

**Program Information & Skill Alignment Chart for:  
Introduction to Health Careers- CIP Code: 51.0899  
Brownstown/Mount Joy/Willow Street Campus**

**Form to be submitted to IU 13 with PIF**

<b>Program Description</b>	<ul style="list-style-type: none"> <li>• Perform a wide range of medical skills in various health care careers.</li> <li>• Use medical equipment in exploring the human body.</li> <li>• Practice ethical standards, confidentiality, leadership and professionalism when interacting with patients, clients, and co-workers.</li> </ul>
<b>Program Information (costs, certifications, uniform)</b>	<p><u>Textbooks-</u> (Provided to Students)</p> <ul style="list-style-type: none"> <li>• Cengage Simmers DHO Health Science 8<sup>th</sup> Edition</li> <li>• Cengage Workbook to Accompany Simmers DHO Health Science 8<sup>th</sup> Edition</li> <li>• Elsevier's Basic Medical Language Seventh Edition</li> <li>• Introduction to Health Careers Task Booklet</li> </ul> <p><u>Uniforms-</u> \$75 approx.</p> <ul style="list-style-type: none"> <li>• 2 pair of black scrub pants (required)</li> <li>• 2 Caribbean scrub tops (required)</li> <li>• Athletic sneaker (required)</li> <li>• CTC scrub jacket (optional)</li> <li>• CTC sweatshirt (optional)</li> </ul> <p>The school will provide all tools required for the completion of each technical program.</p> <p><u>Program Opportunities/Certifications</u></p> <ul style="list-style-type: none"> <li>• CPR- BLS for Health Care Providers</li> </ul>
<b>Program Outline &amp; Pathways</b>	<p><u>Approved Program Task Outline</u></p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Health Care Safety</li> <li>• History of Health Care</li> <li>• Health Care Team</li> <li>• Ethics</li> <li>• Legal Aspects</li> <li>• Health Care Career Search</li> <li>• Qualities of Health Care Worker</li> <li>• Communication</li> <li>• 24-Hour Clock</li> <li>• Medical Terminology</li> <li>• Medical Terminology with A&amp;P</li> <li>• Emergency Care</li> <li>• Client Assessment</li> <li>• Bedside Care Skills</li> <li>• Info Management Skills</li> </ul> <p><u>Pathways</u></p> <ul style="list-style-type: none"> <li>• Advanced Health Careers (Half Day Only)</li> <li>• Dental Assistant</li> <li>• Medical Assistant</li> <li>• Nursing Assistant</li> <li>• Patient Care Technician, PS</li> <li>• Protective Services</li> </ul> <p><u>Post-Secondary and Continuing Education Options:</u></p> <ul style="list-style-type: none"> <li>• Licensed Practical Nurse</li> <li>• Registered Nurse</li> <li>• Medical Assistant</li> <li>• Nursing Assistant</li> <li>• Allied Health Careers</li> </ul>

<b>Other Information</b> <i>Include Articulation Agreements</i>	<ul style="list-style-type: none"> <li>• Student to teacher ratio is 25:1</li> </ul> <p><b>Other Skills</b></p> <ul style="list-style-type: none"> <li>• Attention to detail is extremely important</li> <li>• Be a client for others as well as caregiver</li> <li>• Demonstrate initiative, teamwork, cooperation, and responsibility</li> <li>• Good attendance</li> <li>• Good communication skills</li> <li>• Good time management, memorization, and test taking skills</li> <li>• Excellent oral and written communication skills</li> <li>• Spelling, critical thinking, and note-taking skills</li> <li>• Willingness to study outside of class</li> </ul>
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**Student Name:** \_\_\_\_\_ **District:** \_\_\_\_\_

***Skill Alignment Chart for:***

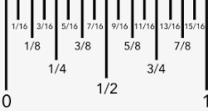
**Introduction to Health Careers – CIP Code: 51.0899**

Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
<b>Program Safety / Physical Considerations</b>	<ul style="list-style-type: none"> <li>• Athletic Sneakers</li> <li>• No artificial fingernails, regular polish only</li> <li>• Attention to detail is extremely important</li> <li>• Be a client for others as well as caregiver</li> <li>• Demonstrate initiative, teamwork, cooperation, and responsibility</li> <li>• Good attendance</li> <li>• Good communication skills</li> <li>• Good time management, memorization, and test taking skills</li> <li>• Excellent oral and written communication skills</li> <li>• Spelling, critical thinking, and note-taking skills</li> <li>• Willingness to study outside of class</li> </ul>	
<b>Action/Need:</b>		
<b>Program Environment</b> <i>Indoor/outdoor</i> <i>Dust/dirt/fume/noise etc</i> <i>Layout of room – theory/lab</i>	<ul style="list-style-type: none"> <li>• Indoors majority of the day</li> <li>• Theory room seating can be with another person(s)</li> <li>• Lab area-partner work in close proximity with others/physical contact</li> </ul>	

Action/Need:		
<b>Typical level of support</b>	<p>At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and provide check-ins during the day. The itinerant model does not include co-taught classes where teachers are in classes for extended periods of time. IU13 paraeducators also support several teachers, spreading out their day between multiple programs.</p> <p>The learning center is available at scheduled times for testing accommodations, study/instructional groups, and work completion support. Since time there takes away from lab time, students are encouraged to use it strategically.</p>	
Action/Need:		
<b>Reading / ELA levels</b> <i>Examples:</i> Identify the word root, combining vowel, and suffix in the word <b>Organomegaly</b>	<ul style="list-style-type: none"> <li>Basic Medical Language – LaFleur reading level is 12.4<sup>th</sup> grade level</li> <li>DHO –simmers reading level is 12<sup>th</sup> grade level</li> <li>Identify how the meaning of a word is changed when affix is added</li> <li>Identify and/or explain stated or implied main ideas and relevant supporting details in a text.</li> </ul>	
Action/Need:		
<b>Writing Levels:</b> <i>Examples</i> Weekly spelling/abbreviation test	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the purpose with relevant information, content, and details</li> <li>Spell words correctly</li> </ul>	

<p>Career report Client documentation</p>	<ul style="list-style-type: none"> <li>• Punctuate correctly (commas, semicolons, quotation marks, apostrophes)</li> <li>• Demonstrate correct sentence formation</li> <li>• Write with a distinct focus on identifying the topic, task, and audience.</li> <li>• Use precise language, domain-specific vocabulary.</li> <li>• Understand and use technology to produce, publish and share writing.</li> </ul>	
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Action/Need:

<p><b>Math Levels:</b> <i>Examples</i></p>  <p>4 oz drank 3/4 how many mL's were consumed</p> <p>John weighs 76.9 kg how many pounds does John weigh?</p> <p>Write 3:10 AM in military time</p>	<ul style="list-style-type: none"> <li>• Reading Scales and Height bars (fractional measurement)</li> <li>• Converting ounces to milliliters</li> <li>• Calculating intake and output:</li> <li>• Converting pounds to kilograms and kilograms to pounds.</li> <li>• Converting standard time to military time</li> </ul> <p><b>A solid foundation of basic math skills (multiplication, division, fractions, decimals) is imperative to be successful in this program.</b></p>	
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Action/Need:

<p><b>Science Levels:</b> <i>For Medical programs and PSA</i></p> <p><i>What is the function of the heart? Explain the flow of blood through the heart.</i></p>	<ul style="list-style-type: none"> <li>• Describe and interpret relationships between structure and function at various levels of biological organizations (i.e., organelles, cells, tissue, organs, organ systems)</li> </ul>	
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Action/Need:

<p><b>Theory time</b></p>	<ul style="list-style-type: none"> <li>• 30 to 60 minutes daily</li> </ul>	
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Action/Need:		
<b>Homework</b> <i>Amount per night</i>	<ul style="list-style-type: none"> <li>• 30 to 60 minutes</li> </ul>	
Action/Need:		
<b>Lab Time</b> <i>Guided vs Independent Work</i>	<ul style="list-style-type: none"> <li>• Instructor-guided lab work 30% of lab time</li> <li>• Independent partner lab work and skills practice 50% of lab time</li> <li>• 1:1 skills evaluation with instructor 10% of lab time</li> <li>• Cross-curricular activities 10% of lab time</li> </ul>	
Action/Need:		
<b>Tests</b> <i>NOCTI testing – Y/N</i> <i>Frequency of tests/quizzes</i>	<ul style="list-style-type: none"> <li>• No NOCTI test</li> <li>• 1-2 written test/quizzes per week</li> <li>• 1-3 skill evaluations per week</li> </ul>	
Action/Need:		
<b>Behavioral Expectations</b> <i>Executive Function</i> <i>Organizational skills</i>	<ul style="list-style-type: none"> <li>• Work independently after instructions have been given</li> <li>• Follow uniform policy</li> <li>• Work well within a team environment</li> <li>• Time Management planning on a daily and weekly basis.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Active Listening and Learning</li> <li>• Strong organizational skills</li> <li>• Strong work ethic</li> <li>• Priority on Attendance for success</li> <li>• Professional behavior at all times</li> <li>• Problem Solving</li> <li>• Respect all peers and Staff</li> </ul>	
Action/Need:		
<b>Other</b> <i>Technology skills specific to the program</i>	<ul style="list-style-type: none"> <li>• Navigate and submit assignments in canvas</li> <li>• Be able to navigate between sending school learning management system and CTC learning management system</li> <li>• Navigate Microsoft Teams</li> <li>• Electronic charting/google documents</li> </ul>	
Action/Need:		

*District Representative Signature* \_\_\_\_\_ *Date* \_\_\_\_\_