonverbal communication.</p>		
<p>Benchmark 2.2 Recognize barriers to communication.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Role plays communication to include end of shift reporting. • Role plays communication with the angry or violent patient. • Role play communication with the patient family to include culture and ethnic diversity. • Give examples of appropriate and inappropriate communication with patient, patient’s family, supervisor, and team members. 		
<p>Benchmark 2.3 Report subjective and objective information.</p>		
<p>Benchmark 2.4 Recognize the elements of communication using a sender-receiver model.</p>		
<p>Benchmark 2.5 Apply speaking and active listening skills.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Role plays communication to include end of shift reporting. • Role plays communication with the angry or violent patient. • Role play communication with the patient family to include culture and ethnic diversity. • Give examples of appropriate and inappropriate communication with patient, patient’s family, supervisor, and team members. 		<p>[TBD by NDE]</p>
<p>Standard 3. Students will understand how employability skills enhance their employment opportunities and job satisfaction. Students will demonstrate key employability skills and will maintain and upgrade skills, as needed.</p>		
<p>Benchmark 3.1 Personal Traits of the Healthcare Professional.</p>	<p>NHFS 4</p>	<p>[TBD by NDE]</p>



<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Demonstrate the standards of professional appearance and personal hygiene as they apply to uniform, shoes, nails, hair, jewelry, and make-up. • Construct a list of personal characteristics of healthcare professionals. • Create a personal collage/description of yourself why you display at least six of the personal characteristics desired in a healthcare worker. 		
<p>Standard 4. Students will understand the legal and ethical responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.</p>	<p>NHFS 5 & 6</p>	<p>[TBD by NDE]</p>
<p>Benchmark 4.1 Apply standards for Health Insurance Portability and Accountability Act (HIPAA).</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Define HIPAA and explain how it provides confidentiality for health care information. • Assess proficiency of HIPAA rules and regulations (AHEC test). 	<p>NHFS</p>	
<p>Benchmark 4.2 Summarize the patient’s Bill of Rights.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • List at least six rights of a patient who is receiving health care. • Search for a complete copy of the Patient’s Bill of Rights and compare and contrast the different bills of rights. • Role play of a patient’s right to refuse medication. 	<p>NHFS</p>	
<p>Benchmark 4.3. Explaining laws governing harassment, abuse and neglect.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Research and report on a case study involving neglect, abuse or harassment. Emphasizing correct reporting requirements. • Research a current event article involving abuse, neglect, harassment and misuse of property. Identifying laws that were violated. 	<p>NHFS</p>	
<p>Standard 5. Students will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.</p>		



<p>Benchmark 5.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Demonstrate the proper hand washing technique. • Demonstrate putting on and removing personal protective equipment and its disposal. • Analyze the pros and cons of documenting and reporting accidents according to OSHA. • Design and create a scenario when it would be appropriate to intervene when unsafe conditions exist and medications should not be given. 	<p>NHFS 7</p>	<p>[TBD by NDE]</p>
<p>Benchmark 5.2 Comply with safety signs, symbols, and labels in the work environment.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Distinguish among common safety symbols and their meanings. • Design a safety poster using five or more safety symbols. 	<p>NHFS</p>	<p>[TBD by NDE]</p>

Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- <http://www.hhs.state.ne.us/crl/nursing/ma/ma.htm#Rules>
- http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-95.pdf
- http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-96.pdf
- NHFS = National Healthcare Foundation Standards and Accountability Criteria

Contributors

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Other: [Firstname Lastname, Firstname Lastname, etc.]

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Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•
Related assessments:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•
Extended learning opportunities:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.•



Nursing Assistant

Course Description

This is a basic nursing knowledge and skills course for the nurse assistant in a health care setting. It meets the requirements of Public Law 100-203 OBRA and is approved by the Nebraska Department of Health. This course is required to be taught by a R.N. or B.S.N. In order for students to receive high school credit, arrangements need to be made to insure teaching certification.

Course Code:

- Nurse Aide Concentration

Program(s) of Study to which This Course Applies

- ?

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Students will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.</p>	<p>NHFS 1</p>	<p>[TBD by NDE]</p>
<p>Benchmark 1.1 108-003.01 Courses of training for all nursing homes except ICF/MR's must be given by a single sponsor or organization and include, at a minimum, 75 clock hours of instruction including at least 16 hours of supervised practical training. In addition, the course must include at least one hour of instruction on the responsibility of each nursing assistant to report suspected abuse or neglect pursuant to Neb. Rev. Stat. §§ 28-372 and 28-711.</p>		
<p>Benchmark 1.2 108-003.03 Individuals completing a nursing assistant training course must demonstrate at least the minimum acceptable proficiency in tasks or duties connected with each unit of the components set forth in 172 NAC 108-003. This minimum acceptable proficiency must be determined by the registered nurse administering the course and the instructor for the course.</p>		



<p>Benchmark 1.3 108-003.04 Individuals completing a 75-hour nursing assistant training course must successfully complete an approved competency evaluation program consisting of a written or oral examination and a demonstration of skills. The competency evaluation program will be administered by the Department or a Department-approved entity that is not a nursing home that participates in Medicare or Medicaid.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> All performance indicators can be referenced at: http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-108.pdf 	<p>Neb. Rev. Stat. §§ 28-372 and 28-711</p>	<p>[TBD by NDE]</p>
<p>Standard 2. Students will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.</p>		
<p>Benchmark 2.1 Interpret verbal and nonverbal communication.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Role plays communication to include end of shift reporting. Role plays communication with the angry or violent patient. Role play communication with the patient family to include culture and ethnic diversity. Give examples of appropriate and inappropriate communication with patient, patient's family, supervisor, and team members. 	<p>NHFS 2</p>	
<p>Benchmark 2.2 Recognize barriers to communication.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Role play communication to include end of shift reporting. Role play communication with the angry or violent patient. Role play communication with the patient's family to include culture and ethnic diversity. Give examples of appropriate and inappropriate communication with patient, patient's family, supervisor, and team members. 		
<p>Benchmark 2.3 Report subjective and objective information.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Role play communication to include end of shift reporting. Role play communication with the angry or violent patient. Role play communication with the patient's family to include culture and ethnic diversity. 		



<ul style="list-style-type: none"> • Give examples of appropriate and inappropriate communication with patient, patient's family, supervisor, and team members. 		
<p>Benchmark 2.4 Recognize the elements of communication using a sender-receiver model.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Role play communication to include end of shift reporting. • Role play communication with the angry or violent patient. • Role play communication with the patient's family to include culture and ethnic diversity. • Give examples of appropriate and inappropriate communication with patient, patient's family, supervisor, and team members. 		
<p>Benchmark 2.5 Apply speaking and active listening skills.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Role play communication to include end of shift reporting. • Role play communication with the angry or violent patient. • Role play communication with the patient's family to include culture and ethnic diversity. • Give examples of appropriate and inappropriate communication with patient, patient's family, supervisor, and team members. 		
<p>Standard 3. Students will understand how employability skills enhance their employment opportunities and job satisfaction. Students will demonstrate key employability skills and will maintain and upgrade skills, as needed.</p>		
<p>Benchmark 3.1 Personal Traits of the Healthcare Professional.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Demonstrate the standards of professional appearance and personal hygiene as they apply to uniform, shoes, nails, hair, jewelry, and make-up. • Construct a list of personal characteristics of healthcare professionals. • Create a personal collage/description of yourself why you display at least six of the personal characteristics desired in a healthcare worker. 		
<p>Benchmark 3.2 Employability Skills.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Develop a time management plan to organize and prioritize tasks. • Create a 3 minute speech about yourself expressing what character qualities make you a 		

good employee.		
Standard 4. Students will understand the legal and ethical responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.	NHFS	
Benchmark 4.1 Apply procedures for accurate documentation and record keeping. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> Demonstrate the proper record keeping techniques record for nursing assistants. 	NHFS 4	
Benchmark 4.2 Apply standards for Health Insurance Portability and Accountability Act (HIPAA). <u>Sample performance indicators:</u> <ul style="list-style-type: none"> Define HIPAA and explain how it provides confidentiality for health care information. Assess proficiency of HIPAA rules and regulations (AHEC test). 	NHFS 5 & 6 http://www.nnahec.org/	
Benchmark 4.3 Describe advance directives. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> Debate the pro's and con's of advance directives. Examine different examples of a living will. 	NHFS 5 & 6	
Benchmark 4.4 Summarize the Patient's Bill of Rights. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> List at least six rights of a patient who is receiving health care. Search for a complete copy of the Patient's Bill of Rights and compare and contrast the different bills of rights. 	NHFS 5 & 6 American Hospital Association	
Benchmark 4.6 Analyze tort laws as they apply to healthcare. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> Discuss legal cases involving tort law (malpractice, invasion of privacy, assault). Provide one example that might result in legal action or malpractice, negligence, and abuse. 	NHFS 5 & 6	
Standard 5. Students will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work	NHFS 7	

<p>practices and follow health and safety policies and procedures.</p>		
<p>Benchmark 5.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Demonstrate the proper hand washing technique. • Demonstrate putting on and removing personal protective equipment and its disposal. • Analyze the pros and cons of documenting and reporting accidents according to OSHA. 	<p>NHFS 7</p>	
<p>Benchmark 5.2 Apply principles of body mechanics.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Define body mechanics and list four reasons why it is important to use good body mechanics. • Demonstrate proper body mechanics for lifting. 	<p>NHFS 7</p>	
<p>Benchmark 5.3 Comply with safety signs, symbols, and labels in the work environment.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Distinguish among common safety symbols and their meanings. • Design a safety poster using five or more safety symbols. 	<p>NHFS 7</p>	
<p>Benchmark 5.4 Practice fire safety and basic emergency response in a healthcare setting.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Demonstrate the use of a fire extinguisher. • Invite local fire department to simulate fire safety response activity. Students will model a healthcare facility evacuation. • Demonstrate the proper procedures for handling oxygen tanks. 	<p>NHFS 7</p>	

Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- NHFS = National Healthcare Foundation Standards and Accountability Criteria
- Neb. Rev. Stat. §§ 28-372 and 28-711Contributors http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-108.pdf



- Oregon State Board of Nursing Policy Document http://www.oregon.gov/OSBN/pdfs/policies/nacurr_1.pdf?ga=t
- Intro to Health Science Technology 2 ed. Louise Simmers, Karen Simmers-Nartker, and Sharon Simmers-Kobelak; Delmar Publishing

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Other: [Firstname Lastname, Firstname Lastname, etc.]

Creation date: July 14, 2010

Approval date:

Revision date *(if changes made after final draft):*

Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none">• Five “R”: Remain Calm, Reassure, Re-direct, Remove yourself, and Re-approach
Related assessments:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.
Extended learning opportunities:	<ul style="list-style-type: none">• Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list.

Personal and Community Medical Issues

Course Description

This course is designed to develop an understanding of the principles necessary for promoting lifelong wellness and preparation for careers in the Health Sciences Support Services Pathway. Students will develop a concept of health and wellness from the perspective of a health consumer as well as a potential health professional. Focus will be on a holistic approach to recognizing and evaluating oneself in order to improve one’s own quality of life. The course will include a study of critical issues which affect the individual and may include stress, nutrition, weight control, physical fitness, infections and non-infectious diseases, alcohol and drug abuse, environmental health, human sexuality.

Course Code:

Program(s) of Study to which This Course Applies:

- Health Promotion and Disease Prevention

Course Framework	Reference Standards	Academic Crosswalk
<p>Standard 1. Students will identify and analyze the existing safety practices and potential hazards to self and others.</p>	NHFSAC – Standard 7	[TBD by NDE]
<p>Benchmark 1.1 The students will recognize the various aspects of infection control.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Demonstrate principles of infection control. • Describe methods of controlling the spread and growth of microorganisms. • Explore careers i.e. Safe Serve certification, public health advocate, quality control, environmental engineer. 	NHFSAC – 7.1	[TBD by NDE]
<p>Benchmark 1.2 The students will apply the various aspects of personal safety.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Demonstrate personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations. 	NHFSAC – 7.2	

<ul style="list-style-type: none"> • Demonstrate principles of body mechanics i.e moving patient, lifting patient, moving equipment. • Explore related careers. 		
<p>Benchmark 1.3 The students will apply the emergency procedures and protocols.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Practice procedures for safety drills i.e. fire, lost child, intruder, bomb, hazardous materials, weather. • Apply principles of basic emergency response in natural disasters and other emergencies. • Develop the procedure manual for handling community disaster. • Poster series to indicate safety procedures for a variety of emergencies. 	<p>NHFSAC-7.5</p>	
<p>Standard 2. Students will understand the fundamentals of wellness and the prevention of disease processes and practice preventive health behaviors.</p>	<p>NHFSAC-Standard 9</p>	
<p>Benchmark 2.1 Assess the dimensions of wellness and prevention of disease processes and their interrelatedness.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Analyze the pros and cons of stress. • Examine the impact of high risk behaviors. • Promote the impact of positive behaviors. • Discuss complementary (alternative) health practices as they relate to wellness and disease prevention i.e herbs, acupuncture, yoga, tai chi, acupressure. • Research the impact of alcohol, tobacco and drug use. • Compare the correlation between nutrition, weight control and disease prevention. • Analyze the environmental health issues of the 21st century. • Identify the human sexuality issues related to personal wellness and disease prevention. • Explore career possibilities related to these issues- i.e. counseling, social work, therapists, home health care, personal trainers, dietary, nutritionist, public health coordinator, entrepreneurial businesses. 	<p>NHFSAC – 9.1</p>	
<p>Benchmark 2.2 Practice preventive health behaviors.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Develop a lifespan physical fitness plan. • Describe strategies for the prevention of diseases including health screenings and 	<p>NHFSAC-9.1</p>	

examinations.

- Identify behaviors that promote health and wellness.
- Compare the correlation between nutrition, weight control and lifelong fitness.
- Examine immunization requirements and needs.

Reference Standards Sources

- NHFSAC = National Healthcare Foundation Standards and Accountability Criteria – 5/1/2009
- Northeast Community College, Lifetime Wellness Telecourse, July, 2010

Contributors

Secondary: [Deb Ziegler, Ralston Public Schools, Danny Fernau, O’Neill Public Schools, Kathy Gifford, Kearney Public Schools]

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Other: [Firstname Lastname, Firstname Lastname, etc.]

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Approval date:

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Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none"> • Listed here (not sentences) – Arial, 11 – no effect. Bulleted list. No space following list. •
Related assessments:	<ul style="list-style-type: none"> • OSHA certification • Safe Serve certification • HIPAA Training to meet local compliance
Extended learning opportunities:	<ul style="list-style-type: none"> • Health Occupations Students of America • Family, Career and Community Leaders of America • 4-H