

**HEALTH SCIENCE 3  
COURSE CODE: 5552  
STUDENT PROFILE**

<b>STUDENT'S NAME:</b>	<b>TEACHER'S NAME:</b>
<b>School Year/Semester:</b>	<b>Grade:</b>
<b>Begin Date:</b>	<b>Date Completed:</b>

**Directions:** Document student's progress using the applicable rating scales below: Enter date of completion under the appropriate column.

0 - Has not received instruction in this area / **no experience or knowledge of this task (N/A)**

1 – Can apply and perform **independently (80-100)**

2 – Can perform the task completely with **limited supervision (70-79)**

3 – Requires additional instruction and or **close supervision (60-69)**

<b>FOUNDATION STANDARDS 1: ACADEMIC FOUNDATION</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret healthcare results.				
2	Demonstrate competency in basic math skills and conversions as they relate to healthcare. a. The Metric System, i.e. centi-, milli-, deci-, micro-, and kilo. b. Mathematical (average, ratios, fractions, percentages, addition, subtraction, multiplication, division). c. Conversions (height, weight/mass, length, volume, temperature, household measurements) d. Math to determine vital sign applications and basic pharmacology equations				
3	Demonstrate use of the 24-hour clock/military time.				
4	Identify basic levels of organization of the human body, i.e., chemical, cellular, tissue, organs, systems, organism.				
5	Identify and demonstrate body planes, directional terms, cavities, and quadrants. a. Body planes (sagittal, mid-sagittal, coronal/frontal, transverse/horizontal). b. Directional terms (superior, inferior, anterior/ventral, posterior/dorsal, medial, lateral, proximal, distal, superficial, and deep). c. Cavities (dorsal, cranial, spinal, thoracic, abdominal, and pelvic). d. Quadrants (upper right, lower right, upper left, and lower left).				
6	Identify basic structures and functions of human body systems (skeletal, muscular, integumentary, cardiovascular, lymphatic, respiratory, nervous, special senses, endocrine, digestive, urinary, and reproductive). a. Skeletal (bone anatomy with emphasis on long bone, axial and appendicular skeletal bones, functions of bones to				

	<p>include mineral storage and hematopoiesis, ligaments, types and movements of joints)</p> <p>b. Muscular (microscopic anatomy of muscle tissue, types of muscle, locations of skeletal muscles, functions of muscles, tendons, directional movements)</p> <p>c. Integumentary (layers, structures, functions and components of skin)</p> <p>d. Cardiovascular (components of blood, structures and functions of blood components, structures and functions of the cardiovascular system, conduction system of the heart, cardiac cycle to include blood flow)</p> <p>e. Lymphatic (structures and functions of lymphatic system, movement of lymph fluid)</p> <p>f. Respiratory (structures and functions of respiratory system, physiology of respiration)</p> <p>g. Nervous (structures and functions of nervous tissue and system, organization of nervous system, emphasis on sensation, movement and processing)</p> <p>h. Special senses (structures and functions of eye, ear, nose and tongue; identify senses for sight, hearing, smell, taste, touch).</p> <p>i. Endocrine (endocrine versus exocrine, structures and functions of endocrine system, hormones, regulation of hormones)</p> <p>j. Digestive (structures and functions of gastrointestinal tract with focus on absorption and excretion, chemical and mechanical digestion, structures and functions of accessory organs)</p> <p>k. Urinary (structures and functions of urinary system, gross and microscopic anatomy, process of urine formation, urine composition, homeostatic balance)</p> <p>l. Reproductive (structures and functions of male and female reproductive systems, formation of gametes, hormone production and effects, menstrual cycle, and conception)</p>				
7	<p>Describe common diseases and disorders of each body system (such as: cancer, diabetes, dementia, stroke, heart disease, tuberculosis, hepatitis, COPD, kidney disease, arthritis, ulcers, asthma, cataracts, concussions/TBI, cystic fibrosis, melanoma, muscular dystrophy, myocardial infarction, sexually transmitted infection, urinary tract infections).</p> <p>a. Etiology</p> <p>b. Pathology</p> <p>c. Diagnosis</p> <p>d. Treatment</p> <p>e. Prevention</p>				
8	<p>Discuss research related to emerging diseases and disorders (such as: autism, VRSA, PTSD, Listeria, seasonal flu, coronavirus, SARS, MERS, Ebola, etc.).</p>				
9	<p>Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.</p> <p>a. Gene testing</p>				

	b. Gene therapy c. Human proteomics (delete this one) d. Cloning e. Stem cell research				
<b>FOUNDATION STANDARD 2: COMMUNICATIONS</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Use medical terminology and medical math to communicate information, orally and written.				
2	Apply active speaking and listening skills.				
<b>FOUNDATION STANDARD 3: SYSTEMS</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Review and identify how professional roles fit into department, organization and the overall healthcare environment.				
<b>FOUNDATION STANDARD 4: EMPLOYABILITY SKILLS</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Demonstrate employability skills (as they apply to hygiene, dress, language, confidentiality, behavior and work ethic).				
2	Expand components of a personal portfolio (letter of introduction, resume, healthcare project, writing sample, work-based learning, oral presentation, service learning, credentials, technology, and leadership experience).				
3	Participate in healthcare work-based learning experiences (guest speakers, virtual tours, job shadowing, blood drives, community service projects, etc.).				
<b>FOUNDATION STANDARD 5: LEGAL RESPONSIBILITIES</b>					
1	Review procedures for accurate documentation and record keeping.				
2	Review standards for Health Insurance Portability and Accountability Act (HIPAA).				
<b>FOUNDATION STANDARD 6: ETHICS</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Discuss bioethical issues related to disease.				
2	Apply ethical behaviors in healthcare including personal, professional, and organizational ethics.				
3	Apply procedures for reporting activities and behaviors that affect health, safety, and welfare of others.				
<b>FOUNDATION STANDARD 7: SAFETY PRACTICES</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Demonstrate principles of infection control using standard precautions in relation to the disease process and prevention.				
2	Comply with safety signs, symbols and labels.				
<b>FOUNDATION STANDARD 8: TEAMWORK</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Act responsibly as a team member				
<b>FOUNDATION STANDARD 9: HEALTH MAINTENANCE PRACTICES</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Describe strategies for prevention of diseases including health screenings and examinations.				
2	Apply practices that promote prevention of disease and injury.				

<b>FOUNDATION STANDARD 10: TECHNICAL SKILLS</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Integrate procedures for measuring and recording vital signs as you approach the appropriate body system, (including recognition of normal ranges and understanding what the data means in relation to body systems and disease.)				
<b>FOUNDATION STANDARD 11: INFORMATION TECHNOLOGY APPLICATIONS</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Review how Healthcare professionals will use information technology applications required within all career specialties.				