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The Health Medical Professions Program

CIP 51.9999

Instructor: Norma Tamayo

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Have Questions?

Contact: Mrs. Donna Henderson – School Counselor

Reading Muhlenberg Career & Technology Center

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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

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



Health Medical Professions

- 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.



CTC knowledge transfers to college credits at:

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



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



Student Certifications

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



Instructor – Mrs. Norma Tamayo, MSN, RN, LMT

Biography

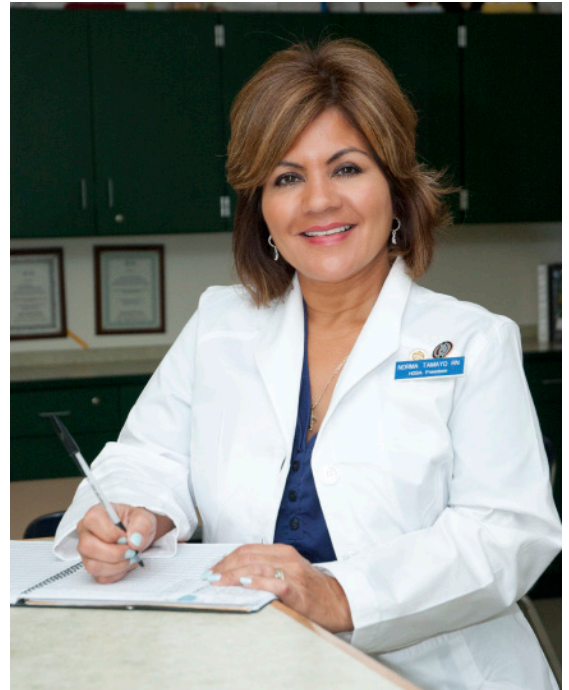
I was born and raised in New York City. Although I was born in the United States, my background is of Puerto Rican descent. I speak Spanish and English fluently. As a child, my dream was to work in the medical field. I pursued my nursing career while working as a nursing assistant at The Reading Hospital 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 an MSN degree
RN, Reading Area Community College
Vocational Education II Certification, Temple University
Massage Therapy, Academy of Massage Therapy and Body Works

Certifications and 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 Disney's American Teacher Awards
Nominated for Who's Who among America's Teachers
Outstanding HOSA advisor, state and national levels, 2008



Work Experience

My diverse nursing experience includes 20 years of working at the Reading Hospital and Medical Center in various departments, including the intensive care unit, and 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 more than 10 years. In addition to teaching the Health Medical Professions program, I also serve as 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.

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 12th 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
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.		
Reading & Language Arts Level - Text and manuals written on a 12 th 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.		
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)		
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.		
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.		
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.		
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.		

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.

	Secondary School				Postsecondary Institution			
Subject (Hours)	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

51.9999 Health Professions and Related Clinical Sciences, Other

ORIENTATION AND SAFETY

Identify general course objectives.
Follow clinical skill area rules and regulations.
Follow professional dress code and the essence of good grooming.
Provide details of grading policies in this class.
Differentiate between hospitals long-term care agencies and home health agencies as to their history purpose and what each expects of the health care professional.
Follow clinical experience guidelines and procedures.
Follow OSHA standards and Centers for Disease Control (CDC) standard precautions.
Follow Right to Know Law and the importance of maintaining Safety Data Sheets (SDS) for all chemicals.
Identify and follow the chain of command in organizational structures.
Follow safety and emergency procedures and report accurately and immediately.
Report nonfunctioning equipment.

LEGAL AND ETHICAL ISSUES

Identify client s advanced directives.
Uphold confidentiality of records and information as required by HIPAA.
Promote the client s right to make personal choices to accommodate individual needs.
Outline and practice professional standards for health care professionals.
Identify and apply legal responsibilities of the health care professional.
Discuss ethical dilemmas as related to the health care.

COMMUNICATION

Practice effective communication.
Document both objective and subjective observations using appropriate terms.
Communicate in a professional manner according to the client s stage of development and cultural background.
Practice effective conflict management skills.

INFECTION CONTROL

Identify diseases their mode of transmission and use of transmission-based precautions.
Demonstrate and practice proper hand hygiene techniques.
Apply principles of standard precautions and infection control in the health care facility.
Discuss the following blood-borne pathogens sharps disposal and biohazards.
Demonstrate and practice correct isolation and safety techniques in care of infectious clients including use of proper personal protective equipment (PPE).
Perform basic cleaning and disinfecting of objects to prevent disease transmission.
Explain how the immune system protects the body from infectious diseases.
Demonstrate proper donning and doffing of non-sterile gloves.
Discuss proper sterilizing of contaminated objects.

EMERGENCY CARE AND DISASTER PREPAREDNESS

Identify signs of an obstructed airway (choking) and demonstrate abdominal thrust.
Describe Basic Life Support with AED and Basic First Aid.
Follow Emergency Response/Crisis Plan Procedures in the facility.
Identify potential fire hazards and safety procedures including PASS and RACE.

HUMAN NEEDS AND HUMAN DEVELOPMENT

Discuss human growth and development through the lifespan.
Identify and respect cultural diversity along with accepting a client seeking holistic health practitioners for wellness.
Provide examples of how age illness and disability affect psychosocial changes in the client.
Provide assistance for the clients to express their personal faith and religious beliefs.
Provide care for sensory deprived clients such as blind or deaf clients.

BODY MECHANICS MOVING LIFTING AND POSITIONING

Assist the client with dangling standing and walking.
Transfer client from bed to chair/wheelchair and from stretcher to bed.
Turn and/or position a client both in bed and in a chair.
Discuss safety hazards including slips trips and the risks of falls.
Discuss and practice transferring positioning and transporting of a client with special needs including bariatric clients.
Discuss the operation of the mechanical lift.
Demonstrate proper use of restraints and alternative measures of restraints.
Utilize proper body mechanics.
Demonstrate proper use of a gait belt.

PERSONAL CARE SKILLS

Provide privacy when providing personal care.
Assist the client to dress and undress.
Assist the client with bathing and personal grooming to include the principles of hand and foot care.
Observe and report condition of the skin.
Administer oral hygiene for the conscious/ unconscious client.
Identify and discuss treatment of decubitus ulcers (bed or pressure sores) on a client.

URINARY ELIMINATION/BOWEL ELIMINATION

Assist the client in toileting and bladder training.
Provide catheter care.
Demonstrate perineal care on client.
Demonstrate application of briefs.
Demonstrate the use of standard bedpan and fracture pan.
Document urinary output.

NUTRITION AND HYDRATION

List general principles of the basic nutrition.

Recognize and discuss therapeutic diets.

Assist a client with eating meals including thickened liquids.

Feed a neurological or sensory deprived client feeding.

Measure and record intake and output.

BASIC CLINICAL SKILLS

Measure and record a client's temperature (oral axillary rectal electronic).

Measure and record a client's radial and apical pulse.

Measure and record a client's respirations.

Measure and record a client's blood pressure.

Measure and record a client's pulse oximetry.

Apply elastic stockings.

Make an unoccupied bed.

Make an occupied bed.

Measure and record height and weight.

Discuss proper handling of soiled linen.

Provide for the client's safe clean and comfortable environment.

MENTAL HEALTH AND MENTAL ILLNESS

Discuss the various types of mental health disorders.

Use reality orientation techniques with the confused client.

Use communication skills/techniques with easily agitated or frightened clients.

Use skills/techniques with clients exhibiting repetitive behaviors.

REHABILITATION AND RESTORATIVE CARE

Assist the client with ambulatory and transfer devices (e.g. cane quad cane walker crutches and wheelchair).

Perform range of motion exercises.

Recognize various assistive devices when assisting the client.

DEATH AND DYING

Discuss own feelings and attitude about death.

Explain how culture and religion influence a person's attitude toward death and the bereavement process.

Discuss the goals of hospice care.

Discuss the stages of dying.

Report the common signs of a client's approaching death.

Discuss the postmortem care of a client while maintaining the client's right to dignity and respect.

MEDICAL TERMINOLOGY

Differentiate roots/prefixes/suffixes in medical terms.

Define abbreviations used in medical documents.

Differentiate medical specialties.

Use of medical language.

Use anatomical medical terms when discussing health and illness of the body.

ALLIED HEALTH SKILLS

Maintain client records.

Complete manual filing skills and discuss use of electronic medical records (EMR).

Position client for specific examinations as indicated by physician.

Perform visual acuity test.

Discuss methods of collection special handling and labeling of specimens.

Discuss the principles of an EKG.

Discuss blood glucose measurement using a glucometer proper strips and manufacturer glucose controls or standards.

Explain the importance of maintaining the client record.

Discuss the principles of admitting discharging and transferring of a client.

ANATOMY PHYSIOLOGY AND PATHOPHYSIOLOGY

Identify the basic structure of the human body.

Label body plains directions and cavities.

Identify the organs and explain the function of the respiratory system.

Identify disease processes - respiratory system.

Identify the organs and explain the function of the circulatory system.

Identify disease processes of the circulatory system.

Identify the organs and explain the function of the integumentary system.

Identify disease processes of the integumentary system.

Identify the organs and explain the function of the Muscular system.

Identify disease processes of the Muscular system.

Identify the organs and explain the function of the nervous system.

Identify disease processes of the nervous system.

Identify the organs and explain the function of the digestive system.

Identify disease processes of the digestive system.

Identify the organs and explain the function of the urinary system.

Identify disease processes of the urinary system.

Identify the organs and explain the function of the reproductive system.

Identify the disease processes of the reproductive system.

Identify the organs and explain the function of the lymphatic system.

Identify disease processes of the lymphatic system.

Identify the organs and explain the function of the endocrine system.

Identify the disease processes of the endocrine system.

Identify the organs and explain the function of the Special Senses.

Identify the disease processes of the Special Senses.

Identify the organs and explain the function of the Skeletal System.

Identify the disease processes of the Skeletal System.

MATHEMATICS IN ALLIED HEALTH

Use mathematics applications in healthcare.

Identify systems of measurements used in a clinical setting.

Identify and convert between measurement systems including metric system.

21st CENTURY INTERPERSONAL SKILLS

Employ productive relationships with a range of stakeholders (clients co-workers external counterparts) who may represent a wide variety of cultural diversities.

Demonstrates and practice active listening skills to obtain and clarify information.

Identifies and demonstrates ethical characteristics and behaviors.

Differentiates between productive and questionable ethical practices which might arise

Describes and recognizes discrimination and harassment.(Bullying)

Exercises positive leadership by encouraging persuading or otherwise motivating individual co-workers or groups.

Display affective communication skills including eye contact handshake professional attire and positive professional body language.

List both physical and psychological indicators of stress in self and others and identify stress reduction techniques.

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 leadership/citizenship skills through participation in HOSA/VICA.

Solve practical problems using decimals.

Solve problems using ratio and proportion.

Recognize and use fractions to solve practical problems.

Solve word problems involving combined applications.

Solve practical problems using percentages.

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

Discuss how to handle patients with paralysis & identify proper use of safety devices.

Provide cast care.

Demonstrate proper use of compresses, cold, hot & paraffin therapy.

Demonstrate stump care (include ace wrap).

Identify and maneuver parts of a wheelchair / stretcher.

Demonstrate use of immobilizer, hip abductor pillow and foot boot.

Use compression / venodyne system.

Provide whirlpool treatment.

Identify adaptive devices.

Discuss care for the bariatric patient.

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.

Identify signs and symptoms of Drug and alcohol abuse.
Graph TPR and BP.
Describe the general duties of a pharmacy clerk.
Identify the five drug schedule classifications.
List common abbreviations utilized in pharmacology.
List responsibilities regarding drug administration.
Solve drug calculation problems.
Identify reference materials used in pharmacy.
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.
Provide oral care to prevent ventilator-associated pneumonia(VAP).
Identify various therapies of integrative medicine and ways to treat sports injuries.
Identify the pathological indications and contraindications of holistic care.
Identify aroma therapy 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.
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 local anesthetics and irrigations.
Prepare to earn OSHA Healthcare certification.
Use SDS and comply with OSHA Regulations.

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 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.

Student Signature

Date

Parent/Guardian Signature

Date

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

Parent/Guardian Signature & Date

Student Signature

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:

$$\begin{array}{rcl} \text{Work Ethic} & 40\% & \\ \text{Knowledge} & \underline{60\%} & \\ & 100\% & \end{array}$$

Teachers must be able to justify grade percentages in the event of inquiries 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): A task list guides every RMCTC program. Tasks are evaluated on a 0-5 scale with a 4 or 5 considered proficient. 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

GRADE REPORTING (continued)

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.

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 **satisfactory** achievement.
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 **minimally satisfactory** 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 **unsatisfactory** achievement.
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

GRADE REPORTING (continued)

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.

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.

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 and sign up for the school Remind App before starting the job/internship. Any student who is 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 may 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 not scheduled, you can work additional hours if your employer allows you to work. Labor Laws need to be followed.
 - 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 or the first day, you are at RMTC for the month**, you must report to the **Work Based Learning Office**, where you will sign in with Mrs. Hughes. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Do not forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two monthly 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. Upon your first week of work, obtain a contact number in case you need to call your supervisor.
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