

ARTICULATED PROGRAM GUIDE FOR HEALTH OCCUPATIONS IN THE SECONDARY SCHOOLS

INTRODUCTION

Health Occupations Education (HOE) is a technical career program that prepares individuals to meet new challenges, enjoy a stable salary and employment while providing services in the Health Care Industry. The health care industry offers stable employment in a variety of career and job opportunities. Individuals in the health care field work with people, data and/or materials that complement their interests and abilities. Advancement on the career ladder is often attainable through experience and further education.

Health Occupation programs are designed around a rigorous, integrated, application oriented curricula. Program content is based on industry identified skill standards designed to use the Health Care industry as the focal point to bring relevance to all areas of study at the secondary level.

The objectives of the secondary health occupations program are to prepare the student for employment upon program completion and/or entry into the postsecondary system utilizing the Illinois Articulation Initiative where applicable. Student performance should be assessed using the Illinois Occupational Skill Standards or established industry standards.

The outcome of the program should meet the following criteria. The student

- ◆ is prepared to function satisfactorily in the health care industry by meeting the occupational skill standards or industry standards;
- ◆ possesses competencies needed at the entry level for a particular occupation;
- ◆ completes the required criminal background check;
- ◆ is employed in the field or a related field in which he/she was educated;
- ◆ articulates with postsecondary education based upon sound occupational information and experience.

Health occupations offerings should be designed in a sequential, articulated manner with built-in flexibility for the students enrolled in the programs. The suggested articulated programs contained herein may be modified to meet the demands of the local situation taking into consideration the necessary work place skills, knowledge and attitudes required for local program graduates to obtain employment in their chosen careers or to pursue further postsecondary education.

Program clusters in Health Occupations are listed below by their respective CIP code.

12.0301	Funeral Services
51.0600	Dental Services
51.0700	Medical Records Technology
51.0800	Medical Assistant Cluster
51.1502	Psychiatric/Mental Health Services Technician
51.1600	Nursing Cluster
51.1613	Practical Nurse (L.P.N.)
51.1800	Ophthalmic Services Cluster
51.2300	Rehabilitation/Therapeutic Services Cluster
51.9994	Health Occupations Multi-cluster

The suggested health occupations program course content and sequences in this publication are designed to provide four full years of study for grades 9 through 12. The 9th and 10th grade orientation-exploratory courses are designed to assist students in making wise career choices as well as formulating a good foundation for skill development. These courses are typically taught in the regular classroom and school laboratory facilities utilizing a variety of community resources to enrich the knowledge and understanding of the students for all aspects of the industry.

The 11th and 12th grade skill development courses are designed to give the students the entry-level skills needed for employment, as well as provide a cognitive base for postsecondary education. These courses provide clinical laboratory experiences to gain competencies necessary for employment, advancement and/or continued education.

The Health Occupations Students of America (HOSA) is the official career and technical student organization for students enrolled in state-approved health occupations programs. HOSA provides opportunities for students to develop leadership, job and social skills through involvement at the local, state and national levels. HOSA activities are conducted as an integral part of the health occupations program.

COMPONENTS OF QUALITY SECONDARY HEALTH OCCUPATIONS PROGRAMS

The following components have been identified as essential for quality health occupations programs. These components have been identified and approved by the Health Occupations consultant staff, the Joint Staff in Health Occupations Education and the Illinois Health Occupations Advisory Council. The components should be particularly useful in planning, implementing and evaluating local health occupations programs. Approved HOE programs should incorporate Illinois Occupational Skill Standards and meet agreements of the Illinois Articulation Initiative whenever possible. Some programs must meet requirements for approval, which are specified in essentials or rules and regulations for the specific health occupation. Various governmental or nongovernmental agencies or organizations enforce these requirements.

1. A Qualified, Certified and Professional Instructor

Most health occupations require that the individual be licensed, certified and/or registered to be employed in a specific health occupation. It is important that the health occupations instructors meet the education and work experience criteria specified by the governing agency or organization with the statutory responsibility for compliance. Instructors must also meet Illinois State Board of Education requirements for obtaining a teaching certificate enabling them to teach at the secondary level. The ISBE health occupations consultants work closely with governmental agencies and organizations keeping them apprised of requirements as they assist local educational agencies in program planning.

Professional requirements should include a valid teaching certificate and preparation that includes instructional organization, materials and methods and techniques of teaching in the specialty area. In addition the instructor must hold a current Illinois certificate, registration or license in their health profession. In addition, the instructor should be enthusiastic and adaptable and have a sincere desire to teach and be alert to the current and future occupational trends and needs and be able to incorporate these into instructional programs. The instructor should be exemplary in appearance and actions to

serve as a role model to students. Also, an instructor should be able to communicate and cooperate with other members of the faculty and with business and industry.

All health occupations instructors should join and take an active part in their professional organizations. Those professional organizations that represent, in part or totally, health occupations education includes, but are not limited to the following: Association for Career and Technical Education, Illinois Association for Career and Technical Education and Illinois Health Occupations Association.

2. Student Services

Support services should be made available to all students in health occupations programs including but not limited to the following:

- a) the development of an individualized career plan,
- b) individual advisement by the instructor on a regular basis,
- c) provision of additional services and/or resources to support physically handicapped and other special needs students.

3. Articulated Sequentially Structured Total Health Occupations Program

The program of instruction in health occupations should provide competencies necessary to prepare a student for employment and/or to pursue further education. It should include skills, knowledge and attitudes required for successful employment in the occupations served by the program and should be sequentially structured. The program should be articulated with all regional education agencies providing related instruction and training. It should be based on State and/or National Skill Standards or a locally verified task list.

4. Extended Campus

One of the best instructional methods to reinforce classroom learning is the utilization of a community health care facility as an extension of a health occupations program. The planned standards-based hands-on experiences that should be coordinated with the classroom and laboratory objectives are under the direct supervision of the approved health occupations instructor in the health care facility. Extended campus requires a written agreement between educational facilities and health care providers to determine the responsibilities of each agency.

5. Active Career and Technical Student Organizations

Career and technical student organizations are considered an integral part of the instruction for all education programs. As a means of expanding and enriching the opportunities for students to develop personal qualities, leadership abilities, occupational skills and other capabilities that will enhance their employability, the state and nationally affiliated organizations offer educational activities to assist students in achieving these desired characteristics in all program areas. Health Occupation Students of America (HOSA) is the recognized career and technical student organization for all health occupations students. The HOSA component should be incorporated into the curricula through a written program of activities developed cooperatively by the teacher and students. The HOSA component should be taught as an integral part of all health occupations courses.

6. Work-based Facilities and Equipment

The facilities and equipment utilized in teaching health occupations should be equal to or surpass those found in the local community where students would market their skills.

Selected hands-on experiences in the classroom, laboratory, computer laboratory and clinical area should be viewed as essential to all programs. In those instances where suitable facilities and/or equipment are not available on campus, opportunities should be explored to utilize community and business resources to provide applications oriented learning experiences.

7. Active Health Occupations Advisory Committee

All health occupations instructors should organize and use, on a regular basis, a health occupations advisory committee. The membership of this regional committee should be selected from and represent the various occupations for which instruction is being provided.

HEALTH OCCUPATIONS ORIENTATION

Health occupations orientation is a series of semester or full-year courses. These courses are designed in a logical learning order from the simple to the complex. Orientation should introduce the student to many levels of jobs with some "hands-on experience" that serve as a foundation for progression into health occupations skill development. The *Guide to Health Occupations in Illinois* could serve as an excellent research resource. The *Illinois Articulation Initiative Website* (<http://www.iTransfer.org>) provides information on articulated programs in Illinois. The Illinois Occupational Skill Standards and Credentialing Council website (<http://www.standards.siu.edu>) provides information on Illinois Occupational Skill Standards. The Illinois State Curriculum Center (<http://www.uis.edu/~iscc>), administered by the Office of Educational Services, is the state lending library for career and technical curricula. The Curriculum Publishing Clearinghouse (<http://www.wiu.edu/users/micpc>) at Western Illinois University is the state clearinghouse for health occupations materials. The Secondary Division of the Illinois State Board of Education also maintains a website (<http://www.isbe.state.il.us/secondaryed/>) with a health occupations section.

9th Grade -- ORIENTATION TO HEALTH OCCUPATIONS (Full Year or Minimum of One Semester)

The course should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health occupations careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include:

Self-esteem and Understanding	Leadership Development (student organization HOSA)
Interpersonal Relationships	Health Career Information and Decision Making
Personal Appearance and Behavior	Computer Literacy
Communications	Academic Foundations
Problem Solving	Study Skills (generalizable skills)
Team Work	

Methodology to present course content would involve community resources, guest speakers, field trips, films, videos, the Internet and other relevant methods.

10th Grade -- HEALTH OCCUPATIONS RELATED SKILLS (Full Year or Minimum-of One Semester)

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health care industry. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course.

Units of instruction correlated with activities could be:

History of Health and Medical Events	Body Systems
Trends in Health Care	Common Diseases
Psychology of Illness	Safety Standards
Wellness Concept	Life Stages
Microorganisms	Medical Terminology (interspersed through each unit)
Nutrition and Special Dietary Needs	Medical Abbreviations (interspersed throughout each unit)
Computer Technology	

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

HEALTH OCCUPATIONS SKILLS

11th Grade -- HEALTH OCCUPATIONS ENTRY-LEVEL SKILL DEVELOPMENT (Full Year)

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. Building on the units of instruction acquired during orientation courses, new units of instruction may include:

- Health Care Systems and Resources,
- Ethics and Legal Aspects
- Patient/Client Care Skills
- Functioning as a Member of the Health Care Team.

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved health occupations instructors in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and health care providers to determine the responsibilities of each agency.

12th Grade -- SKILL DEVELOPMENT -- (Full Year)

This course should include skills to prepare the student for a specific health occupation or cluster of closely related occupations. Health occupations allow for instruction in multiple occupations at the secondary level. Within the health occupations clusters, such as Nursing,

exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

The health occupations clusters identified in this guide that contain a single occupation in which employment can be obtained immediately following secondary-level instruction also contain several occupations that require postsecondary instruction prior to employment.

A "multi-cluster" approach can facilitate training in a variety of occupations from several clusters within one instructional program. It is strongly suggested that the student have successfully acquired the Certified Nursing Assistant before being enrolled in a multi-cluster course. An example of this may be combining instruction for the occupations of medical assistant, medical laboratory aide/phlebotomist, surgical aide and health unit clerk (ward clerk) into an instructional program.

The main criterion for utilizing a multi-cluster approach is the presence of extended campus sites allowing clinical experiences and options to fulfill the needs of students with varying interests and abilities. An agreement of learning experiences between the approved instructor of the program and the instructor of the specific health occupation at the extended campus site must be present through the development of a training plan using Illinois Occupational Skill Standards, national standards and/or locally verified occupational task lists. Student performance should be learned and practiced in the classroom, laboratory and clinical area under the supervision of an approved health occupations instructor.

12th Grades -- Skill Development -- (Full Year)

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved career and technical health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the occupational skills standards or verified task lists in an cluster.

12.0301

Funeral Services

This program offers a sequence of planned classroom, laboratory and clinical experience to prepare a person to perform tasks to assist in the embalming and cremation of human remains, to provide funeral and burial services, and to sell funerary equipment to the public. It includes instruction in applicable anatomical, cosmetic and technical procedures; facilities and equipment management; equipment and services marketing; legal requirements; and professional standards.

Employment opportunities exist in funeral homes for mortuary assistants upon successful completion of the secondary program.

The following occupational listing shows examples of occupations that may require additional training in a specialized program at the postsecondary level.

Funeral Director
Embalmer

In addition to these occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary and postsecondary level.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

A "multi-cluster" approach can facilitate training in a variety of occupations from several clusters within one instructional program. An example of this may be combining instruction for the occupations of nurse assistant and funeral services to provide an overview of death and dying in both the patient's/client's and the family's experience.

The main criterion for utilizing a multi-cluster approach is the presence of extended campus sites allowing clinical experiences and options to fulfill the needs of students with varying interests and abilities. An agreement of learning experiences between the approved instructor of the program and the worksite instructor of the specific health occupation at the extended campus site must be present through the development of a training plan using Illinois Occupational Skill Standards, national standards and/or locally verified occupational task lists. Student performance should be learned and practiced in the classroom, laboratory and clinical area under the supervision of an approved health occupations instructor.

Workplace skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

FUNERAL SERVICES COURSE SEQUENCE

Course Title	Credits per Semester	Length in Semesters	Grade Level
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Health Occupations Entry-Level Skill Development	.5	2	11
Mortuary Assistant Skill Development	.5	2	12
Health Occupations Cooperative Education	*variable	2	12

*As determined at the regional system level.

FUNERAL SERVICES SUGGESTED COURSE DESCRIPTIONS

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 9

The course should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include:

<i>Self-esteem and Understanding</i> <i>Leadership Development (student organization HOSA)</i> <i>Interpersonal Relationships</i> <i>Health Career Information and Decision Making</i> <i>Personal Appearance and Behavior</i>	<i>Computer Literacy</i> <i>Communications</i> <i>Academic Foundations</i> <i>Problem Solving</i> <i>Team Work</i> <i>Study Skills (generalizable skills)</i>
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Methodology to present course content would involve community resources, guest speakers, field trips, films, videos, the Internet and other relevant methods.

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
Credits per semester: .5
Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course.

Units of instruction correlated with activities could be:

<i>History of Health and Medical Events</i>	<i>Common Diseases</i>
<i>Trends in Health Care</i>	<i>Safety Standards</i>
<i>Psychology of Illness</i>	<i>Life Stages</i>
<i>Wellness Concept</i>	<i>Medical Terminology (interspersed through each unit)</i>
<i>Microorganisms</i>	<i>Medical Abbreviations (interspersed throughout each unit)</i>
<i>Nutrition and Special Dietary Needs</i>	
<i>Computer Technology</i>	
<i>Body Systems</i>	

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

HEALTH OCCUPATIONS ENTRY-LEVEL SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 11

This program offers a sequence of planned classroom, laboratory and clinical experience to prepare a person to perform tasks to assist in the embalming and cremation of human remains, to provide funeral and burial services, and to sell funerary equipment to the public. It includes instruction in applicable anatomical, cosmetic and technical procedures; facilities and equipment management; equipment and services marketing; legal requirements; and professional standards. The Mortuary Assistant maintains infection control according to Occupational Safety Health Administration (OSHA) and national standards.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. This course provides learning experiences related to the state funerary practice act and the role and function of the mortuary assistant, general office routine, anatomy and physiology, applied psychology and public relations, record keeping, supplies, care of instruments and equipment, bacteriology, and pathology. Practice under the direction of the Mortuary Scientist is required as part of this course.

These units may include:

<i>Communicating Information</i>	<i>Performing Management Functions</i>
<i>Ethics and Legal Aspects</i>	<i>Disease Processes</i>

Client Preparation Skills
Providing Care for Families
Providing Psycho-social Care
Functioning as a Member of the Mortuary Team

Infection Control
Providing a Clean, Safe Environment
Mortuary Terminology
Demonstrating Manual Dexterity
Computer Skills

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved health occupations teachers/worksite mentors in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and health care providers to determine the responsibilities of each agency.

MORTUARY ASSISTANT SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 12

This course should include identified skills to prepare the student for working in the funeral services arena. Reinforcement of the skills and mastery of the knowledge obtained at the 11th grade level should occur.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations (mortuary). Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

Emphasis within the program should be on developing competencies in the following areas:

Communicating information
Ethical and Legal Aspects

Providing Psycho-Social Care
Providing Care for Families with Special

Providing a Clean, Safe Environment
Demonstrating Manual Dexterity
Performing Management Functions

Needs
Demonstrating Computer Keyboarding

This program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare a person to perform tasks involved in the care of individuals receiving dental health services. These tasks are performed under the supervision of a dental hygienist or dentist. Students must also become proficient in the use of microcomputer programs across the entire range of health occupations areas.

Emphasis within the program should be on developing competencies in the following areas:

Arranging and Confirming Appointments

Greeting Patients/Clients

Maintaining Treatment Records

Mailing and Receiving Statements

Ordering Supplies

Maintaining Infection Control for Dental Procedures

Making, Repairing and Polishing Dentures

Constructing Crowns or Bridges

Making Orthodontic Appliances

Preparing Materials for Impressions and Restorations

Exposing, Processing and Mounting Dental Radiographs

Preparing Tray Setups for Dental Procedures

Providing Preventative Dental/Patient/Client Information

Dental laboratory aide and dental assistant employment opportunities exist in dental clinics and laboratories upon successful completion of the secondary program.

The following listing shows examples of occupations that may require additional training in a specialized program at the postsecondary level.

Dental Assistant

Dental Hygienist

Dental Laboratory Technician

In addition to these occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary and postsecondary level.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

DENTAL SERVICES SUGGESTED COURSE SEQUENCE

Course Title	Credits per Semester	Length in Semesters	Grade Level
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Dental Laboratory Aide	.5	2	11-12
Dental Assistant	.5	2	11-12
Health Occupations Cooperative Education	*variable	2	12

*As determined at the regional system level.

SUGGESTED ARTICULATED COURSE DESCRIPTIONS FOR DENTAL SERVICES

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 9

The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice through classroom and community-based activities such as guest speakers, field trips, films, videos, access to the Internet and others. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include self-esteem and understanding, interpersonal relationships, personal appearance and behavior, communications, problem solving, team work, leadership development (HOSA), health career information and decision making, computer literacy, academic foundations and study skills (generalizable skills).

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course. Units of instruction correlated with activities could be history of

health and medical events, trends in health care, psychology of illness, wellness concept, microorganisms, nutrition and special dietary needs, computer technology, body systems, common diseases, safety standards, life stages, medical terminology and abbreviations (interspersed throughout each unit).

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

DENTAL LABORATORY AIDE

Length of course: 1 year
Credits per semester: .5
Grade level: 11-12

The dental laboratory aide is introduced to working with the dentist, dental assistant and dental hygienist in the examination of patients/clients. The laboratory aide learns to arrange and confirm appointments, greet patients/clients, and maintain treatment records. The students learn to maintain infection control according to Occupational Safety and Health Administration (OSHA) and American Dental Association standards in assisting the dental assistant or dentist in preparing for dental procedures. The dental laboratory aide may also learn to assist the dental laboratory technologist in making, repairing and polishing dentures; constructing crowns or bridges for partially destroyed teeth; and making orthodontic appliances (tooth straightening devices). This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include health care systems and resources, ethics and legal aspects, patient/client care skills, functioning as a member of the dental health care team, anatomy of the head and neck, computer skills, disease processes of the oral cavity, infection control, and dental terminology.

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved dental health occupations teachers/worksite mentors in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and dental health care providers to determine the responsibilities of each agency.

DENTAL ASSISTANT

Length of course: 1 year
Credits per semester: .5
Grade level: 11-12

The program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare a person to perform assistant skills under the direction of a dentist in rendering services to patients/clients. The dental assistant is responsible for preparing materials for impressions and restorations; and for exposing, processing and mounting dental radiographs. The dental assistant maintains infection control according to Occupational Safety and Health Administration (OSHA) and American Dental Association standards. They also prepare tray setups for dental procedures and provide preventative dental patient/client

information. The dental assistant is also trained to manage the office. This includes arranging and confirming appointments, greeting patients/clients, maintaining treatment records, mailing statements, receiving payments and ordering supplies

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. The student learns to prepare materials for impressions and restorations; exposing and processing and mounting dental radiographs. Maintaining infection control according to Occupational Safety and Health Administration (OSHA) and American Dental Association standards. Prepare tray setups for dental procedures and providing preventative dental patient/client information. This course provides learning experiences related to the state dental practice act and the role and function of the dental assistant, general office and patient/client routine, dental anatomy and physiology, applied psychology and public relations, record keeping, supplies, care of instruments and equipment, bacteriology, radiography, pathology, oral hygiene and periodontia, anesthesia, oral surgery and pharmacology. Chairside practice under the direction of the dentist is required as part of this course.

Units of instruction may include communicating information, ethics and legal aspects, patient/client care skills, providing care for patients/clients with special needs, providing psychosocial care, functioning as a member of the dental health care team, anatomy of the head and neck, providing therapeutic measures, disease processes of the oral cavity, infection control, providing a clean, safe environment, dental terminology, demonstrating manual dexterity, computer skills, providing dental care, and performing management functions.

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved dental health occupations teachers/worksite mentors in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and dental health care providers to determine the responsibilities of each agency.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations (dental). Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

Emphasis within the program should be on developing competencies in the following areas:

Communicating Information
Ethical and Legal Aspects
Providing a Clean, Safe Environment
Providing Dental Care
Providing Therapeutic Measures
Performing Management Functions

Providing Psycho-Social Care
Providing Care for Patients/Clients with
Special Needs
Demonstrating Computer Keyboarding
Demonstrating Manual Dexterity

This program offers a sequence of planned educational classroom and clinical experiences to prepare a person to develop statistical reports, code diseases and operations and maintain indexes according to accepted procedures; take records to court; handle requests for medical information; record minutes of medical staff committee meetings; supervise filing areas and activities of medical record clerks; and use computers to store and retrieve vast amounts of patient/client information and related data (facts) used in administration, patient/client care, planning and research. Illinois Medical Office Occupational Skill Standards may be utilized in assessing student skill performance. Emphasis within the program should be on developing competencies in the following areas.

<i>Typing, filing and performing general office duties</i>	<i>Transcribing physicians' orders and requisitions</i>
<i>Organizing, analyzing and evaluating health records</i>	<i>Preparing health data for input into computer</i>
<i>Coding symptoms for diseases or operations</i>	<i>Performing patient/client care activities</i>
	<i>Compiling administrative and health statistics</i>

Employment opportunities in the medical records field include hospitals, clinics, long term care facilities, private practice and the insurance industry upon successful completion of the secondary program.

The following occupational listing shows examples of occupations that may require additional training in a specialized program at the postsecondary level.

<i>Health Unit Coordinator</i>	<i>Medical Records Technician</i>
<i>Medical Records Administration</i>	<i>Medical Office Management</i>

In addition to these occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs and interests of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

MEDICAL RECORDS TECHNOLOGY SUGGESTED COURSE SEQUENCE

Course Title	Credits per Semester	Length in Semesters	Grade Level
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Unit Clerk (Ward Clerk)	.5	2	11-12
Medical Records Assistant	.5	2	11-12
Health Occupations Cooperative Education	*variable	2	12

* As determined at the regional system level.

MEDICAL RECORDS TECHNOLOGY SUGGESTED ARTICULATED COURSE DESCRIPTIONS

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 9

The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice through classroom and community-based activities such as guest speakers, field trips, films, videos, access to the Internet and others. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include self-esteem and understanding, interpersonal relationships, personal appearance and behavior, communications, problem solving, team work, leadership development (HOSA), health career information and decision making, computer literacy, academic foundations and study skills (generalizable skills).

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop

the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course. Units of instruction correlated with activities could be history of health and medical events, trends in health care, psychology of illness, wellness concept, microorganisms, nutrition and special dietary needs, computer technology, body systems, common diseases, safety standards, life stages, medical terminology and abbreviations (interspersed throughout each unit).

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

UNIT CLERK (WARD CLERK)

Length of course: 1 year
Credits per semester: .5
Grade level: 11 or 12

This course provides a sequence of organized learning experiences and skills necessary for a person to perform tasks requiring good communication skills, correct terminology and spelling and an understanding of policies and rules and regulations regarding visitors, patients/clients, and coworkers. Clerical responsibilities of record keeping, transcribing physicians' orders and requisitions, operating a computer, and using a multiplicity of standard and special chart forms are a necessary part of this occupational training program. Patient/client care activities involving areas of admission, discharge, transfer, death, laboratory listing, etc., are performed under the direction of the professional nurse/unit manager in long term care facilities, hospitals or clinics.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include health care systems and resources, ethics and legal aspects, patient/client care skills, functioning as a member of the health care team, communicating information, providing a clean, safe environment, performing management functions, performing medical office skills, maintaining well organized files, and computer literacy.

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved health occupations teachers in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and health care providers to determine the responsibilities of each agency.

MEDICAL RECORDS ASSISTANT

Length of course: 1 year
Credits per semester: .5
Grade level: 11 or 12

This course provides a sequence of organized learning experiences and skills designed to prepare an individual to assist other medical record personnel by typing, filing and performing

general office duties; organizing, analyzing and technically evaluating health records, coding symptoms, diseases or operations; preparing health data for input into computers; and compiling administrative and health statistics for use by public health officials under the direction of the medical records administrator.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include health care systems and resources, ethics and legal aspects, patient/client care skills, functioning as a member of the health care team, communicating information, coding, providing a clean, safe environment, performing management functions, performing medical office skills, maintaining well organized files, computer literacy, and health statistics.

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved medical records health occupations teachers in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and health care providers to determine the responsibilities of each agency.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual students are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster and assessed using Occupational Skill Standards or industry standards.

*Due to the nature of some of the tasks of the occupations included in this program, an interdisciplinary program may need to be developed with Business, Marketing and Management Occupations.

This program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare individuals to perform dual roles performing both office and patient/client care procedures in a physician's office or clinic. Office aspects cover insurance, accounts, reports, medical records and medical transcription; clinical aspects include preparation of the patient/client for examination, assessing vital signs, assisting with examination and treatment, routine laboratory procedures and use of the electrocardiograph machine under the direction of the professional medical staff. Specific performance skill standards from various occupational clusters could be utilized to assess students' performance. Students must become proficient in the use of microcomputer programs across the entire range of health occupations content areas.

Employment opportunities in the medical assistant field include physicians' offices, dentists' offices, clinics, and hospitals upon successful completion of the secondary program.

The following are examples of occupations that require skills and knowledge in the field of medical assisting that may be attained at the secondary and postsecondary setting.

Electrocardiograph Technician
Podiatric Assistant
Chiropractic Assistant

In addition to these occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs and interests of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

Course Title	Credits per Semester	Length in Semesters	Grade Level
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Medical Assistant	.5	2	11-12
Electrocardiograph Technician	.5	2	11-12
Health Occupations Cooperative Education	*variable	2	12

* As determined at the regional system level.

MEDICAL RECORDS TECHNOLOGY SUGGESTED ARTICULATED COURSE DESCRIPTIONS

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 9

The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice through classroom and community-based activities such as guest speakers, field trips, films, videos, access to the Internet and others. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include self-esteem and understanding, interpersonal relationships, personal appearance and behavior, communications, problem solving, team work, leadership development (HOSA), health career information and decision making, computer literacy, academic foundations and study skills (generalizable skills).

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course. Units of instruction correlated with activities could be history of health and medical events, trends in health care, psychology of illness, wellness concept,

microorganisms, nutrition and special dietary needs, computer technology, body systems, common diseases, safety standards, life stages, medical terminology and abbreviations (interspersed throughout each unit).

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

MEDICAL ASSISTANT

Length of course: 1 year
Credits per semester: .5
Grade level: 11 or 12

This course provides a sequence of organized learning experiences and skills designed for persons to perform common clerical duties which include answering phones; greeting patients/clients; handling mail, patient/client data files and medical histories; ordering supplies; dealing with representatives from pharmaceutical companies and medical suppliers; and performing common clinical duties which include sterilizing instruments, preparing patients/clients for examination or treatment; taking temperatures, pulse, respiration and blood pressure; measuring height and weight; performing routine laboratory procedures; and assisting the physician with patient/client examinations and treatment under the direction of the professional medical staff. In addition, the medical assistant should be able to understand the health problems of patients/clients, ethics and legal issues, human relationships and interpersonal relationships.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include health care systems and resources; ethics and legal aspects; patient/client care skills; functioning as a member of the health care team; communicating information; performing diagnostic measures; providing transportation and mobility; providing care for patients/clients with special needs; providing a clean, safe environment; performing management functions; providing personal care; providing therapeutic measures; computer literacy; administering medication; and providing psycho-social care.

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved health occupations teachers in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and health care providers to determine the responsibilities of each agency.

ELECTROCARDIOGRAPH TECHNICIAN

Length of course: 1 year
Credits per semester: .5
Grade level: 12

This course provides a sequence of organized learning experiences and skills designed to utilize the electrocardiograph machine to record the variation in time and potential of the electric current associated with action of the heart muscle by learning proper electrode sites and

placement; quality control; interpersonal relationships; interdepartmental relationships, anatomy and physiology; and observing and reporting. The student learns the competencies needed to perform as an EKG technician in a hospital, clinic or doctor's office under the direction of a physician. Specific performance skill standards from various related occupational clusters could be utilized to assess students' performance.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual students are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

*Due to the nature of some of the tasks of the occupations included in this program, an interdisciplinary program may need to be developed with Business, Marketing and Management Occupations.

This program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare a person to perform tasks involved in the personal care of individuals receiving health care. These tasks are performed under the supervision of a registered nurse or physician, chiropractor, podiatrist or dentist. Skills could be assessed utilizing the Illinois Occupational Skills developed in the Nursing Cluster.

Emphasis within the program should be on developing competencies in the following areas.

<i>Observing, recording and reporting patient information</i>	<i>Behavior patterns</i>
<i>Caring of equipment and supplies</i>	<i>Home management and safety</i>
<i>Understanding patients/clients and their environment</i>	<i>Biological, psychological and sociological aspects of aging,</i>
<i>Special feeding techniques</i>	<i>Special nursing care needs of the elderly</i>
<i>Personal care and daily living activities</i>	<i>Maintenance of body processes</i>
<i>Understanding nutrition, nutritional problems and special nutritional needs of the elderly</i>	<i>Rehabilitation Activities</i>
<i>Personal care and daily living activities</i>	<i>Diagnostic and treatment procedures</i>
<i>Family relationships</i>	<i>Patient/Client care procedures</i>
	<i>Provide physical, social and psychological support to the patient/client</i>

Employment opportunities in the nursing field include hospitals, long-term care facilities, extended-care facilities, day care centers, clinics, home health agencies, public health departments, schools and physicians' offices upon successful completion of the secondary program.

Program and licensure requirements for the following secondary occupations in the Nursing Cluster are outlined below:

Occupation	Program and Licensure Requirements
Home Health Aide	Component requires approval from Illinois Department of Public Health. The student must be a certified nurse assistant before becoming a home health aide.
Geriatric Aide	Component requires approval from Illinois Department of Public Health.
Nurse Assistant	The nurse assistant program must be approved (in which the students are eligible to sit for the certifying exam) by the Illinois Department of Public Health. The Nursing Panel of the Illinois Articulation Initiative provides credit hours for advanced placement in the nursing sequence for persons attaining and maintaining the Certified Nurse Assistant status.
Licensed Practical Nurse	Component requires approval from Illinois Department of Professional Regulation. The Nursing Panel of the Illinois Articulation Initiative provides credit hours for advanced placement in the nursing sequence for persons attaining the Licensed Practical Nurse status.
Rehabilitation Aide	Component requires approval from Illinois Department of Human Services (Department of Public Aid). Successful completion of a Certified Nursing Assistant program is commonly required to become a rehabilitation aide.

It is strongly suggested that consultation with the certifying agency and Illinois State Board of Education occur to ensure approval of the program and instructor in order for students to receive appropriate certification upon completion of the program.

A few high school practical nurse programs are designed so that the student completes the program at the conclusion of the twelfth grade and can take the licensure examination at the end of the twelfth grade, providing they have completed all program requirements. However, most high school programs are closely articulated with an adult practical nurse program because the student completes a part of the total program at the secondary level and then enters the adult program with advanced placement after high school graduation to complete the total curricula. Through classroom, laboratory and clinical experiences the student is exposed to the following units of instruction: interpersonal relationships; communications; physiological, psychological and sociological principles and needs of patients/clients; basic skills; nutrition and special dietary content.

The following occupational listing shows examples of occupations that may require additional training in a specialized program at the postsecondary level.

Licensed Practical Nurse
Associate Degree Nurse

In addition to these occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

Course Title	Credits per Semester	Length in Semesters	Grade Level
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Nurse Assistant	.5	2	11-12

Home Health Aide	.5	2	11-12
Geriatric Aide	.5	2	11-12
Practical Nursing	.5	2	11-12
Health Occupations Cooperative Education	*variable	2	12

* As determined at the regional system level.

NURSING SUGGESTED ARTICULATED COURSE DESCRIPTIONS

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 9

The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice through classroom and community-based activities such as guest speakers, field trips, films, videos, access to the Internet and others. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include self-esteem and understanding, interpersonal relationships, personal appearance and behavior, communications, problem solving, team work, leadership development (HOSA), health career information and decision making, computer literacy, academic foundations and study skills (generalizable skills).

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course. Units of instruction correlated with activities could be history of health and medical events, trends in health care, psychology of illness, wellness concept, microorganisms, nutrition and special dietary needs, computer technology, body systems, common diseases, safety standards, life stages, medical terminology and abbreviations (interspersed throughout each unit).

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

NURSE ASSISTANT

Length of course: 1 year
Credits per semester: .5
Grade level: 11 or 12

The nurse assistant course is composed of a combination of subject matter and experiences designed to perform tasks involved in the personal care of individuals receiving nursing services. The student learns those competencies needed to perform as a nurse assistant under the direction of the registered nurse. The units of instruction should include the role of the nurse assistant; observing and reporting; care of equipment and supplies; procedure policies; the patients/clients and their environment; special feeding techniques; psychological support and, in long term and terminal illness, death and dying; and all other basic nursing skills. In order to have an approved nurse assistant program (one in which the students are eligible to sit for the certifying exam) the program must be approved by the Illinois Department of Public Health. It is strongly suggested that both the Illinois Department of Public Health and the Illinois State Board of Education approve nurse assistant programs.

HOME HEALTH AIDE

Length of course: 1 year
Credits per semester: .5
Grade level: 12

The home health aide course is composed of a combination of subject matter and learning activities designed to prepare a person to perform simple tasks involved in the personal care of ill or handicapped individuals under the direction of the attending physician, registered professional nurse and/or licensed practical nurse. The home health agency assigns a registered nurse to provide continuing supervision of this health care. The home health aide is employed in private homes, hospitals, long term care facilities and health care institutions. Through classroom, laboratory and cooperative education the home health aide is prepared to give physical, social and psychological support to the patient/client in the performance of patient/client care skills. Units of instruction should include the role of the home health aide; community resources; nutrition and nutritional problems; observing, recording and reporting; process of aging; personal care and daily living activities; family relationships; behavior patterns; home management; and safety. The student must be a certified nurse assistant before becoming a home health aide.

GERIATRIC AIDE

Length of course: 1 year
Credits per semester: .5
Grade level: 12

The geriatric aide course is composed of a combination of subject matter and learning activities designed to prepare a person to perform simple tasks involved in the personal care of elderly individuals receiving nursing services. These tasks are performed under the supervision of a licensed practical nurse or registered nurse. The units of instruction should include the biological, psychological and sociological aspects of aging; special nursing care needs of the elderly; special nutritional needs of the aged; maintenance of body processes; activities of daily living; rehabilitation activities; diagnostic and treatment procedures; and patient/client care procedures.

PRACTICAL NURSING

Length of course: 2 years
Credits per semester: .5
Grade level: 11 and 12

The practical nursing program is composed of a combination of subject matter and learning activities designed to prepare a person to perform as a practical nurse under the direction of the physician or professional nurse.

This program must meet the approval requirements of the Illinois Department of Registration and Education. Upon successful completion of the program, the student is qualified to take the licensure examination to become a licensed practical nurse.

A few high school practical nurse programs are designed so that the student completes the program at the conclusion of the twelfth grade and can take the licensure examination at the end of the twelfth grade, providing they have completed all program requirements. However, most high school programs are closely articulated with an adult practical nurse program because the student completes a part of the total program at the secondary level and then enters the adult program with advanced placement after high school graduation to complete the total curricula. This allows the student to complete a postsecondary program in less than one year. Through classroom, laboratory and clinical experiences the student is exposed to the following units of instruction: interpersonal relationships; communications; physiological, psychological and sociological principles and needs of patients/clients; basic skills; nutrition and special dietary content.

This program must meet the approval requirements of the Illinois Department of Registration and Education. Upon successful completion of the program, the student is qualified to take the licensure examination to become a licensed practical nurse. The Illinois Articulation Initiative (Nursing Panel) provides credit hours for advanced placement in the nursing sequence for persons attaining the LPN.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

51.1502

Psychiatric/Mental Health Services Technician

This program offers a sequence of planned educational classroom, laboratory, and clinical experience to prepare individuals to assist psychiatrists, psychologists, nurses and other mental health personnel in patient/client care and treatment. It is the state of the art methodology for managing the treatment of persons with severe mental illness and persons with behavioral problems. Students must become proficient in the use of microcomputer programs across the entire range of health occupations areas.

Emphasis within the program should be on developing competencies in the following areas:

Patient/client interviewing techniques
Data recording
Taking vital signs

Assisting in examinations and treatment procedures

Successful completion of the sequence can lead to testing for the Psychiatric Rehabilitation Certificate.

The instructor for the psychiatric rehabilitative aide portion of this program must be a Psychiatric Healthcare Professional who has successfully completed the instructor's course for each of the four core courses through the Department of Mental Health or a local community college.

Employment opportunities in the psychiatric rehabilitation field include hospitals, mental health facilities, long term care facilities, clinics, group homes half way houses, and the prison system upon successful completion of the secondary program.

The following occupational list shows an example of an occupation that may require additional training in a specialized program at the postsecondary level.

Social Worker
Psychologist

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs and interests of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

Course Title	Credits per Semester	Length in Semesters	Grade Level
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Orientation

Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10

Preparation

Survey of Psychiatric Rehabilitation	.5	1	11-12
Psychiatric Rehabilitation Skills	.5	1	11-12
Vocational Rehabilitation	.5	1	11-12
Health Skills for Psychiatric Rehabilitation	.5	1	11-12
Health Occupations Cooperative Education	*variable	2	12
Internship	**variable		**11-12

* As determined at the regional system level.

** The internship may be taken in half units (30 clock hours) with the core course or as a two unit internship after completion of the four core courses (120 clock hours).

**PSYCHIATRIC/MENTAL HEALTH SERVICES TECHNICIAN
SUGGESTED ARTICULATED COURSE DESCRIPTIONS**

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
Credits per semester: .5
Grade level: 9

The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice through classroom and community-based activities such as guest speakers, field trips, films, videos, access to the Internet and others. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include self-esteem and understanding, interpersonal relationships, personal appearance and behavior, communications, problem solving, team work, leadership development (HOSA), health career information and decision making, computer literacy, academic foundations and study skills (generalizable skills).

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
Credits per semester: .5
Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill

development. Observation of occupational related activities and hands-on experiences are an integral part of the course. Units of instruction correlated with activities could be history of health and medical events, trends in health care, psychology of illness, wellness concept, microorganisms, nutrition and special dietary needs, computer technology, body systems, common diseases, safety standards, life stages, medical terminology and abbreviations (interspersed throughout each unit).

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

SURVEY OF PSYCHIATRIC REHABILITATION

Length of course: 1 semester
Credits per semester: .5
Grade level: 11 or 12

This course should focus on the mental health system and related services, psychiatric disability and related stigma issues, rehabilitative approaches to psychiatric treatment, case management, co-occurring substance abuse disorders, and public policies relevant to mental illness. The units of instruction should include Consumer Orientation, community supports and public policy, mental health system, wellness and diversity, functional assessment and treatment planning, vocational rehabilitation, substance abuse and MISA, disability as disease, legal and ethical issues, case management and ACT, knowledge of medications, process model of psychiatric rehabilitation, families, and stigma of mental illness.

Methodology to present course content would involve community resources, films, videos, the Internet, field trips and other relevant methods.

PSYCHIATRIC REHABILITATION SKILLS

Length of course: 1 semester
Credits per semester: .5
Grade level: 11 or 12

This course should focus on the mental health system and related services, adult learners and methods for skills training, process model for social and coping skills training, medication management skills, and conducting skills training groups.

HEALTH AND SAFETY SKILLS FOR PSYCHIATRIC REHABILITATION

Length of course: 1 semester
Credits per semester: .5
Grade level: 11 or 12

This course should focus on the mental health system and related services, basic CPR, First Aid, infection control, vital signs, nutrition, and safety. It is suggested that the Certified Nursing Assistant course be given at this time as the basic foundation. The student would then become eligible upon successful completion of all of the skills and knowledges for dual certification at the end of course of study.

VOCATIONAL REHABILITATION AND COMMUNITY LIVING SKILLS

Length of course: 1 semester
Credits per semester: .5
Grade level: 11 or 12

This course should focus on the mental health system and related services, supported employment, work as therapy, job coaching, Americans with Disabilities Act, and case management for community living.

PYSCHIATRIC REHABILITAION AIDE INTERNSHIP

Length of course: total of 120 clock hours
Credits per semester: .5
Grade level: 11 or 12

An internship of 30 clock hours equivalent to .5 unit must be provided for each of the four core courses. The internship hours may be obtained with each course or may be combined into a 120 clock hour experience at the end of the four core courses. Observation and/or participation in inpatient/client services, outpatient/client services, case management services, vocational or skills training, and self/mutual help groups must be included in the internship.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 semester
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

This program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare individuals to assist an ophthalmologist or optometrist in providing diagnostic, treatment and dispensing services. Includes instruction in vision testing; corneal measurement; color screening; patient/client counseling; eyewear fitting and/or contact lenses modification; directing corrective eye exercises and other treatments that do not require drugs or surgery; and office administration. Specific performance skill standards from various related occupational clusters could be utilized to assess students' performance. Students must become proficient in the use of microcomputer programs across the entire range of health occupations content areas.

Emphasis within the program should be on developing competencies in the following areas.

?

Employment opportunities in the optometric field includes physicians' offices, clinics and major discount chain stores upon successful completion of the secondary program.

The following are examples of occupations that require skills and knowledge in the field of optometric assisting that may be attained at the secondary level.

Optical Technician/Assistant
Ophthalmic Medical Assistant

The following occupational list shows an example of an occupation that may require additional training in a specialized program at the postsecondary level.

Dispensing Optician
Ophthalmic Medical Technologist

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs and interests of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

Course Title	Credits per Semester	Length in Semesters	Grade Level
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Orientation

Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10

Preparation

Optical Technician/Assistant	.5	2	11-12
Health Occupations Cooperative Education	*variable	2	12

* As determined at the regional system level.

**SUGGESTED ARTICULATED COURSE DESCRIPTIONS
OPTICAL TECHNICIAN/ASSISTANT**

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
Credits per semester: .5
Grade level: 9

The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice through classroom and community-based activities such as guest speakers, field trips, films, videos, access to the Internet and others. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include self-esteem and understanding, interpersonal relationships, personal appearance and behavior, communications, problem solving, team work, leadership development (HOSA), health career information and decision making, computer literacy, academic foundations and study skills (generalizable skills).

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
Credits per semester: .5
Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course. Units of instruction correlated with activities could be history of health and medical events, trends in health care, psychology of illness, wellness concept, microorganisms, nutrition and special dietary needs, computer technology, body systems, common diseases, safety standards, life stages, medical terminology and abbreviations (interspersed throughout each unit).

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

HEALTH OCCUPATIONS ENTRY-LEVEL SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 11 or 12

This course provides a sequence of organized learning experiences and skills designed to prepare a person to assist with tests to determine normal and/or defective vision, prepare and fit eyeglasses and/or contact lenses, administer corrective eye exercises and other treatments which do not require drugs or surgery under the supervision of an ophthalmologist, optometrist or physician. It also includes administrative office duties such as scheduling of patients/clients, maintenance of the patient's/client's record, and billing. This course provides a sequence of organized learning experiences and skills designed to prepare a person to adapt and fit corrective eyeglasses as prescribed by the ophthalmologist or optometrist.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include

<i>Health Care Systems and Resources</i>	<i>Computer literacy</i>
<i>Ethics and Legal Aspects</i>	<i>Performing Diagnostic Measures</i>
<i>Patient/Client Care Skills</i>	<i>Performing Management Functions</i>
<i>Functioning as a Member of the Health Care Team</i>	<i>Providing Therapeutic Measures</i>
<i>Communicating Information</i>	<i>Providing Transportation and Mobility</i>
<i>Providing a Clean, Safe Environment</i>	<i>Providing Psycho-Social Care</i>
<i>Providing Personal Care</i>	<i>Demonstrating Computer Skills</i>
<i>Providing Care for Patients/Clients with Special Needs</i>	<i>Anatomy and Physiology</i>
	<i>Administering Medications</i>

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved health occupations teachers in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and health care providers to determine the responsibilities of each agency.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival

skills, career exploration skills related to the job, and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

This program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare individuals to assist handicapped persons to overcome or compensate for any loss of function and restore the individual's physical health under the direction of a physician or other appropriate specialist. Skills could be assessed utilizing the Illinois Occupational Skills Standards such as Rehabilitation cluster and Nursing cluster. Students must become proficient in the use of microcomputer programs across the entire range of agricultural education content areas.

Emphasis within the program should be on developing competencies in the following areas.

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Employment opportunities in the rehabilitation field include hospitals, long-term care facilities, day care centers and clinics.

The following are examples of occupations that require skills and knowledge in the field of rehabilitation services that may be attained at the secondary level.

Activity Aide
Occupational Therapy Aide
Physical Therapy Aide
Rehabilitation Aide

The following occupational listing shows examples of occupations that may require additional training in a specialized program at the postsecondary level.

<i>Occupational Therapy Assistant</i>	<i>Therapeutic Recreation Assistant</i>
<i>Psychiatric Aide</i>	<i>Physical Therapist</i>
<i>Physical Therapist Assistant</i>	<i>Occupational Therapist</i>
<i>Exercise Physiologist</i>	<i>Recreational Therapist</i>
<i>Speech/Hearing Clinician</i>	

In addition to these occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning

reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

Course Title	Credits per Semester	Length in Semesters	Grade Level
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Occupational Therapy Aide	.5	2	12
Physical Therapy Aide	.5	2	12
Rehabilitation Aide	.5	2	12
Health Occupations Cooperative Education	*variable	2	12

As determined at the regional system level.

REHABILITATION/THERAPEUTIC SERVICES CLUSTER SUGGESTED ARTICULATED COURSE DESCRIPTIONS

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 9

The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice through classroom and community-based activities such as guest speakers, field trips, films, videos, access to the Internet and others. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include self-esteem and understanding, interpersonal relationships, personal appearance and behavior, communications, problem solving, team work, leadership development (HOSA), health career information and decision making, computer literacy, academic foundations and study skills (generalizable skills).

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
 Credits per semester: .5
 Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop

the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course. Units of instruction correlated with activities could be history of health and medical events, trends in health care, psychology of illness, wellness concept, microorganisms, nutrition and special dietary needs, computer technology, body systems, common diseases, safety standards, life stages, medical terminology and abbreviations (interspersed throughout each unit).

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

OCCUPATIONAL THERAPY AIDE

Length of course: 1 year
Credits per semester: .5
Grade level: 12

This course provides a sequence of organized learning experiences and skills designed to prepare a person to be knowledgeable of the organizational structure of the occupational therapy department; relationships of anatomical structures to normal and abnormal movement (building upon the unit of body systems in an earlier course); pathophysiological conditions resulting from injury and/or disease; terminology; record keeping; interpersonal relationships; first aid; body mechanics. and assist in implementing the plan of therapy for a patient/client as prescribed by a physician as directed by the occupational therapist in a hospital, long-term care facility, retirement home or clinic. These knowledges are necessary to perform as an occupational therapy aide in hospitals, long term care facilities and clinics under the direction of a physical therapy assistant or physical therapist.

PHYSICAL THERAPY AIDE

Length of course: 1 year
Credits per semester: .5
Grade level: 12

This course provides a sequence of organized learning experiences and skills designed to prepare a person to be knowledgeable of the organizational structure of the physical therapy department; relationships of anatomical structures to normal and abnormal movement (building upon the unit of body systems in an earlier course); pathophysiological conditions resulting from injury and/or disease; terminology; record keeping; interpersonal relationships; first aid; body mechanics; and uses of electricity, hot and cold packs, paraffin, whirlpool, diathermy, microwave, massage assistive and supporting devices, and therapeutic exercises and tractions. The physical therapy aide assists in implementing the plan of therapy for a patient/client as prescribed by a physician. These knowledges are necessary to perform as a physical therapy aide in hospitals, long term care facilities and clinics under the direction of a physical therapy assistant or physical therapist.

REHABILITATION AIDE

Length of course: 1 year
Credits per semester: .5
Grade level: 12

This course provides a sequence of organized learning experiences and skills to prepare a person to perform tasks involved in the personal and rehabilitative care of patients/clients. The rehabilitation aide concept is the integration of three major interdisciplinary teams that are the basic skills in the areas of nursing, occupational therapy and physical therapy. This health care person can help insure that the approach to the care of the patient/client is consistent regardless of which specialty area is rendering the service. The rehabilitation aide performs under the supervision of a registered nurse, registered physical therapist or registered occupational therapist in rehabilitation clinics or units in hospitals, extended care facilities and long term care facilities. This unit of instruction could be offered after the student has obtained the certified nurse assistant.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

This program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare persons to work under the supervision of clinical laboratory technologists, clinical pathologists, or physicians to perform routine clinical laboratory procedures in hospitals, clinics, doctors offices, and other clinical laboratory facilities. Skill standards developed in the Clinical Laboratory Science/Biotechnology Occupations could be used to assess students' performance. Students must become proficient in the use of microcomputer programs across the entire range of health occupations content areas.

Employment opportunities in the clinical laboratory field include hospitals, clinics, blood banks, and research departments.

The following occupational listing shows examples of occupations that may require additional training in a specialized program at the postsecondary level.

Clinical Laboratory Technician
Histology Technician
Cytotechnologist
Cytologist
Clinical Laboratory Technologist
Pathologist

In addition to these occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs and interests of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

Course Title	Credits per Semester	Length in Semesters	Grade Level
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10

Preparation

Medical Assistant (see Medical Assistant)	.5	2	11-12
Clinical Laboratory Assistant/Phlebotomist	.5	2	11-12
Health Occupations Cooperative Education	*variable	2	12

* As determined at the regional system level.

MEDICAL LABORATORY AIDE/PHLEBOTOMIST SUGGESTED ARTICULATED COURSE DESCRIPTIONS

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
Credits per semester: .5
Grade level: 9

The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice through classroom and community-based activities such as guest speakers, field trips, films, videos, access to the Internet and others. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include self-esteem and understanding, interpersonal relationships, personal appearance and behavior, communications, problem solving, team work, leadership development (HOSA), health career information and decision making, computer literacy, academic foundations and study skills (generalizable skills).

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
Credits per semester: .5
Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course. Units of instruction correlated with activities could be history of health and medical events, trends in health care, psychology of illness, wellness concept, microorganisms, nutrition and special dietary needs, computer technology, body systems, common diseases, safety standards, life stages, medical terminology and abbreviations (interspersed throughout each unit).

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

CLINICAL LABORATORY ASSISTANT/PHLEBOTOMIST

Length of course: 1 year
Credits per semester: .5
Grade level: 11 or 12

This course provides a sequence of organized competencies necessary to perform tasks which include laboratory requisitions and reports; care of laboratory equipment; aseptic techniques; basic laboratory mathematics (metrics); handling of specimens; blood collection techniques; and interdepartmental relationships such as introduction to the departments of hematology, urology, serology, bacteriology and others. In addition, students should be introduced to departmental procedures, policies and standards.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Clinical Laboratory Science/Biotechnology Occupational Skill Standards or national standards for assessment whenever possible. These units may include:

<i>Health Care Systems and Resources</i>	<i>Providing a Clean, Safe Environment</i>
<i>Ethics and Legal Aspects</i>	<i>Performing Management Functions</i>
<i>Patient/Client Care Skills</i>	<i>Providing Personal Care</i>
<i>Functioning as a Member of the Health Care Team</i>	<i>Providing Therapeutic Measures</i>
<i>Communicating Information</i>	<i>Computer Literacy</i>
<i>Performing Diagnostic Measures</i>	<i>Administering Medication</i>
<i>Providing Transportation and Mobility</i>	<i>Providing Psycho-Social Care</i>
<i>Providing Care for Patients/Clients with Special Needs</i>	

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved health occupations teachers in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and health care providers to determine the responsibilities of each agency.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Clinical Laboratory Science/Biotechnology Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

Most systems offer preparation for the occupation of Nurse Assistant, which is the core of skills for most health careers. If this is the sole occupation addressed, the proper CIP code to be used is **51.1614**. Many systems address the nurse assistant content the first year of skills instruction. During the second and/or third year of the instructional program, a multi-cluster of health occupations is addressed. For this second or third year, use the **51.9994**, Health Occupations Multi-Cluster Option CIP Code for these students. Examples are:

Activity Aide	Central Supply Aide
Health Unit clerk	Medical Assistant
Home Health Aide	Clinical Laboratory Aide Phlebotomist
Occupational Therapy Aide	Physical Therapy Aide
Radiological Aide	Respiratory Therapy Aide
Surgical Aide	

Task lists for these occupations must be verified. The nurse assistant task list should serve as the basis for the first year of skills instruction. Other specific task lists for the other occupations should serve as the basis for the extended campus agreement/plan with the employer. Skill standards developed in the various occupations could be used to assess students' performance.

**PHARMACY TECHNICIAN
SUGGESTED ARTICULATED COURSE DESCRIPTIONS**

51.0805 Pharmacy Technician

This program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare a person to file, check and store supplies; type; and pay attention to detail in the handling of drugs, requisitions and physicians' orders under the direction of a registered pharmacist in hospitals, clinics and pharmacies. Specific performance skill standards from various related occupational clusters could be utilized to assess students' performance.

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Health Occupations Entry-Level Skill Development	.5	2	11
Skill Development	.5	2	12
Pharmacy Technician/Assistant	.5	2	11 or 12
Health Occupations Cooperative Education	*variable	2	12

* As determined at the regional system level.

SUGGESTED ARTICULATED COURSE DESCRIPTIONS PHARMACY TECHNICIAN

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
Credits per semester: .5
Grade level: 9

The course should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include:

Self-esteem and Understanding	Leadership Development (student organization HOSA)
Interpersonal Relationships	Health Career Information and Decision Making
Personal Appearance and Behavior	Computer Literacy
Communications	Academic Foundations
Problem Solving	Study Skills (generalizable skills)
Team Work	

Methodology to present course content would involve community resources, guest speakers, field trips, films, videos, the Internet and other relevant methods.

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
Credits per semester: .5
Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course.

Units of instruction correlated with activities could be:

History of Health and Medical Events	Body Systems
Trends in Health Care	Common Diseases
Psychology of Illness	Safety Standards
Wellness Concept	Life Stages
Microorganisms	Medical Terminology (interspersed through each unit)
Nutrition and Special Dietary Needs	Medical Abbreviations (interspersed throughout each unit)
Computer Technology	Medical Mathematics

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

HEALTH OCCUPATIONS ENTRY-LEVEL SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 11 or 12

This course provides a sequence of organized learning experiences and skills designed to prepare the person to input information into the computer, obtain the client's records; file requisitions and prescriptions; check and order supplies; perform interdepartmental communications; use pharmacological terminology; observe drug dispensing, drugs and dosages; understand the Unit Dosage System; and review physician's drug order sheet. All the skills listed above are performed under the supervision of a registered pharmacist.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include:

Health Care Systems and Resources	Providing a Clean, Safe Environment
Ethics and Legal Aspects	Performing Management Functions
Patient/Client Care Skills	Communicating Information
Functioning as a Member of the Health Care Team	Computer Literacy

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved health occupations teachers in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and health care providers to determine the responsibilities of each agency.

HEALTH OCCUPATIONS SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 12

This course should include identified skills to prepare the student for working in the pharmacy arena. Reinforcement of the skills and mastery of the knowledge obtained at the 11th grade level should occur. Within the pharmacy arena exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

This course should include skills to prepare the student for a specific health occupation or cluster of closely related occupations. Health occupations allow for instruction in multiple occupations at the secondary level. Within the health occupations clusters exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

The health occupations clusters identified in this guide that contain a single occupation in which employment can be obtained immediately following secondary-level instruction also contain several occupations that require postsecondary instruction prior to employment.

A "multi-cluster" approach can facilitate training in a variety of occupations from several clusters within one instructional program. An example of this may be combining instruction for the occupations of pharmacy technician and health unit clerk (ward clerk) into an instructional program.

The main criterion for utilizing a multi-cluster approach is the presence of extended campus sites allowing clinical experiences and options to fulfill the needs of students with varying interests and abilities. An agreement of learning experiences between the approved instructor of the program and the instructor of the specific health occupation at the extended campus site must be present through the development of a training plan using Illinois Occupational Skill Standards, national standards and/or locally verified occupational task lists. Student performance should be learned and practiced in the classroom, laboratory and clinical area under the supervision of an approved health occupations instructor.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

OPPORTUNITIES

Employment opportunities in the pharmacy assisting field include hospitals, clinics, major discount chain stores and pharmacies.

The following occupational list shows an example of an occupation that may require additional training in a specialized program at the postsecondary level.

Pharmacy Technician/Assistant

Pharmacist

In addition to these occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs and interests of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

**EMERGENCY MEDICAL TECHNOLOGY
SUGGESTED ARTICULATED COURSE DESCRIPTIONS**

51.0904 Emergency Medical Technology

The program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare individuals to provide proficient, on-the-scene emergency medical care to critically ill or injured people and to move them safely to a hospital emergency room. As members of the Emergency Medical Services team, the EMTs are, to different degrees, extensions of the hospital emergency room staff of doctors and nurses. Specific performance skill standards from various occupational clusters could be utilized to assess students' performance.

This program must meet the approved requirements of the Illinois Department of Public Health. Upon successful completion of the program, the students, if they meet the IDPH requirements, are qualified to take the registration examination to become an EMT-A and/or EMT-P.

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Health Occupations Entry-Level Skill Development	.5	2	11
Skill Development	.5	2	12
Emergency Medical (Ambulance)	.5	2	12
Health Occupations Cooperative Education	*variable	2	12

* As determined at the regional system level.

**SUGGESTED ARTICULATED COURSE DESCRIPTIONS
EMERGENCY MEDICAL TECHNOLOGY**

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
Credits per semester: .5
Grade level: 9

The course should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health careers and trends, the occupational and

educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include:

Self-esteem and Understanding	Leadership Development (student organization HOSA)
Interpersonal Relationships	Health Career Information and Decision Making
Personal Appearance and Behavior	Computer Literacy
Communications	Academic Foundations
Problem Solving	Study Skills (generalizable skills)
Team Work	

Methodology to present course content would involve community resources, guest speakers, field trips, films, videos, the Internet and other relevant methods.

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
Credits per semester: .5
Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course.

Units of instruction correlated with activities could be:

History of Health and Medical Events	Body Systems
Trends in Health Care	Common Diseases
Psychology of Illness	Safety Standards
Wellness Concept	Life Stages
Microorganisms	Medical Terminology (interspersed through each unit)
Nutrition and Special Dietary Needs	Medical Abbreviations (interspersed throughout each unit)
Computer Technology	

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

HEALTH OCCUPATIONS ENTRY-LEVEL SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 11

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include:

Health Care Systems and Resources	Performing Diagnostic Measures
Ethics and Legal Aspects	Performing Management Functions

Patient/Client Care Skills
Functioning as a Member of the Health Care Team
Communicating Information
Providing a Clean, Safe Environment
Providing Personal Care
Providing Care for Patients/Clients with Special Needs

Providing Therapeutic Measures
Providing Transportation and Mobility
Providing Psycho-Social Care
Demonstrating Computer Skills
Anatomy and Physiology
Administering Medications

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved Emergency Medical Services occupations teachers/worksite mentors in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and respiratory health care providers to determine the responsibilities of each agency.

HEALTH OCCUPATIONS SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 12

This course provides a sequence of organized learning experiences and skills to prepare a person to know the signs and symptoms of illness and injury; to begin the approved and appropriate life-support procedures, such as cardiopulmonary resuscitation (CPR); to operate emergency vehicles and communications equipment as patients/clients are moved to a hospital, emergency room; and to fill out the required records and reports after a call. The student must be 18 years of age to sit for the national exam.

This course should include identified skills to prepare the student for working in the emergency medical arena. Within the emergency services arena exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

This course should include skills to prepare the student for a specific health occupation or cluster of closely related occupations. Health occupations allow for instruction in multiple occupations at the secondary level. Within the health occupations clusters exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

The health occupations clusters identified in this guide that contain a single occupation in which employment can be obtained immediately following secondary-level instruction also contain several occupations that require postsecondary instruction prior to employment.

A "multi-cluster" approach can facilitate training in a variety of occupations from several clusters within one instructional program. The main criterion for utilizing a multi-cluster approach is the presence of extended campus sites allowing clinical experiences and options to fulfill the needs of students with varying interests and abilities. An agreement of learning experiences between the approved instructor of the program and the instructor of the specific health occupation at the extended campus site must be present through the development of a training plan using Illinois Occupational Skill Standards, national standards and/or locally verified occupational task lists. Student performance should be learned and practiced in the classroom, laboratory and clinical area under the supervision of an approved health occupations instructor or worksite mentor.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year

Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

OPPORTUNITIES

Employment opportunities in the emergency medical technology field include emergency medical ambulance services, rescue squad and hospital emergency rooms.

The following occupation list shows an example of an occupation that may require additional training in a specialized program at the postsecondary level.

Emergency Medical Technology (Paramedic) EMT-P

In addition to these occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary and postsecondary levels.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

**RESPIRATORY THERAPY
SUGGESTED ARTICULATED COURSE DESCRIPTIONS**

51.0920 Respiratory Therapy Aide

This program includes sequence of planned educational classroom, laboratory and clinical experiences to prepare a person to assist in the treatment of patients/clients with heart and lung ailments. Areas to be included are administration of various types of gases and devices to control temperature, air pressure and humidity; patient/client exercises that will clear fluid from lungs and improve the patient's/client's ability to breathe; and cleaning and sterilizing equipment under the direction of the Respiratory Therapist. Includes instruction in pulmonary therapy, cardio-pulmonary rehabilitation, micro-environmental control and diagnostic testing of the respiratory system. Specific performance skill standards from various occupational clusters could be utilized to assess students' performance.

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Health Occupations Entry-Level Skill Development	.5	2	11
Skill Development	.5	2	12
Respiratory Therapy Aide	.5	2	11 or 12
Health Occupations Cooperative Education	*variable	2	12

* As determined at the regional system level.

**SUGGESTED ARTICULATED COURSE DESCRIPTIONS
RESPIRATORY THERAPY AIDE**

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
Credits per semester: .5
Grade level: 9

The course should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include:

Self-esteem and Understanding Leadership Development (student organization HOSA)

Interpersonal Relationships
Personal Appearance and Behavior
Communications
Problem Solving
Team Work

Health Career Information and Decision Making
Computer Literacy
Academic Foundations
Study Skills (generalizable skills)

Methodology to present course content would involve community resources, guest speakers, field trips, films, videos, the Internet and other relevant methods.

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
Credits per semester: .5
Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course.

Units of instruction correlated with activities could be:

History of Health and Medical Events	Body Systems
Trends in Health Care	Common Diseases
Psychology of Illness	Safety Standards
Wellness Concept	Life Stages
Microorganisms	Medical Terminology (interspersed through each unit)
Nutrition and Special Dietary Needs	Medical Abbreviations (interspersed throughout each unit)
Computer Technology	

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

HEALTH OCCUPATIONS ENTRY-LEVEL SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 11

This course provides a sequence of organized learning experiences and skills designed for the person to assist in the treatment of patients/clients with heart and lung ailments. Areas to be included are administration of various types of gases and devices to control temperature, air pressure and humidity; patient/client exercises that will clear fluid from lungs and improve the patient's/client's ability to breathe; and cleaning and sterilizing equipment under the direction of the Respiratory Therapist.

This program includes sequence of planned educational classroom, laboratory and clinical experiences to introduce the student to administer respiratory care and operate life support systems under the direction of a physician, evaluating the patient's/client's progress and making recommendations for respiratory therapy. Includes instruction in pulmonary therapy, cardio-pulmonary rehabilitation, micro-environmental control and diagnostic testing of the respiratory system. Specific performance skill standards from various occupational clusters could be utilized to assess students' performance.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include:

Health Care Systems and Resources	Providing Therapeutic Measures
Ethics and Legal Aspects	Performing Diagnostic Measures
Patient/Client Care Skills	Performing Management Functions
Functioning as a Member of the Health Care Team	Administering Medications
Computer Skills	Providing Transportation and Mobility
Communicating Information	Providing Psycho-Social Care
Anatomy and Physiology of the Cardio-Pulmonary System	Providing Care for Patients/Clients with Special Needs
Providing a Clean, Safe Environment	

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved respiratory health occupations teachers/worksite mentors in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and respiratory health care providers to determine the responsibilities of each agency.

HEALTH OCCUPATIONS SKILL DEVELOPMENT

Length of course:	1 year
Credits per semester:	.5
Grade level:	12

This course should include identified skills to prepare the student for working in the respiratory therapy arena. Reinforcement of the skills and mastery of the knowledge obtained at the 11th grade level should occur. Within the respiratory therapy arena exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

This course should include skills to prepare the student for a specific health occupation or cluster of closely related occupations. Health occupations allow for instruction in multiple occupations at the secondary level. Within the health occupations clusters, such as respiratory, exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

The health occupations clusters identified in this handbook that contain a single occupation in which employment can be obtained immediately following secondary-level instruction also contain several occupations that require postsecondary instruction prior to employment.

A "multi-cluster" approach can facilitate training in a variety of occupations from several clusters within one instructional program. An example of this may be combining instruction for the occupations of respiratory therapy aide and respiratory therapy technician.

The main criterion for utilizing a multi-cluster approach is the presence of extended campus sites allowing clinical experiences and options to fulfill the needs of students with varying interests and abilities. An agreement of learning experiences between the approved instructor of the program and the instructor of the specific health occupation at the extended campus site must be present through the development of a training plan using Illinois Occupational Skill Standards, national standards and/or locally verified occupational task lists. Student performance should be learned and practiced in the

classroom, laboratory and clinical area under the supervision of an approved health occupations instructor or worksite mentor.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the Illinois Occupational Skills Standards, national standards or locally verified tasks in an occupational cluster.

OPPORTUNITIES

Employment opportunities in the respiratory therapy field include hospitals, long term care facilities, clinics, home health agencies and physicians' offices.

The following occupational listing shows examples of occupations that may require additional training in a specialized program at the postsecondary level.

Respiratory Therapy Technician
Respiratory Therapist
Pulmonary Function Technician

In addition to those occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary level.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs and interests of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary institution. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

**RADIOLOGICAL TECHNOLOGY/TECHNICIAN
SUGGESTED ARTICULATED COURSE DESCRIPTIONS**

51.0921 Radiology Aide

The program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare a person to assist in the perform of skills involved in using equipment and medical materials for diagnostic and therapeutic purposes under the supervision of a radiation therapist or physician. The aide positions and transports patients/clients. Specific performance skill standards from various occupational clusters could be utilized to assess students' performance.

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Health Occupations Entry-Level Skill Development	.5	2	11
Skill Development	.5	2	12
Radiology Aide	.5	2	11 or 12
Health Occupations Cooperative Education	*variable	2	12

*As determined at the regional system level.

**SUGGESTED ARTICULATED COURSE DESCRIPTIONS
RADIOLOGY AIDE**

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
Credits per semester: .5
Grade level: 9

The course should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include:

- | | |
|----------------------------------|--|
| Self-esteem and Understanding | Leadership Development (student organization HOSA) |
| Interpersonal Relationships | Health Career Information and Decision Making |
| Personal Appearance and Behavior | Computer Literacy |
| Communications | Academic Foundations |
| Problem Solving | Study Skills (generalizable skills) |
| Team Work | |

Methodology to present course content would involve community resources, guest speakers, field trips, films, videos, the Internet and other relevant methods.

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
Credits per semester: .5
Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course.

Units of instruction correlated with activities could be:

History of Health and Medical Events	Body Systems
Trends in Health Care	Common Diseases
Psychology of Illness	Safety Standards
Wellness Concept	Life Stages
Microorganisms	Medical Terminology (interspersed through each unit)
Nutrition and Special Dietary Needs	Medical Abbreviations (interspersed throughout each unit)
Computer Technology	

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

HEALTH OCCUPATIONS ENTRY-LEVEL SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 11

This course provides a sequence of organized learning experiences and skills designed to prepare a person to assist the radiographer by transporting patients/clients from the emergency room or nursing unit to the x-ray department, positioning the patient/client, assisting the patient/client to dress and putting the patient/client at ease in unfamiliar surroundings. Introduces the student to the medical equipment and materials used for diagnostic and therapeutic services under the supervision of a radiation therapist or physician.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include:

Health Care Systems and Resources	Performing Diagnostic Measures
Ethics and Legal Aspects	Performing Management Functions
Patient/Client Care Skills	Administering Medication
Functioning as a Member of the Health Care Team	Providing Transportation and Mobility
Communicating Information	Providing Psycho-Social Care
Providing a Clean, Safe Environment	Demonstrating Computer Skills
Providing Personal Care	Anatomy and Physiology

Providing Therapeutic Measures

Providing Care for Patients/Clients with Special Needs

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved radiological occupations teachers/worksite mentors in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and respiratory health care providers to determine the responsibilities of each agency.

HEALTH OCCUPATIONS SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 12

This course should include identified skills to prepare the student for working in the radiology arena. Reinforcement of the skills and mastery of the knowledge obtained at the 11th grade level should occur. Within the radiology arena exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

This course should include skills to prepare the student for a specific health occupation or cluster of closely related occupations. Health occupations allow for instruction in multiple occupations at the secondary level. Within the health occupations clusters exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

The health occupations clusters identified in this guide that contain a single occupation in which employment can be obtained immediately following secondary-level instruction also contain several occupations that require postsecondary instruction prior to employment.

A "multi-cluster" approach can facilitate training in a variety of occupations from several clusters within one instructional program. An example of this may be combining instruction for the occupations of radiological aide or radiology technician.

The main criterion for utilizing a multi-cluster approach is the presence of extended campus sites allowing clinical experiences and options to fulfill the needs of students with varying interests and abilities. An agreement of learning experiences between the approved instructor of the program and the instructor of the specific health occupation at the extended campus site must be present through the development of a training plan using Illinois Occupational Skill Standards, national standards and/or locally verified occupational task lists. Student performance should be learned and practiced in the classroom, laboratory and clinical area under the supervision of an approved health occupations instructor or worksite mentor.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom

instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

OPPORTUNITIES

Employment opportunities in the radiology field include hospitals, clinics, and physicians' and dentists' offices.

The following occupational listing shows examples of occupations that may require additional training in a specialized program at the postsecondary level.

- Radiological Technician
- Radiation Therapy Assisting
- Diagnostic Sonography Technician
- Nuclear Medical Technology/Technician
- Radiographer (X-Ray Technician)
- Biomedical Technician
- Medical Radiation Dosimetrist
- Ultrasound Technologist
- Magnetic resonance Imaging Technician
- Computerized Tomography Technician
- Positron Emission Tomography Technician

In addition to those occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary level.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs and interests of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems, related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

**SURGICAL TECHNOLOGY
SUGGESTED ARTICULATED COURSE DESCRIPTIONS**

51.0922 Surgical Aide

The program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare individuals to perform skills involved in the care of individuals before surgery and help the surgical team during the operation. These skills are performed under the supervision of the operating room supervisor, usually a registered nurse and assessed using the Illinois Occupational Skill Standards for Surgical Technologist.

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Health Occupations Entry-Level Skill Development	.5	2	11
Skill Development	.5	2	12
Surgical Aide	.5	2	12
Health Occupations Cooperative Education	*variable	2	12

* As determined at the regional system level.

**SUGGESTED ARTICULATED COURSE DESCRIPTIONS
SURGICAL TECHNOLOGY**

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
Credits per semester: .5
Grade level: 9

The course should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include:

- | | |
|----------------------------------|--|
| Self-esteem and Understanding | Leadership Development (student organization HOSA) |
| Interpersonal Relationships | Health Career Information and Decision Making |
| Personal Appearance and Behavior | Computer Literacy |
| Communications | Academic Foundations |
| Problem Solving | Study Skills (generalizable skills) |
| Team Work | |

Methodology to present course content would involve community resources, guest speakers, field trips, films, videos, the Internet and other relevant methods.

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
Credits per semester: .5
Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course.

Units of instruction correlated with activities could be:

History of Health and Medical Events	Body Systems
Trends in Health Care	Common Diseases
Psychology of Illness	Safety Standards
Wellness Concept	Life Stages
Microorganisms	Medical Terminology (interspersed through each unit)
Nutrition and Special Dietary Needs	Medical Abbreviations (interspersed throughout each unit)
Computer Technology	

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

HEALTH OCCUPATIONS ENTRY-LEVEL SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 11

This course provides a sequence of organized learning activities and skills related to department procedure and policies, interdepartmental relationships, care of surgical equipment, aseptic techniques, handling of specimens, body mechanics and position for surgery, observing and reporting, terminology and safety under the direction of the professionals in the operating room.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include:

Health Care Systems and Resources	Performing Diagnostic Measures
Ethics and Legal Aspects	Performing Management Functions
Patient/Client Care Skills	Providing Therapeutic Measures
Functioning as a Member of the Health Care Team	Providing Transportation and Mobility
Communicating Information	Providing Psycho-Social Care
Providing a Clean, Safe Environment	Demonstrating Computer Skills
Providing Personal Care	Anatomy and Physiology
Providing Care for Patients/Clients with Special Needs	

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved surgical occupations teachers/worksite mentors in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and respiratory health care providers to determine the responsibilities of each agency.

HEALTH OCCUPATIONS SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 12

This course should include identified skills to prepare the student for working in the surgical arena. Reinforcement of the skills and mastery of the knowledge obtained at the 11th grade level should occur. Within the surgical arena exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

This course should include skills to prepare the student for a specific health occupation or cluster of closely related occupations. Health occupations allow for instruction in multiple occupations at the secondary level. Within the health occupations clusters exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

The health occupations clusters identified in this guide that contain a single occupation in which employment can be obtained immediately following secondary-level instruction also contain several occupations that require postsecondary instruction prior to employment.

A "multi-cluster" approach can facilitate training in a variety of occupations from several clusters within one instructional program. An example of this may be combining instruction for the occupations of surgical aide, surgical technician and first assistant.

The main criterion for utilizing a multi-cluster approach is the presence of extended campus sites allowing clinical experiences and options to fulfill the needs of students with varying interests and abilities. An agreement of learning experiences between the approved instructor of the program and the instructor of the specific health occupation at the extended campus site must be present through the development of a training plan using Illinois Occupational Skill Standards, national standards and/or locally verified occupational task lists. Student performance should be learned and practiced in the classroom, laboratory and clinical area under the supervision of an approved health occupations instructor.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students' abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and

coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

OPPORTUNITIES

Employment opportunities in the surgical technology field include hospitals, clinics and physicians' and dentists' offices.

The following occupational listing shows an example of an occupation that may require additional training in a specialized program at the postsecondary level.

Surgical Technician
First Assistant

In addition to those occupations already noted, there are other health professional occupations requiring extensive education beyond that received at the secondary level.

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs and interests of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary institution. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

**CENTRAL SUPPLY SERVICES
SUGGESTED ARTICULATED COURSE DESCRIPTIONS**

51.0923 Central Supply Aide

This program offers a sequence of planned educational classroom, laboratory and clinical experiences to prepare individuals to adjust, clean, sterilize and assemble equipment, supplies and instruments according to prescribed procedures and techniques in hospitals, clinics and medical supply facilities. Specific performance skill standards from various related occupational clusters could be utilized to assess students' performance.

<u>Course Title</u>	<u>Credits per Semester</u>	<u>Length in Semesters</u>	<u>Grade Level</u>
<u>Orientation</u>			
Orientation to Health Occupations	.5	2	9
Health Occupations Related Skills	.5	2	10
<u>Preparation</u>			
Health Occupations Entry-Level Skill Development	.5	2	11
Skill Development	.5	2	12
Central Supply Aide	.5	2	12
Health Occupations Cooperative Education	*variable	2	12

* As determined at the regional system level.

**SUGGESTED ARTICULATED COURSE DESCRIPTIONS
CENTRAL SUPPLY SERVICES**

ORIENTATION TO HEALTH OCCUPATIONS

Length of course: 1 year
Credits per semester: .5
Grade level: 9

The course should include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The suggested course content should provide in-depth information into health careers and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements. The units of instruction should include:

Self-esteem and Understanding	Leadership Development (student organization HOSA)
Interpersonal Relationships	Health Career Information and Decision Making
Personal Appearance and Behavior	Computer Literacy
Communications	Academic Foundations
Problem Solving	Study Skills (generalizable skills)
Team Work	

Methodology to present course content would involve community resources, guest speakers, field trips, films, videos, the Internet and other relevant methods.

HEALTH OCCUPATIONS RELATED SKILLS

Length of course: 1 year
Credits per semester: .5
Grade level: 10

This course should include classroom and community-based activities and a core of knowledge related to many of the occupations within the health field. This core of knowledge will develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development. Observation of occupational related activities and hands-on experiences are an integral part of the course.

Units of instruction correlated with activities could be:

History of Health and Medical Events	Body Systems
Trends in Health Care	Common Diseases
Psychology of Illness	Safety Standards
Wellness Concept	Life Stages
Microorganisms	Medical Terminology (interspersed through each unit)
Nutrition and Special Dietary Needs	Medical Abbreviations (interspersed throughout each unit)
Computer Technology	

Methods utilized in presentation would be varied according to the instructor's innovation and available resources.

HEALTH OCCUPATIONS ENTRY-LEVEL SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5
Grade level: 11 or 12

This course provides a sequence of organized learning experiences and skills designed to perform tasks that include inspecting, assembling and evaluating equipment and supplies. Perform aseptic techniques in cleaning and sterilizing equipment and supplies under the supervision of a central supply technician.

This course should include affective, cognitive and psychomotor skills that are common to most health occupations. Some degree of occupational competency can be developed at this level. The units of instruction, activities and skills should be planned and assessed concurrently utilizing the Illinois Occupational Skill Standards or national standards for assessment whenever possible. These units may include:

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by approved health occupations teachers in a facility through extended campus or clinical experiences.

Both extended campus and clinical experiences require written agreements between educational facilities and health care providers to determine the responsibilities of each agency.

HEALTH OCCUPATIONS SKILL DEVELOPMENT

Length of course: 1 year
Credits per semester: .5

Grade level: 12

This course should include identified skills to prepare the student for working in the central supply arena. Reinforcement of the skills and mastery of the knowledge obtained at the 11th grade level should occur. Within the central supply arena exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

This course should include skills to prepare the student for a specific health occupation or cluster of closely related occupations. Health occupations allow for instruction in multiple occupations at the secondary level. Within the health occupations clusters exists the potential for employment following secondary-level instruction and/or articulation to post-secondary education.

The health occupations clusters identified in this guide that contain a single occupation in which employment can be obtained immediately following secondary-level instruction also contain several occupations that require postsecondary instruction prior to employment.

A "multi-cluster" approach can facilitate training in a variety of occupations from several clusters within one instructional program. An example of this may be combining instruction for the occupations of surgical aide and central supply aide into an instructional program.

The main criterion for utilizing a multi-cluster approach is the presence of extended campus sites allowing clinical experiences and options to fulfill the needs of students with varying interests and abilities. An agreement of learning experiences between the approved instructor of the program and the instructor of the specific health occupation at the extended campus site must be present through the development of a training plan using Illinois Occupational Skill Standards, national standards and/or locally verified occupational task lists. Student performance should be learned and practiced in the classroom, laboratory and clinical area under the supervision of an approved health occupations instructor.

HEALTH OCCUPATIONS COOPERATIVE EDUCATION

Length of course: 1 year
Credits per semester: .5
Grade level: 12

Health Occupations Cooperative Education is designed for senior students interested in pursuing careers in health occupations. Students are released from school for their paid cooperative education work experience and participate in 200 minutes per week of related classroom instruction. Classroom instruction focuses on providing students with job survival skills, career exploration skills related to the job, and improving students abilities to interact positively with others. For skills related to the job, refer to the skill development course outlines, the Illinois Occupational Skills Standards and the verified task list of the desired occupational program.

An approved health occupation coordinator is responsible for supervision. Written training agreements for individual student training plans are developed and agreed upon by the employer, student and coordinator. The coordinator, student and employer assume compliance with federal, state and local laws and regulations.

The course content includes the following broad areas of emphasis: further career education opportunities, planning for the future, job-seeking skills, personal development, human relationships, legal protection and responsibilities, economics and the job, organizations, and job termination. Classroom instruction is based on the verified tasks in an occupational cluster.

OPPORTUNITIES

Employment opportunities in the central supply field include hospitals, long term care facilities, clinics and industry.

The following occupational list shows an example of an occupation that may require additional training in a specialized program at the postsecondary level.

Central Supply Technician (51.0710)

A regional delivery system should offer training for occupations in this field as determined by employment opportunities and the needs and interests of the students.

Training received in this program may be used as a basis for entry level into the labor market or for further training at a postsecondary agency. Articulation between the secondary and postsecondary programs will be a part of the regional delivery systems.

Employability skills, as well as 1) skills used in work performance that are transferable across jobs and occupations and that are instrumental to job and classroom success (generalizable skills), 2) skills used to manage life's transitions (transition skills), and 3) skills employed in the resolution of interpersonal, information or task-related problems or problems related to behavior in cooperative group settings (occupational ethics), should be included in this curricula. Leadership skill development is an integral part of this program and is delivered through career and technical student organization (HOSA) activities. Individualized instruction and learning reinforcement are provided through supervised occupational experiences in clinical areas via extended campus for each student.

