

# **Appendix O**

## **CORE ABILITIES & JOB SHADOW**

# Health Services Youth Apprenticeship – Core Abilities and Job Shadowing Course Outcome Summary

## ***Course Information***

### **Description**

The Core Abilities and Job Shadowing portions of the curriculum list **REQUIRED** competencies for **ALL** Wisconsin Health Services Youth Apprenticeship (YA) students.

NOTE: Core Ability curriculum *for the Pharmacy Technician Specialty Area* is listed separately in that area's curriculum because it includes additional requirements specific for pharmacy technicians and the material they need to know to sit for the Pharmacy Technician Certification Exam (PTCE).

Core Abilities are skills and knowledge required for all health care workers. These competencies were derived from a number of different sources including regional meetings with employers and YA coordinators around the state. The competencies are aligned with the National Health Care Core Skill Standards maintained by the National Consortium on Health Science and Technology Education (<http://www.nchste.org/>), the designated Health Science Cluster Leader for this the career cluster pathway for the States' Career Clusters project (<http://www.careerclusters.org/>).

Core Ability competencies should be mastered along with the other Health Science YA Specialty Area competencies at the worksite and/or in simulation as indicated in the Performance Standard Conditions.

### **Job Shadow**

The Job Shadowing competencies remain from the original Health Services Youth Apprenticeship curriculum revised in 1997 by Betty Brunelle. To meet minimum requirements students must complete at least one job shadow. It is recommended that the Job Shadow be done prior to YA program entry to assist students with selection of a specialty area OR at least as early in the program as possible. Job Shadow hours count towards the required 180 hours/year of required related technical instruction, but NOT towards worksite hours, and therefore, are NOT paid as work time.

## **CURRICULUM SOURCES:**

1. Aurora Healthcare Commitment Standards, December 2002
2. Dane County Area School to Work Program, Work-Based Evaluation form, October 2006
3. Health Services Youth Apprenticeship curriculum, Betty Brunelle, 10/10/1997
4. Mid-Continent Research for Education and Learning, Career Education, Health Education Standards, 4th edition, printed 2006
5. National Consortium on Health Science and Technology Education, Health Care Career Foundations Knowledge and Skills Chart, 2007
6. National Consortium on Health Science and Technology Education, Health Care Core Skill Standards and Accountability Criteria, 11/18/2002
7. Oklahoma Department of Career and Technology Education, Health Career Core Skills Standards, OD7801, 2005
8. Regional Health Services YA Meetings, Fall 2006
9. U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS), Workplace Competencies, June 1991
10. Waukesha County School to Work Program, Work Evaluation form, August 2006
11. Waukesha County Technical College (WCTC), Critical Life Skills, 10/05/2005
12. Wisconsin Department of Public Instruction, Career & Technical Education Critical Life Skills, August 2006
13. Wisconsin Department of Public Instruction, Cooperative Education Skill Certification skills for Health Science Occupations, July 2004
14. Wisconsin Technical College System articulated course curriculum for Principles of Customer Service in Health Care, 501-104, 4/6/2006; Medical Law, Ethics, and Professionalism, 509-309, 4/7/2005; and Healthcare Delivery Systems, 530-172, 5/26/2005
15. Youth Apprenticeship Core Abilities for Manufacturing, Automotive, and Biotech, 2006

# Health Services Youth Apprenticeship- Core Abilities & Job Shadowing

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## Unit 1. Core Abilities

### Competency

#### 1. Utilize applicable academic knowledge

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner reads and understands materials at the worksite or seeks appropriate clarification
- o Learner understands and interprets technical materials used for healthcare practices and procedures
- o Learner uses medical terminology correctly within the scope of their learning
- o Learner measures and calculates accurately when required in their job duties

### Content to Know

#### **Learning Objectives**

- a. Describe reading skills to use when interpreting technical documents
- b. Explain common math operations used in health care including conversions and measurements
- c. List common medical terms and abbreviations used in your department/facility
- d. Understand basic life processes and human body structure from cell to tissue to organ to organ system to body function
- e. Explain the basic function and organs of each of the body's organ systems
- f. Compare and contrast needs and changes that occur during the different phases of the human life cycle
- g. Analyze risk factors and general body system changes with common diseases and disorders
- h. Explain common factors that affect health and illness in populations
- i. Describe a brief history of health care

### Comments:

## Unit 1. Core Abilities

Competency

### 2. Communicate effectively in person

Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite
- o with clients, client family members, co-workers, superiors, and others

Performance Standard Criteria

**Performance will be successful when:**

- o Learner demonstrates courtesy with self-introduction
- o Learner assesses person's ability to understand
- o Learner is sensitive to special, multicultural, and/or multilingual needs
- o Learner delivers coherent verbal messages in words that can be understood
- o Learner uses active listening skills including reflection, restatement, and clarification techniques
- o Learner uses appropriate language
- o Learner is respectful and non-judgmental verbally AND nonverbally
- o Learner interprets nonverbal messages correctly
- o Learner appropriately responds to inquiries or statements within the scope of current responsibilities and understanding
- o Learner does not provide confidential information without appropriate authorization
- o Learner provides reassurance to the fearful/anxious client
- o Learner does not overreact in response to anger

Content to Know

**Learning Objectives**

- a. Explain the importance of clear and understandable communication in the healthcare setting
- b. Discuss steps to assess client understanding
- c. Give examples of reflection, restatement, and clarification techniques and statements
- d. Compare possible multicultural communication needs in healthcare settings
- e. Explain communication strategies to be used with a diverse client and coworker population
- f. Describe effective interview skills
- g. Describe verbal and nonverbal behaviors that might inhibit communication
- h. Explain ways to improve communication
- i. Discuss methods to accommodate for communication with special needs clients
- j. Explain how to respond to fearful/anxious and angry clients, family members, and co-workers
- k. Describe the steps to follow when dealing with complaints
- l. Describe technology used in communicating such as, telephone, computers, fax, intercom, beepers, tube systems, etc.
- m. Explain the proper use and etiquette required for these forms of communication technology

**Comments:**

## Unit 1. Core Abilities

Competency

### 3. Communicate effectively on the phone

Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite OR in simulation
- o using a telephone

Performance Standard Criteria

**Performance will be successful when:**

- o Learner answers the telephone promptly
- o Learner follows department/facility guidelines for identifying department/facility and self
- o Learner's greeting is pleasant and courteous
- o Learner determines purpose of call
- o Learner transfers call to appropriate individual when necessary
- o Learner listens carefully to caller before giving any response
- o Learner is discrete in responses made to the caller
- o Learner does not provide confidential information without appropriate authorization
- o Learner uses appropriate language
- o Learner minimizes the time caller is put on hold
- o Learner ends conversation with courteous closure
- o Learner records telephone conversation and/or takes messages accurately

Content to Know

**Learning Objectives**

- a. Explain how to use the telephone in your department/facility to place callers on hold and to transfer calls
- b. Describe voice qualities that convey pleasantness
- c. Describe the proper telephone answering procedure in the department/health care facility
- d. Discuss the potential for violating client confidentiality during telephone conversations
- e. List the types of questions or information received from a telephone call which should be referred to the worksite professional
- f. Emphasize the importance of accuracy in taking telephone messages
- g. Detail some uses of the department/facility telephone which would be considered unethical
- h. Explain the appropriate way(s) of bringing closure to a telephone conversation
- i. Describe the use of telephone documentation/logs required by some departments/facilities

**Comments:**

## Unit 1. Core Abilities

Competency

### 4. Communicate effectively in written form

Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite
- o using appropriate equipment
- o with clients, client family members, co-workers, superiors, and others

Performance Standard Criteria

**Performance will be successful when:**

- o Learner records information in a timely manner
- o Learner records written information legibly and accurately
- o Learner writes without errors in grammar, spelling, and number order
- o Learner organizes and compiles messages, technical information, and summaries accurately
- o Learner records medical terminology within the scope of current responsibilities and understanding
- o Learner uses email, the Internet, printer, copier, scanner, and fax machine equipment appropriately and correctly as applicable

Content to Know

**Learning Objectives**

- a. Compare and contrast subjective and objective information
- b. Discuss common recording errors and how to avoid them
- c. Review the policies and procedures for using written communication tools in your department/facility such as email, Internet, printer, copier, scanner, and/or fax
- d. Review all written work for errors in grammar, spelling, and terminology

**Comments:**

## Unit 1. Core Abilities

Competency

### 5. Demonstrate employability skills

Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite
- o with clients, client family members, co-workers, superiors, and others

Performance Standard Criteria

**Performance will be successful when:**

- o Learner follows all department/facility guidelines for professional behavior in their job role
- o Learner comes prepared for work
- o Learner is punctual
- o Learner exhibits enthusiasm and commitment to task at hand
- o Learner's appearance and dress are appropriate according to the requirements of the employer
- o Learner takes personal responsibility for attendance by requesting in advance for absences or early release
- o Learner begins work promptly and follows directions
- o Learner organizes and prioritizes tasks efficiently
- o Learner completes assigned tasks accurately and in a timely manner
- o Learner recognizes lack of knowledge and seeks help from other staff and procedures manuals
- o Learner evaluates work goals periodically with worksite professional
- o Learner accepts constructive criticism and applies suggestions
- o Learner participates as a member of a team, contributing to group efforts
- o Learner interacts with others consistent with the healthcare team structure and lines of authority
- o Learner works well with other staff
- o Learner is respectful during disagreements and uses appropriate conflict resolution methods
- o Learner uses worksite resources wisely
- o Learner handles equipment appropriately

## Content to Know

### **Learning Objectives**

- a. Describe your role, responsibilities, AND limitations in your department, facility, and the overall health care environment
- b. Review your department/facility's employee manual for policies on Appearance, Breaks, Time Off, Cell Phone Use, Weather, Personal Issues, etc.
- c. Describe how you can demonstrate enthusiasm and commitment at the worksite
- d. Define initiative
- e. Explain ways that you can show initiative at a worksite
- f. Explain methods to evaluate work assignments and prioritize them
- g. Describe how to break a problem down in order to brainstorm, evaluate, and analyze possible solutions
- h. List the job positions and organizational authority structure in your department/facility
- i. Discuss ways to participate as part of the health care team within the authority structure
- j. Describe conflict resolution methods
- k. Recognize unsafe or unprofessional activities or behaviors that may impact self, clients, peers and/or worksite
- l. Describe why wise use of resources at the worksite is necessary in the health care setting
- m. Give examples of wasteful uses of resources (unnecessary waste and duplication) at the worksite

### **Comments:**

## Unit 1. Core Abilities

### Competency

#### 6. Exhibit legal responsibilities

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with clients, client family members, co-workers, superiors, and others

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner follows all department/facility guidelines for client interactions within the scope of their job role
- o Learner maintains client rights according to the Patients' Bill of Rights
- o Learner safeguards the confidentiality of client records and personal information per HIPAA requirements
- o Learner complies with legal requirements for documentation
- o Learner ensures privacy for client during care, treatments, or as appropriate
- o Learner avoids using personal identifiers when discussing client situations in the worksite or classroom settings
- o Learner identifies situations that are reportable to regulatory agencies
- o Learner reports reportable incidents to worksite professional immediately

## Content to Know

### Learning Objectives

- a. Describe your legal responsibilities, limitations, and implications for action in your professional job role
- b. Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence
- c. List and explain the Patient's Bill of Rights
- d. Discuss Informed Consent
- e. Explain ways to ensure client privacy and confidentiality
- f. Identify protected paper/electronic health information in HIPAA
- g. Explain the legal implications associated with confidentiality regarding clients and medical records
- h. List the requirements for rescinding consent to release client records
- i. List the legal requirements involved in the release of client information to internal and external users through multiple means (phone, fax, copies, email, Internet)
- j. Describe how confidentiality is maintained with the use of electronic medical records (EMR)
- k. Evaluate technological threats to confidentiality
- l. Describe the disposal policy of confidential information
- m. Discuss your department/facility's policies for documentation and record keeping
- n. Recognize what practices constitute abuse or neglect of clients
- o. Describe when an incident is reportable and who to report it to
- p. Explain non-discriminatory laws
- q. Describe the use of Living Wills and Advanced Directives
- r. List the main state and federal regulatory and accrediting agencies and what they oversee (EX: JCAHO, AMA, HHS, FDA, OSHA, CLIA, IOM)
- s. Indicate the role the state and federal government plays in providing health care, financial support for health care, research and other health services
- t. List who provides regulatory oversight in your department/facility

### Comments:

## Unit 1. Core Abilities

### Competency

#### 7. Practice ethical behaviors

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite
- o with clients and client family members

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner is sensitive to client's emotional, social, psychological, cultural and religious needs
- o Learner promotes client independence by fostering self-help skills when appropriate
- o Learner includes client in decision making within the scope of their job role
- o Learner works well with clients and their family members of diverse backgrounds

#### Content to Know

##### **Learning Objectives**

- a. Discuss ethical aspects of confidentiality and client information
- b. Describe Maslow's Hierarchy of needs (physiological, safety, belonging, esteem, self-actualization)
- c. Explain the interaction between a client's needs (emotional, social, psychological, religious, cultural) and a client's health and recovery
- d. List ways to help meet a client's hierarchy of needs in a health care setting
- e. Explain the importance of maintaining a client's independence and dignity
- f. List examples of situations that may hinder a client's independence and dignity and how to address them
- g. Explain why it is important to respect individual cultural, social, and ethical diversity in the health care setting
- h. Explain how to interact appropriately with diverse ethnic, age, cultural, religious, and economic groups in different situations

#### Comments:

## Unit 1. Core Abilities

Competency

### 8. Practice infection control

Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite

Performance Standard Criteria

**Performance will be successful when:**

- o Learner follows all department/facility guidelines for infection control
- o Learner wears the required PPE at all times as required by the department/facility for specific tasks
- o Learner handles and disposes of any incidental biohazard materials appropriately
- o Learner uses appropriate hand washing technique before and after any client contact
- o Learner disinfects and maintains the cleanliness and safety of work and/or client care areas as required

Content to Know

**Learning Objectives**

- a. Describe the use of Standard Precautions to control the spread of infection
- b. Determine how updates for infection control are communicated from the Centers for Disease Control (CDC)
- c. Explain why Standard Precautions are applied in the care of all clients
- d. Explain proper hand washing technique and its importance in reducing the spread of infection in health care facilities
- e. Identify portals of entry to the body by organisms
- f. List the ways in which communicable diseases are spread
- g. Define what makes up Personal Protective Equipment (PPE)
- h. Explain when and how to use different forms of PPE
- i. Determine the appropriate PPE to use in your duties in your department/facility
- j. List the principles of medical asepsis
- k. Compare and contrast medical and surgical asepsis
- l. Compare and contrast sterilization and disinfection
- m. Discuss the importance of sterilization and disinfection
- n. List items from your facility that are required to be sterilized and/or disinfected
- o. Explain your facility's disinfection guidelines for equipment and surfaces
- p. Describe the OSHA regulations for identification and disposal of biohazard waste
- q. Discuss how sharps (used needles) waste is handled in your department/facility

**Comments:**

## Unit 1. Core Abilities

### Competency

#### 9. Follow personal safety requirements

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner wears appropriate PPE at all times when required by the department/facility
- o Learner applies principles of proper body mechanics when necessary
- o Learner recites the procedure to follow in case of a biohazard, chemical, and/or radiation exposure to self or to a client/visitor
- o Learner reports any exposures, personal or to others, immediately, if applicable

#### Content to Know

##### **Learning Objectives**

- a. Discuss the regulatory purpose and responsibility of OSHA
- b. List your rights as a health care worker according to OSHA
- c. Review your department/facility procedure for managing a possible personal biohazard, chemical, or radiation exposure
- d. Explain how to use the eyewash and/or body/skin wash and when it would be used
- e. Explain ways your department/facility prevents biohazard, chemical, and radiation exposures
- f. List engineering controls that are taken to protect workers from accidental exposures such as needle sticks
- g. Define body mechanics
- h. List rules for using your body to lift and turn effectively
- i. Describe devices available to assist in lifting items and/or clients

#### Comments:

## Unit 1. Core Abilities

### Competency

#### 10. **Manage common safety hazards**

#### Performance Standard Condition

##### **Competence will be demonstrated**

- o at the worksite

#### Performance Standard Criteria

##### **Performance will be successful when:**

- o Learner describes posted safety warnings and symbols and what they mean
- o Learner complies with posted safety warnings and symbols
- o Learner identifies unsafe conditions and reports them to the worksite professional immediately, if applicable
- o Learner locates and can find key information on MSDS sheets
- o Learner locates and explains use of spill kits
- o Learner helps maintain a clean and safe working environment free of debris and obstacles

#### Content to Know

##### **Learning Objectives**

- a. Explain the purpose of the Materials Safety Data Sheets (MSDS)
- b. Point out the location of the MSDSs for the materials used in your department/facility
- c. Point out the key pieces of information and where to locate them in a MSDS
- d. Identify appropriate labels and symbols for common safety signs and warnings such as biohazard, radioactive, hazardous, etc.
- e. Describe the precautions to take for types of hazardous material such as flammable, corrosive, oxidating, etc.
- f. Review your department/facility guidelines for actions that are taken in the event of a hazardous material leak/spill
- g. Demonstrate methods of fire prevention in the health care setting
- h. Identify potential fire hazards
- i. Give examples of ways to prevent accidents by practicing good housekeeping
- j. List facility policies and procedures regarding client and staff safety
- k. Identify unsafe situations

#### **Comments:**

## Unit 1. Core Abilities

### Competency

#### 11. Demonstrate professional role in an emergency

#### Performance Standard Condition

**Competence will be demonstrated**

- o at the worksite OR in the classroom
- o in a simulation(s) of an emergency

#### Performance Standard Criteria

**Performance will be successful when:**

- o Learner outlines the agency's policy and procedure for fire, tornado, bomb threat, and burglary/robbery
- o Learner identifies the closest fire and burglary alarms in the assigned worksite area
- o Learner identifies the fire extinguishers in the assigned worksite area
- o Learner explains how to use the fire extinguisher
- o Learner explains the fire evacuation plan for the agency
- o Learner indicates the demeanor necessary during an emergency
- o Learner describes action to take in a tornado
- o Learner describes action to take in a bomb threat
- o Learner describes action to take in the event of a burglary/robbery

#### Content to Know

**Learning Objectives**

- a. Describe typical health care facility emergency code policy and procedure
- b. Describe the evacuation plan for your department/facility
- c. Define under what circumstances is the evacuation plan used in your department/facility
- d. Discuss your department/facility's plan for a fire, tornado, and other emergencies such as bomb threat and burglary/robbery
- e. Explain your role in the event of an emergency
- f. Describe how to use a fire extinguisher
- g. Identify emergency code policy and procedure for assigned worksite
- h. Identify person(s) who should be contacted as immediate responders in case of an emergency
- i. Locate fire alarm(s) and fire extinguisher(s) in assigned work area
- j. Outline procedure for using fire alarm
- k. Describe the importance of health care workers remaining calm during an emergency/fire situation
- l. Explain ways to deter theft

#### Comments:

## Unit 1. Core Abilities

### Competency

#### 12. Use information technology applications

##### Performance Standard Condition

###### **Competence will be demonstrated**

- o at the worksite OR in the classroom
- o with a computer with access to typical PC applications

##### Performance Standard Criteria

###### **Performance will be successful when:**

- o Learner follows rules for proper computer usage
- o Learner enters, edits, and stores data on the computer according to department/facility guidelines, if applicable
- o Learner uses communication technology (email, Internet) to access and distribute data and other information within the scope of the job
- o Learner retrieves medical information from the Internet using search engines and directories
- o Learner documents source references
- o Information obtained is from a reliable source

##### Content to Know

###### **Learning Objectives**

- a. Identify the parts of a computer system using correct terminology
- b. Point out the storage device locations on the computer such as the Hard drive, Floppy drive, CD-ROM drive, and Portable File Storage drive, etc
- c. Show the appropriate connections and positioning of peripheral devices such as a mouse, keyboard, monitor, and printer
- d. Explain how to create, edit, save, and print a new document
- e. Identify the parts of an email address
- f. Define the rules for email etiquette
- g. Explain appropriate and inappropriate uses of email and internet while at work
- h. Demonstrate how to create, send, delete, reply, forward an email
- i. Describe how to attach a document to an email
- j. Discuss sources of information on the World Wide Web (WWW)
- k. Explain the purpose and use of search engines and directories
- l. Define and discuss conventions of a URL (Uniform Resource Locators)
- m. Describe methods to ascertain the reliability of the information from the WWW
- n. Describe the safeguards in place in your worksite system that prevent entering or editing errors
- o. Explain how to enter and navigate within a client's electronic medical record (EMR) in your department/facility

### Comments:

## Unit 2. Job Shadowing

### Competency

#### 1. Job Shadow health service practitioners

#### Performance Standard Condition

**Competence will be demonstrated**

- o after selecting Job Shadowing experience
- o after arranging with worksite professional(s) and school to do a Job Shadow experience

#### Performance Standard Criteria

**Performance will be successful when:**

- o Learner shadows at least one (1) health care practitioner
- o Each experience is at least two (2) hours long
- o Learner completes Job Shadowing Journal Form for each experience

### Content to Know

**Learning Objectives**

- a. List the 5 major health science career pathways according to the National Consortium on Health Science and Technology Education
- b. Review the major responsibilities for workers in each of the five health science career pathways
- c. Name some of the sites in which each of the health care workers may work
- d. Distinguish between various health care organizations responsible for providing health care (acute, ambulatory, long term, mental health)
- e. Detail the types of services provided by each of these facilities
- f. Describe the different levels of acute care (primary, secondary, tertiary)
- g. Distinguish between services in long term care settings (skilled, intermediate, assisted living, hospice, day care, respite care, rehab)
- h. Describe the types of services provided for those with mental illnesses

### Comments:

## Unit 2. Job Shadowing

Competency

### 2. Produce Job Shadowing Journal

Performance Standard Condition

**Competence will be demonstrated**

- o after shadowing a health care practitioner
- o using the Job Shadowing Journal Form

Performance Standard Criteria

**Performance will be successful when:**

- o Learner uses the Job Shadowing Journal Form
- o Learner explains the role of the health care practitioner in providing health services
- o Learner describes the major functions of the health care practitioner
- o Learner discusses educational and credentialing requirements for preparation of workers who perform these functions in health care
- o Learner relates Core Abilities to the responsibilities of this health care practitioner
- o Learner contrasts the "positive" aspects of this health care practitioner's job with those the learner considers "less positive"
- o Learner avoids disclosing staff and client information in Journal Form entries
- o Learner completes all sections of the Journal Form
- o Learner submits Journal Form within the prescribed time period

Content to Know

**Learning Objectives**

- a. Review the personal traits most often expected of health care workers
- b. List those characteristics of health care careers that you consider positive and/or negative
- c. Identify the educational requirements for some of the occupations in each health care career pathway
- d. Define certification, registration, and licensure as related to persons in health care careers
- e. Explain the rationale for credentialing health care occupations

**Comments:**

**JOB SHADOWING JOURNAL**  
**Health Services Youth Apprenticeship**

Student: \_\_\_\_\_ Total Hours: \_\_\_\_\_

Date(s) of Job Shadowing Experience: \_\_\_\_\_

Location of Job Shadowing Experience:  
Agency/Organization \_\_\_\_\_

Department \_\_\_\_\_

**HEALTH CAREER OVERVIEW**

Job title for the health care practitioner: \_\_\_\_\_  
(Note: Do not use the practitioner's name in preparing your report)

This type of job is part of the \_\_\_\_\_ Health Career Pathway.

List other sites where health care practitioners with these credentials might also work:

_____	_____
_____	_____
_____	_____

Briefly describe the role this practitioner plays in providing health care services:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List and describe at least five (5) functions performed by the health care practitioner during your Job Shadowing Experience:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Name additional functions or responsibilities for this type of health care practitioner not observed by you, but described by the practitioner and/or identified in other references you used:

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Outline the education/training required for persons preparing to perform these functions in the health care industry:

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Name at least one school/college in your area or state where one can prepare for work in this health career:

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Is licensure, certification, or registration a requirement for this type of work in the health care industry?  
\_\_\_\_\_yes \_\_\_\_\_no

If yes name the credential and describe the process for obtaining the credential.

Name of the credential: \_\_\_\_\_

Credentialing process: \_\_\_\_\_

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Using the Core Abilities for your Health Services Youth Apprenticeship and any other sources, identify at least three (3) attitudes, values, or employability skills you believe are critical for these types of health care practitioners. Briefly provide the rationale for each Core Ability you selected:

CORE ABILITY

Why is this Core Ability important for this health care worker?

_____	_____
_____	_____
_____	_____

Contrast the “positive” aspects of this health care practitioner’s job and responsibilities with those you consider to be “less positive”.

“Positive” Aspects of this career

Aspects I consider “Less Positive” about this career

How is technology changing or how will it change this health care worker’s job in the future?

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Name other occupations in this Health Career Pathway:

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Describe the job opportunities for this type of health care practitioner (or related occupations) in your community, region or this state.

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How did this job shadowing experience influence your own career choice/goals?

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Identify the resources and/or documents you used to prepare yourself for the Job Shadowing Experience and for writing this report.

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_