

**Program Information & Skill Alignment Chart for:  
Nursing Assistant/Home Health Aide – CIP Code 51.0899  
Willow Street Campus  
Form to be submitted to IU 13 with PIF**

<b>Program Description</b>	<ul style="list-style-type: none"> <li>• Experience the passion and reward of providing high-quality patient care in a long-term care facility and private home setting.</li> <li>• Perform a wide range of basic nursing skills, personal care skills, and enhanced dining experiences in a classroom and real-world setting.</li> <li>• Work with various healthcare team members providing direct patient care.</li> </ul>	
<b>Program Information (costs, certification s, uniform)</b>	<p><u>Textbooks- (Provided to Students):</u></p> <ul style="list-style-type: none"> <li>• Elsevier's Nursing Assistant</li> <li>• Cengage Medical Terminology for Health Professionals</li> </ul> <p><u>Uniforms- \$80.00 approx.</u></p> <ul style="list-style-type: none"> <li>• 2-3 scrub pants (required)</li> <li>• 2-3 scrub tops (required)</li> <li>• Athletic sneakers or nursing shoes (required)</li> <li>• Scrub Jacket (optional)</li> <li>• CTC Sweatshirt (optional)</li> <li>• CTC Track Jacket (optional)</li> <li>• CTC Winter Jacket (optional)</li> </ul> <p><u>Program Opportunities/Certifications</u></p> <ul style="list-style-type: none"> <li>• AHA- CPR- BLS/Healthcare Provider- <b>\$40+</b></li> <li>• AHA- Heartsaver First Aid</li> <li>• OSHA 10-Hour Health Certification</li> <li>• Direct Caregiver Certification</li> <li>• Mandated Reporter Certification</li> </ul> <p><u>Clearances and Medical Requirements</u></p> <ul style="list-style-type: none"> <li>• PSP PATCH</li> <li>• Covid 19 Vaccination</li> <li>• Physical with Hepatitis series (3 step)</li> <li>• TB/PPD 92 step)</li> <li>• TDAP</li> <li>• MMR/Varicella vaccination</li> <li>• Flu shot</li> <li>• Students who do not have all vaccinations may not be allowed to participate at some clinical sites.</li> </ul>	
<b>Program Outline &amp; Pathways</b>	<p><u>State Program of Study Task Outline</u></p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Professionalism, Legal &amp; Ethic Issues</li> <li>• Communication</li> <li>• Infection Control</li> <li>• Emergency Care &amp; Disaster Preparedness</li> </ul>	<p><u>Career Pathways:</u></p> <ul style="list-style-type: none"> <li>• Certified Nursing Assistant, PS</li> <li>• Home Health Aide, OJT</li> <li>• Patient Care Assistant-Acute Care, OJT</li> <li>• Personal Care Aide, OJT</li> </ul>

	<ul style="list-style-type: none"> <li>• Human Needs &amp; Human Development</li> <li>• Health Care Provider Skills</li> <li>• Nutrition &amp; Hydration</li> <li>• Basic Structure &amp; Function of the Human Body</li> <li>• Death &amp; Dying</li> <li>• Medical Terminology</li> </ul>	*PS- Post-secondary, OJT- On-the-Job Training
<b>Other Information</b>	<p>Student to teacher ratio is 25:1</p> <p><b><u>SOAR Articulation</u></b></p> <p>SOAR is a Pennsylvania Department of Education (PDE) program which enables high school students who successfully complete a PDE approved career and technical program to earn college credits. The number of credits available varies by school, program and from one school year to another. Please discuss these options with your counselor.</p> <p>Articulation agreement with LCCTC Post-Secondary Licensed Practical Nursing Program</p> <p>Must provide own transportation for co-op/job shadow (6:30 AM – 2:00 PM)</p>	

**Student Name:** \_\_\_\_\_ **District:** \_\_\_\_\_

**Skill Alignment Chart for:**  
**Nursing Assistant/Home Health Aide – CIP Code 51.0899**

<b>Educational and Physical Attributes</b>	<b>Program Expectations</b>	<b>Present Education Level and Current Supports</b>
<b>Program Safety and Physical Considerations</b>	<ul style="list-style-type: none"> <li>• Emotional &amp; mental stability (ability to remain calm when encountering stressful situations)</li> <li>• Empathy to understand the pains and suffering of others.</li> <li>• Good personal hygiene (hair pulled back and of a natural shade, nails short, clean and free of polish, no facial piercings of any kind, 2 post only earrings/ear, no necklaces or bracelets, low profile rings only)</li> <li>• Lift heavy objects/people</li> <li>• Ability to manage incidences involving bodily fluids, surgeries, injections, and traumatic situations.</li> <li>• Prolonged standing, stooping, and bending</li> </ul>	

Action/Need:

<b>Program Environment</b> Indoor/outdoor Dust/dirt/fume/noise etc. Layout of room – theory/lab	<ul style="list-style-type: none"> <li>• Indoors majority of the day</li> <li>• Theory room: individual desks, tight setting</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Lab area: tables for work, hospital beds for skills, crowded and working in close proximity to others.</li> </ul>	
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Action/Need:

<b>Typical level of support</b>	IU13 supports teachers and paraeducators check in on classrooms for brief periods of time throughout the day, often once or twice a day. IU13 learning support teachers may support 4-6 programs. IU13 emotional support teachers support their students in all programs throughout the building. Paraeducators may support 7-10 programs. The learning center is available at designated times for testing accommodations, study groups, work completion support, and instructional groups on IEP goal areas. Time spent in the learning center limits time spent in labs, so students must make the most of their brief time in the learning center. Services are at an itinerant level. IU13 teachers and paraeducators are unable to be in every program all day due to the itinerant nature. It is not a co-taught structure.	
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Action/Need:

<b>Reading / ELA levels:</b> Examples:	<ul style="list-style-type: none"> <li>• Textbook: college reading level grade 16</li> <li>• Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</li> <li>• Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</li> <li>• Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</li> <li>• Make inferences and/or draw conclusions based on analysis of a text.</li> <li>• Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</li> <li>• Identify, analyze, and evaluate the structure and format of complex informational texts.</li> <li>• Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</li> <li>• Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</li> </ul>	Test results for most recent PA Keystone Literature Assessment: Below Basic Basic Proficient Advanced
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	<ul style="list-style-type: none"> <li>• Distinguish essential from nonessential information.</li> <li>• Identify, explain, and/or interpret bias and propaganda techniques in nonfiction text.</li> </ul>	
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Action/Need:

<b>Writing Levels:</b> Examples:	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the purpose with relevant information, content, and details.</li> <li>• Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).</li> <li>• Write with control of grammar, mechanics, spelling, usage, and sentence formation.</li> <li>• Spell all words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</li> <li>• Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</li> <li>• Demonstrate correct sentence formation.</li> </ul>	Test results for most recent PA Keystone Writing Assessment: Below Basic Basic Proficient Advanced
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Action/ Need:

<b>Math Levels:</b> Examples: Amitriptyline comes 100mg per tablet. Your patient is to receive 200mg. How many tablets will you need?	<ul style="list-style-type: none"> <li>• Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.</li> <li>• Use estimation to solve problems.</li> <li>• Simplify/reduce a rational algebraic expression.</li> <li>• Write, solve, and/or apply a linear equation (including problem situations).</li> <li>• Use and/or identify an algebraic property to justify any step in an equation-solving process.</li> </ul> <p>Note: Linear equations only</p>	Test results for most recent PA Keystone Algebra 1 Assessment: Below Basic Basic Proficient Advanced
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Action/ Need:

<b>Science Levels:</b> <i>For Medical programs and PSA</i>	<ul style="list-style-type: none"> <li>• Describe and interpret relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular organisms).</li> </ul>	Test results for most recent PA Keystone Biology Assessment: Below Basic Basic Proficient Advanced
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	<ul style="list-style-type: none"> <li>• Explain how organisms maintain homeostasis (e.g., thermoregulation, water regulation, oxygen regulation).</li> <li>• Explain how genetic engineering has impacted the fields of medicine, forensics, and agriculture (e.g., selective breeding, gene splicing, cloning, genetically modified organisms, gene therapy).</li> </ul>	
Action/Need:		
<b>Theory time</b>	<ul style="list-style-type: none"> <li>• Approximately 3-4 hours a day</li> </ul>	
Action/Need:		
<b>Homework</b> <i>Amount per night</i>	<p>Approximately 2-3 hours per night</p> <ul style="list-style-type: none"> <li>• This will vary due to student aptitude and time spent at CTC due to bussing/driving schedules</li> </ul>	
Action/Need:		
<b>Lab Time</b> <i>Guided vs Independent Work</i>	<p>Approximately 2-3 hours a day</p> <ul style="list-style-type: none"> <li>• Group Instruction of skills by the teacher will begin all lab sessions.</li> <li>• Time will be given to work independently, with peers on skill practice, and one-on-one testing with the instructor</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>• NOCTI Pre-test (written only) Post-test (written and hands on)</li> <li>• Most classroom quizzes and tests are not timed</li> <li>• A&amp;P tests every 1-2 weeks and NA content 1-2 times per week.</li> <li>• Medical abbreviation tests weekly</li> <li>• Medical terminology tests weekly</li> </ul>	

Action/Need:

<b>Behavioral Expectations</b> <i>Executive Function</i> <i>Organizational skills</i>	<ul style="list-style-type: none"><li>• All students are expected to always act in a professional manner.</li><li>• Medical-related fields require employees to follow a high standard of ethics and require confidentiality</li><li>• Strong organizational skills</li><li>• Strong time management</li><li>• Strong work ethic</li><li>• Positive attitude</li><li>• Must work well with others</li><li>• Excellent attendance is required for success.</li><li>• Dedication to comprehension and studying of material</li></ul>	
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Action/Need:

<b>Other</b> <i>Technology skills specific to the program.</i>  <i>Additional skills that are valuable for program success.</i>	<ul style="list-style-type: none"><li>• Use of school issued laptop.</li><li>• Navigation of Canvas learning management platform</li><li>• Web navigation</li><li>• Email management</li></ul>	
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Action/Need:

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