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## **The Health Medical Professions Program**

**CIP 51.9999**

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Have Questions?

Contact: Mrs. Donna Henderson– School Counselor

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*Prices listed are subject to change.*

\* *Additional information about these items can be found in the Student Handbook*

# **READING MUHLENBERG CAREER & TECHNOLOGY CENTER**

## **MISSION STATEMENT**

The Reading Muhlenberg Career & Technology Center, in partnership with our diverse community, sponsoring districts, and business and industry, is committed to providing quality career and technical education, resulting in opportunities for students to gain employment, pursue post-secondary education, and develop an appreciation for lifelong learning.

## **VISION STATEMENT**

To empower Reading Muhlenberg Career & Technology Center students with the technical knowledge and skills to confidently pursue a career.

## **BELIEFS**

- We believe in valuing the diversity of each student
- We believe education leads to opportunity
- We believe quality education starts with quality leadership
- We believe a career and technical education is a critical component of workforce development
- We believe technology is vital to learning and will help students connect with a rapidly changing world
- We believe technology must be embraced by teachers as a tool to help prepare students to meet current and future labor market demands
- We believe in providing all students with a positive educational experience
- We believe students should feel proud of what they have accomplished each day
- We believe students will be provided the opportunity to achieve their highest potential
- We believe students will be provided the opportunity to acquire and cultivate leadership skills
- We believe in providing students with a safe school environment
- We believe the success of a student is enhanced by parents and/or other influential adults through their support and involvement
- We believe in encouraging students to maintain a lifelong affiliation with the school
- We believe change is an ongoing process, not an event, and is fundamental for building quality programs of study
- We believe instruction must accommodate individual student learning styles

# **HEALTH MEDICAL PROFESSIONS – HMP**

- Engage in off-site medical career explorations at local health facilities.
- Explore specific professional programs such as: Occupational therapy, physical therapy, respiratory therapy, massage therapy and alternative therapies.
- Investigate surgical and pharmacological procedures.



## **Job Titles – Career Pathways**

29-2052 Pharmacy Technicians  
29-2054 Respiratory Therapy Technicians  
29-2055 Surgical Technologists  
31-2012 Occupational Therapist Aides  
31-2022 Physical Therapist Aides  
31-9011 Massage Therapists  
31-9099 Healthcare Support Workers, All Other

## **CTC knowledge transfers to college credits at:**

Berks Technical Institute  
Central Pennsylvania Institute of Science and Technology  
Commonwealth Technical Institute  
Harcum College  
Johnson College  
Lincoln Technical Institute  
McCann's School of Business  
Mount Aloysius College  
Penn College of Technology

## **Student Certifications**

NOCTI - National Occupational Competency Testing Institute Certification  
\* Health Assisting  
BLS Healthcare Provider (CPR w/AED Certification)



## **INSTRUCTOR - Mrs. Norma Tamayo**

### **Biography**

I was born and raised in New York City. Although I was born in the United States, my background is of Puerto Rican descent. I speak Spanish and English fluently. As a child, my dream was to work in the medical field. I pursued my nursing career while working as a nursing assistant at The Reading Hospital and Medical Center. I enrolled in the RN nursing program at Reading Area Community College and graduated in 1986. Upon graduation, I continued to work at the hospital for a total of 20 years.

### **Education**

Currently pursuing MSN degree  
RN, Reading Area Community College  
Vocational Education II Certification, Temple University  
Massage Therapy, Academy of Massage Therapy and Body Works

### **Certifications & Awards**

Registered Nurse  
Teach the Educator  
CPR  
Nationally Certified and Licensed Massage Therapist  
Advisor of the HOSA Freedom Chapter  
Co-writer of Pennsylvania's Nurse Aide Curriculum  
Nominated for the Disney's American Teacher Awards  
Nominated for Who's Who among America's Teachers  
Outstanding HOSA Advisor State and National, 2008

### **Work Experience**

My diverse nursing experience includes 20 years working in various departments at the Reading Hospital and Medical Center. Such departments include the intensive care unit, delivery and operating rooms. I attained a managerial position while employed in the hospital's Outpatient Department. I also worked at St. Joseph Hospital's drug and alcohol rehabilitation center and mental health unit. I continue to work part-time for a home health agency.

I have been a teacher for over 10 years. I am currently teaching the Health Science Technology program and I am also the advisor for the HOSA Freedom Chapter. I taught the Nurse Aide Training and Competency Evaluation Program for five years and co-wrote the Pennsylvania Nurse Aide Curriculum for the Department of Education.

**Hire Date** 1997

### **Community Service**

I participate in many health-related events throughout the city of Reading.

Dear Student and Parents/Guardians:

Welcome to Health Medical Professions! The faculty and staff of the Reading Muhlenberg Career and Technology Center are happy that you have chosen this program. The purpose of this letter is to provide you with information about the program.

In the first year, students will participate in theories which include ethics, safety and emergency, nutrition, infection control, human growth and development, medical terminology, abbreviations, basic medical math, and anatomy and physiology. Instructions on how to perform a variety of medical and nursing skills will be included. In addition, students will explore various health careers through their clinical experiences. Students will learn about various health professions, what each profession entails, and the background involved (education, costs, school, etc).

During the second year, students will learn about specific therapy areas which include respiratory therapy, physical therapy, occupational therapy, and massage therapy. Students will spend several weeks in each area and will also be exposed to pharmacological and surgical technology procedures. Advanced anatomy and physiology, medical terminology, abbreviations, medical math and lab skills will be integrated in the second year curriculum as well as learning about office procedures which entail scheduling patient appointments and documenting on patient records. Training in Cardiopulmonary Resuscitation (CPR) and clinical experiences will be provided.

The third year of the program provides the qualified student with the opportunity to participate in 4-6 weeks of clinical rotations. Opportunities to obtain college credits while attending RMCTC through articulations and dual enrollment with local colleges will be provided. Students will participate in SAT/financial aid workshops. The work based learning program is available for students employed in an occupation or trade area which correlates with their academic and career goals. Classroom instructions include advanced medical terminology and preparation for the National Occupational Competency Testing Institute assessment (NOCTI).

I value input from concerned parents and I will share with you and any concerns I may have regarding your child both behaviorally and academically.

This program is challenging. With the help from both school and home, a commitment to the future, and sincere effort to succeed, students will gain a strong foundation for continuing their education in a health career.

If you have any questions, please feel free to contact the school at 610-921-7300. Thank you for your support.

Sincerely,

Norma I. Tamayo, RN  
Health Medical Professions Instructor

Dear Parents/Guardians:

By enrolling in the Health Medical Professions program at Reading Muhlenberg Career and Technology Center, your daughter/son has done more than just enroll in another class. She/he has actually embarked on a new way of life because of the many extraordinary advantages available through this program.

In connection with the Health Medical Professions program, your daughter/son will be invited to join Health Occupation Students of America (**HOSA**). **HOSA Freedom** is the Career and Technical Student Organization integrated into the Health Medical Professions curriculum and classroom. HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in health programs. HOSA is 100% health care!

In our HOSA Chapter, we stress leadership through the election of student officers. We encourage participation through social activities, leadership development sessions, and business meetings as well as friendly competition by means of skill and academic contests on the local, district, state, and national level.

The cost to the student for affiliation in the state and national levels are being kept to a minimum. Dues include: state dues \$5.00 and national dues \$10.00 for a total of \$15.00. Opportunities are available to work with your daughter/son to either raise their dues money through fundraisers offered during the year or pay it on a monthly schedule. Dues money is used to pay for duplicating chapter materials, postage, and for other HOSA needs.

HOSA provides an opportunity for your daughter /son to shine. I look forward to sharing her/his successes with you this year.

Sincerely,

Norma Tamayo, RN  
HOSA Freedom Chapter Advisor

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Parent/Guardian Signature & Date

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Student Signature

## Health Medical Professions

### Classroom Regulations

1. Uniform
  - a. Clean, white lab coat with name pin on the left side
  - b. Clean, navy blue scrub top and pants for clinical
  - c. Clean, white duty shoes for clinical
2. Eating
  - a. No gum
  - b. No candy
  - c. No smoking
3. Lockers
  - a. Use assigned locker only
  - b. Keep valuables in your locker
  - c. Keep locked at all times
  - d. Keep locker clean
  - e. Do not kick lockers
4. Lavatory
  - a. One student at a time
  - b. Limit 5 minutes
5. Leaving Room
  - a. With hall permit
  - b. With lav permit
  - c. With special permission from instructor
6. Assigned Seats
  - a. Do not sit on beds, tables, counters, desks, or floors
  - b. Only sit where assigned
7. Equipment and Supplies
  - a. Use carefully
  - b. Use safely
  - c. Keep clean
  - d. Return to proper place
8. Accidents
  - a. Report any injury to instructor immediately
9. Cleanliness of Classroom
  - a. Each student assigned duty
10. Books
  - a. May be borrowed with instructor's permission
  - b. Must sign card
  - c. Must return in good condition
11. Notebooks
  - a. Keep up to date
  - b. Checked periodically
12. Fire Drill
  - a. Exit classroom to left
  - b. Exit building to front parking lot
  - c. Return to room when announced

Note: Infractions of these regulations will result in disciplinary action.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



# Reading Muhlenberg Career and Technology Center

## Health Medical Professions

### Dress Code

Students are expected to comply with the dress codes of their home school as well as that of Reading Muhlenberg Career and Technology Center. In addition to those requirements, as listed in the student handbook, students are expected to adhere to the following guidelines:

#### General Guidelines:

- A. Hair must be off the collar and back from face.
- B. Fingernails must be of a professional appearing length and may only be lightly polished.
- C. Make-up should be moderately applied and be consistent with a professional healthcare image.
- D. There should be no dangling jewelry.
- E. Students should have a watch with a second hand.

#### Laboratory Experiences in school

- A. Students must wear a lab coat.
- B. Students will wear closed shoes with a covered toe and heel.

#### Off Campus Clinical Experiences

- A. Students will wear
  - 1. White Lab coat
  - 2. Navy duty pants, skirt or dress
  - 3. Navy top with skirt or slacks
  - 4. White duty shoes
  - 5. White hose and under garments
  - 6. Name pin

#### Off Campus Volunteer Opportunities or Field Trips

- A. Navy Scrubs or HOSA uniform as designated by instructor
- B. Clothing which reflects dress codes of home schools and RMCTC unless the instructor specifies exceptions. In general blue jeans are not considered professional casual attire and will not be acceptable on field trips or volunteer opportunities.

The dress code requirements are consistent with professional standard expected in the Health care settings in this community.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Please return this from to instructor for inclusion in student records.

## Health Medical Professions

### General Safety Rules for the Laboratory and Clinical Setting

#### GENERAL RULES OF SAFETY:

1. Be alert to any potentially unsafe condition.
2. Always observe the safety regulations of the facility.
3. Walk, never run, especially in hallways or in areas where there are patients.
4. Never use the contents of an unlabeled container.

#### BEDSIDE SAFETY CONSIDERATION:

1. Bed rails: All beds are equipped with bed rails, which are to be used only with a doctor's order. (considered a restraint)
2. Drawers on bedside tables must be kept closed when not in use.
3. The patient call system must be within the patient's reach at all times.
4. All ointments, solutions, creams or any other materials used for treating the patient must be put in the proper storage place.

#### SAFETY CONSIDERATION WHEN LIFTING:

1. Learn and apply the principles of body mechanics.
2. Never overestimate your strength.
3. Never attempt a lift alone if you are unsure of being able to complete it.
4. Always get help if you are unsure of your ability to complete the transfer alone.
5. Use the mechanical lift whenever its use is indicated.
6. Always set the brakes of a wheelchair, bed, stretcher, examining table or any other device when transferring a patient from one to another.

#### SAFETY CONSIDERATIONS FOR WHEELCHAIR USE:

1. Set the brakes before any transfer and when the patient reaches his/her destination.
2. Use footrests when transporting patients. Lift them out of the way when moving the patient in or out of the chair.
3. Back the wheelchair down inclines and in and out of elevators.
4. Protect the patient's arms, elbows and hands when transporting from one place to another.

#### SAFETY CONSIDERATIONS FOR STRETCHER USE:

1. Fasten safety straps and protect the patient's hand and feet.
2. Stand at the patient's head when moving the stretcher.
3. Push the stretcher slowly.
4. Guide the stretcher from the front when going down an incline.
5. Watch for traffic when approaching an intersection.

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Student Signature

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Date

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Parent/Guardian Signature

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Date

## GRADE REPORTING

**Purpose:** The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress will be measured in the areas of work ethics, and knowledge. All activities and assessments that are required as the student progresses through their skills (learning guides) will be reflected within the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic 40%  
Knowledge 60%  
100%

Teachers must be able to justify grade percentages in the event of inquiries or concerns.

**Interpreting a Grade:** The two levels of evaluation are described below:

**Work Ethics Grade (40%):** Each school day, every student receives a Work Ethics or daily grade. Criteria that comprise these grades are safety, student behavior, preparation/participation, productivity or time on task, professional appearance and extra effort. The Work Ethics grade range is based on a 0 to 10 model that students may earn each day depending on how many criteria they satisfactorily meet.

**NOTE: Impact of Absenteeism, Tardiness/Early Dismissals** - The direct effect of absenteeism on a students' grade will be through the Work Ethic component of the grading formula. If a student is Tardy or has an Early Dismissal the Work Ethic grade will automatically be defaulted to a five (5) from a possible ten (10) points. The instructor may change this value as they see fit.

**Knowledge Grade (60%):** Throughout the marking period, a student's cognitive knowledge about various career-specific topics will be evaluated and recorded by the instructor. Examples of knowledge activities include: lab/shop assignments, homework, quizzes, tests, and research activities. The Knowledge grade range is based on actual points earned divided by the total accumulative points.

**Task tracking:** For the purpose of students earning a job title associated with their program are, teachers track students' skill/task work. Teachers identify specific criteria to evaluate each task performed, ranging from a 0 to 5 (not completed to mastery). Students must earn a 4 or 5, in order to credit the task towards earning the specific job title. Students have the opportunity to revisit a task multiple times until successfully receiving credit. The job titles a student earns will be listed on the student's RMCTC certificate that is awarded at Senior Recognition Night.

## GRADE REPORTING (continued)

### **CTC Letter Conversion Table Grade Letter**

100 – 97	A+
96 – 93	A
92 – 90	A-
89 – 87	B+
86 – 83	B
82 – 80	B-
79 – 77	C+
76 – 73	C
72 – 70	C-
69 – 65	D
64 – under	F

Final Grade average is based on the student's four (4) numerical marking period grades. The final average will directly align to the letter conversion table listed above.

If a student has three (3) marking period grades of "F" the teacher shall give appropriate consideration to that student not passing for the year. If a student is on an **upward trend** at the end of the school year, this **may** justify having the student pass for the year. If the opposite is true, and the student is on a **downward trend**, the student **should** receive a failing grade.

The individual teacher must evaluate each student's achievement in terms of the expected goals for their program area.

Failure to complete assignments, frequent lateness or absence, and demonstrated indifference to school are major contributors to student failure. **Blatant refusal** to attempt or to complete a significant number of course requirements may, by itself, justify a final course grade of "F".

The following divisions are given as a guide to recording and interpreting the grading system. It remains for each teacher to objectively and fairly rate each student, not based upon personality, but performance.

**Determination of Grades:** Teachers will give thorough consideration using all grading components in determining students' grades to both class work and test results.

#### **A = Excellent**

1. This grade represents **superior work** and is distinctly an honor grade.
2. The excellent student **has reached all course objectives** with high quality achievement.
3. The excellent student displays unusual effort and works willingly and effectively in reaching required objectives.

## **GRADE REPORTING (continued)**

### **B = Good**

1. This grade represents **above average** quality achievements.
2. The good student **has reached a large majority of course objectives.**
3. The good student is industrious and willing to follow directions.

### **C = Average**

1. This grade represents **acceptable** quality achievements.
2. The average student **has reached a majority of course objectives.**
3. The average student is cooperative and follows directions, yet extra effort and improvement are needed for more complete mastering of the material.

### **D = Passing**

1. This grade represents a **minimum acceptable** quality achievement.
2. The student is performing below-average work and **has not reached a majority of course objectives.**
3. This achievement level indicates there is a great need for improvement, daily preparation and improved dedication and attendance.

### **F = Failure**

1. This grade represents **unacceptable** quality achievements.
2. The failing student **has not reached necessary course objectives.**
3. The failing student has not attempted to complete assignments, is constantly late or absent, and generally has failed to accomplish the fundamental minimum essentials necessary in the program area.
4. It may be noted that generally a student does not fail because of a lack of ability; failure may be caused by laziness, non-dedication, or a general disregard to directions of the teacher and the unwillingness to use whatever ability he/she possesses.

**Incomplete Grades:** Incomplete grades must be updated no later than ten (10) days from the close of the marking period. As soon as the work is completed and the grade is available, it must be reported to the appropriate person.

**Failures:** Students who receive a failing final grade in a program area are permitted to repeat that program, but are urged not to do so for obvious reasons. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes and not merely satisfying a short-term or unrealistic desire.

**Attendance and its Impact upon Grades:** The importance of regular school attendance and its positive impact upon a student's performance grade cannot be overstated. If a student is absent, he or she does not have the opportunity to keep pace with their classmates and must work independently to acquire the information missed during any absence. Regardless of how well a student performs when he/she is present, habitual absenteeism usually results in a failing performance grade. This situation is not unlike the conditions of the business or industry for which the student is being trained.

## **GRADE REPORTING (continued)**

**Make up Work for Absences:** Students have the opportunity to make-up school work due to an illness/being absent from school. **PROVIDED** their absence is excused. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absences – five (5) school days to complete assigned work.
2. Four (4) or more days excused absence – ten (10) school days to complete assigned work.

All work missed through unexcused absences will be graded as a zero

**Report Cards (See Progress Reports):** Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology program. Students will also receive a report card from RMCTC reflecting their program grade and Social Studies grade, where applicable. In addition, grades are available on the parent portal.

**Senior Recognition Night:** Reading Muhlenberg Career & Technology Center hosts an annual Senior Recognition Night, which honors our senior students. During this event, all senior students in attendance are recognized and may also receive awards that they have earned relevant to their accomplishments while attending Reading Muhlenberg CTC.

**PARENT PORTAL:** The Parent Portal is available for parents/guardians to view your child's progress by accessing the RMCTC District Portal on the School's web-site; [www.rmctc.org](http://www.rmctc.org). This will give you up to date information related to your child's attendance, grades (work ethic and knowledge), discipline referrals and schedule. In order to use this resource, you must provide the CTC with a current email address and register online.

Log onto [www.rmctc.org](http://www.rmctc.org), click on "**Parents**", then click on "**parent portal**" which will navigate you to the link where you will log into the portal. You will have to "**create an account**" on your first visit to the portal by using your email address (you need to use the email address you provided us on your child's application) and setting up a password. Once registered you may return at any time to view your child's information.

Please utilize our website, to track your child's progress by viewing their grades and attendance, along with any discipline action. In addition you will be able to review your child's report cards & progress reports as soon as they are available. You also have the ability to select the option to receive email notifications for specific instances that you choose. You can choose to receive an email automatically if your child is absent/tardy or both, if your child receives a discipline referral or suspension and if your child receives a specific grade.



**Reading Muhlenberg CTC**  
**2615 Warren Road**  
**Reading, PA 19604**  
**(610) 921-7300**

**Student Progress Report - MP 1**

**Student Name:**

Student Address

Reading, PA

Progress Report # : 1  
 Sending School:  
 Location: Reading Muhlenberg CTC  
 Enrollment Date:  
 Course:  
 Class:  
 Instructor:  
 Grade:

Questions regarding this report can be answered by calling your child's teacher at (610) 921-7300. If the teacher is not available when you call, please leave your name and telephone number and your call will be returned.

Your child's progress in this class is:

Grade to Date: As of

Knowledge:

**Knowledge Comments / Recommendations:**

**Skill Comments / Recommendations:**

**Work Ethic/PDP Comments/Recommendations**

<u>Attendance Report</u>	<u>Excused Absences</u>	<u>Unexcused Absences</u>	<u>Unexcused Tardy</u>
Year To Date Totals	0.00	0.00	0.00
Current marking period	0.00	0.00	0.00

Instructor's Signature: \_\_\_\_\_

Issue Date:

Student's Signature: \_\_\_\_\_

Sign Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Sign Date: \_\_\_\_\_

It is the policy of Reading Muhlenberg CTC not to discriminate on the basis of sex, handicap, race and national origin in its educational and vocational programs, activities, or employment as required by the Title IX, Section 504, and Title VI.



2615 Warren Road
Reading, PA 19604
(610) 921-7300

School Year

ANNUAL EDUCATIONAL AND OCCUPATIONAL OBJECTIVES FOR STUDENTS ENROLLED IN A PDE-APPROVED CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM

INSTRUCTIONS: This form is to be completed each year by students enrolled in a Pennsylvania Department of Education (PDE) approved CTE program with the intent to take further technical instruction offered by the program to achieve a related occupational objective. The scope and sequence for the PDE approved program serves as the educational plan.

Form is to be completed by student and verified and signed by the instructor and guidance /career counselor:

STUDENT'S NAME:

Gender: Birthdate: Current Grade:

SECONDARY SCHOOL OFFERING APPROVED CTE PROGRAM: Reading Muhlenberg CTC

SENDING SCHOOL DISTRICT (for CTCs/AVTSs/Charter Schools):

This student is enrolled in technical instruction offered by the following approved CTE program and associated Classification of Instructional Program (CIP):

PROGRAM NAME: Health Professions and Related Clinical Sciences, Other CIP Code: 519999

1. Is student enrolled in approved Tech Prep/Program of Study (POS) program technical instruction? Yes or No (Circle one)

2. If yes, is student taking minimum academic coursework per approved Tech Prep/POS program scope and sequence?

3. Student's plans following high school graduation include: (Check all that apply) Yes or No (Circle one)

Employment or Military service/training - Specify Branch
Postsecondary education: College Technical School / Proprietary School

4. Student's program-related occupational objective:

Career Pathway

As a student enrolled in this program, my career objective is to prepare for and explore the following career pathway(s).

- Healthcare Support Workers, All Other
Occupational Therapy Aides
Physical Therapist Aides
Respiratory Therapy Technicians
Massage Therapists
Pharmacy Technicians
Program of Study - SOAR
Surgical Technologists

\*This information is not auditable by the Office of Auditor General. I understand that this information will become part of my permanent file with Reading Muhlenberg CTC, 2615 Warren Rd., Reading, PA 19604. I also understand that this information will be forwarded to my home school district counseling office.

Student's Signature Date

Counselor's Signature Date

Instructor's Signature Date

It is the policy of Reading Muhlenberg CTC not to discriminate on the basis of sex, handicap, race and national origin in its educational and vocational programs, activities, or employment as required by the Title IX, Section 504, and Title VI.

Pennsylvania State Board of Education, Chapter 4 Section 4.31(e) states that a student's record shall include the student's educational and occupational objectives. This form (PDE-408) or similar, locally developed form must be completed and signed each school year by the student enrolled in planned technical courses/instruction offered by the program and must be maintained in school files. The Office of the Auditor General will review student records to determine if the technical courses/instruction taken by the student coincide with the planned courses/instruction documented for the approved CTE program.



## 51.9999 Health Professions and Related Clinical Sciences, Other Health Professions and Related Clinical Sciences, Other

### **Orientation**

Identify school rules & procedures.  
Identify program objectives & procedures.

### **Introduction to Health Care**

Provide an overview of health care & discuss community health care services, hospital organizations and the purpose of health care facility survey.  
Identify members of the health/nursing/dental team & the chain of command.

List the rules of personal hygiene, dress practices & explain the importance of maintaining a healthy mental attitude.  
Demonstrate leadership/citizenship skills through participation in HOSA/VICA.

### **Infection Control**

Identify diseases, mode of transmission & explain how the immune system protects the body from infectious diseases.  
Discuss the principles of standard precautions, infection control & sharps disposal, OSHA, CDC, Standards & Right to Know.  
Demonstrate proper hand washing techniques & donning/removing PPE.  
Discuss basic cleaning, disinfecting & sterilizing objects to prevent disease transmission.

### **Safety and Emergency Procedures**

Identify measures to promote environmental safety.  
Describe fire safety procedures and prevention.  
List guidelines for dealing with a violent individual.  
List techniques for using ergonomics & appropriate body mechanics.  
Identify and report patients who are at risk for incidents and explain crisis plan.  
List alternatives to the use of physical restraints and demonstrate techniques for patient security/alerts.  
Explain the purpose of repositioning patients and maintaining correct body alignment.  
Demonstrate turning patient toward & away from you/moving patient to the HOB and logrolling the patient.  
Demonstrate knowledge of BLS, AED and first aid.

### **Ethical / Legal Responsibilities**

Summarize all aspects of consumer, residents, patients and client rights.

### **Communication Skills**

Explain how to communicate with patients in a respectful and abuse free manner according to the patient's stage of development and cultural background  
Describe guidelines for communicating with patients who have deficits.  
Document & record observations and appropriate terms in the medical chart while following HIPAA regulations.

### **Medical Terminology**

Identify med term roots, elements, interpretations & common abbreviations.

### **Anatomy and Physiology**

Identify anatomical terms, body positions, cavities and regions.

Describe the anatomy & physiology of the cell.

Describe the anatomy & physiology of the GI system .

Describe the anatomy & physiology of the urinary system.

Describe the anatomy & physiology of the endocrine system.

Describe the anatomy & physiology of the reproductive system.

Describe the anatomy & physiology of the circulatory system.

Describe the anatomy & physiology of the respiratory system.

Describe the anatomy & physiology of the integumentary system.

Describe the anatomy & physiology of the skeletal system.

Describe the anatomy & physiology of the muscular system.

Describe the anatomy & physiology of the lymphatic system.

Describe the anatomy & physiology of the nervous system.

Describe the anatomy & physiology of the sense system.

Identify anatomy & physiology / define diseases, medical terms and the metric system.

### **Medical Math**

Solve practical problems using addition, subtraction & multiplication.  
Solve practical problems using decimals.  
Solve problems using ratio and proportion.  
Recognize and use fractions to solve practical problems.  
Convert between metric and US customary units.  
Solve word problems involving combined applications.

Solve practical problems using percentages.  
Perform dosage calculation.

### **Introductory Skills**

Demonstrate proper telephone technique, identify patient & convers, answer call bell & tidy patient.

### **Rehabilitation, Physical and Occupational Therapy**

Implement pain management strategies.  
Discuss how to handle patients with paralysis & identify proper use of safety devices.  
Provide range of motion exercises.

Apply gait belt and assist patient to dangle, stand and walk.  
Provide cast care.  
Demonstrate proper use of compresses, cold, hot & paraffin therapy.  
Demonstrate stump care (include ace wrap).

Ambulate patient with assistive devices (cane, walker & crutches).  
Transfer and position a patient to chair/wheelchair utilizing a sliding-board and mechanical lift.  
Identify and maneuver parts of a wheelchair / stretcher.

Transfer, position & transport patient in wheelchair/stretcher & bed.

Demonstrate use of immobilizer, hip abductor pillow and foot boot.  
Use compression / venodyne system.

Provide whirlpool treatment.  
Identify adaptive devices.

### **Nutrition and Hydration**

List general principles of basic nutrition, therapeutic diets & feeding the deprived patient.

Assist with feeding the independent & dependent patient.  
Accurately measure meal percentages, intake & output.

Discuss care for the bariatric patient.

### **Medical Terminology, Diagnostic Procedures and Pathology**

Complete introduction to medical terminology.  
Describe the human body in health and disease.  
Recognize, define, spell and pronounce terms related to the pathology and diagnostic treatment of the skeletal system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the muscular system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the cardiovascular system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the lymphatic and immune system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the respiratory system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the digestive system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the urinary system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the nervous system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the special senses.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the integumentary system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the endocrine system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the reproductive system.  
Recognize, define, spell & pronounce terms related to pathology, diagnostic & treatment of the diagnostic procedures and pharmacology.

**51.9999 Health Professions and Related Clinical Sciences, Other**  
**Health Professions and Related Clinical Sciences, Other**

***Mental Health and Mental Illness***

Define mental health and list common behavior issues.  
Identify signs and symptoms of Drug and alcohol abuse

***Death and Dying***

Discuss own feelings about death and identify the stages of dying , including signs of approaching death, hospice and post mortem care.

***Human Needs and Human Development***

Identify ways to meet patient's basic human needs, recognize how age, illness & disability affect psychosocial needs and respect cultural diversity & spiritual needs.

***Personal Care Procedures & Vital Signs Procedures***

Measure and record body temperature (oral, axillary, rectal - glass & electronic).  
Measure and record radial and apical pulse.

Measure and record respirations.

Measure and record blood pressure.

Measure and record height and weight.

Graph TPR and BP.

Apply anti-embolitic stockings, sterile and non-sterile dressing.

Make occupied / unoccupied bed and prepare for soiled linen.

Assist in toileting.

Provide catheter care and empty drainage bag.

Assist patient with bathing, nail care, backrub, perineal care, dress & undress, provide privacy and observe & report abnormal skin conditions.

Identify and discuss treatment of decubitus ulcers (bed or pressure sores) on a client

Demonstrate denture care & oral hygiene for conscious/unconscious patient.

***Office Procedures***

Prepare a medical file for a new client & maintain records accurately.

Complete filing skills.

Obtain charts / patient records for patients with scheduled appointments.

Discuss the physical exam, positions and visual screening.

Discuss methods of collection, special handling and labeling specimens.

Discuss the principles of an EKG.

Discuss minor office surgery.

Discuss basic laboratory procedures.

Perform a blood glucose measurement using a glucometer, proper strips and manufacturer glucose controls.

***Pharmacology Basics***

Describe the general duties of a pharmacy clerk & the five categories of pharmacology.

List common abbreviations used for dosage forms and routes of administration.

Identify responsibilities regarding drug administration.

Identify reference books used in pharmacy.

***Respiratory Therapy Procedures***

Perform chest physical therapy.

Calculate respiratory volumes with incentive spirometry.

Demonstrate basic aerosol treatments.

Demonstrate coughing and deep breathing.

Discuss usage for Peak Flow.

Operate oxygen concentrator & demonstrate how to apply nasal cannula and mask.

Provide tracheostomy care.

Suction a patient.

Assess normal and abnormal breath sounds.

Measure oxygen saturation, and pulse rate using an oximeter.

Provide oral care to prevent ventilator-associated pneumonia (VAP).

***Basic Techniques for Alternative Therapies***

Identify various therapies of integrative medicine.

Identify the pathological indications and contraindications of holistic care.

Identify aromatherapy essential oils and their effects on the body.

Identify the benefit of music therapy.

Identify the benefit of art therapy.

Identify/demonstrate the principles of reflexology.

Identify/demonstrate the principles of chair massage.

Identify major aspects of building and maintain a successful practiced in holistic care.

Demonstrate how to document utilizing the Soap note

Utilize muscle testing for evaluating balance within the body and specific allergies

***Surgical Technology Procedures***

Demonstrate surgical scrub for the OR

Demonstrate donning surgical gown and gloves

Identify basic surgical instruments

Identify basic suturing materials and techniques including skin stapling

Identify and prepare medications (local anesthetics and irrigations)

***Employability Skills***

Establish career goals and develop a plan to meet goals.

Complete a job application.

Compose a resume, reference list and cover letter.

Prepare for a job interview.

Compose various employment letters, i.e. thank you and resignation.

Participate in online career search & develop online accounts.

Create a career portfolio.

# PORTFOLIO

All students will be required to create a portfolio to showcase their accomplishments. A portfolio is a collection of work related to education, employment, and self-development.

## **The Portfolio will contain the following:**

- a. Title Page
- b. Table of Contents
- c. Resume with Reference List
- d. Achievements-
  - 1. Awards
  - 2. Certifications
  - 3. Transcripts
  - 4. CTSO information
  - 5. PSC certificates (NOCTI)
- e. Skill Set
  - 1. Task List
  - 2. Certificate of Competency
- f. Work Samples
  - 1. Pictures
  - 2. Writing Samples
  - 3. Videos
- g. Other Related Information
  - 1. Computer Applications
  - 2. Community Activities
  - 3. Talents
  - 4. Sports
  - 5. Clubs

# READING-MUHLENBERG CAREER & TECHNOLOGY CENTER

## WORK BASED LEARNING Cooperative Education & Internships RULES / GUIDELINES

1. All Work Based Learning (WBL) students must have school WBL forms completed before starting the job/internship, and any student less than 18 years of age must also have a transferable work permit.
2. **ABSENT FROM SCHOOL????? – NO WORK!!!!!!!**
  - If you are absent from school in the morning, you may **NOT** go to work in the afternoon. **YOUR JOB IS PART OF YOUR SCHOOL DAY.** If you are at a **medical, social service, or court appointment** in the AM, you **may** go to work that day. However, you must bring a note **from the agency where you were**, to your attendance secretary, the next school day.
  - If you are ill, **YOU** must call your employer to inform him/her that you will not be reporting for work.
  - **IMPORTANT:** If your name is going to appear, for any reason, on your sending school absentee list, you must also **report off to Mrs. Albarran @ 610-921-7301. Failure to report off will result in removal from WBL.**
  - If **school is closed** for a holiday, in-service day, or a snow day, you **DO** go to work on those days, if you are scheduled.
  - If you are suspended **out of school** you may not work at your WBL job. This includes jobs that are scheduled with after school hours.
  - **REPETITIVE ABSENCES** at school or work will result in your removal from Work Based Learning.
3. All WBL students are required to **report to the CTC every Monday.** Any additional classroom time is at the discretion of your program area teacher. You are responsible for communicating this to your employer. On the **first Monday of each month**, immediately upon arrival, report directly to **Student Services**, where you will sign in with Mrs. Baller. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Don't forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two Monday meetings, you will be removed from WBL.**
  - Any violations of these rules will result in the following **discipline action:**
    - 1<sup>ST</sup> violation – VERBAL WARNING**
    - 2<sup>nd</sup> violation – REMOVAL FROM WORK BASED LEARNING**
6. When at work you are guided by and are responsible to your employer. Be sure to follow all of the Employers' rules and regulations because you will be terminated for the same reasons as any other employee.
7. If your work experience is terminated for any reason, you must return to school the next day, and inform your CTC teacher and the Work Based Learning Coordinator.
8. If you wish to terminate your employment, you must discuss this with your teacher and the Work Based Learning Coordinator, and leave the job properly by giving the employer a two-week notice and a letter of resignation.
9. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

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STUDENT SIGNATURE

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PARENT/GUARDIAN SIGNATURE

# **Articulation Agreements**

The Reading Muhlenberg Career and Technology Center has agreements with the following:

Berks Technical Institute

Central Pennsylvania Institute of Science and Technology

Commonwealth Technical Institute

Harcum College

Johnson College

Lincoln Technical Institute

McCann's School of Business

Mount Aloysius College

Penn College of Technology

# STUDENTS OCCUPATIONALLY & ACADEMICALLY READY



- *Earn college credits which will save you money on tuition*
  - *Shorten college attendance*
  - *Get on the right career path*
  - *Enter the job market prepared*
  - *Get a consistent education*
- *See your CTC School Counselor for More Information*

## TO QUALIFY CTC STUDENTS MUST:

1. Earn a high school diploma, achieve a minimum 2.5 GPA on a 4.0 scale in your CTC program and complete the PDE approved Program of Study.
2. Earn the industry certifications offered by your program (if applicable).
3. Achieve Competent or Advanced on the NOCTI End of Program Assessment.
4. Achieve proficiency on ALL of the Program of Study Competency Task List.
5. Provide documentation to Postsecondary Institution that you have met all of the requirements!

Find out more about the colleges offering course credits you can earn while attending RMCTC. Go to [collegetransfer.net](http://collegetransfer.net), search: PA Bureau of CTE SOAR Programs, and find your program by CIP Code.



*\*To receive college credits, qualifying students have three years from their date of graduation to apply and matriculate into the related career and technical program at a partnering institution.*

## Program Planning Tool

Program Title: CIP 51.9999 HEALTH - MEDICAL PROFESSIONS

Student Name: \_\_\_\_\_

This document has been designed as a tool to facilitate student placement decisions and provides important information about the program. The chart on the reverse side is designed to assist in the identification of necessary skills, present educational levels, and supports, if any, that are needed to foster program success.

### ***Program Completion Requirements***

#### ***A successful student will...***

- Secondary Academic Course Requirements: The PA Dept. of Education's focus is to ensure every student is college and career ready, therefore all students are recommended to follow a college prep sequence of academic classes. Courses such as applied math or general science are not appropriate for this program. PDE's goal is to have all students perform at the competent or advanced level on the Keystone Exams and Program of Study end-of-program assessment (NOCTI).
- Complete an Occupational Competency Assessment (i.e. NOCTI end-of -program exam) and score at the "competent" or "advanced" level. This end-of -program exam will cover the full scope of the program of study curriculum and includes (1) a multiple choice test and (2) a performance test consisting of occupational related tasks scored and evaluated by industry judges. .
- Earn a minimum of one industry recognized certification. Students will be encouraged and expected to earn all recognized industry certifications that make up the scope of the curriculum. Accommodations are not permitted for industry certifications. These include: BLS Healthcare Provider (CPR w/AED) Certification and certifications through the National Healthcareers Association.
- Complete the approved program curriculum and earn a minimum of one RMCTC Job Title aligned with the student's career objective. Job titles are identified on the program task list, aligned with local workforce needs and high priority employment occupations, and annually reviewed and approved by the program's occupational advisory committee.
- Successful completion of Keystone Exams as determined by sending school district.
- Maintain a 95% attendance rate or better.
- Transition on to a post-secondary institution, military or related fulltime employment aligned to their CTC program of study.

### ***Instructional Process/Specifications***

#### ***A successful student will...***

- Perform a wide variety of tasks in a laboratory environment with equipment consistent with industry standards. Up to 25 students are assigned to work "independently" and in "small teams". Students progress by using learning guides in a self-directed manner. Students will be required to work with medical and diagnostic instruments such as ambulatory devices, transfer boards, splinting material, glucometer, compression boots, suction and aerosol machines, tubings, and pulse oximeter. Students will also be required to use chemicals to sterilize and disinfect instruments and patient areas.
- Students will be participating in clinical experiences where they will be exposed to human body fluids and will be required to wear gloves and masks to protect themselves from possible viruses and infectious diseases, such as hepatitis. Students will be taught to properly dispose of sharp, infectious, and hazardous waste. Strict adherence to sterilization and disinfecting procedures must be followed to insure safety to self and others.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 50% of their time in classroom theory and 50% of their time doing laboratory applications and live work.
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Read and study textbooks and technical manuals. Most textbooks and manuals are written at a 12<sup>th</sup> grade level.
- Complete homework on time. Homework typically involves chapter or workbook assignments, on line research assignments and writing assignments.
- Participate in Career & Technical Student Organizations including HOSA, SkillsUSA and/or National Technical Honor Society.
- Participate in a paid or unpaid work based learning related to the Program of Study (cooperative education, clinical internship, and/or job shadowing).
- Purchase appropriate work and safety attire, tools, and equipment. Following is an estimated breakdown of costs:
  - UNIFORM: Navy Blue Scrubs \$30, White Labcoat \$20, White Shoes \$20, Watch w/second hand \$20

## Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
<p><b>Program Completion</b> – Strong self-determination skills and understanding of personal strengths and weaknesses. Ability to meet industry established standards of performance, complete the program of study without curriculum modifications, and earn industry certifications without testing accommodations.</p>		
<p><b>Reading &amp; Language Arts Level</b>- Text and manuals written on a 12<sup>th</sup> grade reading level. Proficient on end-of-course exam (Keystone). Understanding written sentences and paragraphs in work related documents. Oral expression, oral comprehension, written expression.</p>		
<p><b>Math Level</b> - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Proficient with ratio and proportions (medical dosages)</p>		
<p><b>Aptitude</b> – Depth perception, attention to detail, critical thinking, dependability, cooperation, self-control, social orientation, integrity, initiative, stress tolerance, concern for others, active listening, selective attention, problem solving and troubleshooting skills.</p>		
<p><b>Safety &amp; Physical</b> – Stamina (ability to focus at work station for long periods of time) Arm-hand steadiness, finger dexterity, manual dexterity, trunk strength (ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without fatiguing), multi-limb coordination, hand-eye coordination. Physical strength required to lift patients for transfer.</p>		
<p><b>Interpersonal/ Social</b> – Assisting and caring for others, provide emotional support, ability to work independently and in a team, communication with supervisors, peers and patients, establishing and maintaining interpersonal relationships.</p>		
<p><b>Other Occupational/Program Considerations</b> – Willingness to study outside of class, intensive memorization of medical processes and vocabulary (medical terminology &amp; anatomy and physiology), strong written and verbal communications skills, strong attention to details, ability to following detailed directions and protocols with accuracy . Possess a strong empathy for the infirm. Focused on working closely with the public. Not disturbed by incidences, such as surgeries, injections, medical procedures, and traumatic situations and a willingness to safely handle various bodily fluids and medical waste.</p>		



# Scope and Sequence Health Medical Professions 51.9999

Academic Subjects – Career success and postsecondary education success require the same level of college prep coursework. The Pennsylvania Department of Education’s (PDE) focus is to ensure that every student is prepared for college and a career. Academic courses such as applied math or general science cannot be listed on the program’s scope and sequence. PDE’s goal is to have all students perform at the competent or advanced level on the PSSA, and earn the Pennsylvania Skills Certificate on the end-of-program assessment.

Subject (Hours)	Secondary School				Postsecondary Institution			
	Grade 9 (Hours)	Grade 10 (Hours)	Grade 11 (Hours)	Grade 12 (Hours)	First Semester	Second Semester	Third Semester	Fourth Semester
Technical		Intro to Healthcare	Medical Math & Safety	Medical Terminology/Diagnostic & Pathology	BIO 115 Human Anatomy & Physiology 1	BIO 125 Human Anatomy & Physiology II	BIO 201 Microbiology	
		Safety & Infection Control	Anatomy & Physiology	Office Procedures				
		Ethical/Legal & Communication Skills	Rehab/Physical & Occupational Therapy	Pharmacology Basics				
		Anatomy & Physiology	Respiratory Therapy	Job Seeking Keeping Skills				
		Medical Terminology & Math	Basic Techniques & Alternative Therapies					
		Nutrition/Hydration & Mental Health	Human Needs/Development					
		Personal Care/Vital Signs & Death/Dying	Job Seeking Keeping Skills					
		Job Seeking Keeping Skills						
English	College Prep English 9	College Prep English 10	College Prep English 11	College Prep English 12				
Math	Algebra I	Algebra II	Geometry	Trigonometry				
Science	Accelerated Integrated Science	Biology	Chemistry	Physics				
Humanities	Citizenship	World Cultures	American History I	American Government	PSY 111 Psychology	PSY 203 Developmental Psychology		Soc 111 Intro to Sociology
Other	Physical Education	Physical Education	Physical Education	Physical Education			FIT Elective Fitness	
	Health	Health	Health	Health			NUR 219 Adult Medical – Surgical Nursing II	NUR 280 Childbearing, Nursing

## **CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)**

All students enrolled in Reading Muhlenberg Career & Technology Center have the opportunity to participate in at least one Career & Technical Student Organization (CTSO) while enrolled at the CTC. Students who become members in these co-curricular organizations have the opportunity to participate in team building, leadership, community service and social events.

Students also have the opportunity to attend skill competitions where the skills they have learned are "put to the test" against other competitors. These competitions include testing of knowledge and hands-on skills in a variety of trade and leadership events. Students who are fortunate enough to win their events at a district or state competition are able to compete at the national level and travel to locations such as Louisville, KY, Kansas City, MO, San Diego, CA, Orlando, FL, and Cleveland, OH.

### **Health Occupation Students of America (HOSA)**



[www.hosa.org](http://www.hosa.org)

HOSA, a co-curricular club, is a health career organization of which all Health Science Technology and Public Safety & Security students may become a member. Our students become members of the state and national organizations that "promote careers in healthcare", while allowing them to practice leadership and interpersonal skills through competition. Our local chapters, HOSA Pioneer, HOSA Heritage, HOSA Pride, HOSA Freedom, and HOSA Heros are very involved in service to the school and community. Two officer teams, one a.m. and one p.m., head the local chapters under the direction and guidance of their respective advisor.

### **SkillsUSA**



<http://skillsusa.org>

SkillsUSA is a national organization of students, teachers and industry representatives who are working together to prepare students for careers in technical, skilled and service occupations. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

## National Technical Honor Society (NTHS)



[www.nths.org](http://www.nths.org)

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the NTHS. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

NTHS members receive: the NTHS membership certificate, pin, card, window decal, white tassel, official NTHS diploma seal, and three personal letters of recommendation for employment, college admission, or scholarships. Students will have access to our online career center including these valuable services: MonsterTRAK, Wells Fargo, Career Safe, and Career Key.



*Certificate of Competence*

*Awarded*  
May 24, 2011

*This is to verify that*

*Has met the standards of competence in the*

*Curriculum by completing the following job title(s)*

*Gerald P. Witmer Jr.*

Director

Teacher