

**A GUIDE TO HEALTH
OCCUPATIONS
AT THE SECONDARY LEVEL**



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Health Occupations Guide

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FORWARD

Health occupations education comprises the body of subject matter and planned learning experiences designed to prepare persons for occupations in the health field that are supportive to the health professionals. Programs are designed to prepare persons with competencies needed to assist qualified health professionals in providing diagnostic, therapeutic, preventative, restorative and rehabilitative services to Patient/Clients in health care facilities, in the home and in the community. Health occupations education programs prepare persons to render direct or indirect health services to Patient/Clients, provide planned instruction and supervised learning experiences in appropriate clinical settings. The educational programs are conducted by recognized educational agencies using the clinical facilities of appropriate health care institutions that can make available to the students the quality experiences required for them to develop the competencies needed to meet their occupational objective.

Techniques for the regulation of workers in the health occupations have been developed and administered, either by appropriate professional organizations, or by legally constituted authority in the respective states, as a means of safeguarding the public against unqualified and/or unscrupulous persons. Therefore regulatory procedures such as licensure, certification and/or registration in certain of the health occupations have been established.

Career and technical student organization activities that provide opportunities for students enrolled in health occupations programs to develop employability skills, leadership qualities and an understanding of the health care field, are an integral part of the health occupations programs. The organization that is specifically concerned with health occupations students' activities is known as Health Occupations Students of America (HOSA).

Health care is becoming more technical. In addition to Patient/Client care skills, sophisticated therapeutic equipment and technological advancements have increased the need for more allied health care workers.

The need for health care services to the handicapped, disadvantaged and elderly is growing. Additional facilities are being built to accommodate the delivery of services to these clients. More clinics, long-term facilities, home health care and community based services will require additional trained workers to give clients needed care.

Home and community based care is becoming more common. As legislation and private industry determine ways to serve individuals in the home rather than in institutions, the need for home health workers will surely increase. To implement such a plan the health worker's skills need to be broadened, with more individuals trained with the competencies to deliver care in a variety of settings.

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INTRODUCTION

The health care industry is one of the most rapidly growing industries in the country. This rapid growth has created many employment opportunities in the health field. Consequently, there is a need to introduce students to the broad range of job opportunities in the health occupations.

To assist in meeting this need, *A Guide to Health Occupations in Illinois* is available to all. (Online at <http://lmi.ides.state.il.us/healthcareers/default.asp>) This guide has been developed to assist local administrators and teachers in planning and implementing quality career and technical health occupations programs to meet the need of students and communities. These individuals may find this guide helpful when working with local advisory committees on various program phases. In addition, career and technical guidance personnel may utilize it effectively to assist students in making career choices.

A Guide to Health Careers in Illinois is intended to facilitate the career opportunities for all stakeholders by serving as a resource for students, parents, and professionals. The health services industry attends to the medical needs of millions of people each day. From newborns to the critically ill, health service providers combine technology and the human touch in offering medical care. Nationally, there are over 430,000 health service establishments in this industry. Health service providers come in all shapes and sizes. They include rural physicians in private practice with one medical assistant and large inner city hospitals encompassing hundreds of different types of jobs. The health care industry offers a multitude of services: diagnostic, therapeutic, surgical, long-term care, rehabilitation, education, and specialized services.

Employment in the health services industry in Illinois is expected to increase by 24.14% through the year 2006, much faster than the statewide average for all industries. Growth rates among industry segments differ, with home health care services nearly doubling its employment size. Four of the 20 fastest growing industries in the state include segments of health services: home health care services, nursing and personal care facilities, offices of other health practitioners, and miscellaneous health and allied services. This industry accounted for 472,784 wage and salary jobs in 1996 and represents about 8% of total industry employment in the state.

Growth of employment in health services is expected to continue over the next ten years. Improving medical technology is increasing survival rates, and as the population ages the need for expensive therapy and long-term care is expanding. Medical group practices become larger, and the need for more service and support workers increases. Thus, demand for trained health care professionals and support workers is expected to remain high.

The *School-to-Work Opportunities Act of 1993* is a joint initiative of the United States Departments of Education and Labor to bring together partnerships of business, labor, educators, and others to build a high quality school-to-work system that prepares young people for careers in high-skill, high-wage jobs and that increases their opportunities for further education. The initiative expects to achieve systemic reform while building on states' existing efforts and resources such as tech prep, youth apprenticeships, cooperative education, and business-education compacts. Each state's school-to-work opportunities system must be developed cooperatively by the public and private sector and include: In Illinois, this system is known as Education to Careers or ETC.

- **School Based Learning** that provides career exploration and counseling and career instruction that integrates occupational and academic learning that is linked to work-based learning and that typically involves at least one year of postsecondary education.
- **Work-Based Learning** that provides instruction and work experience in the workplace, linked with school-based learning.
- **Connecting Activities** that coordinate involvement of employers, schools, and students, matching students and work-based learning opportunities and training teachers, mentors, and counselors.
- **Student Attainment** of high school diplomas, postsecondary certificates or degrees, and skill certificates that denote mastery of state or National Skill Board standards.

Health occupations programs fit into this structure through work-based and school-based learning. Administrators, teachers and the advisory council members can play a role in the connecting activities. Students typically may obtain work after the attainment of the basic health occupations skills. The student may also further their education through the community college or the university. Statewide articulation models are being developed which will allow secondary health occupations students with specific documented skills attainment, such as the Certified Nurse Assistant, to continue their education through the university level.

As in any synergistic system, the whole is greater than the sum of its parts. The key to a successful school-to-work transition system is to design a comprehensive, cohesive system through connecting activities, not simply implementing a set of programs. In addition, it is critical that both the planning phase and the implementation phase include participation by the private and public sectors so that the school-to-work transition system meets Illinois' needs. The result will be a cohesive, statewide, synergistic system that moves students from school to work.

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GLOSSARY OF TERMS

Accreditation is the process by which an agency or organization evaluates and recognizes a program of study or an institution as meeting certain predetermined qualifications or standards. It shall apply only to institutions and their programs of study or their services.

Advisory committee is a formally organized group of persons selected for a specific educational purpose, operating under certain rules and approved by proper school authority.

Articulation is the relationship to accommodate program planning that should exist between the successive levels of the educational system (elementary, high school, area career and technical center, community college and university). For more information see <http://www.iTransfer.org>.

Certification is the process by which an agency or association grants recognition to an individual who has met specific predetermined qualifications as determined by that agency or association.

Clinical facility is a health care facility or place of business where a student gains experience. Examples are: a hospital, long term facilities, physician's or dentist's office, veterinarian's office, Outpatient/Client rehabilitation clinic, mortuary, pharmacy, etc.

Cooperative education is an instructional method, in which the student is paid, that combines learning experiences gained through regularly scheduled supervised employment in the community facility, related to the instructions received in school that achieve program and student objectives.

Core curriculum is the design of units or courses to include a common body of knowledge and/or skills.

Disadvantaged persons are individuals (other than individuals with handicaps) which have economic or academic disadvantages and who require special services and assistance to enable such individuals to succeed in career and technical education programs.

Extended campus is an instructional method that provides for utilization of a community health care facility as an extension of a health occupations program. The instructor and students, who are not paid, move to the health care facility for planned laboratory experiences that are coordinated with the classroom objectives.

Health education is a part of general education that provides instruction in the principles of good physical, emotional and mental health, enabling the individuals to live a healthy, well-balanced life and to help others to do so. Health education is not a health occupations course.

Health occupations education is a planned career and technical program of study designed to provide instruction in the appropriate knowledge, skills and attitudes of health occupations so that, upon completion of a program of study, the individual will be qualified for gainful employment in an occupation or in a cluster of related occupations. Health occupations education is not a health education course.

The **Illinois Articulation Initiative (IAI)** has resulted in an increasing number of academic as well as occupationally oriented courses being accepted for statewide articulation among institutions participating in the IAI. IAI has developed the Illinois Transferable General Education core curriculum (iTransfer Gen. Ed.) and the iTransfer website to facilitate students' transfer from one college or university to another within the state of Illinois. ITransfer Gen. Ed. Consists of a package of 12 to 13 core courses that participating colleges and universities have agreed to accept in place of their own lower-division general education requirements. Students are thus afforded increased choice and flexibility when planning their education.

Illinois Learning Standards incorporate knowledge and skills that will help enable students to be successful in the workplace of their choice as well as in their roles as citizens, family members and participants in our society. The Illinois Learning Standards also create opportunities to integrate the academics and workplace knowledge and skills and learning opportunities to enhance student's ability to see connections between what is learned and practical applications of that learning.

Illinois Partnership Academies are designed to help young people become more engaged in school and to prepare them for postsecondary education and/or additional training and employment. The approach has allowed educators who are pressing for successful secondary school organizational structures, curricular innovations, and a defined role for employers to strengthen and link the academic, technical, and career preparation of students. In general, three key features distinguish an Illinois Partnership Academy:

1. A multiyear, school-within-a-school structure beginning in the 9th or 10th grade and continuing through graduation with a student population representative of the whole school population
2. The integration of rigorous college preparatory academic and career and technical instruction around a career theme based on local labor market information (LMI), Illinois Learning Standards, Illinois Occupational Skill Standards, or industry standards and workplace skills
3. Active employer involvement, particularly through mentorship and work experience for participating students

Integration of academic and career and technical education is a curricular and instructional strategy that makes learning more available and meaningful to all students. A program of sequential courses, it allows students to achieve career and technical competencies as it fosters learning of abstract or theoretical concepts under applied conditions. The core of the integration concept is to combine the best curricular and pedagogical practices of academic and career and technical education into a single, integrated program that is available to all high school students. Integration also fosters teacher collaboration in curriculum planning and coordination of instruction. Finally, it involves the business community in the program (Bodilly, Stasz, & Ramsey, 1992). Integration provides:

- **Richer, better-sequenced curricula** that enhance academic and generic skills needed by all workers.
- **Facilitative instruction** (rather than didactic) that motivates students to learn and provides them with a practical and applied understanding of the world.
- **Increased collaboration and coordination among academic and career and technical teachers** to create a more unified schooling experience.

- More attention to the skills and knowledge students need to **transition effectively from school to work and college.**

Job shadowing is typically a part of career exploration activities in late middle and early high school. A student follows an employee at a firm for one or more days to learn about particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career for the latter part of high school.

Licensure is the process by which an agency of government grants permission to persons meeting predetermined qualifications to engage in a given occupation and/or use a particular title or grants permission to institutions to perform specified functions.

Observational experiences are experiences planned by the instructor that provide the student with the opportunity to observe health workers performing job duties in the health care facilities.

Occupational Skill Standards describe what people should know and be able to do and how well these skills and knowledge will be demonstrated in an occupational setting. They focus on the most critical work performances for an occupation or occupational area. When fully utilized the skill standards will:

- raise the academic and occupational skill level of job seekers entering the labor market
- assist the job seeker, worker, and employer to more effectively communicate the matching functions of an occupation
- assist the students and workers to make better decisions about the training they need to advance their careers
- improve long-term employability by helping workers move more easily among worker roles
- enable workers to help their children make effective academic and vocational decisions

Orientation is a course level that offers units of instruction and activities in the health field that serves as a foundation for progression into health occupations skill development.

Registration is the process by which qualified individuals are listed on an official roster maintained by a governmental or nongovernmental agency.

School-to-Work Opportunities Program (ETC) as defined in the act includes:

- integrated school-based and work-based learning that integrates academic and occupational learning and links between secondary and postsecondary education,
- the opportunity for participating students to complete a career major,
- the provision of a strong experience in and understanding of all aspects of the industry a student is preparing to enter, and
- equal access for students to a full range of program components and related activities, such as recruitment, enrollment, and placement activities. However, these services are not offered as an entitlement.

Sequential program planning is a series of interlocking units of courses that provide students the opportunities to develop competencies for entry-level employment and/or postsecondary education. They should lead a student toward an occupational objective.

Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Although most service-learning activities vary by educational purpose, most programs balance students' need to learn with recipients' need for service. Students benefit by acquiring skills, and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed.

Sex stereotyping means attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex.

Special needs students are individuals with mental and/or physical disabilities who require special services and assistance to enable such individuals to succeed in career and technical education programs.

Student organizations (career and technical) can be an integral component of a health program. A student organization is an excellent vehicle for providing leadership development and technical reinforcement for the instructional program content. Health Occupations Students of America (HOSA) is the official recognized organization for those enrolled in health occupation courses of study.

Work-Based Learning experiences are activities at the high school level that involve actual work experience or connect classroom learning to work. The least intensive level of exposure to work-based learning might occur in traditional work experience and career and technical programs (including cooperative education, distributive education, or career and technical courses) that do not offer work site experience. The next level of exposure may entail the integration of academic and career and technical/occupational curricula but would not include work site experience. At the highest level, there is full integration of academic and career and technical/occupational curriculum with work site experience.

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HEALTH OCCUPATIONS EDUCATION AND HEALTH EDUCATION EXPLAINED

With so much emphasis being given to areas of health-related education, it is sometimes difficult to distinguish between programs that are frequently related in title but differs drastically in purpose. For this reason, a distinction must be made between health occupations education and health education. While there is a place for both programs in the school curriculum, it is important that the difference between the two be recognized.

Health education is a valuable part of each student's basic education. It demonstrates methods by which individuals can enhance and maintain their physical, social and mental health to live more effectively.

Health occupations education, on the other hand, is one part of the student's career education experience. Orientation assists the student in better understanding the health care industry and realizing its importance, value and contributions to society. Students begin to match personal abilities and attitudes to those required. Skill level courses develop the students' cognitive and affective skills in formulating a strong foundation for entry-level skill development.

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COMPONENTS OF A HEALTH OCCUPATIONS EDUCATION PROGRAM

The administration should provide the necessary leadership, sanctions and support essential to the implementation of quality health occupations program offerings.

The instructors should be qualified by both education and work experience. Other instructor qualifications may be required for teaching some occupations. See Teacher Qualifications in this guide or check with the Illinois State Board of Education, Secondary Education Division, 100 North First, Springfield, IL. 62777.

Guidance services must be available to students to apprise them of current career information and placement services.

Students should have an opportunity to participate in student organization activities that are an integral part of the health occupations program. See *Handbook for Career and Technical Student Organizations in Illinois*.

The health occupations curriculum should be based upon student's needs and employment opportunities in the community. The curriculum content and activities should be based upon the competencies needed to perform on the job and/or should form a foundation to continue their education in a health care field.

The methods of instruction should be so varied that each individual student is provided with the opportunity to reach optimum learning and performance levels.

Utilize all community resources that can serve to promote the objectives of the program. These resources should include, but not be limited to, resource persons, both in school and in the health care facilities, the media, technology and an active advisory committee.

The school should provide adequate space for each student in the program to meet the performance objectives. In health occupations programs, a laboratory will be needed for teacher and student demonstrations and student practice of skills. Additional space should be secured in community health care facilities as needed. This can include classroom as well as laboratory space.

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SUGGESTED COURSE SEQUENCES

A health occupations program is a series of semester or full-year courses that are designed in a logical learning sequence from the simple to the complex.

Orientation to Health Occupations (One Semester)

Orientation should introduce the student to many levels of jobs that serve as a foundation for progression into health occupations skill development. 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 to a tentative career choice. The suggested course content should provide in-depth information into health career opportunities and the educational and attitudinal requirements. The units of instruction could include:

- Introduction to Health Occupations
- Personal and Social Skills
- Self-esteem and Understanding
- Interpersonal Relationships
- Personal Appearance and Behavior
- Communications
- Problem Solving and Decision Making
- Leadership Development (with the student organization, HOSA)
- Health Career Information
- Computer Literacy
- Applied Math
- Study Skills (generalizable skills)
- Employability skills

Methodology to present course content would include community resources, guest speakers, films, field trips, technology and other relevant methods.

Health Occupations Related Skills (Continuation of Orientation, Second 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 is an integral part of the course. Units of instruction correlated with activities could be:

- History of Health and Medical Events
- Psychology of Illness
- Wellness Concept
- Microorganisms

Nutrition and Special Dietary Needs
Body Systems
Common Diseases
Safety Standards
Life Stages
Medical Terminology (interspersed through each unit)
Employability skills

Methods utilized in presentations would be varied according to the instructor's innovation, student interest and available resources.

HEALTH OCCUPATIONS SKILLS

Health Occupations Core of Skills (Full Year)

This course should be offered with an occupational task list/Occupational Skill Standards and should include affective, cognitive and psychomotor skills that are common to most health occupations. The units of instruction, activities and skills should be planned concurrently. These units may include:

Health Care Systems and Resources
Ethics and Legal Aspects
Communications and Technology
Functioning as a Member of the Health Care Team
Patient/Client Care Skills
Employability Skills

Student performance should be learned and practiced in the classroom and laboratory and supervised closely by qualified health occupations teachers in a facility through extended campus. The classes should be held in double (back to back) class periods.

Extended campus and cooperative education require written agreements between educational facilities and health care providers to determine the responsibilities of each agency. (See sample contract, Appendix B)

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 exists the potential for employment following secondary-level instruction and continuation into post-secondary education.

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 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 and options to fulfill the needs of students with varying interests and abilities. An agreement of learning experiences between the 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 the occupational task list/Occupational Skill Standards. Student performance should be learned and practiced in the classroom, laboratory and clinical area under the supervision of a qualified health occupations instructor.

Nurse assistant skills must be a pre-requisite to a multi-cluster offering.

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, refer to the skill development course outlines and the task list/Occupational Skill Standards of the desired occupational program.

A qualified career and technical health occupations coordinator is responsible for supervision. Written training agreements and 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
- Job Termination

Classroom instruction is based on the tasks or the occupational Skill Standards in an occupational cluster.

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STEPS IN PLANNING A QUALITY HEALTH OCCUPATIONS PROGRAM

The following steps should be used as an aid for developing a health occupations program. They are not necessarily meant to be followed in the order in which they are shown and are subject to revision, deletion and/or addition to meet local needs.

1. The philosophy, goals and objectives of the health occupations program should be related to the philosophy, goals and objectives of education as well as career and technical education.
2. The advice of an advisory committee should be utilized in planning a health occupations curriculum.
3. The health occupations program should be developed to meet the local needs identified through community surveys, local and state employment data, follow-up studies and other relevant information.
4. There should be sufficient program offerings to meet the needs, interests and abilities as well as the current and projected employment opportunities.
5. Program offerings should be designed to provide smooth transition through the sequence without duplication.
6. The total health occupations curriculum should be articulated both horizontally and vertically.
7. The health occupations student organization (HOSA) should be an integral part of all course offerings.
8. Program offerings, methods of instruction, and student services should be appropriate to meet the needs of all students.
9. Learning experiences should be sufficient to provide the opportunity for each student to acquire the competencies needed for success in the identified jobs and/or roles related to the program.
10. Sufficient career guidance should be available to assure that every student has adequate information to make a valid career decision.
11. Program planning, improvement and evaluation should include the utilization of all available school and community resources.
12. Public relations and marketing should be planned and utilized for the purpose of achieving improved community and school partnerships.

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COMMUNITY EMPLOYMENT NEEDS AND OPPORTUNITIES

Determining Job Opportunities

When conducting surveys to determine employment opportunities, there are many facilities to consider. Following is a list of some appropriate community health care and service facilities.

I. Community Health Care and Service Facilities

- A. Blood Bank
- B. Community Health Center
- C. Dental Laboratory
- D. Dentist Offices
- E. Drug Rehabilitation Center
- F. Extended Care Center
- G. Health Department (City or County)
- H. Home Health Service
- I. Hospitals
- J. Insurance Companies
- K. Long Term Care Facilities
- L. Medical Clinics
- M. Mortuaries
- N. Optometrist Offices
- O. Out-Patient/Client Clinics (Neighborhood Health Centers)
- P. Pharmacies
- Q. Physicians' Offices
- R. Podiatrists' Offices
- S. Rehabilitation Centers
- T. Urgent or Emergency Care Centers
- U. Veterinarian Offices
- V. Voluntary Health Agencies (Heart, Cancer, etc.)
- W. Temporary Health Employment Related Services

II. Hospital Departments and Services

- A. Administration
- B. Cardiac Services
- C. Central Supply
- D. Clinics
- E. Dietary
- F. Education
- G. Electroencephalography
- H. Emergency Department
- I. Grounds Maintenance (Environmental Services)
- J. Home Health
- K. Hospice
- L. Housekeeping

- M. Laundry
- N. Medical Laboratory
- O. Medical Records
- P. Medical-Surgical Units
- Q. Medical Illustration
- R. Medical Photography
- S. Nursing Services
- T. Occupational Therapy
- U. Pastoral Care
- V. Pediatrics
- W. Physical Therapy
- X. Radiology
- Y. Recreational Therapy
- Z. Respiratory Therapy
- AA. Security
- BB. Social Service
- CC. Speech Therapy
- DD. Surgery
- EE. Unit Health Clerk (Ward Clerk, Clerk Receptionist)

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STUDENT INTEREST

The occupational goal of the student is a critical factor in considering what program or units of instruction are to be implemented. For example, if one student wishes to learn the skills of a rehabilitation aide, another to pursue an occupation in the dental area and a third to begin acquiring skills in the pharmacy field, then, if the instructional resources are available, the opportunity to proceed toward that goal should be made available to the student.

Various factors will include a student's choice of program. Some of these immediate factors are:

- The prior exposure the student has had through either planned occupational information or vicarious experiences upon which to base a career decision.
- The desire to gain employment skills in hopes of going to work right away for economic reasons.
- The motivation to begin working toward a long-range occupational goal.

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CONSIDERATIONS FOR SPECIAL NEEDS STUDENTS

Health occupations programs do serve handicapped and disadvantaged students. It is probable that the health occupations programs will serve these students in ever increasing numbers. The instructors of health occupations programs should avail themselves of inservice opportunities that enable them to serve these students more effectively.

The Department of Education regulations, *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Career and technical Education Programs (34 CFR Part 100, Appendix B)* has several requirements for career and technical programs. If it is necessary to reasonably accommodate an otherwise qualified student with a disability, a career and technical education program is required to: 1) modify instructional equipment; 2) modify or adapt the manner in which the courses are offered; and 3) house the program in "readily accessible" facilities. The program may impose academic requirements that are: 1) essential to a program of instruction, or 2) essential to any related licensing requirements. Access to programs may not be denied to students with disabilities on the ground that employment opportunities in any occupation or profession may be more limited for disabled persons than for non- disabled persons.

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EQUAL EDUCATIONAL OPPORTUNITY

Title IX of the 1972 Education Amendment was the first comprehensive federal law to prohibit sex discrimination in the admission and treatment of students by education institutions receiving federal financial assistance. It reads:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance."

Additionally the 1976 *Career and technical Education Amendment* calls for the elimination of sex stereotyping in all career and technical education programs and services. All career and technical educators should read this legislation and determine what implications it has for local career and technical program planning, implementation and evaluation.

The Department of Education regulations, *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Career and technical Education Programs (34 CFR Part 100, Appendix B)* also speaks to the issue of bias in education due to sex.

The Illinois State Board of Education, Secondary Education Division, is the responsible agency for the disbursement of federal funds to career and technical programs. Nearly all health occupations programs in the public school sector are recipients of these funds. It is quite evident that a disproportionate number of females are enrolled in the aide and technician level programs while the converse is true for the technological and professional levels. Parents, instructors, counselors and administrators need to find ways to encourage students to make informed career decisions. These key individuals can avail themselves of resources that are available for the identification and elimination of sex bias in educational programs. Health occupations are suited to all students desiring more information and skills for future employment. The secondary school provides the student with a strong foundation for the future and no student should be discouraged from exploring all occupational opportunities.

The Illinois State Board of Education, Secondary Education Division, have resource materials available to schools for in-servicing staff and parents.

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SELECTING A TEACHER

Secondary health occupations teachers should possess a sincere desire to teach. Teachers must have competencies to work with and between the educational institutions and the health facilities. The instructor must hold a valid teaching certificate and any professional licensure if required by their respective profession. The instructor is responsible for providing experiences to prepare the student with the cognitive, affective and psychomotor skills required in the specific area of health occupations.

The personal requirements of the secondary health occupations teacher should be:

- Enthusiasm, adaptability, a sincere desire to teach and an eagerness to work hard in assisting young people to become competent employees
- Alertness to current occupational needs and possible future job opportunities in health occupations related fields
- Ability to incorporate these occupational needs into real instructional programs
- Ability to teach and communicate ideas and to be professional in activities with all persons involved in the program
- Cooperativeness with other members of the faculty and ability to maintain effective public relations for the health occupations education program
- Ability to exhibit a positive attitude, motivate students, establish rapport with students, staff, administrators and community
- Flexibility, have the physical and personality traits conducive to achieve objectives of the program and be receptive to new ideas and changes
- Exemplary appearance and actions to serve as a model to students

Professional requirements are:

- A valid teaching certificate
- Professional licensure, registration, certification reflective of the respective profession
- Preparation that includes instructional organization, materials and methods and techniques of instruction in the specialty area

or

As stated in *Illinois State Board of Education: Minimum Requirements for State Certification:*

"A Provisional Career and technical certificate... may be issued to individuals who have 2 years of work experience in specific skill areas for which school districts have state-approved reimbursable career and technical programs." The following are the requirements for the certificate:

1. Official transcripts showing 60 semester hours of credit from a recognized education institution.
2. Documented evidence of 2,000 hours of work experience in the skill area."

In addition

3. Licensure, registration or certification is required in one health occupations specialty”.

The Illinois State Board of Education *Minimum Requirements for State Certification* may be accessed on-line at <http://www.isbe.state.il.us/teachers/Documents/tocminreq.htm>.

The candidate, when submitting the Application for Provisional Career and Technical Certificate, must supply written evidence of the above requirements, including transcripts and written verification of work experience from employers. The candidate should also include a copy of the current professional license, registration or certificate.

If the course to be taught by the health occupations instructor includes the skills portion of the CNA **and if** it is the wish of the local schools that the students be able to sit for the nurse assistant certifying exam, the program and the instructor must be certified by the Illinois Department of Public Health. The requirements as stated in *77 Illinois Administrative Code Chapter 1. Section 395.160 Subchapter c*:

Instructor Requirements to Meet Illinois Department of Public Health Requirements

a) Requirements for Instructors in a Basic Nursing Assistant Program or a Basic Child Care/Habilitation Aide Training Program

- 1) Each course instructor shall be a registered nurse with a minimum of two years nursing experience and a current Illinois license, who has no other duties while engaged in the training program. Instructors shall be required to have one year of experience as a registered nurse in one or both of the following areas:

- A) Teaching an accredited nurse training program.

or

- B) Care for the elderly or for the chronically ill of any age employment in a nursing facility, extended care unit, geriatrics department, chronic care unit, hospice, swing bed unit of a hospital, or other long-term care setting.

- 2) Each course instructor shall also possess **at least one of the following qualifications**:

- A) A valid Illinois teaching certificate is required by ISBE for all secondary programs.

or

- B) A certificate indicating completion of a Department approved Train the Trainer Workshop/Program.

or

- C) Evidence of at least one semester of formal teaching experience.

or

- D) College coursework during the previous six which includes at least one years course in teaching/learning principles, curriculum development, teaching methods, or instructional techniques.

b) Requirements for Instructors of the Alzheimer's Disease and Related Dementias Portions of a Basic Nursing Assistant Program

- 1) Each instructor shall be a registered nurse with a current Illinois license, who has no other duties while engaged in the training program.

- 2) Each instructor shall also possess at least one of the following qualifications:

- A) At least one year of experience providing services for Patients/Clients with Alzheimer's Disease and dementias and at least one semester of formal teaching experience.

B) Documentation of completion of a workshop, course, seminar or other training for instruction in Alzheimer's disease and dementias.

c) Supplemental Instructors (Special Content Instructor) in a Basic Nurse Assistant Supplemental Instructors (Special Content Instructor) in a Basic Nurse Assistant Program must have at least one-year experience in their fields of expertise. These would include, but not be limited to, registered nurses, licensed practical nurses, pharmacists, dietitians, social workers, sanitarians, fire safety experts, nursing home administrators, gerontologists, psychologists, physical and occupational therapists, activity specialists, speech/language/hearing therapists, and resident rights experts.

(42 CFR 483.152 (a)(5)(iv))

(Source: Amended at 17 III. Reg. 2984, effective February 22, 1993)"

Please note that section 2) states that the course instructor shall possess one of the following four qualifications.

The health occupations teacher should possess special competencies for the following activities:

- Developing program policies in concert with the total school policy and the policy of the health agency.
- Developing procedures for the implementation of the program in concert with total school policy and the health agency.
- Acting as a liaison in the interpretation of policies of one institution to another.
- Serving as ex-officio member of the advisory committee that has been set up for the purpose of providing advisory service for implementing the program and recommendations for evaluation and improving the program.
- Understanding the role and function of the school and the agency to be able to correlate the policies.
- Identifying the characteristics of student populations and planning meaningful learning experiences.
- Planning curriculum coordinating learning activities.
- Instructing and evaluating skill learning in the clinical site laboratory.

At this point in planning, job placement opportunities and student interest has been established and an instructor employed. The instructor, with the assistance of those who have been involved in planning, should select the health occupations advisory committee to reflect available career opportunities.

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ADVISORY COMMITTEE

The advisory committee is the important link between the public school and the health care system. Suggested representatives who would be helpful to include on the committee are:

- Administrator and Directors of Health Care Facilities
- Inservice Educators and supervisory Personnel
- Aides, Technicians, Technologists and Professionals from several health care specialties
- Graduates of the program, if available
- Instructors and Students

With an understanding and acceptance, local health personnel can provide many contributions to this course of study. They can:

- Advise on the skills and knowledge required for current practice in the aide occupation.
- Suggest new courses and/or other curriculum modifications for better preparing students for entry into the occupation.
- Suggest ways of upgrading the present course offerings.
- Assist in suggesting current equipment and supplies.
- Assist in providing extended laboratory facilities for training purposes.
- Report on opportunities for employment.
- Assist in modifying the learning materials to meet local agency needs.
- Assist in keeping you advised of technical changes and new procedures and practices in the field.
- Serve as a classroom resource person.
- Provide field trip sites.
- Assist in job placement for students both before and after completion of the course.
- Promote community support for course offerings.

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UTILIZATION OF RESOURCE PEOPLE IN THE CLASSROOM

Careers are pursued and established by individuals and pertain only to people. Positions, occupations and jobs are the activities necessary for individuals to pursue a career. Utilization of resource people adds to the educational experiences needed for the students to achieve the desired occupational competencies.

A. Purpose of Resource People

1. To provide occupational experiences and expertise to students that are not available in the typical classroom.
2. To aid instructors in their efforts to maintain relevant and current career and occupational curriculum content.
3. To make the course more interesting to all students and to relieve boredom from the usual routine.
4. To develop a favorable relationship with community resource people and to encourage them to play an integral part in the educational programs of the local agencies.
5. To provide accurate and usable employment information - particularly as it concerns job relations (work personality, values, responsibilities, opportunities and working conditions).
6. To provide students with the opportunity to meet potential employers who can provide current career and occupational information.
7. To provide varied viewpoints pertaining to required competencies needed to pursue various careers.
8. To improve students' zeal for learning more about a chosen career field.

B. Qualifications of Resource People

1. Have backgrounds of experience in the career area.
2. Have a genuine interest in helping the students.
3. Have the ability and willingness to stay within the subject-matter area.
4. Have a clear understanding of what you desire for the class.
5. Accept the assignment as a challenge.
6. Have the ability to present experiences to others. (Business people have been, and are, training and instructing all the time-not in the classroom, but under work conditions.)
7. Have the ability to explain their duties to students, including the approach to use for employment (incumbent workers may be better suited for this).
8. Have a positive, open attitude rather than a "no one knows anything but me" attitude.
9. Enhance the respect of the students for you, the health care occupation and the community facilities.
10. Act as a public relations person to the school and back to their facility.

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EVALUATION OF STUDENT PERFORMANCE

Directly related to the quality of the program is the process of student performance evaluation. The evaluation of student performance determines to what degree the student performance objectives are being met. The evaluation should be based upon pre-established criteria in the areas of cognitive, affective and psychomotor skills. The health occupations instructor can learn about the more common evaluative techniques in a course about tests and measurements as any teacher can. However, the health occupations instructor can be more effective in evaluative procedures by learning additional techniques specific to clinical teaching in the health occupations. The instructor will be required to evaluate students' performance of specific motor tasks and the cognitive aspects of clinical performance.

Skill Standards are designed to promote education and training investment and insure that this education and training enable students to meet industry standards. Instructors should utilize occupational skill standards products whenever possible.

To demonstrate a skill effectively and to evaluate the return demonstration by the student, the instructor will need to break the skill down into steps. These steps serve both as a procedure to follow and a checklist for evaluation. For example, when teaching the skill of taking a temperature, the instructor should list the steps involved in taking the temperature and should then demonstrate, quite deliberately, each step in the performance of the skill. When the student performs this skill in the laboratory and clinical settings, this same list of steps becomes the evaluation tool utilized by the instructor and by the student to self-evaluate. The performance skills contained in the nursing cluster booklet should be used to evaluate student performance.

The student, if attending an approved program, may be eligible to take the nurse aide certification exam after successfully demonstrating the twenty-one federally mandated skills. The written exam is administered by Southern Illinois University at Carbondale. A fee is charged to take the exam. The Illinois Department of Public Health, the responsible agency for administering the nurse assistant program, recommends utilizing the skills standards as written in the nursing cluster. Students must also meet other course requirements before being eligible for the written exam.

A criminal background check will be performed on every person taking the exam or seeking employment in the healthcare field when direct Patient/Client care is involved.

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APPENDIX A

BASIC NURSE ASSISTANT TRAINING PROGRAM

A. Master Schedules

1. The Master Schedule must be submitted ten days prior to the start of your program. When filling out master schedules, the Illinois Department of Public Health (IDPH) will not accept abbreviations.
2. Identify the clinical sites to be used. "TBA" delays processing of the schedule.
3. School calendars are acceptable only as an addendum to the master schedule.

B. Approved Evaluators

1. Approved evaluators must be currently licensed in Illinois with two years of experience as a Registered Nurse and have documentation of one year of experience in long term care. (This has been expanded to include medical/surgical, hospice, and extended care.)
2. In order to become an approved evaluator, the instructor is required to attend an evaluator workshop.
3. According to Federal Regulations, the Competency Exam "must be administered and evaluated by a registered nurse with at least one year's experience in providing care for the elderly or the chronically ill of any age" (*Section 483.154 of the Federal Register*).

C. Rosters

1. Rosters must be submitted within thirty days of completion of the nurse aide training class with the pertinent information as outlined in *Section 395.175 of the State Regulations*.
2. Rosters must include the signature of the approved instructor(s) and the approved evaluator(s) when applicable.
3. Sending certificates to be sealed is optional, but if submitted, they must be enclosed with the class roster at the same time in order to assure that the completion dates match.

D. Clinical Site Agreements

1. You are required to have an agreement with each clinical site(s) that you use. These are to be kept in your program file at the sponsor site. IDPH may ask to see these agreements when we monitor your program.
2. You must notify the Education and Training Section of the IDPH of any changes in your clinical sites.

E. Program Changes

1. Notify by calling and follow up in writing any change in starting or ending the date of the program.
2. Any change in class content or final exam must be submitted in writing.
3. Notify IDPH by phone of any change of the instructor, other than on a short-term basis.
4. Submit any change in program sites in writing to IDPH as soon as possible.

*"Regulations/Policies", Memorandum from the Illinois Department of Public Health, Education and Training Section, to Basic Nurse Assistant training coordinators regarding Regulations/Policies, June 10, 1994.

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APPENDIX B

HEALTH OCCUPATIONS EDUCATION PROGRAMS ORGANIZATIONAL FORMAT FOR A CONTRACTUAL AGREEMENT

Article I. General

Section I. Name of parties involved in agreement

Section II. Description (general purpose of the contractual agreement)

Article II. Organization and Operation of Agreement

Section I. Terms of Agreement

- a. Effective date
- b. Procedures for requesting revisions
- c. Termination procedures

Section II. Obligations of the Health Care Facility

- a. Provide facilities and equipment for classroom and clinical experiences
- b. Student entrance into health care facility
- c. Student entrance into health care facility
- d. Local education agency (LEA) staff entrance to the health care facility
- e. Seek solution to any problem

Section III. Obligation of the LEA(s)

- a. Instructor (qualified)
- b. Responsibility for educational program
- c. Instructor(s) time
- d. Liability insurance
- e. Disciplinary action

Section IV. Obligation of Student

- a. Uniform
- b. Personal health
- c. Accidents
- d. Behavior
- e. Other

Article III. Program

Section I. Time

- a. Length of program
- b. Credits
- c. Hours of Instruction

Section II. Ratio of students to instructor

Section III. Instructional method(s)

Section IV. Other agency approval

Article IV. Responsibility of transportation

Article V. Assurance

Article VI. Entire agreement

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APPENDIX C

SAMPLE CONTRACTUAL AGREEMENT

NAME of SCHOOL

ADDRESS of SCHOOL

Article I. **General**

Section I. **Parties Involved** - The following is the contractual agreement between the (*Name of the LEA*) and (*Name of the Health Care Facility*).

Section II. **Description** - A cooperative effort by (*Name of LEA*) and (*Name of the Health Care Facility*) to provide a health careers course under the (*Name of the LEA*) that will provide the student with an understanding of health careers and assist him/her in the career selecting process.

Article II. **Organization and Operation of Agreement**

It is hereby agreed by and between the parties as follows:

Section I. **Term of Agreement** - This agreement shall become effective the _____ day of (Month, Year), for the school year (Month, Year). The program will be evaluated annually and will be reinstated based on this evaluation. Either party may submit in writing to the other party a request for revision or termination. Proposed either party may make revisions at any time, however, notice of termination shall be submitted at least three (3) months prior to termination. Any amendments having implications for state funding should be submitted to the Illinois State Board of Education, Department of Adult, Career and technical and Technical Education in the form of an addendum to the contract included in the One and Five Year Plan.

Section II. **Obligation of the Health Care Facility**

- a. To provide adequate facilities and equipment for classroom and clinical experiences necessary, as deemed appropriate for the program provided.
- b. To permit students officially enrolled in the Health Occupations Program to enter the health care facility at prearranged times for instruction and supervised experiences in the health occupations.
- c. To permit school representatives to visit the health center for the purpose of evaluating the Health Occupations Program.
- d. If a problem emerges, staff of the health care facility will explore the appropriate solution to the problem with staff of the local education agency that are responsible for the program.

Section III. **Obligation of LEA(s)**

- a. To insure a bonafide accredited Health Occupations Program by retaining a qualified instructor and issuing credit to students.
- b. To assume full responsibility at all times for the educational program with the assistance of health care facility personnel as needed.
- c. To insure that the classroom instructor is also the person who is responsible for, and coordinates the clinical experiences and shall have no other responsibilities for assignments while students are scheduled for class or clinical experiences.
- d. To require all students to be covered by a personal liability insurance

policy prior to any clinical assignments and to keep a copy to keep a copy of such policy on file if required by clinical site.
e. To withdraw any student from the program whose progress, practices or adjustments does not justify his/her continuation in the program.

Section IV. **Obligation of the Student**

a. The students are obligated to abide by all policies and procedures (with special emphasis on confidentiality) of the health care facility.

Article III. **Program**

Section I. Length of time of the program/course shall be _____(hrs/day), _____(days/week) for one full school year. The student will receive _____(number) hours of credit for this elective class.

Section II. Instructor - student ratio will not exceed 1: 6-12 in the clinical area (as required by Illinois Department of Public Health, the Illinois Nursing Act and recommended by the Illinois Department of Public Health, the Nurse Reform Act of 1979).

Section III. Instructional method will be **classroom**, approximately ____ hours per week and **clinical** approximately ____ hours per week (here specify classroom and clinical ratios).

Section IV. Illinois Department of Public Health for the Nurse Aide Program. Illinois Department of Professional Regulations for the Nursing Programs.

Article IV **Transportation**

Section I. The school will provide transportation to and from the _____:

Article V. **Assurance** - Federal law prohibits discrimination of any educational program or activity. No student shall, on the basis of race, color, national origin, sex or handicap, be excluded from participation in, be denied benefits of, or be subject of discrimination in any educational program or activity of a career and technical program.

Article IV. **Entire Agreement** - This agreement contains all of the terms, covenants and conditions between the parties and no modifications, additions, waivers or alterations shall be binding unless in writing and signed by the party against whom the same is sought to be enforced.

IN WITNESS HEREOF, the parties hereto have caused this agreement to be duly executed by their proper officers.

Date

Name of Health Care Facility

Date

Name of Local Education Agency
Administrative Agent

APPENDIX D

BACKGROUND INFORMATION ON CAREER AND TECHNICAL EDUCATION

Background Paper on Career and Technical Education

A. Defining Career and Technical Education

Federal law has largely shaped career and technical education. Its definition has evolved substantially from its 1917 federal legislative debut as "vocational education" in the Smith-Hughes Act. In that Act the venue for vocational education was limited to public secondary schools and the subjects were limited to agriculture, home economics, and the trade and industrial occupations.

Over the years federal legislation expanded the definition to emphasize its role in meeting the nation's demands for labor and increasing economic opportunities for the disadvantaged and disabled. The levels of employment to which vocational education could train also grew from narrow "sub-professional" designations in major occupations to the full range of career opportunities in existing as well as new and emerging occupations.

The economic trends and changing education and skills requirements of the past 15 years have profoundly shaped our current approach to career and technical education. These state and national economic shifts have resulted in greater education and training requirements for career and technical education, including more emphasis on critical thinking, personal responsibility and social skills among work force participants.¹ Career and technical education has responded to these trends by increasing its emphasis on academic preparation and providing a wider range of career choice as well as:

- Providing a broader preparation that involves integrating academic and vocational education;
- Emphasizing all aspects of an industry;
- Encouraging high school students to continue their studies at a postsecondary level; and
- Encouraging two-year postsecondary students to pursue four-year credentials through articulation or Tech Prep arrangements.

These recent developments suggest a new definition of career and technical education:

Organized educational programs that provide integrated academic and technical curriculum in all aspects of an industry to prepare students at the secondary and postsecondary educational level for immediate employment in jobs requiring less than a baccalaureate degree, continuing education and training and a career.

¹ *Vocational Education in the United States: Toward the Year 2000*, National Center on Education Statistics, 1999

B. A Brief History of Career and Technical Education

Today's career and technical education programs date to the late 1900s when the nation established public secondary schools and debated whether practical education should be incorporated into an historically narrow classical curriculum. Around 1905 the advocates of vocational education, concerned about the nation's ability to compete in world agricultural and industrial markets, argued that a broader curriculum was needed to prepare people for the new industrial age. In 1914 Congress authorized President Woodrow Wilson to appoint a commission to study national aid for vocational education. The commission's recommendations were reflected in the 1917 Smith-Hughes Vocational Education Act, which marks the beginning of federal funding for vocational education.

Vocational education played a significant role during World War I when thousands of civilian workers in war industries learned their skills in vocational education classes and put them to good use in the post-war economy. In the early 1930s, with Congress attempting to curtail federal expenditures, permanent appropriations for vocational education were threatened but ultimately prevailed. Vocational education again played a key role during World War II, serving as an integral part of the National Defense Training Program which prepared nearly 7.5 million people for defense and war production employment.

Congressional action in the '60s expanded the role and scope of vocational education. Area vocational schools and special training programs for displaced and unemployed persons were created. Vocational education was expanded to address additional social issues in 1976, specifically the needs of disabled and disadvantaged students. This trend continued into the 1980s with passage of the Carl D. Perkins Vocational Education Act of 1984.

The Perkins legislation, which focused on improving vocational programs and serving special populations of students, was reauthorized in 1990 as the Carl D. Perkins Vocational and Applied Technology Education Act. The new Act emphasized the integration of vocational and academic instruction, reflecting Congressional understanding that for vocational education to remain relevant and to prepare students for the increasingly technological and complex jobs of the future, it would have to teach broader skills and incorporate basic academic concepts into its curriculum. The 1990 law also required states to develop performance measures for the first time. In addition, the new law strengthened provisions addressing educational services to disadvantaged, disabled and other special population students. Finally, the Act instituted federal funding for "Tech Prep," intended to serve as an important tool for educational reform by linking vocational education more closely with academics and with instruction at the postsecondary level.

² This section draws heavily from *The Official Guide to the Perkins Act of 1998*. American Vocational Association, 1998, pp. 112

The 1998 Perkins Act also maintains vocational education as a separate program administered through the educational system, a separation threatened in the mid-'90s when Congress considered block-granting vocational education funds and combining them with the Job Training Partnership Act. Tech Prep and the integration of academic and vocational instruction continue in the 1998 legislation, and the requirements of the Act are streamlined, simplified and more flexible. Perhaps the most significant change in the 1998 Act is the new accountability requirements, which are extensive and will require new and different data collection. Each state must set expected performance levels for four categories of student achievement:

- Student attainment of vocational, technical and academic skill proficiencies;
- Acquisition of secondary or postsecondary degrees or credentials;
- Placement and retention in postsecondary education or employment; and
- Completion of vocational and technical programs that lead to nontraditional training and employment (i.e. fields in which one gender accounts for less than a quarter of the participants).

The performance levels for these core indicators must be expressed in percentages or numbers to ensure they are objective, quantifiable and measurable. The Perkins Act also requires states to continually make progress toward improving the performance of vocational and technical education students. Each state must report to the U.S. Department of Education on how well it meets its expected performance targets, and the department will pass the results to Congress and issue state-by-state comparisons. Failure on the part of a state to meet its performance requirements may result in the withholding of all or part of its vocational education funding. Conversely, a new incentive program is created to reward states that exceed their performance levels.

C. Illinois' Career and Technical Education System

While the federal Perkins requirements have significantly impacted Illinois' system, states have the opportunity to shape career and technical education to best meet their educational and workforce development needs. In Illinois, career and technical education is directed primarily at public high school (grades 9 through 12) and community college students. However, it builds on the foundation of career awareness, exploration and orientation that begins at the elementary level through Education to Careers (ETC).

Students are introduced to the world of work and the concept of "job" and "career" in kindergarten through the 5th grade through guest speakers, field trips and integrated academic curriculum. During the later elementary and middle school grades, 6th through 8th, students continue exploring career areas and how education relates to the world of work and they select a preliminary career interest. Grades 9 and 10 represent an orientation phase during which students may test their preliminary career interest through such work-based learning experiences as job shadowing and mentoring. This career development process culminates in the preparation phase during grades 11 through 16, during which students select a field of study and develop advanced academic and occupational skills directly related to their career objectives.

It is primarily in high school that career and technical education diverges from ETC. While ETC provides *all* students in high school with opportunities to continue exploring career options and experience work-based learning, career and technical courses in the 11th and 12th grades are focused on career clusters and specific technical skill development. At the postsecondary level, career and technical certificate and Associate of Applied Science degree programs focus on preparation for a specific occupation. Career and technical courses at both levels are based upon specific objectives as reflected in local or statewide occupational skill requirements. Each career and technical education program offers a series of courses, designed in a logical learning sequence that is geared toward job entry and/or further education. Each local educational provider develops course sequences and programs based on labor market data, community and student needs, and available resources.

In the early 1980s the Illinois State Board of Education conducted a comprehensive study of the issue of "education for employment". The goal of this study was to clarify the roles and responsibilities of

elementary, secondary and postsecondary schools in preparing individuals to enter and successfully perform in the work world. In 1984, as a result of this study, the 550 separate secondary district planning efforts for career and technical education were streamlined by creating 61 Education for Employment (EFE) regions. There are currently 59 regions based on either Regional Office of Education or community college boundaries. Each region is governed by a board of control mostly comprising local superintendents who set policy for the operation and administration of their region. The regional systems are responsible for disbursing funds, providing staff development and working with schools on career and technical program improvement.

Federal and state career and technical education funds flow to the regional systems for distribution to the individual school districts based on a student credit-generating reimbursement formula. Regional systems are able to access other funds for career and technical education by applying for relatively small grants to support specific activities such as work-based learning.

At the postsecondary level, there are 39 community college districts throughout the state. The Illinois Community College Board is responsible for statewide coordination of the community colleges and sets broad policy within which the colleges operate. Each college district is governed by a local elected board of trustees responsible for fiscal and programmatic management of the college's resources.

Federal and state career and technical education funds flow to the community colleges either through the ICCB or ISBE. Perkins funding is based on occupational and vocational student enrollments and is proportionate to the concentration of Pell Grant recipients. Other state funds are based on credit hour grants that are tied to students who are enrolled and actively pursuing completion of occupational and vocational courses at midterm. Additional state funds to support career and technical education are available to the colleges through ICCB restricted-purpose grants for workforce development and advanced technology.

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APPENDIX E

INFORMATION ONLINE

WEB SITES

LOCATION

Tech Prep	http://www.isbe.state.il.us/wpp/
Illinois Occupational Skill Standards	http://www.ioes.org/cte_curr/oss/index.html
Illinois Partnership Academy – Secondary Education	http://www.isbe.state.il.us/ipa/
Illinois Articulation Initiative	http://www.iTransfer.org
Illinois Community College Board	http://www.iccb.state.il.us
Illinois Board of Higher Education	http://www.ibhe.state.il.us
Illinois State Board of Education	http://www.isbe.state.il.us
Curriculum Publications Clearinghouse	http://www.wiu.edu/users/micpc
A Guide to Health Careers in Illinois	http://lmi.ides.state.il.us/healthcareers/default.asp

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APPENDIX F

NURSING SKILL STANDARDS CROSSWALKED with LEARNING STANDARDS and EMPLOYABILITY SKILLS

<p><u>Module III: Your Working Environment</u></p> <p>1. Cleanliness in the health care setting and Patient/Client homes</p> <p style="padding-left: 20px;">A. Medical asepsis</p> <p style="padding-left: 40px;">1. Definition</p> <p style="padding-left: 40px;">2. Microorganism</p> <p style="padding-left: 60px;">a. Definitions</p> <p style="padding-left: 80px;">1. Microorganism</p> <p style="padding-left: 80px;">2. Microbe</p> <p style="padding-left: 80px;">3. Pathogens</p> <p style="padding-left: 80px;">4. Non-pathogens</p> <p style="padding-left: 60px;">b. Requirements for growth</p> <p style="padding-left: 80px;">1. Reservoir</p> <p style="padding-left: 80px;">2. Water</p> <p style="padding-left: 80px;">3. Nourishment</p> <p style="padding-left: 80px;">4. Oxygen</p> <p style="padding-left: 80px;">5. Warmth</p> <p style="padding-left: 80px;">6. Darkness</p>	<p><u>English Language Arts</u></p> <p>State Goal 1: Read with understanding and fluency</p> <p>1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings</p> <p>1.B.5a Relate reading to prior knowledge and experience and make connections to related information</p> <p>1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work</p> <p>1.B.5d Read age-appropriate material with fluency and accuracy</p> <p>1.C.4a Use questions and predictions to guide reading</p> <p>1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)</p> <p><u>Mathematics</u></p> <p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy</p> <p>7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)</p> <p><u>Science</u></p> <p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences</p> <p>12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)</p>	<p>D. Communicating on the job</p> <p>D.5 Follow written direction</p> <p>D.6 Ask questions about tasks</p> <p>F. Maintain Professionalism</p> <p>F.6 Identify work-related terminology</p> <p>I. Maintain a safe and healthy work environment</p> <p>I.1 Identify safety and health rules</p> <p>I.2 Demonstrate knowledge of equipment in the workplace</p> <p>I.5 Maintain work area</p> <p>J. Demonstrate work ethics and behavior</p> <p>J.4 Assume responsibility for decision and actions</p> <p>J.8 Demonstrate a willingness to learn</p>
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<p>3. Infection</p> <p>a. Definition</p> <p>b. Signs and symptoms</p> <p>c. Process</p> <p>1. Source</p> <p>2. Reservoir</p> <p>3. Carrier</p> <p>4. Exit</p> <p>5. Transmission</p> <p>6. Portal of entry</p> <p>7. Susceptibility of the host</p> <p>d. Persons at risk</p> <p>4. Common aseptic practices</p> <p>5. Importance of asepsis in health care</p> <p>B. Principles of hand washing</p> <p>1. Need</p> <p>2. Rules</p> <p>3. Technique</p>	<p><u>Physical Development & Health</u></p> <p>State Goal 19: Acquire movement skills & understand concepts needed to engage in health enhancing physical activity</p> <p>19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities</p> <p>19.B.5 Apply the principles of efficient movement to evaluate personal performance</p> <p>19.C.4a Develop rules and safety procedures for physical activities</p> <p>State Goal 0: Develop team building skills by working with others through physical activity</p> <p>0.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)</p> <p>0.A.4c Complete a given task on time</p> <p>State Goal 22: Understand principles of health promotion and the prevention & treatment of illness & injury</p> <p>22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems)</p> <p>State Goal 23: Understand human body systems and factors that influence growth & development</p> <p>23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)</p> <p>23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health)</p> <p>State Goal 24: Promote & enhance health & well-being through the use of effective communication and decision-making skills</p> <p>24.B.5 Explain immediate and long-term impacts of health decisions to the individual, family and community</p>	
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Module VIII: Personal Care of the Patient/Client

English Language Arts

1. Oral hygiene

A. Definition

B. Purpose

C. Equipment

D. Brushing teeth

1. Assisting the Patient/Client to brush the teeth

2. Brushing the Patient/Client's teeth

3. Observations

E. Flossing teeth

1. Purpose

2. Procedure

F. The unconscious Patient/Client

1. Special considerations

2. Aspiration

3. Frequency

4. Procedure

5. Observations

G. Denture care

State Goal 1: Read with understanding and fluency

1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings

1.B.5a Relate reading to prior knowledge and experience and make connections to related information

1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work

1.B.5d Read age-appropriate material with fluency and accuracy

1.C.4a Use questions and predictions to guide reading

State Goal 4: Listen & speak effectively in a variety of situations

4.A.3c Restate and carry out multi-step oral instructions

4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distraction)

4.A.5a Use criteria to evaluate a variety of speaker's verbal and nonverbal messages

4.A.5b Use techniques for analysis, synthesis and evaluation of oral messages

4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict

4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology

State Goal 5: Use the language arts to acquire, assess and communicate information

5.A.3a Identify appropriate resources to solve problems or answer questions

D. Communicating on the job

D.1 Communicate orally with others.

D.3 Interpret the use of body language

D.4 Prepare written communications

D.5 Follow written direction

D.6 Ask questions about tasks

F. Maintain Professionalism

F.6 Identify work-related terminology

F.7 Identify how to treat people with respect

I. Maintain a safe and healthy work environment

I.1 Identify safety and health rules

I.2 Demonstrate knowledge of equipment in the workplace

J. Demonstrate work ethics and behavior

J.4 Assume responsibility for decision and actions

J.8 Demonstrate a willingness to learn

L. Maintaining a Safe & Healthy Work Environment

L.1 Value individual diversity

<p>1. Special considerations</p> <p>2. Procedure</p> <p>H. Patient/Client and resident rights</p>	<p>through research</p> <p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p> <p>5.C.1b Use print, non-print, human and technological resources to acquire and use information</p> <p><u>Mathematics</u></p> <p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy</p> <p>7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital</p> <p><u>Science</u></p> <p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences</p> <p>12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)</p> <p><u>Physical Development & Health</u></p> <p>State Goal 19: Acquire movement skills & understand concepts needed to engage in health enhancing physical activity</p> <p>19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities</p> <p>19.B.5 Apply the principles of efficient movement to evaluate personal performance</p>	<p>L.5 Maintain Work Area</p> <p>L.6 Display a positive attitude</p> <p>M. Demonstrating teamwork</p> <p>M.3 Work with team members</p> <p>M.5 Evaluate outcomes</p>
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English Language Arts

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3. Observations

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2. Procedure

F. The unconscious Patient/Client

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D.5 Follow written direction

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F. Maintain Professionalism

F.6 Identify work-related terminology

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I. Maintain a safe and healthy work environment

I.1 Identify safety and health rules

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J. Demonstrate work ethics and behavior

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J.8 Demonstrate a willingness to learn

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<p>1. Special considerations</p> <p>2. Procedure</p> <p>H. Patient/Client and resident rights</p>	<p>through research</p> <p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p> <p>5.C.1b Use print, non-print, human and technological resources to acquire and use information</p> <p><u>Mathematics</u></p> <p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy</p> <p>7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)</p> <p><u>Science</u></p> <p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences</p> <p>12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)</p> <p><u>Physical Development & Health</u></p> <p>State Goal 19: Acquire movement skills & understand concepts needed to engage in health enhancing physical activity</p> <p>19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities</p> <p>19.B.5 Apply the principles of efficient movement to evaluate personal performance</p>	<p>L.5 Maintain Work Area</p> <p>L.6 Display a positive attitude</p> <p>M. Demonstrating teamwork</p> <p>M.3 Work with team members</p> <p>M.5 Evaluate outcomes</p>
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Module VIII: Personal Care of the Patient/Client

5. Hair Care

A. Importance

B. Brushing and combing hair

1. Principles

2. Procedure

C. Shampooing

1. Principles

2. During a shower or tub bath

3. At a sink

4. On a stretcher

English Language Arts

State Goal 1: Read with understanding and fluency

1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings

1.B.5a Relate reading to prior knowledge and experience and make connections to related information

1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work

1.B.5d Read age-appropriate material with fluency and accuracy

1.C.4a Use questions and predictions to guide reading

1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)

State Goal 3: Write to communicate for a variety of purposes

3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences

3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resumes, petitions)

State Goal 4: Listen & speak effectively in a variety of situations

4.A.3c Restate and carry out multi-step oral instructions

4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distraction)

4.A.5a Use criteria to evaluate a variety of speaker's verbal and nonverbal messages

D. Communicating on the job

D.1 Communicate orally with others.

D.2 Interpret the use of body language

D.3 Prepare written communications

D.4 Follow written direction

D.5 Ask questions about tasks

F. Maintain Professionalism

F.6 Identify work-related terminology

F.7 Identify how to treat people with respect

I. Maintain a safe and healthy work environment

I.1 Identify safety and health rules

I.2 Demonstrate knowledge of equipment in the workplace

J. Demonstrate work ethics and behavior

J.4 Assume responsibility for decision and actions

J.8 Demonstrate a willingness to learn

L. Maintaining a Safe & Healthy Work Environment

L.1 Value individual diversity

4.A.5b Use techniques for analysis, synthesis and evaluation of oral messages

4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict

4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology

State Goal 5: Use the language arts to acquire, assess and communicate information

5.A.3a Identify appropriate resources to solve problems or answer questions through research

5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms

5.C.1b Use print, non-print, human and technological resources to acquire and use information

Mathematics

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy

7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)

Science

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences

12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)

Physical Development & Health

State Goal 19: Acquire movement skills & understand concepts needed to engage in health enhancing physical activity

19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a

L.5 Maintain Work Area

L.6 Display a positive attitude

M. Demonstrating teamwork

M.3 Work with team members

M.5 Evaluate outcomes

team sport, creative movement and work-related activities

19.B.5 Apply the principles of efficient movement to evaluate personal performance

19.C.4a Develop rules and safety procedures for physical activities

State Goal 20: Achieve & maintain a health-enhancing level of physical fitness based upon continual self-assessment

20.C.5b Understand how aging, illness and injury affect physical activity

State Goal 0: Develop team building skills by working with others through physical activity

0.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)

0.A.4c Complete a given task on time

State Goal 22: Understand principles of health promotion and the prevention & treatment of illness & injury

22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems)

State Goal 23: Understand human body systems and factors that influence growth & development

23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)

23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health)

23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system)

State Goal 24: Promote & enhance health & well-being through the use of effective communication and decision-making skills

· 24.B.5 Explain immediate and long-term impacts of health decisions to the individual, family and community

Module VIII: Personal Care of the Patient/Client

- 6. Shaving
 - A. Importance
 - B. Principles
 - C. Procedure

English Language Arts

State Goal 1: Read with understanding and fluency

- 1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings
- 1.B.5a Relate reading to prior knowledge and experience and make connections to related information
- 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work
- 1.B.5d Read age-appropriate material with fluency and accuracy
- 1.C.4a Use questions and predictions to guide reading
- 1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)

State Goal 3: Write to communicate for a variety of purposes

- 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences
- 3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resumes, petitions)

State Goal 4: Listen & speak effectively in a variety of situations

- 4.A.3c Restate and carry out multi-step oral instructions
- 4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distraction)
- 4.A.5a Use criteria to evaluate a variety of speaker's verbal and nonverbal messages

D. Communicating on the job

- D.1 Communicate orally with others.
- D.3 Interpret the use of body language
- D.4 Prepare written communications
- D.5 Follow written direction
- D.6 Ask questions about tasks

F. Maintain Professionalism

- F.6 Identify work-related terminology
- F.7 Identify how to treat people with respect

I. Maintain a safe and healthy work environment

- I.1 Identify safety and health rules
- I.2 Demonstrate knowledge of equipment in the workplace

J. Demonstrate work ethics and behavior

- J.4 Assume responsibility for decision and actions
- J.8 Demonstrate a willingness to learn

L. Maintaining a Safe & Healthy Work Environment

- L.1 Value individual diversity

4.A.5b Use techniques for analysis, synthesis and evaluation of oral messages

4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict

4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology

State Goal 5: Use the language arts to acquire, assess and communicate information

5.A.3a Identify appropriate resources to solve problems or answer questions through research

5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms

5.C.1b Use print, non-print, human and technological resources to acquire and use information

Mathematics

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy

7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)

Science

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences

12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)

Physical Development & Health

State Goal 19: Acquire movement skills & understand concepts needed to engage in health enhancing physical activity

19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a

L.5 Maintain Work Area

L.6 Display a positive attitude

M. Demonstrating teamwork

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State Goal 24: Promote & enhance health & well-being through the use of effective communication and decision-making skills

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Module VIII: Personal Care of the Patient/Client

English Language Arts

- 7. Nails and feet
 - A. Importance
 - B. Principles
 - C. Procedure

State Goal 1: Read with understanding and fluency

- 1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings
- 1.B.5a Relate reading to prior knowledge and experience and make connections to related information
- 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work
- 1.B.5d Read age-appropriate material with fluency and accuracy
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D. Communicating on the job

- D.1 Communicate orally with others.
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F. Maintain Professionalism

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- F.7 Identify how to treat people with respect

I. Maintain a safe and healthy work environment

- I.1 Identify safety and health rules
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L. Maintaining a Safe & Healthy Work Environment

- L.1 Value individual diversity

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L.5 Maintain Work Area

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M. Demonstrating teamwork

M.3 Work with team members

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Module XI: Observing and Recording Vital Signs

1. Introduction

- A. Purpose
- B. Factors affecting vital signs
- C. Responsibilities

2. Measuring body temperature

- A. Definition
- B. Factors affecting body temperature
- C. Normal ranges

- 1. Oral
- 2. Rectal
- 3. Axillary

D. Thermometers

- 1. Glass
 - a. Types
 - b. How to Read
 - c. How to use

2. Electronic

3. Disposable

English Language Arts

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L. Maintaining a Safe & Healthy Work Environment

L.1 Value individual diversity

L.5 Maintain Work Area

<p>E. Taking oral temperatures</p> <ol style="list-style-type: none"> 1. With a glass thermometer 2. With an electronic thermometer 3. With a disposable thermometer <p>F. Taking rectal temperatures</p> <ol style="list-style-type: none"> 1. With a glass thermometer 2. With an electronic thermometer <p>G. Taking axillary temperatures</p> <ol style="list-style-type: none"> 1. With a glass thermometer 2. With an electronic thermometer <p>3. Measuring a pulse</p> <p>A. Definition</p> <p>B. Pulse sites</p> <p>C. Pulse rate</p> <ol style="list-style-type: none"> 1. Age group <ol style="list-style-type: none"> a. Newborns b. Infants to 1 year c. Toddlers and preschoolers d. School age children e. Teenagers and adults 2. Factors which affect pulse rate 	<p>4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict</p> <p>4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology</p> <p>State Goal 5: Use the language arts to acquire, assess and communicate information</p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research</p> <p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p> <p>5.C.1b Use print, non-print, human and technological resources to acquire and use information</p> <p><u>Mathematics</u></p> <p>State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</p> <p>6.B.2 Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division</p> <p>6.C.2a Select and perform computational procedures to solve problems with whole numbers, fraction and decimals</p> <p>6.C.2b Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable</p> <p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy</p> <p>7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital</p> <p>7.A.1d Read temperatures to the nearest degree from Celsius and Fahrenheit thermometers</p>	<p>L.6 Display a positive attitude</p> <p>M. Demonstrating teamwork</p> <p>M.3 Work with team members</p> <p>M.5 Evaluate outcomes</p>
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<p>D. Rhythm and force</p> <p>E. Using a stethoscope</p> <p>F. Taking a pulse</p> <ol style="list-style-type: none"> 1. Radial 2. Apical pulse 3. Apical—radial pulse <p>4. Taking respirations</p> <p>A. Definition</p> <p>B. Respiratory patterns</p> <ol style="list-style-type: none"> 1. Tachypnea 2. Bradypnea 3. Apnea 4. Hypoventilation 5. Hyperventilation 6. Dyspnea 7. Cheyne—Stokes <p>C. Normal range</p> <p>D. Factors affecting respirations</p> <p>E. Counting respirations</p> <ol style="list-style-type: none"> 1. Principles 2. Procedure 	<p><u>Science</u></p> <p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences</p> <p>12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)</p> <p><u>Physical Development & Health</u></p> <p>State Goal 19: Acquire movement skills & understand concepts needed to engage in health enhancing physical activity</p> <p>19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities</p> <p>19.B.5 Apply the principles of efficient movement to evaluate personal performance</p> <p>19.C.4a Develop rules and safety procedures for physical activities</p> <p>State Goal 20: Achieve & maintain a health-enhancing level of physical fitness based upon continual self-assessment</p> <p>20.B.4a Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.</p> <p>20.C.5b Understand how aging, illness and injury affect physical activity</p> <p>State Goal 0: Develop team building skills by working with others through physical activity</p> <p>0.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)</p> <p>0.A.4c Complete a given task on time</p> <p>State Goal 22: Understand principles of health promotion and the prevention & treatment of illness & injury</p> <p>22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems)</p> <p>State Goal 23: Understand human body systems and factors that influence</p>	
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5. Measuring blood pressure

A. Definitions

1. Blood pressure
2. Systole
3. Diastole
4. Systolic pressure
5. Diastolic pressure
6. Hypotension
7. Hypertension

B. Factors affecting blood pressure

- C. Normal range
- D. Equipment
- E. Principles
- F. Procedure

growth & development

23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)

23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health)

23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system)

Module V: The Patient/Client Unit

- 2. Bed making
 - A. Importance
 - B. Linens
 - C. Rules
 - D. Types of beds
 - 1. Unoccupied bed
 - a. Closed
 - b. Open
 - 3. Surgical bed

English Language Arts

State Goal 1: Read with understanding and fluency

- 1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings
- 1.B.5a Relate reading to prior knowledge and experience and make connections to related information
- 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work
- 1.B.5d Read age-appropriate material with fluency and accuracy
- 1.C.4a Use questions and predictions to guide reading
- 1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)

Mathematics

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy

- 7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)

Science

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences

- 12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)

Physical Development & Health

State Goal 19: Acquire movement skills & understand concepts needed to

D. Communicating on the job

- D.5 Follow written direction
- D.6 Ask questions about tasks

F. Maintain Professionalism

- F.6 Identify work-related terminology

I. Maintain a safe and healthy work environment

- I.1 Identify safety and health rules
- I.2 Demonstrate knowledge of equipment in the workplace

J. Demonstrate work ethics and behavior

- J.4 Assume responsibility for decision and actions
- J.8 Demonstrate a willingness to learn

engage in health enhancing physical activity

19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities

19.B.5 Apply the principles of efficient movement to evaluate personal performance

19.C.4a Develop rules and safety procedures for physical activities

State Goal 0: Develop team building skills by working with others through physical activity

0.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)

0.A.4c Complete a given task on time

State Goal 22: Understand principles of health promotion and the prevention & treatment of illness & injury

22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems)

State Goal 23: Understand human body systems and factors that influence growth & development

23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)

23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health)

State Goal 24: Promote & enhance health & well-being through the use of effective communication and decision-making skills

24.B.5 Explain immediate and long-term impacts of health decisions to the individual, family and community

Module IX: Nutrition

1. Basic Nutrition

A. Definition

B. Basic needs

C. Food groups

D. Factors affecting eating and nutrition

1. Culture

2. Religion

3. Finances

4. Appetite

5. Personal preference

6. Illness

E. Special diets

1. General diet

2. Clear-liquid

3. Full-liquid

4. Soft

5. Low-residue

6. High-residue

English Language Arts

State Goal 1: Read with understanding and fluency

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1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work

1.B.5d Read age-appropriate material with fluency and accuracy

1.C.4a Use questions and predictions to guide reading

1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)

State Goal 3: Write to communicate for a variety of purposes

3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences

3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resumes, petitions)

State Goal 4: Listen & speak effectively in a variety of situations

4.A.3c Restate and carry out multi-step oral instructions

4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distraction)

4.A.5a Use criteria to evaluate a variety of speaker's verbal and nonverbal messages

D. Communicating on the job

D.1 Communicate orally with others.

D.3 Interpret the use of body language

D.4 Prepare written communications

D.5 Follow written direction

D.6 Ask questions about tasks

F. Maintain Professionalism

F.6 Identify work-related terminology

F.7 Identify how to treat people with respect

I. Maintain a safe and healthy work environment

I.1 Identify safety and health rules

I.2 Demonstrate knowledge of equipment in the workplace

J. Demonstrate work ethics and behavior

J.4 Assume responsibility for decision and actions

J.8 Demonstrate a willingness to learn

L. Maintaining a Safe & Healthy Work Environment

L.1 Value individual diversity

<p>7. Bland</p> <p>8. High-calorie</p> <p>9. Low-calorie</p> <p>10. High-iron</p> <p>11. Low-fat (low cholesterol)</p> <p>12. High-protein</p> <p>13. Sodium-restricted</p> <p> a. 2000-3000 mg.</p> <p> b. 1000 mg.</p> <p> c. 800 mg.</p> <p> d. 500 mg.</p> <p> e. 250 mg.</p> <p>14. Diabetic diet</p> <p>F. Feeding techniques</p> <p> 1. Serving meal trays</p> <p> 2. Feed Patient/Clients</p> <p>G. Other methods of meeting food and fluid needs</p> <p> 1. Nourishments</p> <p> 2. Tube feedings</p> <p> 3. IV therapy</p> <p> 4. Hyperalimentation</p>	<p>4.A.5b Use techniques for analysis, synthesis and evaluation of oral messages</p> <p>4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict</p> <p>4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology</p> <p>State Goal 5: Use the language arts to acquire, assess and communicate information</p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research</p> <p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p> <p>5.C.1b Use print, non-print, human and technological resources to acquire and use information</p> <p><u>Mathematics</u></p> <p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy</p> <p>7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)</p> <p><u>Science</u></p> <p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences</p> <p>12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)</p> <p><u>Physical Development & Health</u></p> <p>State Goal 19: Acquire movement skills & understand concepts needed to engage in health enhancing physical activity</p> <p>19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a</p>	<p>L.5 Maintain Work Area</p> <p>L.6 Display a positive attitude</p> <p>M. Demonstrating teamwork</p> <p>M.3 Work with team members</p> <p>M.5 Evaluate outcomes</p>
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2. Resident rights

team sport, creative movement and work-related activities

19.B.5 Apply the principles of efficient movement to evaluate personal performance

19.C.4a Develop rules and safety procedures for physical activities

State Goal 20: Achieve & maintain a health-enhancing level of physical fitness based upon continual self-assessment

20.C.5b Understand how aging, illness and injury affect physical activity

State Goal 0: Develop team building skills by working with others through physical activity

0.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)

0.A.4c Complete a given task on time

State Goal 22: Understand principles of health promotion and the prevention & treatment of illness & injury

22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems)

State Goal 23: Understand human body systems and factors that influence growth & development

23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)

23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health)

23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system)

Module IX: Patient/Client Care Planning

E. Dressing the person

1. Principles
2. Procedure

F. Procedure

G. Observations

5. Patient/Client/resident rights

Module VIII: Personal Care of the Patient/Client

2. Bathing

A. Purpose

B. Methods

1. Factors
2. Who decides

C. Frequency

D. Skin care products

1. Soaps
2. Bath oils
3. Creams and lotions
4. Powders

English Language Arts

State Goal 1: Read with understanding and fluency

1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings

1.B.5a Relate reading to prior knowledge and experience and make connections to related information

1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work

1.B.5d Read age-appropriate material with fluency and accuracy

1.C.4a Use questions and predictions to guide reading

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4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distraction)

4.A.5a Use criteria to evaluate a variety of speaker's verbal and nonverbal messages

D. Communicating on the job

- D.1 Communicate orally with others.
- D.3 Interpret the use of body language
- D.4 Prepare written communications
- D.5 Follow written direction
- D.6 Ask questions about tasks

F. Maintain Professionalism

- F.6 Identify work-related terminology
- F.7 Identify how to treat people with respect

I. Maintain a safe and healthy work environment

- I.1 Identify safety and health rules
- I.2 Demonstrate knowledge of equipment in the workplace

J. Demonstrate work ethics and behavior

- J.4 Assume responsibility for decision and actions
- J.8 Demonstrate a willingness to learn

L. Maintaining a Safe & Healthy Work Environment

- L.1 Value individual diversity

<p>5. Deodorants</p> <p>6. Antiperspirants</p> <p>E. Observations</p> <p>F. Rules</p> <p>G. Procedures</p> <p>1. Complete bed bath</p> <p>2. Partial bath</p> <p>3. Tub bath</p> <p>4. Shower</p> <p>3. Back massage</p> <p>A. Principles</p> <p>B. Procedure</p> <p>4. Perineal care</p> <p>A. Purpose</p> <p>B. Frequency</p> <p>C. Principles</p> <p>D. Procedures</p> <p>1. Female perineal care</p> <p>2. Male perineal care</p>	<p>4.A.5b Use techniques for analysis, synthesis and evaluation of oral messages</p> <p>4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict</p> <p>4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology</p> <p>State Goal 5: Use the language arts to acquire, assess and communicate information</p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research</p> <p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p> <p>5.C.1b Use print, non-print, human and technological resources to acquire and use information</p> <p><u>Mathematics</u></p> <p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy</p> <p>7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)</p> <p><u>Science</u></p> <p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences</p> <p>12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)</p> <p><u>Physical Development & Health</u></p> <p>State Goal 19: Acquire movement skills & understand concepts needed to engage in health enhancing physical activity</p> <p>19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a</p>	<p>L.5 Maintain Work Area</p> <p>L.6 Display a positive attitude</p> <p>M. Demonstrating teamwork</p> <p>M.3 Work with team members</p> <p>M.5 Evaluate outcomes</p>
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team sport, creative movement and work-related activities

19.B.5 Apply the principles of efficient movement to evaluate personal performance

19.C.4a Develop rules and safety procedures for physical activities

State Goal 20: Achieve & maintain a health-enhancing level of physical fitness based upon continual self-assessment

20.C.5b Understand how aging, illness and injury affect physical activity

State Goal 0: Develop team building skills by working with others through physical activity

0.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)

0.A.4c Complete a given task on time

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23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)

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23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system)



Module V: The Patient/Client's Unit

See Specific Skill

See Specific Skill

4. Final Unit Check

A. Side rails

B. Bed position

C. Personal equipment

D. Linen

E. Signal light

F. Safety hazards

G. Other

5. Patient/Client/resident rights

Module XI: Observing & Recording Vital Signs

6. Measuring height and weight

- 1. Principles
- 2. Scales
- 3. Procedure

7. Resident rights

English Language Arts

State Goal 1: Read with understanding and fluency

1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings

1.B.5a Relate reading to prior knowledge and experience and make connections to related information

1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work

1.B.5d Read age-appropriate material with fluency and accuracy

1.C.4a Use questions and predictions to guide reading

1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)

State Goal 3: Write to communicate for a variety of purposes

3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences

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State Goal 4: Listen & speak effectively in a variety of situations

4.A.3c Restate and carry out multi-step oral instructions

4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distraction)

4.A.5a Use criteria to evaluate a variety of speaker's verbal and nonverbal messages

D. Communicating on the job

D.1 Communicate orally with others.

D.3 Interpret the use of body language

D.4 Prepare written communications

D.5 Follow written direction

D.6 Ask questions about tasks

F. Maintain Professionalism

F.6 Identify work-related terminology

F.7 Identify how to treat people with respect

I. Maintain a safe and healthy work environment

I.1 Identify safety and health rules

I.2 Demonstrate knowledge of equipment in the workplace

J. Demonstrate work ethics and behavior

J.4 Assume responsibility for decision and actions

J.8 Demonstrate a willingness to learn

L. Maintaining a Safe & Healthy Work Environment

L.1 Value individual diversity

4.A.5b Use techniques for analysis, synthesis and evaluation of oral messages

4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict

4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology

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5.C.1b Use print, non-print, human and technological resources to acquire and use information

Mathematics

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

6.B.2 Solve one-and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.

6.C.2b Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy

7.A.1a Measure length, volume and weight/mass using rulers, scales and other appropriate measuring instruments in the customary and metric systems

7.A.1b Measure units of time using appropriate instruments (e.g., calendars,

L.5 Maintain Work Area

L.6 Display a positive attitude

M. Demonstrating teamwork

M.3 Work with team members

M.5 Evaluate outcomes

clocks, watches—both analog and digital

Science

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences

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Physical Development & Health

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23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system)

Module VI: Lifting, Moving and Transporting Patient/Clients

1. The musculoskeletal system

A. Bones

1. Long bones
2. Short bones
3. Flat bones
4. Irregular bones

B. Joints

1. Definition
2. Types
 - a. Ball & socket
 - b. Hinge
 - c. Pivot

C. Muscles

1. Types
 - a. Voluntary
 - b. Involuntary
 - c. Cardiac

2. Functions

2. Patient/Clients in bed

English Language Arts

State Goal 1: Read with understanding and fluency

1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings

1.B.5a Relate reading to prior knowledge and experience and make connections to related information

1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work

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D. Communicating on the job

D.1 Communicate orally with others.

D.3 Interpret the use of body language

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F. Maintain Professionalism

F.6 Identify work-related terminology

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I. Maintain a safe and healthy work environment

I.1 Identify safety and health rules

I.2 Demonstrate knowledge of equipment in the workplace

J. Demonstrate work ethics and behavior

J.4 Assume responsibility for decision and actions

J.8 Demonstrate a willingness to learn

L. Maintaining a Safe & Healthy Work Environment

L.1 Value individual diversity

L.5 Maintain Work Area

<p>A. Importance of Activity</p> <p>B. Range of motion exercises (ROM)</p> <ol style="list-style-type: none"> 1. Purpose 2. Types <ol style="list-style-type: none"> a. Active b. Passive 3. Procedure <p>C. Lifting and move Patient/Clients in bed</p> <ol style="list-style-type: none"> 1. Principles 2. Raising the Patient/Client's head and shoulders 3. Moving the Patient/Client up in bed <ol style="list-style-type: none"> a. Without assistance b. With assistance c. Using a turning sheet 4. Moving the Patient/Client to the side of the bed 5. Turning Patient/Clients <ol style="list-style-type: none"> a. Turning the Patient/Client toward you b. Turning the Patient/Client away from you c. Logrolling 6. Assisting Patient/Clients to dangle 	<p>resolve individual and group conflict</p> <p>4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology</p> <p>State Goal 5: Use the language arts to acquire, assess and communicate information</p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research</p> <p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p> <p>5.C.1b Use print, non-print, human and technological resources to acquire and use information</p> <p><u>Mathematics</u></p> <p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy</p> <p>7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)</p> <p><u>Science</u></p> <p>State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences</p> <p>12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)</p> <p><u>Physical Development & Health</u></p> <p>State Goal 19: Acquire movement skills & understand concepts needed to engage in health enhancing physical activity</p> <p>19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities</p> <p>19.B.5 Apply the principles of efficient movement to evaluate personal</p>	<p>L.6 Display a positive attitude</p> <p>M. Demonstrating teamwork</p> <p>M.3 Work with team members</p> <p>M.5 Evaluate outcomes</p>
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<p>D. Body alignment</p> <ol style="list-style-type: none"> 1. Prone 2. Lateral 3. Sims 4. Chair <p>3. Ambulating Patient/Clients</p> <ol style="list-style-type: none"> A. Transfer belt B. Providing assistance C. Technique D. Falls E. Walking aids <ol style="list-style-type: none"> 1. Determining need 2. Types <ol style="list-style-type: none"> a. Crutches b. Canes c. Walkers <p>4. The Patient/Client in a wheelchair</p> <ol style="list-style-type: none"> A. Safety principles B. Body mechanics C. Transfers <ol style="list-style-type: none"> 1. Without assistance 	<p>performance</p> <p>19.C.4a Develop rules and safety procedures for physical activities</p> <p>State Goal 20: Achieve & maintain a health-enhancing level of physical fitness based upon continual self-assessment</p> <p>20.C.5b Understand how aging, illness and injury affect physical activity</p> <p>State Goal 0: Develop team building skills by working with others through physical activity</p> <p>0.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)</p> <p>0.A.4c Complete a given task on time</p> <p>State Goal 22: Understand principles of health promotion and the prevention & treatment of illness & injury</p> <p>22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems)</p> <p>State Goal 23: Understand human body systems and factors that influence growth & development</p> <p>23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)</p> <p>23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health)</p> <p>23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system)</p>	
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<p>2. With assistance</p> <p>5. Using a stretcher</p> <p> A. Safety</p> <p> B. Transferring a person to a stretcher</p> <p>6. Resident rights</p>		
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Module X: Fluid Balance

E. Intake and output

- 1. Purpose
- 2. Principles
- 3. Procedure

F. Providing drink water

G. Resident's rights

2. Urinary elimination

A. Normal urination

- 1. Characteristics
- 2. Factors affecting urination
- 3. General rules

B. Observations

C. Promoting urination

- 1. Bedpans
 - a. Principles
 - b. Procedures
- 2. Urinals
 - a. Principles
 - b. Procedures

D. Resident's right

English Language Arts

State Goal 1: Read with understanding and fluency

1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings

1.B.5a Relate reading to prior knowledge and experience and make connections to related information

1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work

1.B.5d Read age-appropriate material with fluency and accuracy

1.C.4a Use questions and predictions to guide reading

1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)

State Goal 3: Write to communicate for a variety of purposes

3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences

3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resumes, petitions)

State Goal 4: Listen & speak effectively in a variety of situations

4.A.3c Restate and carry out multi-step oral instructions

4.A.3d Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distraction)

4.A.5a Use criteria to evaluate a variety of speaker's verbal and nonverbal messages

4.A.5b Use techniques for analysis, synthesis and evaluation of oral messages

4.B.4d Use verbal and nonverbal strategies to maintain communication and to

D. Communicating on the job

D.1 Communicate orally with others.

D.3 Interpret the use of body language

D.4 Prepare written communications

D.5 Follow written direction

D.6 Ask questions about tasks

F. Maintain Professionalism

F.6 Identify work-related terminology

F.7 Identify how to treat people with respect

I. Maintain a safe and healthy work environment

I.1 Identify safety and health rules

I.2 Demonstrate knowledge of equipment in the workplace

J. Demonstrate work ethics and behavior

J.4 Assume responsibility for decision and actions

J.8 Demonstrate a willingness to learn

L. Maintaining a Safe & Healthy Work Environment

L.1 Value individual diversity

L.5 Maintain Work Area

resolve individual and group conflict

4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology

State Goal 5: Use the language arts to acquire, assess and communicate information

5.A.3a Identify appropriate resources to solve problems or answer questions through research

5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms

5.C.1b Use print, non-print, human and technological resources to acquire and use information

Mathematics

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

6.B.2 Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division

6.C.2a Select and perform computational procedures to solve problems with whole numbers, fraction and decimals

6.C.2b Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable level of accuracy

7.A.1a Measure length, volume and weight/mass using rulers, scales and other appropriate measuring instruments in the customary and metric systems

7.A.1b Measure units of time using appropriate instruments (e.g., calendars,

L.6 Display a positive attitude

M. Demonstrating teamwork

M.3 Work with team members

M.5 Evaluate outcomes

clocks, watches—both analog and digital

Science

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences

12.A.5a Explain changes within cells and organisms in response to stimuli and changing environmental conditions (e.g., homeostasis, dormancy)

Physical Development & Health

State Goal 19: Acquire movement skills & understand concepts needed to engage in health enhancing physical activity

19.A.5 Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities

19.B.5 Apply the principles of efficient movement to evaluate personal performance

19.C.4a Develop rules and safety procedures for physical activities

State Goal 20: Achieve & maintain a health-enhancing level of physical fitness based upon continual self-assessment

20.B.4a Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.

20.C.5b Understand how aging, illness and injury affect physical activity

State Goal 0: Develop team building skills by working with others through physical activity

0.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)

0.A.4c Complete a given task on time

State Goal 22: Understand principles of health promotion and the prevention & treatment of illness & injury

22.A.5a Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems)

State Goal 23: Understand human body systems and factors that influence growth & development

23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety)

23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health)

23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system)





Illinois State Board of Education

Career Development

[Due Dates/Events](#)
[Career Development](#)
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The Career Development Division of the Standards Aligned Learning Department provides funding and technical assistance to a wide range of workforce preparation programs in Illinois. Details on these programs and documents of importance to those running these programs are available by clicking on the graphics on the left.

**Sandra Dunkel ,
Division Administrator**
For more information, please call 217/782-4620 or fax 217/782-0710 or e-mail krothenb@isbe.net for questions regarding this page.

Information by categories

Fiscal Information

Grants

Report Forms

Resources

This page was updated on May 11, 2004

Illinois State Board of Education

Making Illinois Education Second to None

The Illinois Career and Technical Education Leadership Institute is now being formed. More information and application is available on their website.

FY 2004 Updated Business, Management and Marketing Program Guidelines

Second Year Only FY 2005 High Schools That Work Continuation Guidelines

Request For Proposals: New Sites for High Schools That Work

Career and Technical Student Organization Grant Guidelines FY2005

Secondary Career and Technical Education Regional Plan Update - Fiscal Year 2005

Incentive Funding Grant for Agricultural Education - Fiscal Year 2005

Career and Technical Education Improvement Grant Guidelines - Fiscal Year 2005

Carl D. Perkins Vocational and Applied Technology Act of 1998 Grant Guidelines - Fiscal Year 2005

Secondary Career and Technical Education Regional Plan Update - Fiscal Year 2004

Carl D. Perkins Vocational and Applied Technology Act of 1998 Grant Guidelines - Fiscal Year 2004

**Career and Technical Education
Improvement Grant Guidelines
Fiscal Year 2004**

Illinois Forward Magazine has information on career development for students.

Road Map to Perkins III is a guide to Perkins resources in Illinois and was produced by the Illinois Center for Professional Support, which also is providing a Workplace Skills Curriculum for Special Populations.

Attached are the **Workplace Skills** and a **Bulletin** regarding the Assessment, as well as sample questions **1, 2** and **3**. Other materials are available from the **Curriculum Publications Clearinghouse** include the **Illinois Workplace Mentor Training Resource Manual** and **Work-Based Learning for All**, a handbook of solutions to most problems implementing work-based learning.



**CONNECTIONS
PROJECT**

Information about the
Connections Project can be
accessed through the web site
at
<http://lilt.ilstu.edu/connections>

Illinois Partnership Academies

Table of Contents

IPAN Presentation

(PowerPoint Slide Show - if you do not have PowerPoint, download the player [Here](#))

Illinois Partnership Academy wins National Award

Career Academies in Illinois, Career Support Network, Summer 2001

IPA Handbook

For Directors: An Oversimplified Explanation of How to Change Your School

Illinois Partnership Academy Network Year at a Glance

Lighthouse Mentor Sites FY '01-'02

List of Planning, 1st, 2nd & 3rd Year Academies

Summative

What Is an Illinois Partnership Academy?

The Illinois State Board of Education has recognized the Illinois Partnership Academy model as a comprehensive approach to school restructuring at the secondary level. Illinois Partnership Academies (IPA) are designed to help young people become more engaged in school and prepare them for postsecondary education and/or additional training and employment. The approach is increasingly popular with educators who are searching for successful secondary school organizational structures; curricular innovations; and a defined role for employers to enhance, strengthen and link the academic and career and technical preparation of students. Aligning the career theme with an approved career and technical program will foster support for the academy and can provide access to other sources of funds. In general, three key features distinguish and Illinois Partnership Academy:

1. multi-year, school-within-a-school structure beginning in the 9th or 10th grade and continuing through graduation, with a student population representative of the whole school population;
2. integration of rigorous college preparatory instruction (academic and career and technical) around a career theme based on local labor market information (LMI), Illinois Learning Standards, Illinois Occupational Skill Standards or national or other industry-recognized standards, and workplace skills;
3. active employer involvement in progressive work-based learning experiences, such as mentorships and job-shadowing experiences.

More information about Illinois Partnership Academies can be obtained by accessing the [Handbook](#).


Download
[Acrobat Reader 5](#)

Up Coming Events

Events Calendar

For further information, contact [Julie McDivitt](#)
Eastern Illinois University

 217/581-2690

Evaluations

IPA Evaluations,

1993 - 1997

(PDF)

IPA Evaluations,

1993 - 1997

(HTML)

IPA Performance Indicators

IPA Evaluations

1998 - 2000

(Word)

Number of Students per Academy

1999 - 2000

Graduation Rates

1999 - 2000

Links to Partnership Websites

Form A

(Word)

Form B

(To print, use legal size paper)

Form C

(To print, use legal size paper)

NEW!!

Lighthouse/Mentor RFP

Lighthouse/Mentor Forms for 2003

Implementation Grant Application Implementation Grant Forms for 2003



217/581-7797

IPA Committee

Sue Burge

Wendell Meeks

Deb Larson

Kathryn Torricelli

Cindy Nolting

Comments, additions or corrections may be directed to **Phyliss Jones**



[Planning Grant
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Welcome to iTransfer, where our aspiration is to help you prepare for a positive transfer experience.

iTransfer supports the Illinois Articulation Initiative's (IAI) mission to facilitate student transfer from one participating Illinois college/university to another in order to complete a degree. iTransfer's goal is to make planning and gathering transfer information simple. The iTransfer website highlights the IAI General Education Core Curriculum (GECC) and Major recommendations.

▾ students

▾ parents

▾ faculty/advisor

▸ contact us



Transfer Hints

Find out more about the transfer process.



IAI GECC

Find out how IAI GECC helps you transfer college credits in Illinois.



IAI Majors

Find out how IAI Majors helps you select classes for your major.

How we can help you

- ▶ Transfer Planning tools and Hints for students
- ▶ Transfer advising tools for advisors and counselors
- ▶ Identify participating schools

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Illinois Community College Board, and
Transfer Coordinators of Illinois Colleges and Universities
Today's date is Wednesday, August 25, 2004.

ABOUT US **WHAT WE DO** **INITIATIVES** **FOR STUDENTS**
THE SYSTEM **RESOURCES** **PUBLICATIONS** **WHAT'S NEW**

WELCOME TO THE ILLINOIS COMMUNITY COLLEGE BOARD WEBSITE

The Illinois Community College Board, as the state coordinating board for community colleges, administers the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities. As an integral part of the state's system of higher education, community colleges are committed to providing high-quality, accessible, cost-effective educational opportunities for the individuals and communities they serve.

[Press Releases](#)

[Forum for Excellence Conference - September 14-16, 2004](#)

[Illinois Community College Standards Alignment Project ~ 2004 Train the Trainer Workshop](#)

Comments Invited

None at this time

Request for Proposals

None at this time

Community College Services

[Illinois Community Colleges](#)

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[GEDonline](#)

[Illinois Articulation Initiative \(I-transfer\)](#)

[Illinois Community Colleges Online](#)

Other Education Agencies

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[Illinois Student Assistance Commission](#)

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Illinois State Board of Education

Janet Steiner, Board Chair

Robert E. Schiller, State Superintendent

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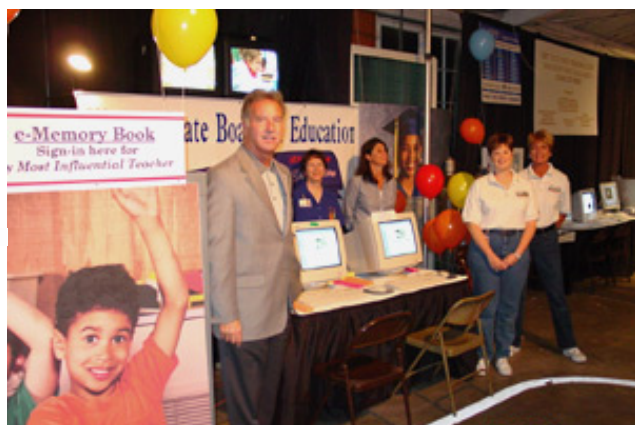
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Illinois Education... *Second to None*



Join us at the 2004 Illinois State Fair!

State Superintendent of Education Robert Schiller is on-hand for the grand opening of Tech Town at the fair.

Dr. Schiller was one of the first participants submitting their recollection of the teacher who most influenced his life.

The e-Memory book – “My Most Influential Teacher” – is part of ISBE’s theme celebrating 150 years of public education in Illinois.

More: [150 Years: A Celebration of Education](#)

The exhibit is available during Tech Town hours, 10 a.m. – 8 p.m., Aug. 13 – Aug. 22.

Visitors can also talk to experts about certification, teaching careers or school report cards.

Attention All District Superintendents

On August 13, 2004, a letter was sent to district superintendents who currently have schools in school improvement status. The letter serves as an "early alert" that some schools have been identified as not making Adequate Yearly Progress (AYP) based only on preliminary 2004 state assessment results and may be required to offer:

- public school choice; or
- public school choice and supplemental educational services; or
- public school choice, supplemental educational services, and corrective action; or
- public school choice, supplemental educational services, corrective action, and first year of restructuring.

Schools identified as having to offer any of the above, except for restructuring (first year is a planning year) should be prepared to implement these efforts at the beginning of 2004-05 school year.

Upcoming Meetings

- ▶ [Annual Superintendents Conference - September 21 & 22](#) 
- ▶ [Calendar of Meetings](#)






Certification UPDATE

What's AYP?

Learn what it takes to make the grade.

[Click Here](#) 

Hot Topics and Resources

- ▶ [2004 Aggregate Assessment Results](#) 
- ▶ [2004 Preliminary School Improvement List for Title I Schools](#)
- ▶ [Final AYP List for 2003](#) 
- ▶ [Revised AYP page from 2003 Report Card for 720 Schools](#)
- ▶ [Children's Mental Health Act](#) 
- ▶ [ISBE Releases Guidance for Districts with Schools in NCLB Corrective Action](#) 
- ▶ [2003 Condition of Public Education](#) 

Education News

► **[Retention rates for Illinois public school teachers remain high](#)**
[State Board releases annual educator report](#)

Illinois will need nearly 40,000 regular teachers and more than 9,000 special education teachers through 2007.

► **[ISBE releases its first Special Education Performance Annual Report](#)**

The percent of Illinois students ages 6-21 who receive special education services is up slightly since 2001 and continues to be higher than the national average.

► **[Illinois ACT Scores Rise: Second straight year since all public high school juniors began taking ACT](#)**

The average score in Illinois rose for the second straight year in 2004. Illinois' graduating seniors in 2004 earned an average composite score of 20.3 on the ACT, up from 20.2 last year and 20.1 in 2001.

► **[State Assessment results encouraging Achievement gap continues to close](#)**

State Superintendent Robert E. Schiller Thursday announced that overall performance on state assessments continue, especially among Hispanic, low income and black students in the areas of reading, mathematics, writing and science, however, he said he remains concerned about flat performance by high school students in nearly all areas, except social science.



► **[ISBE Releases Updated 2003 AYP Status](#)**

[Nearly 450 schools see AYP improve](#)

Following a six-month data verification process of 2003 State Assessment data, the Illinois State Board of Education unveiled an new area of its web site Thursday, providing parents and educators a place to review their school's updated school status.

► [more news](#)

Agency General Information

100 N. 1st Street • Springfield, IL 62777 • 866/262-6663 • [Directions](#) 
100 W. Randolph, Suite 14-300 • Chicago, IL 60602 • 312/814-2220 • [Directions](#) 

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ILLINOIS

BOARD OF HIGHER EDUCATION

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Welcome

What's New

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- 08/04/04 [Gov. Blagojevich signs legislation to increase faculty diversity](#)
- 08/02/04 [August Board Meeting Agenda](#)
- 07/30/04 [Board to Review Budget Outlook](#)
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- 07/16/04 [2004 Data Book Reports](#)

Invitation for Comments

[Mid-Term Review of The Illinois Commitment: Preliminary Recommendations on Revisions and Enhancements](#)

Train the Trainer Workshop

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National Middle Grades Symposium

[Invitation](#) | [Online Registration](#)

Legislative Bills

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Special Links

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- [Committee to Review Health Education Professions Programs](#)
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- [News Release](#)
- [Richland CC Student Wins IBHE Prize](#)
- [Annual Collegiate Artists Competition Web Site](#)

News from Colleges and Universities

- UIC** [08/24/04 - UIC Conference to Explore Contemporary Influences on American Politics](#)
- NIU** [08/23/04 - U.S. News taps top programs at NIU](#)
- I** [08/23/04 - 'Land Ethic'; New Poetry Anthology; Atrazine; and Fall Lecture Series](#)
- NIU** [08/23/04 - NIU's MPA program has top ranking, long legacy](#)
- NIU** [08/23/04 - Chicago native Phillips named AD: Notre Dame 'rising star' to light up NIU Athletics](#)
- SIU** [08/20/04 - SIUC moves up in annual US News rankings](#)
- eiu** [08/20/04 - EIU Retains Spot as One of Midwest's Top Universities](#)
- SIU** [08/20/04 - New master's degree program unique to Illinois](#)
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[08/16/04 - Governor Appoints Three to EIU's Board of Trustees](#)



[08/16/04 - NIU College of Engineering and Engineering Technology and UGS expand opportunities for future engineers](#)



[08/13/04 - F.W. de Klerk to Speak at McKendree College](#)



[08/13/04 - Northeastern Illinois University to Give Students Early Research Experience](#)



[08/13/04 - Loyola University Chicago Receives \\$1.3 Million Gift](#)

[\[More college news\]](#)

Resources

- [2004 Performance Report Guidelines](#)
- [2004 Underrepresented Groups Report Guidelines](#)
- [Higher Education Annual Report 2003](#)
- [Data Book 2004](#)
- [Higher Education Directory](#)
- [The Illinois Commitment](#)
- [New Program Applications](#)
- [Board Mailing List Subscription Form](#)
- [Putting Students First: Assessing Mastery of Student Learning](#)

Upcoming

- [Special August 2004 Board Meeting](#)
 - When: Thursday, August 26, 9:30 a.m.
 - Where: Teleconference
- [National Middle Grades Symposium](#)
 - When: September 9-10
 - Where: Radisson Hotel O'Hare, Rosemont
- [October 2004 Board Meeting](#)
 - When: Tuesday, October 5, 9:00 a.m.
 - Where: Illinois Institute of Technology, Chicago



Illinois Department of
Employment Security

A Guide to Health Careers in Illinois



[Introduction](#)

[Users Guide](#)



A

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B

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D

[Dance/Movement Therapist](#)
[Dental Assistant](#)
[Dental Hygienist](#)
[Dental Laboratory Technician](#)
[Dentist](#)
[Dialysis Technician](#)

N

[Nuclear Medicine Technologist](#)
[Nurse Anesthetist](#)
[Nurse Midwife](#)
[Nurse Practitioner](#)
[Nursing Assistant \(Aide, Orderly\)](#)

O

[Occupational Health and Safety Professional](#)
[Occupational Therapist](#)
[Occupational Therapy Aide](#)
[Occupational Therapy Assistant](#)
[Ophthalmic Laboratory Technician](#)
[Ophthalmic Medical Technology](#)
[Ophthalmologist](#)
[Optician/Ophthalmic Dispenser](#)
[Optometric Assistant](#)
[Optometrist](#)
[Organ Transplant Coordinator](#)
[Orthoptist](#)
[Osteopathic Physician \(DO\)](#)
[Other Specialists](#)

P

[Pathologist's Assistant](#)
[Perfusionist \(Cardiopulmonary Technician\)](#)
[Pharmacist](#)
[Pharmacologist](#)
[Pharmacy Clerk](#)
[Pharmacy Technician](#)
[Phlebotomist](#)

[Dietetic Technician](#)

[Dietitian](#)

[Drama Therapist](#)

E

[Electrocardiograph \(EKG\) Technician](#)

[Electroencephalograph \(EEG\) Technician](#)

[Electroneurodiagnostic \(END\) Technologist](#)

[Emergency Medical Technician \(EMT\)](#)

[Environmental Health Professional](#)

[Epidemiologist](#)

[Exercise Physiologist](#)

F

[Fitness Director](#)

[Funeral Director \(Mortician\)](#)

G

[Genetic Counselor](#)

H

[Health and Wellness Counselor](#)

[Health Care Administrator](#)

[Health Care Interpreter](#)

[Health Care Management/Computer Applications Personnel](#)

[Health Educator](#)

[Health Information Management Administrator](#)

[Health Information Management Technician](#)

[Health Program Coordinator](#)

[Health Science Writer](#)

[Health Sciences Librarian](#)

[Health Unit Coordinator](#)

[Histologic Technician/Technologist](#)

[Holistic Therapist](#)

[Homemaker \(Home Health Aide\)](#)

[Human Care Specialist](#)

K

[Kinesiotherapist \(Corrective Therapist\)](#)

L

[Licensed Practical Nurse \(LPN\)](#)

[Physical Therapist](#)

[Physical Therapist Aide](#)

[Physical Therapist Assistant](#)

[Physician Assistant](#)

[Podiatrist](#)

[Prosthetic/Orthotic Assistant and Technician](#)

[Prosthetics/Orthotics](#)

[Prosthetist/Orthotist](#)

[Psychologist](#)

[Public Health Careers](#)

Q

[Qualified Rehabilitation Consultant](#)

R

[Radiation Therapy Technologist](#)

[Radiologic Technologist \(Radiographer\)](#)

[Radiologist Assistant](#)

[Registered Nurse \(RN\)](#)

[Respiratory Therapist/Technician](#)

S

[Science Technician/Research Technician](#)

[Sonographer \(Ultrasound Technologist\)](#)

[Specialist in Blood Bank Technology](#)

[Speech/Language Pathologist](#)

[Sports Medicine](#)

[Sports Medicine Technician](#)

[Surgical Technologist/Technician](#)

T

[Therapeutic Recreation Specialist](#)

[Toxicologist](#)

V

[Veterinarian](#)

[Veterinary Technician \(Animal Health Technician\)](#)

[Vocational Rehabilitation Therapist \(Manual Arts Therapist\)](#)

M

[Massage Therapist](#)

[Maternal and Child Health](#)

[Medical Assistant](#)

[Medical Geneticist/Human Geneticist](#)

[Medical Laboratory Services/Clinical Laboratory Services](#)

[Medical Laboratory Technician/ Clinical Laboratory Technician](#)

[Medical Physicist](#)

[Medical Secretary/Clerical Worker](#)

[Medical Social Worker/Psychiatric Social Worker](#)

[Medical Technologist/Clinical Laboratory Scientist](#)

[Medical Transcriptionist](#)

[Medicine](#)

[Music Therapist](#)

Questions? Contact us at icrn@ides.state.il.us or 1-877-513-1987