

VoCATS

Course Blueprints

Health Occupations Education

7210 Health Team Relations

*Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Office of Instructional and Accountability Services
Division of Instructional Services*

*Raleigh, North Carolina
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VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint is intended to be used by teachers in planning the course of work for the year, preparing daily lesson plans, and constructing instructionally valid assessments.

For additional information about this blueprint, contact program area staff. For additional information about the VoCATS Competency Achievement Tracking System, contact program area staff or VoCATS, Workforce Development, Division of Instructional Services, North Carolina Department of Public Instruction, 301 North Wilmington Street, Raleigh, North Carolina 27601-2825, 919/715-1674, email: rwelfare@dpi.state.nc.us.

Interpretation of Columns on VoCATS Course Blueprints

| No. | Heading | Column information |
|-----|--|---|
| 1 | Comp# Obj.# | Comp=Competency number (three digits); Obj.=Objective number (competency number plus two-digit objective number). |
| 2 | Unit Titles/Competency and Objective Statements | Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object. |
| 3 | Time Hrs | Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and the students' performance on preassessments. |
| 4&5 | <u>Course Weight</u> Cognitive Performance | Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The VoCATS Annual Planning Calendar shows how to use the course weight to determine the approximate number of days to be devoted to each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment. |
| 6 | Type Behavior | Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance) |
| 7 | Integrated Skill Area | Shows links to other academic areas. Integrated skills codes: A=Arts; E= English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies. |
| 8 | Core Supp | Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments.. |

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Health Occupations Education
COURSE BLUEPRINT for 7210 Health Team Relations
 (Recommended hours of instruction: 135 - 165 hours)

| Comp # Obj # | Unit Titles/Competency and Objective Statements (The Student will be able to:) | Time Hours | Course Weight | | Type Behavior | Integrated Skill Area | Core Supp |
|-----------------|--|---------------|---------------|-------------|------------------|--------------------------|--------------|
| | | | Cognitive | Performance | | | |
| 1 | 2 | | 4 | 5 | 6 | 7 | 8 |
| | | | 100% | | | | |
| | Total Course Weight | | 65% | 35% | | | |
| | A MEDICAL TERMINOLOGY | | | | | | |
| HT01. | Use medical abbreviations and terminology. | | 7% | | C3 | H, E, SC | Core |
| HT01.01 | Identify abbreviations commonly used in a health care setting. | | 2% | | C1 | H | Core |
| HT01.02 | Define prefixes, suffixes and root words. | | 3% | | C1 | H, E, SC | Core |
| HT01.03 | Combine word parts to form commonly used medical terms. | | 2% | | C3 | H, E, SC | Core |
| | B HISTORY AND TRENDS OF HEALTH CARE | | | | | | |
| HT02. | Evaluate historical contributions in the development of health care. | | 8% | 4% | C3 | SS, H | Core |
| HT02.01 | Discuss medical treatments and beliefs from ancient civilizations through the Renaissance. | | 2% | 1% | C2 | SS | Core |
| HT02.02 | Describe medical advances made in 16 th - 20 th century health care. | | 2% | 1% | C2 | SS | Core |
| HT02.03 | Research men and women who made historical contributions to health care. | | 2% | 1% | C3 | SS | Core |
| HT02.04 | Explore current trends in health care. | | 2% | 1% | C3 | SS, H | Core |
| | C HEALTH CARE SYSTEMS | | | | | | |
| HT03. | Analyze services provided in the health care delivery system. | | 6% | 2% | C3 | H, SS | Core |
| HT03.01 | Investigate the services of health care facilities. | | 2% | 1% | C3 | H, SS | Core |
| HT03.02 | Describe government and nonprofit agencies. | | 2% | 1% | C2 | H, SS | Core |
| HT03.03 | Discuss the basic principles of different health insurance plans. | | 2% | | C2 | H, SS, M | Core |
| | D PERSONAL QUALITIES OF A HEALTH CARE WORKER | | | | | | |
| HT04. | Demonstrate the personal and professional standards of health care workers. | | 12% | 6% | C3 | CD, E, SS | Core |
| HT04.01 | Demonstrate personal and professional appearance and characteristics. | | 3% | 1% | C3 | CD, SS | Core |
| HT04.02 | Utilize elements of effective communication. | | 3% | 1% | C3 | CD, E | Core |
| HT04.03 | Apply principles of leadership and teamwork. | | 2% | 2% | C3 | CD, SS | Core |
| HT04.04 | Analyze stressors and stress management skills. | | 2% | 1% | C3 | CD, SS | Core |
| HT04.05 | Practice time management skills. | | 2% | 1% | C3 | CD, SS | Core |

| Comp # Obj # | Unit Titles/Competency and Objective Statements (The Student will be able to:) | Time Hours | Course Weight | | Type Behavior | Integrated Skill Area | Core Supp |
|-----------------|--|---------------|---------------|-------------|------------------|--------------------------|--------------|
| | | | Cognitive | Performance | | | |
| 1 | 2 | | 4 | 5 | 6 | 7 | 8 |
| E | CAREERS IN HEALTH CARE | | | | | | |
| HT05. | Analyze medical and health care careers. | | 14% | 10% | C3 | CD, H | Core |
| <i>HT05.01</i> | <i>Investigate educational requirements and levels of training.</i> | | 2% | | C3 | CD, H | Core |
| <i>HT05.02</i> | <i>Analyze dental, diagnostic, emergency, and health information services.</i> | | 3% | 2% | C3 | CD, H | Core |
| <i>HT05.03</i> | <i>Analyze careers in health care facility services, medical services and mental health and social services.</i> | | 3% | 2% | C3 | CD, H | Core |
| <i>HT05.04</i> | <i>Analyze mortuary, nursing, nutrition and dietary careers.</i> | | 3% | 2% | C3 | CD, H | Core |
| <i>HT05.05</i> | <i>Analyze therapeutic services, veterinary medicine, and vision services.</i> | | 3% | 2% | C3 | CD, H | Core |
| <i>HT05.06</i> | <i>Apply self-assessment for career planning and revise an individual career development plan.</i> | | | 2% | C3 | CD | Core |
| F | LEGAL AND ETHICAL RESPONSIBILITIES | | | | | | |
| HT06. | Analyze legal and ethical responsibilities in health care. | | 6% | 2% | C3 | H, SS, E | Core |
| <i>HT06.01</i> | <i>Analyze the legal responsibilities that apply to torts.</i> | | 2% | 1% | C3 | H, SS, E | Core |
| <i>HT06.02</i> | <i>Analyze contracts, privileged communications, and HIPAA.</i> | | 2% | | C3 | H, SS, E | Core |
| <i>HT06.03</i> | <i>Evaluate ethical and professional standards in a health care setting.</i> | | 2% | 1% | C3 | H, SS | Core |
| G | CULTURAL DIVERSITY | | | | | | |
| HT07. | Analyze cultural diversity in the delivery of health care. | | 6% | 3% | C3 | H, SS | Core |
| <i>HT07.01</i> | <i>Discuss concepts of culture, ethnicity and race.</i> | | 2% | 1% | C2 | H, SS | Core |
| <i>HT07.02</i> | <i>Analyze behaviors and their cultural significance.</i> | | 2% | | C3 | H, SS | Core |
| <i>HT07.03</i> | <i>Evaluate cultural and spiritual beliefs regarding health care.</i> | | 2% | 2% | C3 | H, SS | Core |
| H | MEDICAL MATH | | | | | | |
| HT08. | Analyze the use of medical mathematics in the health care system. | | 6% | 3% | C3 | M | Core |
| <i>HT08.01</i> | <i>Identify and use household and metric units.</i> | | 2% | 1% | C1/C3 | M | Core |
| <i>HT08.02</i> | <i>Convert among metric and standard measurements.</i> | | 2% | 1% | C3 | M | Core |
| <i>HT08.03</i> | <i>Use Roman numerals and the 24-hour clock.</i> | | 2% | 1% | C2 | M | Core |
| I | HEALTH FOCUS EXPLORATION | | | | | | |
| HT09 | Explore selected topic(s) within the health care community. | | | 5% | C3 | H, SS, E | Core |
| <i>HT09.01</i> | <i>Identify and explore selected topics that relate to the health care community and pursuit of a health profession.</i> | | | 5% | C3 | H, SS, E | Core |