

## CLINICAL HEALTH "CLUSTER" STANDARDS

**Culminating Activity:** The student will design, develop and implement a comprehensive health project (inclusive of health promotion and prevention) related to their professional area of interest.

Content Standard	Concepts	Benchmarks
<p><b>Standard 1</b>  <b><u>HLC-1.0</u></b>                      Evaluate clinical professions in health care systems to facilitate the delivery of quality health care.</p>	<p><i>Clinical Professions</i></p>	<p><b><u>HLC-1.1</u> Assess the role of clinical health professions (academic, clinical, government, community) within the full spectrum of health care.</b></p> <ul style="list-style-type: none"> <li>• Examine the role of clinical health professions and their impact in various health care settings.</li> <li>• Appraise the relationship of health care professionals as they collaborate to diagnosis, prevent and treat common diseases and/or disorders.</li> </ul>
	<p><i>Health Care Systems</i></p>	<p><b><u>HLC-1.2</u> Research a health care system for patient outcome, satisfaction, and efficacy.</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast different health delivery systems (primary, tertiary, long-term care, hospice care) in terms of mission/purpose, major services, facilities and organization.</li> <li>• Assess clinical health care utilization for self and others.</li> </ul>
		<p><b><u>HLC-1.3</u> Assess the impact of recognized health care best practices on patient care.</b></p> <ul style="list-style-type: none"> <li>• Summarize current local and national health care practices.</li> <li>• Evaluate trends to improve health care at the local and national level.</li> </ul>
<p><b>Standard 2</b>  <b><u>HLC-2.0</u></b>                      Evaluate the impact of diseases, disorders and treatments on major body systems.</p>	<p><i>Major Body Systems</i>                      ✓ <i>Diseases and/or Disorders</i></p>	<p><b><u>HLC-2.1</u> Compare and contrast selected diseases and/or disorders within the body systems including respective classifications and causes.</b></p> <ul style="list-style-type: none"> <li>• Compare classifications and causes of diseases and/or disorders (infectious, trauma, congenital).</li> <li>• Evaluate the impact of diseases and/or disorders on the interdependence of major body systems (skeletal, muscular, digestive, circulatory and respiratory).</li> <li>• Assess modern technology used in the diagnosis of selected diseases and/or disorders.</li> <li>• Analyze an individual's physiological, psychological and social response to stressors common in a selected developmental age group that may result in diseases and/or disorders.</li> <li>• Analyze the effects of aging to predict the impact of diseases and/or disorders on the body systems.</li> <li>• Examine the role of health care professions involved in the diagnosis of common diseases and/or disorders.</li> </ul>

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<b>HLC-2.0</b> continued	✓ <i>Prevention</i>	<b>HLC-2.2 Evaluate clinical strategies to prevent selected diseases and/or disorders to improve individual wellness.</b> <ul style="list-style-type: none"> <li>• Compare strategies to prevent selected diseases and/or disorders (infectious, trauma, congenital).</li> <li>• Evaluate the impact of preventive measures on the interdependence of major body systems.</li> <li>• Assess modern technology used in the prevention of selected diseases and/or disorders.</li> <li>• Analyze strategies to prevent an individual’s physiological, psychological and social response to stressors in diseases and/or disorders.</li> <li>• Examine the role of health care professions involved in the prevention of common diseases and/or disorders.</li> </ul>
	✓ <i>Treatment</i>	<b>HLC-2.3 Propose appropriate treatment for selected diseases and/or disorders to improve individual wellness.</b> <ul style="list-style-type: none"> <li>• Compare treatment of diseases and/or disorders (infectious, trauma, congenital).</li> <li>• Evaluate treatment measures as they impact the interdependence of major body systems.</li> <li>• Assess modern technology used in treatment of selected diseases and/or disorders.</li> <li>• Analyze strategies to treat an individual’s physiological, psychological and social response to stressors in diseases and/or disorders.</li> <li>• Exhibit positive and professional behaviors in a simulated situation demanding first aid or emergency intervention.</li> <li>• Analyze the role of Palliative Care as a part of the health care process.</li> <li>• Examine the role of health care professions involved in the treatment of common diseases and/or disorders.</li> </ul>
<b>Standard 3</b> <b>HLC-3.0</b> Analyze and apply medical terminology and mathematical concepts to communicate health care information.	<i>Communication</i> ✓ <i>Documentation and Interpretation</i>	<b>HLC-3.1 Interpret, document, and communicate health-related information to provide quality health care.</b> <ul style="list-style-type: none"> <li>• Assess patient status by accurately documenting patient notes such as Subjective, Objective, Assessment, Plan (SOAP), situation, background, assessment and recommendation (S-BAR) to report changes in a patient’s condition and relate information to others in a timely manner.</li> <li>• Utilize graphical displays and statistical measures (e.g., box and whisker plots, histograms, scatter plots, measure of center and variability) to identify and determine treatment.</li> <li>• Interpret and translate acceptable health care abbreviations and acronyms precisely in a clear manner using appropriate medical terms.</li> </ul>

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<b><u>HLC-3.0</u></b> continued		<b><u>HLC-3.2</u> Characterize and use mathematical concepts to interpret, document, and communicate health-related information to provide quality health care.</b> <ul style="list-style-type: none"> <li>• Justify the use of exact metric and standard measurements, conversions, ratios, proportion, percentage, intake and output, Roman numerals, and dosage calculations to deliver proper health care.</li> <li>• Apply inquiry skills and mathematical concepts to resolve problems commonly found in various health care settings.</li> </ul>
	✓ <i>Technology</i>	<b><u>HLC-3.3</u> Analyze the impact of technology to facilitate communication.</b> <ul style="list-style-type: none"> <li>• Research historical changes in documenting health records and its impact on health care.</li> <li>• Identify and explain proper usage of current technologies that support communication in the delivery of health care.</li> <li>• Differentiate relevant pros and cons and prevailing positions on the use of technology such as electronic medical records (EMR).</li> </ul>
	✓ <i>Interpersonal</i>	<b><u>HLC-3.4</u> Analyze and apply interpersonal communication styles to gain or transfer information, express ideas or solve problems.</b> <ul style="list-style-type: none"> <li>• Demonstrate effective team membership by working collaboratively with people from diverse backgrounds to provide quality health care.</li> <li>• Analyze the impact of cultural differences amongst patients, staff, and co-workers on patient care.</li> <li>• Explain the role of feedback among staff to improve communication within a system (state/federal regulations, internal policies, patient feedback, etc.).</li> <li>• Demonstrate interpersonal skills using case scenarios or situations focusing on cultural differences (e.g. young and old, male and female, Western and Asian, etc.).</li> <li>• Explain the effects of death and dying on the communication process among patient, family and health care worker (hospice, living will, grieving process, etc.).</li> </ul>
<b>Standard 4</b> <b><u>HLC-4.0</u></b> Incorporate infection control and safety practices to protect self and others in the delivery of quality health care.	<i>Infection Control</i>	<b><u>HLC-4.1</u> Formulate strategies to practice principles of infection control to minimize illness or disease.</b> <ul style="list-style-type: none"> <li>• Document and practice standard operating procedures (SOP) in compliance with Joint Commission standards to prevent contagion.</li> <li>• Evaluate the effect of clean, aseptic, and sterilization techniques to prevent and control infection or contagion.</li> <li>• Resolve safety violations through corrective action to minimize or mitigate growth and transmission of infectious agents.</li> <li>• Assess “Standard Precaution Guidelines” to protect self and others from the risk of infection.</li> </ul>

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<p><b><u>HLC-4.0</u></b> continued</p>	<p><i>Environment of Care</i></p>	<p><b><u>HLC-4.2</u> Assimilate relevant information to devise strategies to ensure safe working conditions.</b></p> <ul style="list-style-type: none"> <li>• Appraise hazardous conditions (toxic spill, fire, flood, etc.) to alleviate unnecessary harm or exposure to self and others.</li> <li>• Recognize and report unusual or unsafe environment conditions to protect the safety of patients and/or health care providers.</li> <li>• Use personal protective equipment (PPE) such as gloves, mask, gowns, etc. and analyze its purpose with regards to proper protocol.</li> </ul>
<p><b>Standard 5 –</b> <b><u>HLC-5.0</u></b> Evaluate legal and ethical issues as they relate to health care professions.</p>	<p><i>Legal, Ethical and Professional Principles</i></p>	<p><b><u>HLC-5.1</u> Evaluate the impact of legal and ethical issues on health care professions.</b></p> <ul style="list-style-type: none"> <li>• Analyze what constitutes fraudulent behavior according to the Center for Medicare and Medicaid Services (CMS) regulations.</li> <li>• Analyze the role of regulatory agencies (i.e., Center for Medicaid, Medicare, Joint Commission) governing the health care industry and consequences of non-compliance.</li> <li>• Assess ethical and legal dilemmas to identify responsibilities of health care providers.</li> </ul> <p><b><u>HLC-5.2</u> Compare and contrast moral values, professional and organizational ethics as they relate to health care.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate professional conduct through accountability, behavior and attire in adhering to health care industry standards.</li> <li>• Evaluate ethical responsibilities of health care providers based on a professional code of conduct.</li> <li>• Recognize barriers (preconceived biases, stereotypes, prejudices, etc.) for elderly, socially/economically disadvantaged (homeless, working poor), and stigmatized groups (HIV positive, illegal immigrants) to access quality health care.</li> <li>• Analyze how discriminatory practices affect patient care.</li> <li>• Examine current events that involve social injustice and responsive actions impacting health care.</li> </ul>