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The Health Medical Careers Program

CIP 51.0899

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Have Questions?

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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 Careers

Dear Students, Parents and Guardians:

Welcome to the Health Medical Careers program. I am very excited to begin this journey with all of you! Although the program is demanding, your child will grow in knowledge and maturity each year and will be exposed to a wealth of opportunities to facilitate this process.

In this pre-professional program, students will not only learn basic nursing skills, but will also be exposed to the many careers in the medical office. Front and back office positions including medical assistant, medical transcriptionist, receptionist, coding and billing, and medical secretary careers will be targeted. In addition, students have the options to learn sign language and Spanish medical translation, in order to enhance their communication skills in a medical environment!

Field trips, clinical experiences, and work-based experiences will be available. Upon graduation, students can work in entry-level positions or pursue secondary education.

I frequently call parents about students' progress as well as successes throughout the year. Please call or email me with questions and concerns, since the educational process is a partnership between the home and the school. You may call me at 610-921-7300, ext. 7453 or email me at mstephenson@rmctc.org.

Thank you for your support.

Sincerely,

Margaret A. Stephenson MSN, RN

_____ Date _____ Student Signature

_____ Date _____ Parent/Guardian Signature



Health Medical Careers

- Practice skills used in nursing, nursing assisting, medical office, and coding/billing professions.
- Learn not only the language of medicine but also sign language and Spanish-medical translation.
- Engage in off-site medical career explorations at local health facilities.
- Prepare for entry-level and post-secondary educational opportunities.



Job Titles – Career Pathways

- 29-2051 Dietetic Technicians
- 31-1011 Home Health Aides
- 31-1012 Nursing Aides, Orderlies, and Attendants (without clinical)
- 31-9092 Medical Assistants
- 31-9094 Medical Transcriptionists
- 31-9099 Healthcare Support Workers, All Other
- 39-9021 Personal & Home Care Aides
- 43-4171 Receptionists and Information Clerks
- 43-6013 Medical Secretary

CTC knowledge transfers to college credits at:

Berks Technical Institute
Commonwealth Technical Institute
Harcum College
Lackawanna College
Keystone Technical Institute
Lincoln Technical Institute
McCann's School of Business
Mercyhurst University
Pennsylvania College of Technology
Pennsylvania Institute of Technology

Student Certifications

NOCTI – National Occupational Competency Testing Institute Certification
* Health Assisting
BLS Healthcare Provider
OSHA – Healthcare Certification



Instructor – Mrs. Margaret A. Stephenson

Biography

As a fourth generation Greek-American who still speaks/reads the language, I love my culture and that of my students. Psychiatric nursing was my favorite part of nursing, which has made me emphasize to my students to look at people in a different light. My faith, family, friends, and career have made me who I am today, and I wouldn't change a thing!

Education

RN, Reading Hospital School of Health Sciences
BSN, Excelsior College
MSN, Nursing Education, Excelsior College
Vocational Education I and II Certification, Temple University
Medical Billing & Coding Certification, Kutztown University/
Gatlin Education Services

Certifications and Awards

Registered Nurse, PA
BLS Healthcare Provider -CPR W/AED Certification
Heartsaver First Aid
OSHA – Healthcare Certification
Who's Who Among American High School Teachers
Medical billing/coding Certification – Kutztown University/Gaitlin
Education Services

Work Experience

Medical/surgical nurse, neurosurgical unit, Reading Hospital &
Medical Center
Medical insurance claims professor, Aetna
Psychiatric and geriatric nurse, relief supervisor, Wernersville State
Hospital
Medical/Secretarial instructor, Berks Technical Institute

Hire Date

1997

Community Service

HOSA advisor, HOSA Pride
ACTE and SkillsUSA
St. Xenia Philoptochos Society



Program Planning Tool

Program Title: CIP 51.0899 HEALTH - MEDICAL CAREERS

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 clinical environment with equipment consistent with medical standards. After receiving applicable instructions/demonstrations, the students will progress through the use of learning guides
- 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 clinical skills 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 at least twice a week in each of these areas according to established rubrics and checklists. Progress is measured daily in the areas of knowledge, skills, and work ethic.
- Read and study textbooks/supplemental material. Material is written at a 12th grade or post-secondary level.
- Complete homework on time. Homework is in the form of chapter, workbook and/or worksheet assignments. In addition, research papers, writing assignments, and leadership projects are required.
- 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: \$70 – scrubs/shoes/ lab coat, \$10-\$30 – watch w/second hand.

Program Planning Tool

CTE Requirements	Present Educational Ability/Level	Support Needs
<p>Program Completion – 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>Reading and Language Arts Level- Text and manuals written on a 12th 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. NOCTI assessment and industry certification exams require a proficiency in English language skills.</p>		
<p>Math Level - 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>Aptitude – 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>Safety & Physical – 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>Interpersonal/ Social – 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>Other Occupational/Program Considerations – Willingness to study outside of class, intensive memorization of medical processes and vocabulary (medical terminology & 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 Careers 51.0899



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		Orientation, HOSA, Occupational & Awareness	Nursing Care Skills	Medical Terminology	BIO 115 Human Anatomy and Physiology 1	BIO 125 Human Anatomy and Physiology II	BIO 201 Microbiology	
		Nursing Care	Anatomy, Physiology & Medical Terminology	Learn about Specific Systems				
		Anatomy, Physiology & Medical Terminology	Nurse Aide & Nursing Skills	Health & Disease				
		Integrative Medicine	Medical Math	Special Senses				
		Administrative Medical Assistant	Restorative Care & Mental Health/Social Services	Diagnostic & Imaging Procedures				
		Medical Coding/Billing g& Office Skills	Medical Coding/Billing & Office Skills	Computerized Medical Office, Coding & Billing				
		Nursing Assistant	Nursing Assistant	Medical Transcription				
		Job Seeking/Keeping Skills	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

51.0899 Health/Medical Assisting Services, Other

SAFETY

- Identify safety measures that prevent accidents. (9.5, 9.6, 9.10)
- Follow OSHA standards which promote a safe work environment for employees. (9.49)
- Follow the Right to Know Law and the information provided on a SDS form.
- Use body mechanics used by a health care worker when moving or lifting objects or clients.
- Transfer client from bed to chair chair to bed bed to stretcher and stretcher to bed. (9.48)
- Assist client with dangling standing and walking. (9.13)
- Turn and/or position in bed in a chair and/or exam table. (9.15, 9.16, 9.17, 9.53, 9.54)
- Assist with client ambulation and use of ambulation devices such as a gait/transfer belt. (9.14, 9.55)
- Describe the proper use of a mechanical lift adhering to the current governmental regulations. (9.18)

PROFESSIONALISM LEGAL AND ETHICAL ISSUES

- Define the role and functions of the health care worker.
- Demonstrate the ability to follow the chain of command within the scope of practice and when identifying reporting and documenting possible abuse and/or neglect.
- Describe the responsibilities of the various members of the health care team.
- Maintain acceptable personal hygiene and exhibit appropriate dress practices.
- Identify the legal responsibilities and ethical behaviors of a health care provider.
- Practice leadership/citizenship skills through participation in Career and Technical Student Organizations (CTSOs).
- Modify your own behavior in response to the client's attitude and their behaviors.
- Follow accurate documentation procedures including charting client's information. (9.50, 27.10)
- Apply standards of confidentiality as required by HIPAA.

COMMUNICATION

- Use abuse-free verbal and non-verbal communication with other staff and clients.
- Communicate in a respectful professional manner according to the client's stage of development and cultural background. (9.20)
- Recognize and use both physical and psychological indicators of stress in self and others and identify stress reduction techniques.
- Identify and use effective interpersonal conflict management skills describe various types of abuse and ways to prevent abuse.

INFECTION CONTROL

- Identify and explain the chain of infection of various microorganisms.
- Use proper hygiene techniques. (9.1)
- Implement the practice of standard precautions and transmission based precautions with correct use of Personal Protective Equipment (PPE) including donning/removing a disposable gown mask/goggles/faceshield and sterile/non-sterile gloves. (9.2, 27.11)
- Follows OSHA's blood borne pathogens standards as it pertains to the health care industry.
- Differentiate between medical and surgical asepsis including disinfection and sterilization procedures. (27.14)

EMERGENCY CARE AND DISASTER PREPAREDNESS

- Demonstrate CPR skills and the proper use of an AED including choking victim. (9.4)
- Perform basic first aid skills including sterile and non sterile dressings. (27.2)
- Describe Emergency Response/Crisis Plan Procedures when life threatening situations occur.
- Identify potential fire hazards and appropriate procedures to use in a fire emergency.
- Recognize and report emergencies immediately.

HUMAN NEEDS AND HUMAN DEVELOPMENT

- Identify growth and developmental stages across the human life span.
- Describe how illness and disability affects a person's life.
- Select and implement appropriate techniques to deal with the cognitively impaired (i.e. validation reminiscence music therapy etc.). (9.19)

HEALTH CARE PROVIDER SKILLS

- Provide the client with personal privacy both auditory and visual consistently. (27.4, 27.13)
- Demonstrate unoccupied bed making techniques according to setting. (9.32)
- Demonstrate occupied bed making techniques. (9.3, 9.9)
- Measure and record height and weight. (9.41, 27.12)
- Assist with client bathing peri-care and personal grooming while encouraging independence with ADLs. (9.22, 9.23, 9.27, 9.42, 9.43, 9.44, 9.45)
- Assist with dressing and undressing. (9.21)
- Observe and report condition of the skin including measures to prevent decubitus ulcer/pressure sores/pressure ulcers/bed sores. (9.17)
- Assist and/or administer denture and oral care for conscious and unconscious client. (9.24, 9.25, 9.26)
- Assist client with use of the bathroom bedside commode (BSC) bedpan and urinal. (9.28, 9.29, 9.30)
- Provide catheter care and emptying of urinary drainage bag. (9.46)
- Apply hot and/or cold dry/moist therapy.
- Measure and record body temperature using various thermometers placed on specific body sites. (9.34, 9.35, 9.36)
- Measure and record various pulses. (9.37, 9.52)
- Measure and record respirations. (9.38)
- Measure and record blood pressure. (9.39)
- Recognize parameters of blood glucose monitoring related to usage of a glucometer and report results.
- Describe type degree and manage client's pain. (9.40)
- Apply therapeutic compression devices (i.e. anti-embolism stockings). (9.47)
- Perform range of motion exercises with a client. (9.12)
- Recognize basic medical coding billing insurance filing and appointment scheduling procedures in a medical office. (27.1, 27.8, 27.16, 27.17, 27.18, 27.19)
- Perform methods of collection special handling and labeling of specimens. (27.5, 27.6, 27.15, 27.20)
- Describe medication administration to a client utilizing proper medical math.
- Describe how an EKG/ECG is performed and how it is used diagnostically. (27.3)
- Identify proper oxygen delivery methods hazards involved with oxygen and proper use of a pulse oximeter. (27.9)

NUTRITION AND HYDRATION

- List general principles of basic nutrition.
- Identify therapeutic diets including cultural variations.
- Prepare and serve meal trays to clients including fluids. (9.7, 9.8, 9.33)
- Provide assistance with safe positioning and feeding techniques for the dependent and sensory deprived clients.
- Measure and record intake and output (I & O). (9.51)
- Measure and record meal percentages.

BASIC STRUCTURES AND FUNCTIONS OF THE HUMAN BODY & RELATED DISEASES WITH ASSOCIATED TERMINOLOGY

Identify the basic structure and explain the function and disease processes for the Integumentary system.
Identify the basic structure and explain the function and disease processes for the Respiratory system.
Identify the basic structure and explain the function and disease processes for the Cardiovascular system.
Identify the basic structure and explain the function and disease processes for the Lymphatic/immune system.
Identify the basic structure and explain the function and disease processes for the Muscular system.
Identify the basic structure and explain the function and disease processes for the Skeletal system.
Identify the basic structure and explain the function and disease processes for the Nervous system including the Sensory Organs.
Identify the basic structure and explain the function and disease processes for the Digestive system.
Identify the basic structure and explain the function and disease processes for the Urinary system.
Identify the basic structure and explain the function and disease processes for the Reproductive system.
Identify the basic structure and explain the function and disease processes for the Endocrine system.
Distinguish the various directional terms planes and regions of the human body.

DEATH AND DYING

Discuss your own feelings and attitudes concerning death.
Research how culture and religion influence attitudes toward death.
Identify the stages of grief.
Recognize and report the common signs of a client approaching death.
Identify goals of hospice care.
Discuss various methods of postmortem care. (9.11)

MEDICAL TERMINOLOGY

Define and differentiate between roots/prefixes/suffixes.
Identify the meaning of medical abbreviations.
Differentiate the various medical specialties seen in health care settings.
Communicate both orally and in writing using proper medical terms and approved abbreviations.

VALUE ADDED

80.1 - Establish Career Goals.
80.2 - Complete Job Application.
80.3 - Compose Resume.
80.4 - Prepare for Job Interview.
80.5 - Compose Employment Letters.
80.6 - Participate in Online Job Search.
80.7 - Prepare Career Portfolio.
Demonstrate understanding of inpatient and outpatient coding & billing.
Demonstrate understanding of basic transcription rules and transcribe various reports.
Complete translation program for medical terminology from English to Spanish & Spanish to English.
Complete American Medical Sign Language program.

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, 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.*

HEALTH MEDICAL CAREERS PROGRAM

DRESS CODE & MATERIAL GUIDELINES

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 listed in the handbook, students are expected to adhere to the following guidelines:

Required Guidelines:

1. Hair must be off the collar and away from the face when working in the lab.
2. Fingernails must be short. Acrylic or gel nails **MAY NOT** be worn at any time.
3. Make- up should be moderately applied and consistent with a professional healthcare image.
4. Jewelry must be minimal and cannot be worn when working in the hospital lab.
5. Students should obtain a watch with a second hand.
6. Students must purchase ciel-blue scrubs; white, closed-toed clinical shoes; and a short, white lab coat.
7. Name badges will be provided by program.

Suggested Guidelines:

1. Purchase of personal earphones or earbuds will be helpful to access and listen to the skills' video library and medical transcription dictations from the students' computers.
2. Purchase of a large, three- inch binder or large spiral notebook with at least six dividers/sections or six small notebooks for organization of material/theory notes is suggested.
3. Purchase of pack of 200 index cards helpful for use in recording skills.

These dress code requirements are consistent with the professional standards that are expected in healthcare settings in this community.

Parent Signature

Date

Student Signature

Date

HMC Handbook

Please use this guide to help you become successful in HMO. It contains organizational guidelines and interesting facts about the program and classroom. Remember: This is the beginning of your healthcare career. Use your time wisely and enjoy the journey!

Grades, homework, classroom guidelines

Grades are calculated as a combination of your work ethics, homework completion, attendance history, class participation, and skills completion and are contracted each quarter. The percentage is as follows: Work ethics 40% and knowledge 60%.

You will receive a quarterly assignment each quarter and a yearly calendar. Please use these and keep them in your learning guides or notebook of your choice to help you remain organized in this class.

Quizzes can be retaken when your grade in that test is 70% or lower. Your new grade will be the average of those two quizzes.

Homework is due on Mondays and Wednesdays. Hand your work in the inbox and look for work returned to you in the outbox. Late homework will be accepted until Thursday of the week it is due for half credit.

You can earn bonus points for doing something great. Bonus points can be used for everything except towards skill grades.

Please read the daily log when you return from an absence, to learn what we did on that day.

Reflection sheets are completed Monday through Thursday. You must write in full sentences, include your number and the date.

Journals are completed every Friday. Hospital format will be used in documentation: number date, time, error method, and signature. You must write at least five sentences in your journal in black ink or pencil.

Jobs are a part of your daily grade. Please read your assigned job description. Jobs are changed every quarter.

Seating is assigned. You may not sit anywhere else without permission.

Attendance is extremely important!

It is important to make up all homework, tests and skills not done by deadlines, since these will determine the job titles that you earn as a senior.

Classroom schedule

Skill demos, quizzes, and make-up quizzes are offered Tuesdays and Thursdays.

Theory is presented daily during your assigned period.

Skill testing is on Mondays and Wednesdays.

Skill testing

You must practice each skill you are taught a minimum of three times. Document all of your practices and tests on one card per day making sure to include the following: name, date, skill and learning guide number. Your third practice cannot be on the day you plan to skill test. Place your card in the box in the nurses' station. Your practices and tests are documented on the master skill chart. Skill cards are returned to you after they are recorded on the chart and in the computer. Keep your cards in your locker as proof when there is a discrepancy on the chart.

In order to skill test, you must have your skill card, learning guide and concept map ready. Sign up on the skill board with your name and skill before testing.

You must be in clinical uniform to skill test.

You should document all of your practices and tests, as well as your homework, in your PAL booklet.

You can view any skill that you missed on the skill CD of your level in the HMO outbox.

Certificates of skill completion will be given at the end of the year for the level that you complete.

HOSA Pride

Elections are held at the beginning of each year for officer positions. Officers must complete Level 1 HOSA recognition in order to remain in office. Meetings are held monthly.

HOSA uniform consists of HOSA jacket, white shirt, navy pants and black closed-toed shoes.

Community service, fundraising, field trips, HOSA conference, and clinicals

These activities can enrich your portfolio as well as your experience in the healthcare field. Attendance, behavior, and grade guidelines will impact your participation in these events. You must get behavior verification and field trip forms signed for each activity. Home school and social studies teachers will document your behavior there, which will determine whether or not you can participate in the activity.

If you have any question throughout the year, ask your peer mentor or your teacher for clarification. Hope you have the best year ever!

GRADE REPORTING

Purpose: The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress is measured in the areas of work ethics, knowledge and the practical skills aligned to the program area learning guides. Student performance for learning guide activities and assignments are reflected in 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	<u>60%</u>
	100%

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

Interpreting a Grade:

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.

Skill (Learning Guide): Learning guides are normally aligned to lab assignments or shop projects where a student will physically perform a task. The student and teacher will discuss, at the beginning of each quarter, student expectations and the required tasks that must be completed or "contracted" by the end of the marking period. This allows a student to work productively with the expectation to make constant progress during the marking period. All assignments, activities and rubrics associated with learning guides are documented in the "knowledge" grading component. It is important to note that poor productivity will have a negative impact on a student's grade.

NOTE: For the purpose of students earning a job title associated with their program area, 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.

CTC Letter Conversion Table

<u>Grade</u>	<u>Letter</u>
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**

GRADE REPORTING (continued)

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.

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. (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 classes. In addition, grades are available on the parent portal.

Student Recognition Night: Reading Muhlenberg Career & Technology Center hosts an annual Student Recognition Night, which honors our senior students. During this event, 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 Parent Portal on the School's web-site; 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, 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.

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

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

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.

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:**
 - 1ST violation – VERBAL WARNING**
 - 2nd violation – REMOVAL FROM WORK BASED LEARNING**
4. 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.
5. 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.
6. 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.
7. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

STUDENT SIGNATURE

PARENT/GUARDIAN SIGNATURE