

Florida Department of Education
Curriculum Framework

The standards and/or benchmarks for this program were updated for the 2026-27 academic year.

Program Title: Medical Skills and Services
Program Type: Non Career Preparatory
Career Cluster: Health Science

Secondary – Non Career Preparatory	
Program Number	8400320
CIP Number	03179997PA
Grade Level	9-12
Program Length	1 credit
Teacher Certification	Refer to the Course Structure section.
CTSO	HOSA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Health Science career cluster.

The content includes but is not limited to practical generic skills in health occupations.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

This program is a planned sequence of instruction totaling one credit.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8400320	Medical Skills and Services	ANY HEALTH OCCUP G (See DOE approved list) HEALTH 6	1 credit	2	CT

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Florida's Career Readiness Skills for CTE Programs

Employability Skills	
01.0	Apply academic skills to workplace scenarios.
01.01	Use reading skills.
01.02	Use writing skills.
01.03	Use mathematical strategies and procedures.
01.04	Use scientific principles and procedures.
02.0	Design a solution to an industry problem.
02.01	Use critical thinking.
02.02	Use creativity.
02.03	Make sound decisions.
02.04	Solve problems.
02.05	Reason.
02.06	Plan and organize.
03.0	Manage resources within an industry project
03.01	Manage time.
03.02	Manage money or resources.
03.03	Manage materials.
03.04	Manage personnel.
04.0	Oversee the subcomponents, operations and output of a technical or organizational system.
04.01	Manage systems.
04.02	Monitor systems.
04.03	Improve systems.
05.0	Use information for decision making.
05.01	Locate information.
05.02	Organize information.
05.03	Use information.

05.04	Analyze information.
05.05	Communicate information.
06.0	Apply relevant technology to workplace scenarios to aid productivity.
06.01	Use technology.
07.0	Interpret and express interpersonal communication.
07.01	Communicate verbally.
07.02	Listen actively.
07.03	Comprehend written material.
07.04	Convey information in writing.
07.05	Communicate nonverbally.
07.06	Interpret nonverbal communication.
08.0	Interact with others to accomplish workplace goals.
08.01	Collaborate with others in a team.
08.02	Respond to customer needs.
08.03	Exercise leadership.
08.04	Negotiate to resolve conflict.
08.05	Respect others.
09.0	Manage personal behavior to maximize productivity and professional growth.
09.01	Demonstrate responsibility and self-discipline.
09.02	Adapt and show flexibility.
09.03	Work independently.
09.04	Demonstrate a willingness to learn.
09.05	Demonstrate integrity.
09.06	Demonstrate professionalism.
09.07	Take initiative.
09.08	Display positive attitude.
09.09	Take responsibility for professional growth.

Career Exploration & Planning	
10.0	Explain career opportunities aligned with the regional economy and personal aspirations.
10.01	Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.
10.02	Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
11.0	Explain postsecondary pathways aligned with his or her career aspirations.
11.01	Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).
11.02	Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.
11.03	Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.
11.04	Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.
12.0	Develop a personalized career and academic plan.
12.01	Prioritize an occupation, credential and postsecondary training provider for plan formation.
12.02	Self-assess progress toward meeting graduation requirements and skill-development goals.
12.03	Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.
12.04	Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.
12.05	Develop a postsecondary training budget that is inclusive of living and school expenses.
Job Attainment	
13.0	Find, assess and apply to job opportunities.
13.01	Identify online job posts relevant to his or her career aspirations.
13.02	Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.
13.03	Define what information, documentation and writing prompts are required for the positions.
14.0	Communicate personal competence, character and fit for a job opportunity.
14.01	Develop a resume.
14.02	Write a cover letter.
14.03	Curate a professional portfolio that includes work products.
14.04	Prepare for and experience a mock job interview.

15.0	Cultivate and leverage relationships to professionally advance.
15.01	Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.
15.02	Develop a plan to cultivate a professional digital footprint.
15.03	Develop a networking plan for a specific industry of interest.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the ability to communicate effectively.
- 02.0 Apply basic mathematics skills used in health care.
- 03.0 Demonstrate knowledge of the services provided by health occupations career clusters.
- 04.0 Recognize and practice basic health skills.
- 05.0 Demonstrate first aid, CPR, and BLS.
- 06.0 Demonstrate knowledge of legal aspects of healthcare delivery.
- 07.0 Demonstrate an understanding of factors that affect mental and emotional health.
- 08.0 Demonstrate knowledge of blood-borne diseases
- 09.0 Demonstrate an understanding of technology applications in healthcare.
- 10.0 Demonstrate employability skills.

**Florida Department of Education
Student Performance Standards**

Course Title: Medical Skills and Services
Course Number: 8400320
Course Credit: 1

Course Description:

The purpose of this course is to assist students in making informed decisions about their future academic and occupational goals and to provide information regarding careers and skills in the Health Science career cluster. The content of this course includes but is not limited to: employability and communication skills, legal and technological aspects of health care, medical mathematics, services provided by health science professions, mental health and wellness, occupational safety, and basic health science skills.

CTE Standards and Benchmarks	
01.0	Demonstrate the ability to communicate effectively. The student will be able to:
01.01	Differentiate between verbal, non-verbal, and written communication.
01.02	Develop active listening skills.
01.03	Demonstrate ability to follow written and oral directions.
01.04	Analyze elements of constructive and non-constructive criticism.
01.05	Define, pronounce and spell common medical terms and abbreviations necessary to safely carry out medical instructions.
01.06	Demonstrate awareness of and sensitivity to barriers to communication, including cultural differences, language, and disability.
02.0	Apply basic mathematics skills used in health care. The student will be able to:
02.01	Measure and record height and weight using a variety of measurement systems used in health care.
02.02	Convert common weights, measures and volumes to and from metric as applied in the healthcare setting.
02.03	Convert between regular and 24-hour clock time.
02.04	Perform mathematical calculations to solve numeric, symbolic, and word problems relevant to healthcare occupations and/or medical scenarios.
03.0	Demonstrate knowledge of the services provided by health occupations career clusters. The student will be able to:

CTE Standards and Benchmarks

03.01	Discuss the history of health care services and medical progress in the (5) health science career pathway, such as developments in diagnostic technology, sterilization, electronic health records, etc.
03.02	Describe at least 2 occupations for each health science pathway, 3 types of services provided by each career chosen, and perform at least 2 skills for each career chosen: • Therapeutic Services • Diagnostic Services • Health Informatics • Support Services • Biotechnology Research and Development
03.03	Research and/or explore at least 3 “alternative medicine” occupations and services of each.
04.0	Recognize and practice basic health skills. The student will be able to:
04.01	Demonstrate proper hand cleansing, including proper hand-washing and proper use of alcohol-based hand gel.
04.02	Demonstrate proper application and disposal of Personal Protective Equipment (gloves, gown, mask, goggles)
04.03	Perform proper body mechanics to prevent injury to patients and self.
04.04	Apply infection control techniques designed to prevent the spread of diseases to the care of all patients following Centers for Disease Control and Prevention (CDC) guidelines.
04.05	Analyze the parts of the chain of infection and how to break it.
04.06	Demonstrate how to prevent accidents, injuries and infection in accordance with OSHA standards.
04.07	Demonstrate fire safety in medical facilities including RACE and PASS procedures.
04.08	Demonstrate and record vital signs to include temperature, pulse, blood pressure, and respirations while recognizing the normal range for each.
04.09	Demonstrate vision screening.
04.10	Demonstrate ability to test for hearing using simple tools.
04.11	Demonstrate ability to test reflexes.
05.0	Demonstrate first aid, CPR, and BLS. The student will be able to:
05.01	Describe wounds and the appropriate first aid treatment.
05.02	Identify various types of shock and their treatments.

CTE Standards and Benchmarks

05.03	Recognize types of poisoning and treatment.
05.04	Identify classifications of burns and their appropriate treatment.
05.05	Describe ill effects of heat and cold and the appropriate first aid for each.
05.06	Demonstrate immobilization for suspected fractures.
05.07	Recognize the signs, symptoms, and appropriate first aid for heart attack.
05.08	Recognize the signs, symptoms, and appropriate first aid for fainting and seizures.
05.09	Recognize the signs, symptoms, and appropriate first aid for diabetic reactions.
05.10	Recognize the signs, symptoms, and appropriate first aid for stroke.
05.11	Describe first aid for foreign objects in the eye and ear.
05.12	Perform skills in BLS.
05.13	Demonstrate first aid for choking.
06.0	Demonstrate knowledge of legal aspects of healthcare delivery. The student will be able to:
06.01	Identify how laws (i.e., “Good Samaritan”) protect individuals in emergent situations.
06.02	Describe the need for advanced directives and health care surrogates.
06.03	Describe legal procedures for donating organs.
06.04	Describe the need for health insurance and the different types available.
07.0	Demonstrate an understanding of factors that affect mental and emotional health. The student will be able to:
07.01	Analyze causes of stress/stressors.
07.02	Identify problem solving skills to resolve stress.
07.03	Demonstrate stress reduction techniques.
07.04	Demonstrate knowledge of mental health as a legitimate illness, equivalent to all general health conditions.

CTE Standards and Benchmarks	
07.05	Identify factors that explain why health occupations are emotionally and physically demanding.
07.06	Demonstrate coping strategies for dealing with mental and emotional health issues.
07.07	Recognize the steps in the grief process.
08.0	Demonstrate knowledge of blood-borne diseases. The student will be able to:
08.01	Describe the differences between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens.
08.02	Evaluate the differences between outbreak, epidemic, endemic, and pandemic.
08.03	Identify community resources and services available to the individual with diseases caused by blood-borne pathogens.
08.04	Identify at risk behaviors for blood-borne disease and the public education necessary to reduce community spread.
08.05	Demonstrate knowledge of the legal aspect of blood-borne disease.
09.0	Demonstrate an understanding of technology applications in healthcare. The student will be able to:
09.01	Differentiate between the various computer based diagnostic studies in healthcare (e.g., X-ray, MRI, CT scan, and CPET).
09.02	Discuss how computers affect legal and ethical questions in the health field.
09.03	Discuss the use of Electronic Health Records, including information included.
09.04	Demonstrate how to send patient information digitally.
09.05	Discuss the security and necessary protections of Electronic Health Records and other electronic communications as determined by HIPAA regulations.
10.0	Demonstrate employability skills. The student will be able to:
10.01	Explore steps for getting a job in health care, such as identifying local job openings, completing a job application, and participating in a mock job interview.
10.02	Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments, and career growth potential.
10.03	Create a cover letter and resume.
10.04	Discuss professionalism and the ethical role and responsibility of the healthcare worker.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Special Notes

The cooperative method of instruction is not appropriate for this course.

Career and Technical Student Organization (CTSO)

CTSOs are co-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.