
Wisconsin Youth Apprenticeship
HEALTH SERVICES
PROGRAM GUIDE



Department of Workforce Development

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HEALTH SERVICES YOUTH APPRENTICESHIP PROGRAM GUIDE

Description

Today's complex healthcare workplace demands workers who are more flexible and more highly skilled than ever before. The Youth Apprenticeship Program was approved by the Wisconsin State legislature in 1991 to provide a direct link between business, schools, and youth to meet the demands of technology, teamwork, communication, and leadership. The Health Services Youth Apprenticeship Program was developed in direct cooperation with the Wisconsin Health and Hospital Association, among the first in the nation to implement a Youth Apprenticeship Program.

Wisconsin Youth Apprenticeship (YA) is a rigorous program that combines academic and related technical classroom instruction with mentored on the job learning for high school students. By training youth apprentices, employers play an active role in shaping the quality of their future workforce, improving the skill level of potential workers, and enhancing their competitive positioning in the marketplace. Employers, school districts, local consortiums, parents, and potential YA students are referred to the Youth Apprenticeship Program Operations Manual for general YA Program requirements.

Objective

The Wisconsin Health Services YA Skill Standards Program is designed to provide students with a working understanding of core health services industry skills and occupationally specific skills that serve as the standard for occupational clusters in the health care industry. This program provides the framework for educators and industry to work together to produce work-ready, entry-level employees that will compete favorably in a global market, as well as, provide for post-secondary educational advancement while integrating work-based learning in the school and worksite.

The following features distinguish a YA Program from other similar youth school to work programs.

- Level Two Youth Apprenticeship is a two-year program for high school juniors and seniors with an interest in a particular field; i.e., health services. One-year Youth Apprenticeship Programs are also available to pursue.
- Youth apprentices, parents, employers, YA program coordinators, and school districts enter into a written agreement approved by the Department of Workforce Development.
- Statewide skills are established by the industry, making the youth apprentice skill set more relevant to the state's employers.
- Youth apprentices are trained at the worksite by skilled mentors and are paid minimum wage or better for their work. Students average 10-15 hours/week.
- Youth apprentices receive a high school diploma and a Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) at graduation.
- Youth apprentices may receive advanced standing credit and/or transcribed credit for the YA Program at a Wisconsin Technical College and/or at some four year colleges. See Appendix F for current details.

- Statewide skill standards focus on skills and knowledge needed by employers for entry level employment in the health services industry.

Students apply and are interviewed by health services employers for positions in the Health Services YA Program. The state approved skill standards and program guide for the Health Services YA Program are used in both the classroom instruction and worksite learning. If the local school district is unable to provide the related technical classroom instruction courses, they may contract with their local technical college or employer practitioners to do so.

The skill standards are competency based. Competencies are performance-based outcome statements of occupational related skills defined by representatives of health facilities throughout Wisconsin and aligned with national skill standards. The competencies in the program guide include those required by Therapeutic Services, Diagnostic Services, and Health Information Services endorsed by the National Health Care Skill Standards Project (NHCSSP). The competencies will be taught at the worksite in combination with supportive, related technical classroom instruction. While the skill competencies are established statewide, program implementation and oversight occurs through local consortium committees to assure local needs are met.

Target Population

This program is applicable for a student who has expressed an interest in a health career. All students successfully meeting current high school graduation requirements and with a good attendance record for that year are encouraged to apply for the Health Services Youth Apprenticeship (YA) Program. The student must apply to the program in the year previous to program entry and be on track toward fulfilling high school graduation requirements in their school district. Additionally, it is highly recommended that the potential Health Services YA student complete a job shadowing experience in the occupational area they are considering prior to entering the program. SEE **Appendix H** for students entering or continuing the Health Services YA Program in 2007.

Individuals with the following abilities are most likely to be successful in the currently offered Health Services YA Occupational Specialty Areas:

Health Care Foundations (HCF) YA Specialty Area.

This Specialty Area is appropriate for the student who is interested in a health care career in the areas of Therapeutic, Diagnostic and Information Services. The student may assist with laboratory testing, medical coding, or assistive devices. The ability to work in a number of different skill areas, most with direct patient contact, and the willingness to work in different settings and/or departments is essential.

Health Information Management (HIM) YA Specialty Area.

This Specialty Area is appropriate for the student interested in the business and administrative aspects of health care. Health Information Management providers record and manage the documentation of the health care industry. There is no direct hands-on patient care involved and tasks revolve around record keeping, administrative, and information technology duties. The ability to be detail oriented and interested in documentation and computer work is essential

Nursing Assistant (NA) YA Specialty Area.

This Specialty Area is appropriate for the student who wishes to pursue a career in direct patient care, such as nursing or as a physician. The student will be working with patients performing hands on, direct patient care tasks. The student enrolled in this area will become certified as a Nursing Assistant (CNA) upon completion of the required testing through the Department of Health and Family Services (DHFS). The ability to be compassionate, caring, and respectful is essential.

Medical Assistant (MA) YA Specialty Area.

This Specialty Area is similar to the Nursing Assistant YA Specialty Area and is appropriate for the student who wishes to work in direct client care in a clinical setting. Medical assistants support physicians and other medical professionals in an outpatient setting by performing a wide variety of duties. The student will perform multiple functions including office administration, direct patient care, and laboratory testing. Certified Nursing Assistant (CNA) training and testing through an approved Department of Health and Family Services (DHFS) CNA program is required for this Specialty Area. The ability to handle multiple tasks, as well as be compassionate, caring, and respectful is essential.

Pharmacy Technician (PHARM) YA Specialty Area.

This Specialty Area is appropriate for the student interested in the occupational area of pharmacy. Students will assist pharmacists to measure, mix, and provide prescriptions of various pharmaceuticals required for diagnostic evaluation and therapeutic treatment of patients. This area will prepare the student to take the Pharmacy Technician Certification Exam (visit the PTCE website for more information at <https://www.ptcb.org//AM/>). There is no direct hands-on patient care and tasks involve working in both hospital and retail pharmacies performing clerical and laboratory functions. The ability to be detail and customer service oriented with strong math and lab skills is essential.

Health Services YA Program Responsibilities

The following responsibilities are outlined for individuals involved in the Health Services YA Program.

Students –

1. Maintain academic skills and attendance at the high school to remain on track for high school graduation.
2. Participate in progress reviews as scheduled.
3. Exhibit maturity and responsibility to meet requirements of employment as designated by the employer.

Parents or Guardians-

4. Ensure that adequate transportation is available to and from the worksite.
5. Participate in student progress reviews as scheduled.

School District-

6. Recruit students and coordinate student enrollment in the program with the consortiums and/or employers.
7. Integrate the YA Program related technical classroom instruction and worksite training into the student's overall education program with high school graduation credit issued for each semester successfully completed.
8. Participate in student progress reviews as scheduled.

YA Program Coordinators-

9. Apply and maintain approval from the DWD to operate a YA Program.
10. Ensure a minimum of 450 hours of worksite instruction/experience plus a minimum of 180 hours of related technical classroom instruction for each one year YA program.
11. Establish and meet regularly with an advisory committee that will identify when and where tasks will be taught during the Health Services YA Program.
12. Develop and maintain a yearly commitment with participating high schools, technical colleges, and local businesses to accommodate the number of students involved in the Health Services YA Program.
13. Establish and maintain a YA student grievance procedure.
14. Provide employer mentor training.

Related Technical Classroom Instruction Faculty-

15. Qualify in the specialty areas being taught in the YA Program.

Employers and Worksite Mentors-

16. SEE **Appendix B-** Health Services YA Implementation Guide for Employers.
17. Participate in a mentor training session and provide on the job training of the Youth Apprentices.

Department of Workforce Development-

18. Monitor national and state regulatory agencies, such as OSHA, HCFA, DHFS, DPI, for changes and impact on the Health Services Youth Apprenticeship Program.

Program Guide Organization

The competencies included in the program guide are aligned with the skills required under the broad occupational Health Science Career Pathways identified by the NHCSSP in Therapeutic Services, Diagnostic Services, and Health Information Services. It is likely that several facilities in a community will need to work together to ensure that appropriate work-based learning opportunities are made available to the students.

Potential Health Services youth apprentices will be required to complete a minimum of 450 work hours with 180 hours of related technical classroom instruction for a Level One (1-year) Health Services YA Program or a minimum of 900 work hours with 360 hours of related technical classroom instruction for a Level Two (2-year) Health Services YA program. The Level One program requires completion of the Core Abilities Area and one other Occupational Specialty Area. The Level Two program requires completion of the Core Abilities Area and two other Occupational Specialty Areas.

See the section entitled “Target Population” for the current offerings in Occupational Specialty Areas. The Health Services YA Program also requires that Related Technical Classroom Instruction is provided to support attainment of the knowledge necessary to master the competencies for that Occupational Specialty Area. While recommendations for specific Related Technical Classroom Instruction are detailed separately for each Health Services Occupational Specialty Area in **Appendix C**, instructional requirements will vary depending on local consortium and advisory group decisions. It is strongly advised that local consortiums work with their advisory groups to determine appropriate Related Technical Classroom Instruction needs in their locations for each Occupational Specialty Area.

The Youth Apprenticeship Program Guide is written and organized according to the Worldwide Instructional Design System (WIDS) format and includes the Health Services YA Skill Standards Checklist, and Course Outcome Summary (COS) for each Specialty Area. Overall progress is documented on the Health Services YA Skill Standards Checklist which lists skill level achievement for each competency in all of the Specialty Areas. The COS outlines each skill competency with corresponding performance standard criteria necessary to master a specific competency. The Learning Objectives outline the required content to be covered in the related technical classroom instruction. SEE **Appendix D-** Wisconsin Instructional Design System (WIDS) Format and Youth Apprenticeship Program Guide Terms and **Appendix E-** Use and Distribution of the Youth Apprenticeship Program Guide for further details.

Evaluation

The student must successfully complete the related technical classroom instruction and demonstrate the minimum skill level required on the Health Services YA Skill Standards Checklist for each competency according to the applicable Specialty Areas. Worksite mentors and/or instructors use this checklist to evaluate the learner on each of the required skills. It is the responsibility of the mentor(s) to rate the students skill level on all tasks performed at the worksite.

Health Services YA Program Outcomes

The established program outcomes reflect abilities the student must master by the end of the Health Services YA Program. Mastery of these abilities is built into the skill competencies required for each Specialty Area. These outcomes are taken directly from the National Health Care Skill Standards Project (NHCSSP) – Health Care Core Standards.

1. Communicate effectively both orally and in writing.
2. Demonstrate key employability skills.
3. Obtain and maintain the background knowledge necessary to work within a health care role.
4. Participate in the department, organization, and society within their health care role
5. Recognize how key systems affect services and quality of care.
6. Perform health care duties within established legal and ethical guidelines.
7. Interact effectively with all members of the health care team.
8. Follow all health and safety policies and procedures.

Health Services YA Program Completion

Upon successful completion of high school and the Level Two (2 year) Health Services YA Program requirements, the youth apprentice will receive a high school diploma and the applicable Certification of Occupational Proficiency from the Department of Workforce Development. Youth Apprentices who successfully complete a Level One (1 year) Health Services Program and who are on track for graduation will be eligible for a Level One Certificate from the Department of Workforce Development. Furthermore, the YA students may;

1. Continue to work in the health care industry.
2. Apply to a registered apprenticeship.
3. Pursue a degree or diploma from a Wisconsin Technical College with advanced standing and/or transcribed credit.
4. Apply for admission to a four-year University of Wisconsin school with high school academic elective credit for admission.
5. Go into military service.

SEE **Appendix F** for current agreements for post-secondary credit at Wisconsin Technical Colleges and University of Wisconsin colleges.

Appendices

Appendix A: Work Contracts, Child Labor Laws, Liability & Insurance

Appendix B: Health Services YA Implementation Guide for Employers

- Benefits to the Employer
- Role of the Employer
- Role of the Mentor
- Checklist for Program Participation
- Checklist for Program Operation
- Frequently Asked Questions
- Work Contracts, Child Labor Laws, Liability & Insurance (insert Appendix A)

Appendix C: Recommended Related Technical Classroom Instruction

Appendix D: Wisconsin Instructional Design System (WIDS) Format and Youth Apprenticeship Program Guide Terms

Appendix E: Use and Distribution of the Youth Apprenticeship Program Guide

Appendix F: Post Secondary Advanced Standing Credits

Appendix G: Certified Nursing Assistant Guidelines, Age Restrictions, CBRFs, Background Checks

Appendix H: Grandfather Clause – Program Transition Guidelines

Appendix I: Health Services Skill Standards Checklist

Health Services Youth Apprenticeship Course Outcome Summaries:

Appendix J: Health Care Foundations (HCF)

Appendix K: Health Information Management (HIM)

Appendix L: Medical Assistant (MA)

Appendix M: Nursing Assistant (NA)

Appendix N: Pharmacy Technician (PHARM)

Appendix O: Core Abilities & Job Shadow

Appendix A

WORK CONTRACTS, CHILD LABOR LAWS, LIABILITY & INSURANCE

WORK CONTRACTS

Education Training Agreement -

Students and employers participating in an approved youth apprenticeship program must have a signed Education/Training Agreement (ETA) on file with both the school and the employer. Employers without a valid ETA may be assessed (a) double compensation in the event of injury on the job, and/or (b) fines ranging from \$25 to \$1,000 for every day without a permit for a first offense to \$250 to \$5,000 for every day without a permit for a second offense within a five year period. The Local Youth Apprenticeship Coordinator will provide the employer with a copy of the ETA. This form is also available from the Department of Workforce Development at http://dwd.wisconsin.gov/youthapprenticeship/forms_publication/forms.htm

Work Permits -

Students and employers participating in an approved youth apprenticeship program do not need to obtain a separate work permit for the work to be performed as a part of the youth apprenticeship program, although it is highly recommended. If employers hire the youth apprentices to perform other work duties outside of their youth apprenticeship duties, a work permit will be required. Employers without a valid work permit (if applicable) may be assessed (a) double compensation in the event of injury on the job, and/or (b) fines ranging from \$25 to \$1,000 for every day without a permit for a first offense to \$250 to \$5,000 for every day without a permit for a second offense within a five year period.

CHILD LABOR LAWS

Youth apprentices enrolled in approved youth apprenticeship programs and their employers are subject to all state and federal child labor laws regarding the employment of minors. The Department of Workforce Development (DWD) will review all statewide youth apprenticeship curriculum for compliance with the child labor laws and will clarify the laws whenever necessary to allow for program implementation. Youth apprentices are allowed to work in some prohibited occupations because they meet the criteria of "student learner" as defined in the law, but they are not exempt from the child labor laws by virtue of being enrolled in a youth apprenticeship program. Students and employers must comply with child labor laws with regard to daily/weekly hours, time of day, employment, etc.

While DWD can interpret the law, DWD cannot exonerate employers from liability should an accident occur on the job which results in injury to an employee and a subsequent lawsuit. Determining liability for an accident can only be settled in a court of law. DWD can assure employers that they will not be cited (by DWD) for illegally employing a minor in a prohibited

Appendix B

Wisconsin Health Services Youth Apprenticeship Implementation Guide for Employers

BENEFITS TO THE EMPLOYER

The Health Services Youth Apprenticeship Program was designed with the needs of employers in mind. Employers have expressed concern that the education system has not adequately prepared young people with the work readiness and technical skills necessary to meet their business needs. This program was developed with the Wisconsin Technical College System and Wisconsin Health and Hospital Association to meet the needs of you, our health services employers.

By working with the Health Services Youth Apprenticeship Program you make an investment in the young people in your community. You will have a dependable recruitment pipeline to an entry level workforce that can be used to increase workforce diversity and provide supervisory opportunity for staff. You will be directly involved in the economic development efforts of your community as well as become a part of the creation of highly skilled workers, an excellent point in any public relations marketing.

A unique opportunity and added incentive for participation in the Health Services Youth Apprenticeship Program for both the employer and the student is that the competencies are directly aligned with Wisconsin and national occupational skill standards recognized by the National Consortium on Health Science and Technology Education through the National Health Care Skill Standards Project, the Secretary's Commission on Achieving Necessary Skills (SCANS), and the Wisconsin Technical College System state wide occupational curriculum.

Employers also play an active role in improving the quality of the future workforce by helping develop skill standards geared to health industry's needs, reducing employee turnover by hiring program graduates, supporting program graduates as they continue their education in post-secondary settings, raising the interest of other employees in education and training, and increasing the potential for teamwork and flexibility in work sharing. One employer noted, "We need young, intelligent, compassionate, ambitious individuals to fill our health care occupations in the future." A current Health Services Youth Apprenticeship employer noted that, "It is my belief that this program has opened the door for many students who otherwise might never have realized their true calling."¹

¹ Employer comments taken from June 2006 Health Services Youth Apprenticeship survey distributed through 34 state of Wisconsin consortiums under a Department of Labor Community Based Job Training Grant, November 2005 – 2008, Waukesha County Technical College (WCTC), Pewaukee, WI.

ROLE OF THE EMPLOYER

The work-based learning component of the Youth Apprenticeship Program is the **primary** method for teaching the required competencies. The local business becomes an extension of the classroom for the youth apprentice. The related classroom instruction is intended to *support* the work-based learning experience by providing theoretical knowledge and, when needed, providing appropriate skill development. The work-based learning component is designed to provide an on-the-job learning environment for students by being “apprenticed” to an experienced mentor.

As an employer of a youth apprentice, you will be responsible for the following:

Student Selection

Review employment applications, interview candidates, and select the student(s) they want to hire. New Employee Orientation is provided by you according to your facility’s Human Resources policies.

Wages

Youth apprentices must receive minimum wage or higher. A pay schedule is agreed upon with the employer, local YA coordinator and the student. Most employers grant periodic raises dependent upon performance or length of employment.

Workers Compensation

Once a youth apprentice becomes a paid employee they must be covered by the employer’s workers compensation coverage. Other benefits may be provided at the discretion of the employer.

Education/Training Agreement (ETA)

Employers must sign and comply with the requirements in the ETA, and have a copy on file. See *Appendix A “Work Contracts, Child Labor Laws, Liability & Insurance”* for more detail.

Work Permits

See *Appendix A “Work Contracts, Child Labor Laws, Liability & Insurance”* for more detail.

Child Labor Laws

Employers must ensure that the work of any student at their worksite is allowed by Child Labor Laws and is under the direct and close supervision of a qualified and experienced person. Students must be provided with adequate safety training both in the school and at the worksite. All Health Services Youth Apprenticeship skill standards competencies have been reviewed by the Wisconsin Department of Workforce Developments Labor Standards Bureau and are in compliance with the child labor rules.

See *Appendix A “Work Contracts, Child Labor Laws, Liability & Insurance”* for more detail.

Unemployment Compensation

YA students are typically not eligible for unemployment compensation from the employer. See *Appendix A “Work Contracts, Child Labor Laws, Liability & Insurance”* for more detail.

Job Performance

Employers review, evaluate, and report on the youth apprentice's job performance approximately every nine weeks to ensure they are learning the required competencies. Mentors are expected to participate in progress reviews with the apprentice, school staff and/or Youth Apprenticeship instructors, and parent(s)/guardian(s).

Background Information Disclosure (BID) form

This form is required by the Wisconsin Caregivers Background Check Law to help employers and governmental regulatory agencies make hiring, licensing, certification or registration decisions. Under this law all youth apprenticeship students must complete a Background Information Disclosure form. See *Appendix G "CNA Guidelines"* for more detail.

Also visit the Department of Health and Family Services Caregiver website for more information <http://www.dhfs.state.wi.us/caregiver/INDEX.HTM>

Worksite Hours

Employers must provide for the youth apprentice to meet the following work requirements:

Youth Apprentices in a Level Two (2-year) program must complete a *minimum* of 900 hours of work-based learning while they are enrolled in the program. At least 500 hours of the required minimum work-based learning hours must take place when related classes are being held, so that classroom instruction can be integrated with worksite learning.

Youth apprentices in a Level One (1 year) program must complete a *minimum* of 450 hours of work based learning while they are enrolled in the program. At least 250 hours of the required minimum work-based learning hours must take place when related classes are being held, so that classroom instruction can be integrated with worksite learning.

Youth apprentices may work *more* than the required minimum hours throughout the program as long as they do not exceed the daily or weekly hours allowable under the child labor laws.

Training to Competencies

The employer is responsible for providing the worksite training required to meet the skills standard competencies specified in the Health Services Specialty Area. This requirement means that while the youth apprentice may be hired under one particular job function, he/she must be allowed to rotate and perform other functions in other departments to meet competencies if some of them are not normally a part of that job function.

Mentors

Employers assign worksite mentors to supervise and train youth apprentices. They also allow the mentors to attend special training classes provided by the local YA consortium to become successful mentors of high school Health Youth apprentices.

See "Role of Mentors" below for more detail.

Organized Labor

Usually the Health Services Youth Apprenticeship is considered an educational activity rather than a job classification/position status. However, the youth apprenticeship program should not impair existing contracts for services or collective bargaining agreements. Any youth apprenticeship program that would be inconsistent with the terms of a collective bargaining

agreement shall be approved only with the written concurrence of the labor organization and employer involved. If youth apprentices will be working in areas covered by labor agreements, organized labor must be involved to approve the program at the worksite. See *Appendix A “Work Contracts, Child Labor Laws, Liability & Insurance”* for more detail.

ROLE OF THE MENTOR

Workplace mentors are one of the most critical elements which often determine the success of a youth apprenticeship. One mentor may work with more than one youth apprentice at a worksite, and the mentor may assign multiple “trainers” to instruct the youth apprentice while they rotate among various departments.

Effective Mentor Qualifications.

- Experience working with adolescents either on the job, through family, or through outside activities
- Effective teaching/training skills with adults and/or youth
- Highly skilled in the area in which the youth apprentices will be trained
- Good communication skills in the workplace
- Knowledge of and commitment to the Health Services Youth Apprenticeship program

Mentor Responsibilities.

- Develop a cooperative training schedule for the youth apprentice to ensure performance of the required work-based skills
- Work with instructors to coordinate the application of classroom learning objectives to the worksite
- Communicate regularly with the school, YA coordinator, and the instructor to ensure work-based learning objectives are being met
- Demonstrate tasks to youth apprentices and explain their importance
- Identify other trainers appropriate to train youth in the required competencies
- Evaluate the youth apprentice’s progress on a regular basis and document achievements and skills
- Meet with the student, the student’s parent(s)/guardian(s), and school staff and/or YA instructor at least once each grading period to review and update them on the student’s progress
- Provide encouragement, support, and direction about the work site culture and skills
- Help the youth apprentice build self-confidence and self-esteem
- Be alert to personal problems that may affect the apprentice’s work performance and guide them to seek help from appropriate sources
- Attend mentor training workshops and mentor meetings

Obtain additional resources for mentoring guidance from your YA coordinator. Materials are also available through the [Department of Public Instruction](#) website.

CHECKLIST FOR PROGRAM PARTICIPATION

The following checklist will help you to participate in a Health Services Youth Apprenticeship (YA) Program. Youth Apprenticeship coordinators are available to meet at your location to facilitate any phase of the YA program.

- Discuss the Health Services YA program with the local partnership that offers Youth Apprenticeship Programs.
- Consult with the management team of your organization and union officials, if applicable.
- Obtain approval from appropriate organization officials to hire youth apprentices.
- Identify mentors and arrange for mentor training through your local YA Coordinator.
- Interview Health Services YA candidates for the program.
- Select youth apprentice(s).
- Sign Education/Training Agreement (ETA).
- Secure a Work Permit and Background Information Disclosure (BID) form.
- Orient your new youth apprentice to the workplace according to your organization's Human Resources policies.

CHECKLIST FOR PROGRAM OPERATION

The following checklist will help ensure continued operation of the Health Services Youth Apprenticeship (YA) Program.

- Provide worksite training according to the Health Services Youth Apprenticeship Specialty Area curriculum.
- Participate in progress reviews with youth apprentices, school staff and/or YA instructors, and parents/guardians.
- Meet regularly with the youth apprentices to discuss their performance and any other issues.
- Employ youth apprentices during school breaks, either part-time or full-time.
- Participate in recognition events organized by the school for youth apprenticeship graduates.

FREQUENTLY ASKED QUESTIONS

For questions not addressed here, do not hesitate to call your local youth apprenticeship coordinator or visit the [Department of Workforce Development Youth Apprenticeship website](#).

How does this program differ from other work-based programs like coop education?

Skilled Certified Coop Education and Youth Apprenticeship are similar in that they are both components of Wisconsin's overall school to work transition programs. An important difference, however, is that Youth Apprenticeship students are exposed to an occupational cluster versus a specific job. Additionally, the skills the student learns are developed in association with Wisconsin health care industry personnel, Wisconsin technical college faculty, YA consortium coordinators, and school district coordinators/instructors. The curriculum is standardized throughout the state.

Will the mentor have to spend his/her entire time at work teaching the student?

No. Apprentices need to be supervised, but you are not required to “shadow” them at all times. However, someone should be available for guidance as necessary. One mentor may work with more than one youth apprentice at a worksite, and the mentor may assign multiple “trainers” to instruct the youth apprentice while they rotate among various departments.

Will the student do productive work?

Yes. After appropriate training, youth apprentices can become productive employees of the facility. However, since they are often rotated through different departments they will require more training time than employees who stay in the same department. It is important to remember that this is a training program. Upon completion of the probationary period, students are expected to meet the requirements of the position.

Will there be a lot of paperwork for me to complete?

Prior to the program, employers are required to sign the Education Training Agreement and maintain that along with the Background Information Disclosure form. During the program, employers are expected to verify the youth apprentice’s skills on the job and provide input during grading periods. Mentors must complete/maintain a simple “Skill Standards Checklist” as the student completes their competencies.

What happens if I cannot provide all of the required competencies at my facility?

In order to successfully complete the program and receive a Certificate of Occupational Proficiency, the youth apprentice must demonstrate proficiency in all areas specified on the Skill Standards Checklist. If your facility does not provide the full range of services needed for competency mastery, the local youth apprenticeship coordinator may be able to arrange for the missing skills to be provided by another company. This arrangement should be discussed with the coordinator before you hire the youth apprentice.

What costs will my business incur and will I be reimbursed?

Primary costs to the employers are the wages paid to the youth apprentice and mentor during the training period.

Will I have to treat the youth apprentice differently than my other employees?

It is important to remember youth apprentices are placed in your facility to learn. Patience and guidance are required while they learn responsible work habits as well as the required skills. However, they are expected to follow your facility’s work rules, e.g., dress code, behavior, discipline, etc., and to become a productive member of the health care team.

What is the typical time frame for activities over the course of a youth apprentice’s stay with a facility?

Most program activities follow a one-year or two-year cycle depending on the offerings within your company. There may be variance in the timing of learning activities to accommodate local and seasonal needs including trainer availability.

Attach Appendix A - Work Contracts, Child Labor Laws, Liability & Insurance

occupation as long as the students are enrolled in a DWD approved youth apprenticeship program and a signed Education/Training Agreement is on file with both the student's high school and the employer. This means that employers will not be assessed treble fines should an injury occur which results in the employer being cited.

Readers should refer to DWD 270.12 and 270.13 [Child Labor Laws](#) for descriptions and definitions of the occupations or activities which are normally prohibited to minors (also listed below). Youth apprentices who are 16 or 17 years old may be employed in the following hazardous occupations listed in the code:

- Infectious Agents
- Hospitals and nursing homes

DWD 270.12(23) Radioactive substances and ionizing radiations. Students are prohibited from the actual taking of radiographs, but may perform other functions such as assisting the patient, taking orders, helping the technician, etc. They may work in the area where X-rays are being taken providing they have certified supervision and all normal precautionary measures are taken for protection from the effects of the radiation.

DWD 270.12(13) Infectious agent. Youth apprentices must meet the student learner criteria if they will be involved in duties relating to exposure to bacterial, mycoplasma, fungal, parasitic or viral agents identified by the department by rule as causing illness in humans or human fetuses or both, which is introduced by an employer to be used, studied, or produced in the workplace. "Infectious agent" does not include such an agent in or on the body of a person who is present in the workplace for diagnosis or treatment.

Student Learner Criteria -

In order to be considered a student learner, youth apprentices must meet the following criteria:

1. They are enrolled in a youth apprenticeship program approved by DWD;
2. They are enrolled in school and receiving school credit for program participation;
3. They receive appropriate safety instruction at the school and at the workplace;
4. The work performed is under direct and close supervision of a qualified and experienced person;
5. The work performed in any occupation declared hazardous is incidental to their training and is for intermittent and short periods of time (refer to DWD 270.14(3)(c)1; and
6. There is a schedule of organized and progressive work processes to be performed on the job (i.e. the worksite is following the state curriculum);

Hours of Work -

The hours an apprentice spends working in the program *during* the hours school is in session during the day DO NOT COUNT towards the limitation on total hours a minor may work. See the DWD [Child Labor](#) web site for applicable hours and times of the day that minors may work in Wisconsin.

LIABILITY AND INSURANCE

As employees of the company, youth apprentices are covered by worker's compensation in the event of injury on the job. Employers should review their specific liability coverage to ensure there are no restrictions on employing minors and/or on coverage of minors operating particular machinery. Schools are not allowed to cover youth apprentices through their own workers' compensation policy while the youth apprentice is an employee of the local business.

As stated previously, DWD and/or local schools cannot exonerate employers from liability if a youth apprentice is injured on the job and a subsequent lawsuit is filed against the employer. Determining liability for an accident can only be settled in a court of law and will be based on the specific circumstances for each case. It is important that a signed ETA be on kept on file by both the school and the employer to ensure that employers will not be cited for illegally employing a minor in a prohibited occupation.

General Liability –

An employer is liable for the service provided at their facility. In general an employer has adequate general liability and workers compensation coverage, no additional liability is required as a result of the Youth Apprenticeship program. However, before participating in the program, an employer may wish to consult with their insurance carrier.

Transportation –

In general, the party responsible for transportation is liable in case of an accident. Youth apprentices responsible for their own transportation to and from the worksite are responsible for their own insurance. In instances where the school provides transportation for the youth apprentices, the school is responsible for insurance coverage. Only if the facility provides transportation to and from work for the youth apprentice is the facility responsible for this insurance coverage.

Workers Compensation –

Once a youth apprentice becomes a paid employee they must be covered by the employer's workers compensation coverage.

Unemployment Compensation –

If a youth apprentice is enrolled full-time in a public educational institution and receives school credit for their participation in the YA program, then they are NOT eligible to file for unemployment compensation from the employer. Youth apprentices who do NOT meet this criteria may be eligible for unemployment compensation benefits.

Worker Displacement –

No employer may hire a youth apprentice who will displace any currently employed worker, including a partial displacement, such as reduction in the hours of non-overtime work, wages, or employment benefits.

Layoffs/Strikes –

A youth apprentice cannot be hired when any other individual is on temporary layoff, with the clear possibility of recall, from the same or equivalent job OR if the employer has terminated the employment of any regular employee, or otherwise reduced the workforce, with the intention of filling the vacancy created with a youth apprentice. Local bargaining units should determine the status of youth apprentices already working in the facility in the event of a layoff. Youth apprentices may be laid off or transferred to work areas to take the place of laid off workers. Child labor laws prohibit youth apprentices from working in a company where a strike or lockout is in active progress.

Collective Bargaining Agreements –

The youth apprenticeship program should not impair existing contracts for services or collective bargaining agreements. Any youth apprenticeship program that would be inconsistent with the terms of a collective bargaining agreement shall be approved only with the written concurrence of the labor organization and employer involved.

Appendix C

RECOMMENDATIONS FOR RELATED TECHNICAL CLASSROOM INSTRUCTION FOR HEALTH SERVICES YA OCCUPATIONAL SPECIALTY AREAS

These recommendations are intended to be used by the Local YA Consortium when determining appropriate related instruction for the specialty area selected. It is not all inclusive but should be used to assist the partnership with identification and/or development of course work that supports the work-based competencies as identified in the Skill Standards Checklist. As with all YA programs the consortium must ensure that the related instruction meets with the approval of their administration and school board.

OPERATIONAL NOTES

- Related Technical Classroom Instruction may be offered by the employer, within the school district, at another school district, at a Wisconsin Technical College, and/or at a Community College or University by instructors qualified according to the Youth Apprenticeship Program Operations Manual.
- Learning Objectives are the foundation for the related technical classroom instruction. Local programs may teach to those standards using locally developed coursework, however, statewide advanced standing and/or transcribed agreements will not apply. It is recommended then that local agreements be pursued. Statewide advanced standing and/or transcribed credit will be based on this Recommended Instruction list.
- A minimum of 180 hours (2 semesters) of related technical instruction is required for each Specialty Area.
- It is suggested that an Introduction to Health Care Careers and Delivery Systems class be provided as a pre-requisite for students interested in this youth apprenticeship. Additionally, students should complete their job shadow requirement prior to OR as early in the Health YA Program as possible.
- Courses chosen should coincide as much as possible to occupational program requirements if the student intends to continue in the Wisconsin Technical College System.
- Recommendations for this Appendix were obtained from Employer and YA Consortium/School District Coordinator input during YA Regional Meetings, Fall 2006, and through thorough analysis of WTCS Health Occupation Programs and Course requirements 2006-2007.

RECOMMENDED COURSE WORK TO ACHIEVE LEARNING OBJECTIVES
WTCS Statewide Aligned Courses
2006-2007

All recommended WTCS courses listed below have been cross-walked to the Health Services YA Curriculum. **SEE** the applicable “YA Plan of Study” below **AND** the applicable Technical College Program requirements to help plan for appropriate courses for the Health YA student to take.

THESE Courses are Aligned Statewide
EXCEPT 536-110 & 536-122

WTCS Number	WTCS Course Title	WTCS Credits	Prerequisites OR Concurrent
501-101	Medical Terminology	3	None
501-104	Principles of Customer Service in Healthcare	2	None
501-107	Introduction to Computing for Healthcare	2	None
501-308	Pharmacology for Allied Health	2	Medical Terminology Human Body in Health & Disease (509-302)
509-302	Human Body in Health and Disease	3	Medical Terminology
509-307	Medical Office, Insurance, and Finance	2	Medical Terminology Human Body in Health & Disease (509-302) Computers
509-309	Medical Law/Ethics/Professionalism	1	None
513-110	Basic Lab Skills	1	None
513-111	Phlebotomy	2	Basic Lab Skills (513-110)
513-113	QA/Laboratory Math	1	HS Chemistry OR equivalent
530-172	Health Care Delivery Systems	2	None
530-181	Intro to the Health Record	1	None
530-182	Human Diseases for the Health Professions	3	Medical Terminology General A&P OR Body Structure & Function OR Concurrent
536-110	Pharmaceutical Calculations	3	None- Shared Program Course NOT at MATC
536-122	Pharmacology for Pharmacists	2	None- Shared Program Course NOT at MATC
543-310	Video CNA Course	3	None
806-177	General Anatomy & Physiology	4	HS Chemistry- C or Better



Health Services Youth Apprenticeship (YA) Plan of Study

NAME: _____ DATE: _____

The Health Youth Apprenticeship Specialty Area sequence and Related Technical Instruction course selection and delivery are entirely within local consortium control. The recommendations listed below are only a suggested path of YA career planning and should be individualized to meet each learner's educational and career goals. All plans should meet high school graduation requirements, as well as, college entrance requirements.

HIGHLY Recommended for ALL Health YA Specialty Areas

Educational Level	Grade	English/ Language Arts	Social Studies Social Sciences	Math	Science	Career Pathway Courses (Electives)	Recommended Enhancement Electives or Activities
Secondary	9	Oral Communications (Speech)			Biology	Health Computer Applications	
	10				Chemistry	Health Careers & Delivery Systems (WTCS 530-172)	Job-Shadowing (1) Healthcare Volunteer
	11				Anatomy & Physiology	Health Services Youth Apprenticeship - Level One – <ul style="list-style-type: none"> • Select One specialty area plus appropriate related instruction Recommended courses for 11 th or 12 th - - Medical Terminology (WTCS 501-01) - Anatomy & Physiology (WTCS 806-177) SEE Next Page for course listing choices for Specialty Areas	
	12				AP Biology AP Chemistry IF will pursue a 4 year health degree	Health Services Youth Apprenticeship - Level One, or Two – <ul style="list-style-type: none"> • Select One specialty area and appropriate related instruction SEE Next Page for course listing choices for Specialty Areas	

Recommended Choices for **SPECIFIC SPECIALTY AREAS** in Health YA

Educational Level	Health YA Specialty Area	Math	Science	Career Pathway Courses	NOTE
Secondary	HCF			Diagnostic: <ul style="list-style-type: none"> ▪ Basic Lab Skills (WTCS 513-110) ▪ Phlebotomy (WTCS 513-111) Informatics: <ul style="list-style-type: none"> ▪ Healthcare Computing (WTCS 501-107) ▪ Introduction to the Health Record (WTCS 530-181) Therapeutic: <ul style="list-style-type: none"> ▪ *CNA Course (WTCS 543-3XX) ▪ Healthcare Customer Service (WTCS 501-104) 	*CNA Course & Testing REQUIRED IF performing CNA tasks
	HIM	Computer Programming Statistics		<ul style="list-style-type: none"> ▪ Advanced Computer Applications ▪ Healthcare Computing (WTCS 501-107) ▪ Introduction to the Health Record (WTCS 530-181) ▪ Medical Office, Insurance, & Finance (WTCS 509-307) ▪ Human Diseases for the Health Professional (WTCS 530-182) 	
	MA			*CNA Course (WTCS 543-3XX) <ul style="list-style-type: none"> ▪ Healthcare Customer Service (WTCS 501-104) ▪ Human Body in Health & Disease (WTCS 509-302) ▪ Medical Law, Ethics, & Professionalism (WTCS 509-309) ▪ Phlebotomy (WTCS 513-111) ▪ Medical Office, Insurance, & Finance (WTCS 509-307) 	*CNA & Medical Terminology course REQUIRED
	NA			*CNA Course (WTCS 543-3XX) <ul style="list-style-type: none"> ▪ Healthcare Customer Service (WTCS 501-104) ▪ Introduction to the Health Record (WTCS 530-181) ▪ Medical Law, Ethics, & Professionalism (WTCS 509-309) 	*CNA Course REQUIRED
	PHARM		AP Chemistry	<ul style="list-style-type: none"> ▪ Healthcare Customer Service (WTCS 501-104) ▪ Basic Lab Skills (WTCS 513-110) ▪ QA/Laboratory Math (WTCS 513-113) ▪ Pharmaceutical Calculations (WTCS 536-110) ▪ Pharmacology (WTCS 536-122) ▪ Phlebotomy (WTCS 513-111) 	Recommended for Seniors ONLY

Post-Secondary Occupational Opportunities

The chart below shows examples of career ladders organized by pathway.

For additional career cluster information, visit www.careerclusters.org

For additional career information on a specific occupation, visit <http://wiscareers.wisc.edu/> or <http://worknet.wisconsin.gov/worknet/default.asp>

		High School Diploma, On-the-Job Training	Certificate / License (1 year or less college)	Associate's Degree (2 year college)	Bachelor's/Master's Degree (4 year college)	Doctoral/ Professional Degree
Health Science Pathways	Therapeutics and Direct Care	<ul style="list-style-type: none"> ▪ CNA▲ # ▪ Home Health Aide ▲ ▪ Pharmacy Technician ▪ Physical Therapy Aide ▲# 	<ul style="list-style-type: none"> ▪ Dental Assistant ▲ ▪ Emergency Medical Tech ▲ ▪ Licensed Practical Nurse ▲ ▪ Medical Assistant ▲ ▪ Pharmacy Technician 	<ul style="list-style-type: none"> ▪ Dental Hygienist ▲ ▪ Dietetic Technician ▲ ▪ Occupational Therapy Asst ▲ ▪ Optician ▲ ▪ Physical Therapy Asst ▲ ▪ Radiation Therapist ▲ ▪ Registered Nurse (ADN)▲ ▪ Respiratory Therapist ▲ ▪ Surgical Technician▲ ▪ Veterinarian Technician 	<ul style="list-style-type: none"> ▪ Clinical Nurse Specialist ▲ ▪ Dental Hygienist ▲ ▪ Dietician ▲ ▪ Nursing Administrator ▲ ▪ Nurse Practitioner ▲ ▪ Occupational Therapist ▲ ▪ Pharmacist + ▪ Physician's Assistant ▲ + ▪ Radiation Therapist ▲ ▪ Registered Nurse (BS)▲ ▪ Respiratory Therapist ▲ ▪ Speech Pathologist ▲ + 	<ul style="list-style-type: none"> ▪ Physical Therapist ▲ ▪ Physician ▲ ▪ Veterinarian ▲
	Diagnostics		<ul style="list-style-type: none"> ▪ Phlebotomy Technician 	<ul style="list-style-type: none"> ▪ Cardiovascular Technologist ▲ ▪ Clinical Lab Technician ▪ Electroneurodiagnostic Tech ▲ ▪ Histotechnologist ▲ ▪ Nuclear Medicine Technologist ▲ ▪ Radiologic Technician ▲ ▪ Ultrasound Technician▲ 	<ul style="list-style-type: none"> ▪ Audiologist ▲ + ▪ Clinical Lab Technician ▪ Cytotechnologist ▲ ▪ Histotechnologist ▲ ▪ Medical Technician ▲ ▪ Nuclear Medical Technician ▲ 	<ul style="list-style-type: none"> ▪ Geneticist ▲
	Health Informatics	<ul style="list-style-type: none"> ▪ Health Unit Coordinator ▪ Hospital Admitting Clerk ▪ Medical Receptionist ▪ Medical Records Clerk 	<ul style="list-style-type: none"> ▪ Health Unit Coordinator ▪ Medical Assistant ▲ ▪ Medical Coding Specialist ▪ Medical Office Specialist ▪ Medical Transcription 	<ul style="list-style-type: none"> ▪ Medical Administrative Specialist ▪ Medical Records Technician ▪ Medical Secretary ▪ Medical Transcription ▪ Health Information Tech ▲ 	<ul style="list-style-type: none"> ▪ Cyberlibrarian ▲ ▪ Health Care Administrator ▲ + ▪ Medical Records Administrator ▲ + 	

▲ Certification Required

H.S. + Nursing Assistant Course

+ Master's Degree

SOURCES: The National Consortium on Health Science & Technology Education, 2007; The Oklahoma Department of Career & Technology Education, 2007; Waukesha County Technical College (WCTC), Susan Maresh, Waukesha County School-to-Work, 2007.

Appendix D

WISCONSIN INSTRUCTIONAL DESIGN SYSTEM (WIDS) FORMAT AND YOUTH APPRENTICESHIP PROGRAM GUIDE TERMS

WIDS/YA Program DOCUMENTS:

Course Outcome Summary (COS)

The Specialty Area's list of *competencies* and corresponding *performance standard criteria, conditions, and learning objectives* required for competency mastery

Health Services YA Program Guide

Description of the Health Services YA Program. In WIDS, this information is located in the Program Outcome Summary (POS)

Skill Standards Checklist

Listing of ALL the competencies in ALL of the Specialty Areas. The checklist provides the overall documentation for DWD of the skill achievement levels for the competencies in the Specialty Areas

WIDS TERMS:

Competency

The major skill or outcome stated in observable, measurable terms telling learners what they must be able to do AFTER a learning experience.

Performance Standards

Specifications by which performance of a competency will be evaluated (criteria) and the circumstances/situation (condition) in which the competency will be evaluated.

Core Ability

Competencies that address the abilities, values, and attitudes required for productive and successful employment.

Learning Objective

The background knowledge that is needed in order to master the competency; the related technical classroom instruction information needed by the learner to master the competency

Appendix E

USE AND DISTRIBUTION OF THE PROGRAM GUIDE

New and current employers should be given at least one set of the complete curriculum package for the specific Specialty Area that they are mentoring. The curriculum package includes a copy of the **Health Services YA Program Guide**, [Skill Standards Checklist](#), and the *applicable Course Outcome Summary (COS)*. In particular, the performance standards on the COS should be highlighted with the employer mentor(s) so that they know HOW to assess the learner for competency mastery.

All related technical classroom instructors will need to be provided with the **Course Outcome Summary (COS)** in order to see the Learning Objectives for the related instruction. The local Health Services Youth Apprenticeship advisory group should determine the requirements and delivery of the required related technical classroom instruction *prior to* offering the Specialty Area in the local consortium area. The advisory group should ensure that each learning objective is being taught either at the facility, school, and/or technical college.

At the beginning of each Specialty Area in the Health Services YA program, student learners should receive a copy of the [Skill Standards Checklist](#) and the applicable **Course Outcome Summary (COS)** to review with their instructor(s) and worksite mentor(s). This is the opportunity for instructors and mentors to highlight the worksite experiences, related technical classroom instruction, and assessments that will occur. In a performance-based curriculum successful learning is enhanced when the learners have the opportunity to review what will be expected of them in advance of the lessons.

It is recommended that a portfolio be prepared for EACH learner. The learner should be given the responsibility for maintaining this documentation and making it available to the instructor and/or worksite mentor for recording performance assessments.

When the performance criteria are completed successfully, the learner achievement level information must be recorded on the [Skill Standards Checklist](#). The completed Skill Standards Checklist is the piece of documentation required by DWD in order to issue the Certification of Occupational Proficiency.

Appendix F

POST SECONDARY ADVANCED STANDING CREDITS

Wisconsin Technical College System

Graduates of two-year Health Services Youth Apprenticeship programs may be awarded credits in specific Wisconsin Technical College programs. This chart shows the minimum number of technical college credits that may be awarded. The credits may be taken as technical college courses within Youth Apprenticeship programs or may be granted through advanced standing when students enroll in a technical college. Technical colleges may also grant additional credit through local articulation agreements. Check with your local technical college for specific requirements on agreements and obtaining credit.

Two-Year Health Services YA Graduates who have completed:
Fundamentals of Client Care I, II & III and Health Services 1 & 2, may be eligible for 3 credits from the technical college programs listed below.

Health Care Business Services (10-160-1)

NTC NWTC

Dental Hygienist (10-508-1)

BTC CVTC FVTC GTC LTC MDSN MILW NTC NWTC WCTC WWTC

Nursing - Associate Degree (10-510-1)

BTC CVTC FVTC GTC LTC MDSN MSTC MILW MPTC NATC NTC NWTC SWTC WCTC WWTC WITC

Surgical Technology (10-512-1)

GTC MILW MPTC WCTC

Clinical Laboratory Technician (10-513-1)

BTC CVTC GTC MDSN MILW MPTC NWTC SWTC WCTC WWTC

Occupational Therapy Assistant (10-514-1)

BTC FVTC GTC MDSN MILW WWTC WITC

Respiratory Care Practitioner (10-515-1)

CVTC GTC MDSN MSTC MILW MPTC NWTC SWTC WWTC

Physical Therapist Assistant (10-524-1)

BTC GTC MDSN MILW NWTC WCTC WWTC

Electroneurodiagnostic Technology (10-525-1)

MILW MPTC WCTC WWTC

Radiography (10-526-1)

BTC CVTC GTC LTC MDSN MILW MPTC NATC NTC NWTC WCTC WWTC WITC

Diagnostic Medical Sonography (10-526-2)

CVTC NTC NWTC

Health Information Technology (10-530-1)

CVTC GTC MILW MPTC NWTC WWTC

Speech Language Pathologist Assistant (10-532-1)

NWTC

Credits for the New Health Services Program (2007) are yet TO BE DETERMINED.

UW Institutions Credits for Admission –

The Graduates of two-year Health Services Youth Apprenticeship programs may also be able to apply their YA program towards meeting UW admissions requirements. The attached letter and chart from the UW Academic and Student Services department provides more detail on the process and contact information. The chart identifies the final decisions on elective units granted from each institution.

Two-Year Health Services YA Graduates who have completed:
Fundamentals of Client Care I, II & III and Health Services 1 & 2, may be eligible for credits granted for admission purposes by University of Wisconsin institutions as listed on the attached chart or by visiting the student information web site at <http://uwhelp.wisconsin.edu/on-line.htm>.



UW YA Admissions Chart.tif

No determinations for admission credits have been made for the New Health Services Program (2007).

Appendix G

CERTIFIED NURSING ASSISTANT GUIDELINES - AGE RESTRICTIONS, CBRFs, BACKGROUND CHECKS

Certified Nursing Assistant (CNA) Requirement. Administered by the Office of Caregiver Quality, Division of Quality Assurance in the Department of Health and Family Services (DHFS); governed by State and Federal regulations. **Any entity interested in delivering a Nursing Assistant program must secure approval from [DHFS](#).** SEE WI Administrative Code Chapter HFS 129.

CNA Age Restrictions. CNAs under 18 years of age must be supervised by a licensed practical nurse or registered nurse while performing CNA duties, other work activities are not restricted on the job. According to DHFS, “under supervision,” means immediately available to assist, such as working on the same floor, but not necessarily in the same room.

Community Based Residential Facilities (CBRFs). CBRFs are not required to have licensed practical nurses or registered nurses on the premises at all times; therefore they may not meet the above requirement for students under the age of 18. However, CNAs may work on site when the LPN or RN is on site as well. Additionally, a facility waiver of the 18 year old age requirement may be requested from the Division of Quality Assurance, DHFS, for students who are placed in CBRFs. For general information call (608) 266-8481

For waiver only contact: Colette Andersen, 608-243-2359. Use facility letterhead, the request must come from the facility. However the YA coordinator can assist. Mail to: Sue Blount, Assisted Living Regional Director, 2917 International Lane, Suite 300, Madison, 53704. Include reference to DHFS 83.13(2)(b).

Caregiver Law. This law mandates stringent background checks of persons who provide care for others or have access to people who receive care. For more detail regarding this law contact the Department of Health and Family Services Office of Caregiver Quality at <http://www.dhfs.state.wi.us/caregiver>

The Background Information Disclosure (BID) form gathers information as required by the Wisconsin Caregivers Background Check Law to help employers and governmental regulatory agencies make hiring, licensing, certification or registration decisions. Under the law, all youth apprenticeship students who have access to clients, except if the access is infrequent or sporadic and is not directly related to the care of the client, must complete a Background Information Disclosure form. A minor may sign their own Background Information Disclosure form without parent or guardian signature. Completed BID forms must be submitted to and reviewed by the employer **prior to** the student beginning at the worksite.

If the BID form **does not** indicate that the student is ineligible to be employed no further action must be taken by the employer. (Applies to students under 18 years of age) However, the employer may still require a complete Caregiver Background Check.

If the BID form indicates potential ineligibility (acts, crimes and/or offenses that are substantially related to the job or activity the student will be engaged in) the employer must obtain additional information that would include a criminal history search.

Employers are required to have a BID form on file for all students who will be at their site either as a paid employee or during their clinical experience. When completing the BID form please note there are two questions that require an answer **only** if the individual will be working for a *group family day care center or camp*.

Summary

- All students who provide direct patient care must complete a BID form
- The BID must be on file with the worksite before the student can start
- Background checks may not be automatically conducted on students under 18

DHFS Links:

[Caregiver Law](#)

[Nurse Aide Training](#)

Appendix G

Appendix H

GRANDFATHER CLAUSE – PROGRAM TRANSITION GUIDELINES

For NEW and CONTINUING Health Services YA Students

- Senior graduating in 2007: No Impact by this program revision. The youth apprentice will receive the appropriate Level One or Level Two Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD).
- Junior currently enrolled in 2006-2007: The youth apprentice does NOT go into a second year Specialty Area. A Level One Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) will be awarded for their Junior year participation in the Health Services YA program.
- Junior currently enrolled in 2006-2007: The youth apprentice continues into a second Specialty Area for the 2007-08 school year with the requirements stated in the revised Health Services YA Program depending on the Specialty Areas offered by the local consortium OR the youth apprentice completes the OLD version of the year 2 curriculum entitled Health Care Services I-II. A Level Two Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) will be awarded.
- Sophomore applying for the Health Services YA Program in School Year 2007-2008: The youth apprentice will follow and complete the Specialty Area(s) of their choosing with the requirements stated in the revised Health Services YA Program depending on the Specialty Areas offered by the local consortium. An applicable Level One or Level Two Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) will be awarded upon successful completion of the YA program.

NOTE: All Youth Apprenticeship students must be transitioned to the revised program checklists by the 2008-09 school year. A Certificate of Occupational Proficiency will not be issued to students who submit the old checklist.

Additionally, Youth Apprenticeship students must maintain good academic standing and be on track for graduation to be eligible for a Certificate of Occupational Proficiency from the Department of Workforce Development.

Appendix I

HEALTH SERVICES SKILL STANDARDS CHECKLIST



Health Services Skill Standards Checklist

Student Name _____ School District _____

YA Coordinator _____ YA Consortium _____

High School Graduation Date _____

SPECIALTY AREAS COMPLETED:

- _____ Health Care Foundations (HCF)
2 of 3 units (Diagnostic, Information, Therapeutic)
- _____ Health Information Management (HIM)
- _____ Medical Assistant (MA)
- _____ Nursing Assistant (NA)
- _____ Pharmacy Technician (PHARM)

_____ **Core Abilities***
- required for each specialty area

Level One Requirements:

- Students must complete all listed below

- ___ Core Abilities & Job Shadow
- ___ Minimum of one Specialty Area
- ___ 2 semesters related instruction
- ___ Minimum of 450 work hours

Level Two Requirements:

- Students must complete all listed below

- ___ Core Abilities & Job Shadow
- ___ Minimum of **two** Specialty Areas
- ___ 4 semesters related instruction
- ___ Minimum of 900 work hours

**Total
Hours**

Employed

Company Name

Phone Number

INSTRUCTION FOR THE WORKSITE MENTOR(S) AND INSTRUCTOR(S)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring at the worksite.

- The worksite mentor should rate each competency as the student acquires and demonstrates the skill *according to the performance criteria*
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite
- The mentor and student should go over this checklist together regularly to record progress and plan future steps to complete the required competencies.

CERTIFICATION: I certify that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date and the name of your department.

SIGN this page IF you have been a mentor, trainer, or instructor of this student

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Operational Program Notes for Skill Standards Checklist

1. Condition Codes indicate where the competency should be demonstrated.

W- Demonstrate competency at the worksite in real life application

O- Competency is completed through observation only

S - Competency can be demonstrated in a simulation in the classroom OR in simulation at the worksite

- Competency mastery for sign off should NOT be demonstrated in simulation or classroom unless designated by an S.
 - IF the facility does NOT offer the opportunity to master the competency, then arrangements must be made with the YA coordinator for competency mastery elsewhere
- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating
- Arrangements must be made to ensure that the student learns, practices, AND masters each competency **even if** that competency is not part of their regular job function

2. Job Shadow

A Job shadow provides students with an opportunity to explore first hand some of the career options in health services. To meet minimum requirements students complete at least one job shadow per Specialty Area. It is recommended that the first 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. The job shadow is considered a classroom assignment and is to be monitored for completion by the instructor or YA Coordinator.

Job Shadow hours;

- count towards required 180 class work hours/year
- do **NOT** count towards worksite hours
- are **NOT** paid as work time

3. Rating Scale:

3 = Exceeds entry level criteria/Requires no prompting/Consistently displays this behavior.

2 = Meets entry level criteria/Requires some assistance or prompting/Often displays this behavior.

1 = Needs improvement/Requires much assistance/Rarely displays behavior.

ALL HEALTH SERVICES YOUTH APPRENTICES

Core Abilities <i>Core Abilities are skills and knowledge required for all health care workers. Aligned with the National Health Care Core Skill Standards.</i>		Minimum rating of 2 for EACH Circle rating		
1. Utilize applicable academic knowledge	W	1	2	3
2. Communicate effectively in person	W	1	2	3
3. Communicate effectively on the phone	W/S	1	2	3
4. Communicate effectively in written form	W	1	2	3
5. Demonstrate employability skills	W	1	2	3
6. Exhibit legal responsibilities	W	1	2	3
7. Practice ethical behaviors	W	1	2	3
8. Practice infection control	W	1	2	3
9. Follow personal safety requirements	W	1	2	3
10. Manage common safety hazards	W	1	2	3
11. Demonstrate professional role in an emergency	W/S	1	2	3
12. Use information technology applications	W/S	1	2	3

NOTE: Core Ability curriculum for the Pharmacy Technician Specialty Area requires additional information specific for pharmacy technicians and the material they need to know to sit for the PTCE. SEE the specific Health Services YA Pharmacy Technician Specialty Area curriculum package for those additions.

Job Shadowing <i>Provide students with an opportunity to explore first hand some of the career options in health services.</i>		Completed Task (verified by)	
1. Job Shadow health service practitioners	O	Yes	Mentor
2. Produce Job Shadowing Journal	O	Yes	Instructor or YA Coordinator

SEE "Job Shadow" on page 3 for more detail.

Condition Codes:

W = Demonstrate competency at the worksite in real life application

O = Competency is completed through observation only

S = Competency can be demonstrated in a simulation in the classroom OR in simulation at the worksite

Rating Scale:

3 = Exceeds entry level criteria/Requires no prompting/Consistently displays this behavior.

2 = Meets entry level criteria/Requires some assistance or prompting/Often displays this behavior.

1 = Needs improvement/Requires much assistance/Rarely displays behavior.

HEALTH CARE FOUNDATIONS (HCF)

CHOOSE 2 of the following 3 UNITS for **worksite** competencies.

Students performing CNA functions *are required* to earn CNA certification through a DHFS approved CNA program with DHFS approved instructors.

CNA Registry Number: _____

Diagnostic Services		Minimum rating of 2 for EACH Circle rating		
1. Instruct clients in the collection of stool and/or urine specimens	W	1	2	3
2. Collect stool and urine specimens	W	1	2	3
3. Assist in collecting specimens other than urine/fecal	W	1	2	3
4. Assist in performing macro-urinalysis	W	1	2	3
5. Assist in performing laboratory testing	W	1	2	3
6. Assist in preparing diagnostic agents	W/S	1	2	3
7. Assist in diagnostic imaging	W	1	2	3
8. Set up area for client procedures	W	1	2	3
9. Assist in explaining procedures to client	W	1	2	3
10. Assist in administering procedures	W	1	2	3
11. Maintain and QC lab equipment	W	1	2	3
12. Perform an inventory of supplies, equipment, and/or medications	W	1	2	3
13. Order and receive supplies and equipment	W	1	2	3
14. Transfer client	W	1	2	3

Information Services		Minimum rating of 2 for EACH Circle rating		
1. Manage business documentation functions--HIM	W	1	2	3
2. Create and/or maintain the client record	W	1	2	3
3. Verify client and/or insurance information--HIM	W	1	2	3
4. Perform records management	W	1	2	3
5. Maintain equipment	W	1	2	3
6. Manage patient appointments	W	1	2	3
7. Assist with performing admit, discharge, and transfer functions	W	1	2	3
8. Assist with coding for client billing	W/S	1	2	3

Condition Codes:

W = Demonstrate competency at the worksite in real life application

O = Competency is completed through observation only

S = Competency can be demonstrated in a simulation in the classroom OR in simulation at the worksite

Rating Scale:

3 = Exceeds entry level criteria/Requires no prompting/Consistently displays this behavior.

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1 = Needs improvement/Requires much assistance/Rarely displays behavior.

HEALTH CARE FOUNDATIONS (HCF) (CONTINUED)

Therapeutic Services		Minimum rating of 2 for EACH Circle rating		
1. Obtain client record information	W/S	1	2	3
2. Chart objective information on client records	W/S	1	2	3
3. Measure temperature, pulse, and respirations	W	1	2	3
4. Measure blood pressure	W	1	2	3
5. Measure client weight and height	W	1	2	3
6. Set up area for client procedures	W	1	2	3
7. Assist in explaining procedures to client	W	1	2	3
8. Assist in administering procedures	W	1	2	3
9. Monitor client response to procedures	W	1	2	3
10. Position client	W	1	2	3
11. Transfer client	W	1	2	3
12. Transport client	W	1	2	3
13. Assist with the application of hot and cold applications to the skin	W/S	1	2	3
14. Assist in determining client target heart rate	W	1	2	3
15. Assist client with prescribed exercise program	W	1	2	3
16. Assist client with gait training	W	1	2	3
17. Assist in application/adjustment of orthotic and assistive devices	W	1	2	3
18. Apply ace wrap	W	1	2	3
19. Respond to basic emergencies with first aid measures	W/S	1	2	3

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HEALTH INFORMATION MANAGEMENT (HIM)

Documentation		Minimum rating of 2 for EACH Circle rating		
1. Create and/or maintain the client record	W	1	2	3
2. Verify client and/or insurance information--HIM	W	1	2	3
3. Perform records management	W	1	2	3
4. Process health information requests	W	1	2	3
5. Manage business documentation functions--HIM	W	1	2	3
6. Assist with performing admit, discharge, and transfer functions	W	1	2	3

Operations		Minimum rating of 2 for EACH Circle rating		
1. Use computer systems to process information	W/S	1	2	3
2. Use common business software applications	W	1	2	3
3. Prepare various reports	W	1	2	3
4. Maintain equipment--HIM	W	1	2	3

Information Systems		Minimum rating of 2 for EACH Circle rating		
1. Verify system information is accurate and complete	W/S	1	2	3
2. Assist with analysis of system functions to improve efficiency	W	1	2	3
3. Assist with data security and access control	W/S	1	2	3

Abstracting and Coding		Minimum rating of 2 for EACH Circle rating		
1. Locate information in the client record	W	1	2	3
2. Assist with transcribing medical orders	W/S	1	2	3
3. Assist with coding for client billing	W/S	1	2	3
4. Assist with reporting health care statistics	W	1	2	3
5. Assist with vital statistic and mandatory state reporting functions	W	1	2	3
6. Assist with disease/procedure registry functions	W	1	2	3

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MEDICAL ASSISTANT (MA)

Students *are required* to earn CNA certification through a DHFS approved CNA program with DHFS approved instructors AND to take a Medical Terminology course to participate in the apprenticeship.

CNA Registry Number: _____

NOTE: This Youth Apprenticeship is NOT an accredited medical assistant training program for certification as a medical assistant.

Clerical		Minimum rating of 2 for EACH Circle rating		
1. Manage business documentation functions	W	1	2	3
2. Create and/or maintain the client record	W	1	2	3
3. Complete client identification labels	W	1	2	3
4. File manual client records	W	1	2	3
5. Perform an inventory of supplies, equipment, and/or medications	W	1	2	3
6. Order and receive supplies and equipment	W	1	2	3
7. Verify insurance information	W	1	2	3
8. Manage patient appointments	W	1	2	3
9. Maintain a cash drawer	W/S	1	2	3

Laboratory		Minimum rating of 2 for EACH Circle rating		
1. Instruct clients in the collection of stool and/or urine specimens	W	1	2	3
2. Collect stool and urine specimens	W	1	2	3
3. Assist in collecting specimens other than urine/fecal	W	1	2	3
4. Assist in performing macro-urinalysis	W	1	2	3
5. Assist in performing laboratory testing	W	1	2	3
6. Maintain and QC lab equipment	W	1	2	3

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MEDICAL ASSISTANT (MA) (CONTINUED)

Clinical		Minimum rating of 2 for EACH Circle rating		
1. Obtain client record information	W/S	1	2	3
2. Chart objective information on client records	W/S	1	2	3
3. Position client	W	1	2	3
4. Measure temperature, pulse, and respirations	W	1	2	3
5. Measure blood pressure	W	1	2	3
6. Measure client weight and height	W	1	2	3
7. Set up area for client procedures	W	1	2	3
8. Assist in explaining procedures to client	W	1	2	3
9. Assist in administering procedures	W	1	2	3
10. Monitor client response to procedures	W	1	2	3
11. Assist with the administration of topical and/or oral medications	W/S	1	2	3
12. Assist with the administration of parenteral medications or immunizations	W/S	1	2	3
13. Perform choking maneuver	W/S	1	2	3
14. Perform CPR	W/S	1	2	3
15. Respond to basic emergencies with first aid measures	W/S	1	2	3

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NURSING ASSISTANT (NA)

Students *are required* to earn CNA certification through a DHFS approved CNA program with DHFS approved instructors.

CNA Registry Number: _____

Fundamental Client Care		Minimum rating of 2 for EACH Circle rating		
1. Measure temperature, pulse, and respirations	W	1	2	3
2. Measure client weight and height	W	1	2	3
3. Position client	W	1	2	3
4. Transfer client	W	1	2	3
5. Transport client	W	1	2	3
6. Ambulate client	W	1	2	3
7. Make occupied and unoccupied bed	W	1	2	3
8. Assist client with eating	W	1	2	3
9. Assist client with oral hygiene	W	1	2	3
10. Assist client with grooming--hair care	W	1	2	3
11. Assist client with grooming--nail care	W	1	2	3
12. Assist client with grooming--dress and undress	W	1	2	3
13. Assist client with grooming--shaving	W/S	1	2	3
14. Assist client with bathing	W	1	2	3
15. Give bedbath	W	1	2	3
16. Provide client skin care	W	1	2	3
17. Assist client in performing range of motion exercise	W/S	1	2	3
18. Assist client with bowel and bladder elimination	W	1	2	3
19. Measure client intake and output	W	1	2	3
20. Provide client comfort measures	W	1	2	3
21. Use isolation techniques	W/S	1	2	3
22. Assist with care of dying client	W/S	1	2	3
23. Assist with postmortem care	W/S	1	2	3
24. Perform choking maneuver	W/S	1	2	3

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NURSING ASSISTANT (NA) (CONTINUED)

Advanced Client Care		Minimum rating of 2 for EACH Circle rating		
1. Obtain client record information	W/S	1	2	3
2. Chart objective information on client records	W/S	1	2	3
3. Measure blood pressure	W	1	2	3
4. Set up area for client procedures	W	1	2	3
5. Assist in administering procedures	W	1	2	3
6. Apply nonprescription topical medications	W	1	2	3
7. Assist with the application of hot and cold applications to the skin	W/S	1	2	3
8. Instruct clients in the collection of stool and/or urine specimens	W	1	2	3
9. Collect stool and urine specimens	W	1	2	3
10. Care for client with a urinary catheter	W	1	2	3
11. Perform CPR	W/S	1	2	3
12. Respond to basic emergencies with first aid measures	W/S	1	2	3

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PHARMACY TECHNICIAN (PHARM)

This Specialty Area will prepare the YA student to sit for the PTCE once they turn 18 years of age AND graduate high school. Recommended for Seniors only.

NOTE: Core Ability curriculum for the Pharmacy Technician Specialty Area requires additional information specific for pharmacy technicians and the material they need to know to sit for the PTCE. SEE the specific Health Services YA Pharmacy Technician Specialty Area curriculum package for those additions.

Assist the Pharmacist in Serving Patients		Minimum rating of 2 for EACH Circle rating		
1. Obtain client record information	W	1	2	3
2. Create and/or maintain the client record	W	1	2	3
3. Accept prescription/medication orders	W	1	2	3
4. Process the prescription/medication order	W	1	2	3
5. Complete client identification labels	W	1	2	3
6. Perform calculations for prescription/medication orders	W	1	2	3
7. Prepare topical and/or oral finished dose form medications	W	1	2	3
8. Assist with preparing a compounded prescription/medication order	W/S	1	2	3
9. Assist in preparing diagnostic agents	W	1	2	3
10. Assist with the preparation of parenteral therapy/medications	W/S	1	2	3
11. Provide the medication to the client	W	1	2	3

Maintain Medication and Inventory Control		Minimum rating of 2 for EACH Circle rating		
1. Perform an inventory of supplies, equipment, and medications	W	1	2	3
2. Order and receive supplies and equipment	W	1	2	3
3. Maintain and QC supplies, equipment, and medications	W	1	2	3

Participate in Administration and Management of Pharmacy Practice		Minimum rating of 2 for EACH Circle rating		
1. Maintain a cash drawer	W	1	2	3
2. Merchandise retail items in a pharmacy	W	1	2	3
3. Manage business documentation functions	W	1	2	3
4. Verify insurance information	W	1	2	3
5. Update client pharmaceutical information	W	1	2	3
6. Participate in quality assurance practices	W	1	2	3

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**HEALTH SERVICES YOUTH APPRENTICESHIP
COURSE OUTCOME SUMMARIES**

Appendix J

HEALTH CARE FOUNDATIONS - HCF

Health Services Youth Apprenticeship –

Health Care Foundations

Course Outcome Summary

Course Information

Description

The Health Care Foundations (HCF) Youth Apprenticeship (YA) curriculum was revised and updated from the former second year Health Services YA curriculum.

The student will learn concepts from three Health Science career pathways: Diagnostic Services, Information Services, and Therapeutic Services. Worksite experiences, however, will be only in TWO of the THREE health science pathways.

The unit "Diagnostic Services" includes competencies related to the diagnostic testing of specimens in a lab and diagnostic imaging.

The unit "Information Services" includes competencies related to record keeping, insurance verification, coding, and admission/discharge of clients to a department/facility.

The unit "Therapeutic Services" includes competencies related to working directly with clients for physical therapy services and/or other required diagnostic or therapeutic services.

Students that will be performing Certified Nursing Assistant (CNA) functions are REQUIRED to earn CNA certification through a Wisconsin Department of Health and Family Services (DHFS) approved CNA program with DHFS approved instructors. SEE the Health Services YA Program Guide for Recommended Related Technical Instruction- Appendix C. Coursework chosen should coincide as much as possible with the curriculum to be learned and the student's career goals.

Target Population

For the student interested in a health care career in the areas of Therapeutic, Diagnostic and Information Services. The student may assist with laboratory testing, medical coding, or assistive devices. The ability to work in a number of different skill areas, most with direct patient contact, and the willingness to work in different settings and/or departments is essential.

Types of Instruction

Instruction Type	Contact Hours	Credits
On-The-Job Work Experience	450	
Related Technical Instruction	180	

CURRICULUM SOURCES

1. Health Services Youth Apprenticeship (HS I-II) curriculum, Betty Brunelle, 5/22/1998
2. Health Services Youth Apprenticeship Survey feedback, Summer 2006
3. Mid-Continent Research for Education and Learning, Career Education, Health Education Standards, 4th edition, printed 2006
4. National Consortium on Health Science and Technology Education, Diagnostic, Information, and Therapeutic Services Knowledge and Skills Charts, 2007
5. National Consortium on Health Science and Technology Education, Diagnostic, Information, and Therapeutic Services Standards and Accountability criteria, 11/18/2002
6. Regional Health Services YA Meetings, Fall 2006
7. Youth Apprenticeship Health Care Foundations Curriculum Review Group, Winter 2006-2007

Health Services Youth Apprenticeship- Health Care Foundations

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11. Transfer client	37
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13. Assist with the application of hot and cold applications to the skin	39
14. Assist in determining client target heart rate	40
15. Assist client with prescribed exercise program	41
16. Assist client with gait training	42
17. Assist in application/adjustment of orthotic and assistive devices	43
18. Apply ace wrap	44
19. Respond to basic emergencies with first aid measures	45

Unit 1: Diagnostic Services

Competency

1. Instruct clients in the collection of stool and/or urine specimens

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies the client
- o Learner provides privacy for the client
- o Learner explains department/facility instructions for urine collection in words the client understands
- o Learner explains department/facility instructions for fecal collection in words the client understands
- o Learner determines the client's level of understanding about the directions
- o Learner responds to client questions accurately within scope of their job role OR refers to worksite professional
- o Learner obtains consent for testing

Content to Know

Learning Objectives

- a. List medical and lay terms related to bladder and bowel elimination
- b. List the reasons for doing a urinalysis
- c. Outline the procedures for collecting a routine urine specimen, a clean-catch specimen, 24-hour specimen
- d. Describe the procedure for collecting a stool specimen
- e. List some of the tests that will be performed on a stool specimen

Comments:

Unit 1: Diagnostic Services

Competency

2. Collect stool and urine specimens

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner provides privacy for the client
- o Learner explains collection procedure to client in words the client understands
- o Learner follows department/facility guidelines for collecting stool and/or urine specimens noting client safety and Standard Precautions
- o Learner accurately labels specimen
- o Learner completes/cosigns paperwork/requisition for collecting and processing specimen
- o Learner delivers specimen, arranges for pickup, or stores specimen for later
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions

Content to Know

Learning Objectives

- a. Discuss the use of Standard Precautions while collecting and handling specimens
- b. Explain why a urine specimen should be tested immediately
- c. Indicate the reasons for care in labeling the specimen
- d. Describe any special storage and handling requirements for urine and stool samples.

Comments:

Unit 1: Diagnostic Services

Competency

3. Assist in collecting specimens other than urine/fecal

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies sample to be collected/processed
- o Learner identifies client
- o Learner provides privacy for the client
- o Learner assists worksite professional to explain collection procedure to client in words the client understands
- o Learner obtains consent for testing
- o Learner assists with collection of specimen according to department/facility guidelines noting client safety and Standard Precautions
- o Learner labels OR confirms that the specimen is labeled accurately and completely
- o Learner completes/cosigns paperwork/requisition for collecting and processing specimen
- o Learner delivers specimen, arranges for pickup, or stores specimen for later
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions

Content to Know

Learning Objectives

- a. Discuss the use of Standard Precautions while collecting and handling specimens
- b. Name the specimens collected most frequently in your department/facility
- c. Review the department/facility procedures for collecting specimens for your facility's specific tests
- d. Name the equipment and special supplies used for collecting specimens
- e. Explain any special pediatric patient requirements for collecting specimens
- f. List the preparatory steps the client must take prior to collection of specimens for your facility's specific tests
- g. Describe your role in the collection and processing of specimens
- h. Describe the appropriate labeling and storage requirements for specimens
- i. Explain the purpose of a throat specimen
- j. Describe the appropriate anatomical site in the throat to swab on adults and children
- k. Explain the purpose of capillary puncture
- l. Locate appropriate anatomical sites for capillary punctures on adults and infants
- m. Explain the purpose of venipuncture
- n. List the required equipment and supplies needed to perform a venipuncture
- o. Locate appropriate anatomical sites for venipuncture on adults, children, and infants
- p. Differentiate between different types of specimens including whole blood, serum, plasma, and sputum
- q. Compare and contrast the different types of vacuum tubes and anticoagulants with blood component to be tested
- r. Compare and contrast needles according to gauge, type, and use

Comments:

Unit 1: Diagnostic Services

Competency

4. Assist in performing macro-urinalysis

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client urine specimen
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner locates and identifies the urine specimen to be tested
- o Learner assists with testing of the urine specimen according to department/facility guidelines using Standard Precautions
- o Learner selects the correct equipment and supplies
- o Learner includes QC samples, if applicable
- o Learner verifies counts, measurements, and/or color reactions with the worksite professional
- o Learner cosigns the recording of the test results
- o Learner screens test results for follow up with the worksite professional
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions

Content to Know

Learning Objectives

- a. List the most common tests used to determine characteristics of urine
- b. Compare testing methods of urine testing
- c. Describe normal values and conditions resulting in abnormal test results
- d. Explain quality control and assurance issues in urine testing
- e. Explain storage and disposal procedures

Comments:

Unit 1: Diagnostic Services

Competency

5. Assist in performing laboratory testing

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client specimen
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner locates and identifies the specimen to be tested
- o Learner assists with the testing of the specimen according to department/facility guidelines using Standard Precautions
- o Learner selects the correct equipment and supplies
- o Learner includes QC samples, if applicable
- o Learner verifies counts, measurements, and/or color reactions with the worksite professional
- o Learner cosigns the recording of the test results
- o Learner screens test results for follow up with the worksite professional
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions

Content to Know

Learning Objectives

- a. Define the terms associated with common tests performed on specimens
- b. Explain the purpose of common tests performed on specimens
- c. Explain testing requirements for common tests performed in your department/facility
- d. List the principles of medical asepsis that are applicable for those processing the specimen
- e. Explain your role when assisting with the measuring/testing of specimens
- f. Describe tests that will be performed on a stool specimen
- g. Explain the purpose(s) of performing a microbiology test
- h. Describe growth requirements
- i. Describe common culture media
- j. Explain the procedure for tuberculin skin testing
- k. Describe common allergy tests
- l. List the most common tests used to measure the blood and its components, normal values, and conditions resulting in abnormal results
- m. Describe common chemistry tests, normal values, and conditions resulting in abnormal test results
- n. Describe the procedure for cholesterol testing
- o. Describe the procedure for glucose testing
- p. Describe the procedure for drug testing including collection, screening, and chain of custody
- q. Indicate the importance of clean up of the area and equipment after processing the specimen
- r. Describe appropriate specimen storage and disposal procedures

Comments:

Unit 1: Diagnostic Services

Competency

6. Assist in preparing diagnostic agents

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o using appropriate pharmaceutical references
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner confirms order for the specific diagnostic agent(s)
- o Learner reviews department/facility checklist for the preparation of the agent(s)
- o Learner researches information on the agent(s): trade/generic name, diagnostic uses, solution strength, side effects, potential allergic reactions, and storage requirements
- o Learner outlines the regulations governing the specific agent(s)
- o Learner identifies test for which the diagnostic agent is used
- o Learner selects appropriate product(s), equipment, and supplies from inventory using the "Three Checks"
- o Learner performs calculation(s)
- o Learner verifies calculation(s) with worksite professional
- o Learner assists the worksite professional to mix an accurate solution according to department/facility guidelines for the preparation of diagnostic agents using medical asepsis
- o Learner performs all required QC checks while processing the agent
- o Learner assists worksite professional to label (cosigns) mixture with ingredients and solution strength and/or bar code
- o Learner properly stores and/or delivers the agent
- o Learner cleans preparation area

Content to Know

Learning Objectives

- a. List typical diagnostic procedures that use contrast agents
- b. List some agents frequently used in performing diagnostic tests
- c. Outline the steps ("Three Checks") for assuring identity of the correct medication (at storage removal, at container removal, at storage return)
- d. Indicate which diagnostic agents are prepared in your department/facility
- e. Identify the diagnostic agents which are pre-mixed and ready for use in your department/facility
- f. List frequently used metric/apothecary/household measurement equivalents
- g. Convert volume and weight measurements to the metric system
- h. Explain how to calculate agent dilution and mixing
- i. Explain how measurement and calculation errors are prevented during the preparation of diagnostic agents
- j. Indicate storage requirements for the diagnostic agents prepared in your department/facility

Comments:

Unit 1: Diagnostic Services

Competency

7. Assist in diagnostic imaging

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client scheduled for an imaging procedure
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner reviews the purpose and the steps of the procedure with the worksite professional before assisting
- o Learner discusses with the worksite professional the role of this procedure in the client's total therapeutic and/or diagnostic plan
- o Learner identifies the client
- o Learner provides comfort and privacy for the client as needed
- o Learner observes the worksite professional in outlining the procedural protocol for the client
- o Learner assists the worksite professional in outlining any preparatory steps that must be taken by the client before the test
- o Learner assists the worksite professional in describing to the client the equipment and/or supplies that will be used during the procedure
- o Learner Explanations are in words the client understands
- o Learner observes worksite professional checks for client comprehension during the instructions/explanation
- o Learner assists worksite professional to obtain consent for procedure
- o Learner selects the correct equipment and supplies
- o Learner assists with positioning of the client using proper body mechanics
- o Learner assists with the imaging procedure according to department/facility guidelines noting client safety and Standard Precautions
- o Learner helps perform QC procedures, if applicable
- o Learner assists with procuring the image required according to department/facility guidelines
- o Learner cosigns the performance of the procedure
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions
- o Learner screens the imaging results with a worksite professional for follow up

Content to Know

Learning Objectives

- a. Compare and contrast methods, materials and purposes of the different diagnostic imaging technologies (XRay, Sonography, CT Scans, MRI, nuclear medicine, bone densitometry)
- b. Identify the types of diagnostic imaging most frequently taken in the department/facility where you are working
- c. Review the department/facility procedure or protocol manual for the most common types of imaging
- d. Name some of the specialized imaging equipment used in the department/facility where you are working
- e. Identify the positions in which clients are placed for common types of imaging examinations such as mammography, MRI, CT, UGI, & Barium enema
- f. List the preparatory steps the client must take prior to the common types of imaging procedures such as mammography, MRI, CT, UGI, & Barium enema
- g. Review client instruction that is given by health care practitioners prior to the imaging procedure
- h. Identify the variety of health service settings where imaging is used for diagnostic purposes
- i. Investigate department/facility policy stating who has access to and who may view, remove, and copy images
- j. Describe how images are stored
- k. Describe how images of various parts of the body are to be viewed

Comments:

Unit 1: Diagnostic Services

Competency

8. Set up area for client procedures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o in the appropriate procedure area

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies procedure to be performed
- o Learner consults the department/facility guidelines for the procedure and its setup requirements
- o Learner gathers the equipment and supplies that will be used for the procedure
- o Learner ensures the cleanliness of the procedure equipment and area/room
- o Learner checks the equipment for malfunction or damage if applicable and allowed
- o Learner reads labels to confirm that any solutions and supplies are correct and not expired
- o Learner arranges the equipment and supplies in the order in which they will be used
- o Learner has materials ready prior to the start of the procedure
- o Learner reports the status of supplies and equipment to the worksite professional
- o Learner documents procedure set up, if applicable

Content to Know

Learning Objectives

- a. Identify the therapeutic and diagnostic procedures most commonly administered in your department/facility
- b. Describe the major purpose for each of the procedures identified
- c. List the types of equipment and supplies that are required for each of the procedures identified
- d. Define the medical terms and abbreviations related to each of the procedures identified
- e. Explain the equipment and supplies sterilization requirements for each of the procedures identified
- f. Detail the importance of equipment and supply checks before procedures
- g. Explain the importance of a clean environment and clean equipment in the procedure room or area
- h. Detail how the room/area will be set up to facilitate easy access to necessary equipment and supplies
- i. Define surgical asepsis, sterile field and describe how test supplies can be contaminated
- j. Explain how to set up a sterile field
- k. Explain how to handle contaminated materials

Comments:

Unit 1: Diagnostic Services

Competency

9. Assist in explaining procedures to client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional
- o in the appropriate procedure area
- o with a client scheduled for a procedure

Performance Standard Criteria

Performance will be successful when:

- o Learner reviews the purpose and the steps of the procedure with the worksite professional before assisting with client instruction
- o Learner discusses with the worksite professional the role of this procedure in the client's total therapeutic and/or diagnostic plan
- o Learner identifies client
- o Learner provides for client privacy
- o Learner helps the worksite professional determine the client's level of understanding about the procedure, its purpose, and the process
- o Learner observes the worksite professional in outlining the procedural protocol for the client
- o Learner assists the worksite professional in outlining any preparatory steps that must be taken by the client before the test
- o Learner assists the worksite professional in describing to the client the equipment and/or supplies that will be used during the procedure
- o Learner Explanations are in words the client understands
- o Learner observes worksite professional checks for client comprehension during the instructions/explanation
- o Learner assists worksite professional to obtain consent for procedure
- o Learner documents (cosigns) presence while procedure was explained to client
- o Learner discusses client response(s) with the worksite professional after the procedure

Content to Know

Learning Objectives

- a. Explain any pretest steps that must be taken by the client in preparation for each common therapeutic and diagnostic procedure performed in your department/facility
- b. Discuss the legal responsibility of the worksite professional to explain procedures
- c. Explain your role when the procedure is explained to the client by the worksite professional
- d. Explain how to document Informed Consent
- e. Discuss the legal and liability issues of Informed Consent in regards to procedures
- f. Explain why it is critical that the client understands the purpose of the procedure and the steps that will be followed
- g. Outline the importance of using words and terms that the client can understand when explaining the procedure
- h. Detail any client follow up conducted after each common procedure identified in your department/facility

Comments:

Unit 1: Diagnostic Services

Competency

10. Assist in administering procedures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional
- o in the appropriate procedure area
- o with a client scheduled for a procedure

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner assists the worksite professional to review the purpose and the steps of the procedure with the client in words the client understands
- o Learner verifies that the area, equipment, and supplies are appropriate, in-date, and ready for the procedure
- o Learner drapes client and/or takes other measures to assure client privacy during the procedure
- o Learner assists in positioning client using proper body mechanics
- o Learner assists with procedural steps performed by the worksite professional noting client safety and Standard Precautions
- o Learner exhibits empathy for client during the procedure
- o Learner monitors and reports any client response to the procedure to the worksite professional
- o Learner labels and processes specimens when applicable
- o Learner documents (cosigns) assistance while procedure was performed
- o Learner cleans/disinfects and/or sterilizes equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable
- o Learner communicates any follow up information to the client as directed by the worksite professional

Content to Know

Learning Objectives

- a. Describe the responsibility of the worksite professional for administering the procedure
- b. Explain your role when assisting with the procedure
- c. Discuss ways you can reassure the client before, during, and after the procedure
- d. List ways you can comfort a client who is fearful, anxious, or in pain during a procedure
- e. Identify the position(s) necessary for the client during each common therapeutic and diagnostic procedures performed in your department/facility
- f. Detail how client privacy is maintained during each common procedure identified
- g. List the principles of medical asepsis that are applicable during each common procedure identified
- h. Explain how equipment and/or supplies are sterilized for each common procedures identified
- i. Outline potential adverse client reactions to each common procedure identified
- j. Describe the positive results expected from each common procedure identified
- k. Explain how to document procedure administration

Comments:

Unit 1: Diagnostic Services

Competency

11. Maintain and QC lab equipment

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with diagnostic testing equipment and/or supplies

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies Maintenance/QC schedule for equipment and/or supplies that produce test results
- o Learner identifies equipment and/or supplies that require maintenance/QC
- o Learner labels equipment appropriately to show malfunction, if applicable
- o Learner identifies location of repair service information, maintenance manuals, and/or troubleshooting guides
- o Learner verifies procedure to follow with worksite professional
- o Learner performs/calls service for routine maintenance or malfunction according to department/facility guidelines in accordance with equipment manual/maintenance instructions and service agreements
- o Learner documents the maintenance and/or repair/troubleshooting performed
- o Learner performs routine QC procedures according to department/facility guidelines in accordance with equipment manual/maintenance instructions using Standard Precautions
- o Learner reviews QC results with worksite professional to verify function of equipment/supplies
- o Learner accurately documents the QC performed
- o Learner cleans and maintains equipment and work areas

Content to Know

Learning Objectives

- a. Explain why performing routine maintenance of equipment reduces the risk of liability and costs to the facility
- b. Describe the basic procedure to be followed when a piece of equipment is not functioning properly in your department/facility
- c. Discuss how tracking of equipment maintenance and servicing is done in the department/facility
- d. Review each piece of equipment's cleaning and maintenance schedule
- e. List the critical pieces of equipment in your department/facility which require priority repairs when malfunctioning
- f. Discuss the need for quality control (QC) samples and/or equipment controls in diagnostic testing
- g. Define positive and negative control
- h. Describe the function and requirements of different regulatory agencies for diagnostic testing procedures
- i. Describe how equipment function is monitored through QC processes
- j. Explain how each machine functions to perform lab tests
- k. Identify the equipment and/or supplies in your department/facility that require QC
- l. Describe how analysis of statistics from QC results shows equipment functionality
- m. List the repair and service contractors that service your department/facility and what they service

Comments:

Unit 1: Diagnostic Services

Competency

12. Perform an inventory of supplies, equipment, and/or medications

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o on the department/facility inventory schedule

Performance Standard Criteria

Performance will be successful when:

- o Learner follows procedure for inventory of supplies, equipment, and/or medications for the department/facility
- o Learner adheres to schedule for completing inventory check
- o Learner checks and accurately records quantity of items available in each category on the inventory
- o Learner reports expired, discontinued, damaged, recalled, and/or missing supplies and/or medications immediately to worksite professional
- o Learner communicates changes in availability to worksite professional
- o Inventory Record is accurate and complete
- o Learner verifies inventory record with worksite professional including special categories of controlled substances and investigational products, if applicable
- o Learner files/stores verified documents according to department/facility guidelines
- o Learner describes computerized tracking of inventory, if applicable
- o Learner assists with removal and disposal of expired, damaged, and/or recalled items as required by department/facility requirements
- o Learner straightens and cleans shelves

Content to Know

Learning Objectives

- a. List the importance of and purpose for an inventory of supplies and equipment
- b. Explain the purpose of lot numbers and expiration dates
- c. Identify where supplies, equipment, and/or medications are stored in your department/facility
- d. Name common supplies, pieces of equipment and/or medications used in your department/facility on a routine basis
- e. Note how supplies and/or medications are organized in your department/facility
- f. Discuss the importance of replacing expired supplies and medications
- g. Indicate the type of damage to supplies, equipment, and medications that most frequently occurs
- h. Identify the person(s) responsible for inventory for your department/facility
- i. List the types of agents included in the category of "controlled substances"
- j. Outline some of the regulations for prescription drugs included in the Controlled Substance Act
- k. Explain the variation in procedures when controlled substances are part of the inventory process
- l. Describe the importance of immediate action when medications are found to be missing
- m. List some supplies, substances, and/or medications needing special storage

Comments:

Unit 1: Diagnostic Services

Competency

13. Order and receive supplies and equipment

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o on the department/facility schedule OR as directed

Performance Standard Criteria

Performance will be successful when:

- o Learner follows procedures for identifying and procuring supplies, equipment, and/or medications for the department/facility when items are not in stock, outdated, in need, and/or as scheduled
- o Learner obtains appropriate supervisory approvals to place orders
- o Learner refers to the preferred provider legal and contractual requirements to locate supplies for purchase
- o Learner verifies the receipt of a shipment with the order against the packing slip and/or original purchase order after the order arrives
- o Learner updates inventory record with worksite professional including special categories of controlled substances and investigational products, if applicable
- o Learner restocks storage area(s) according to the department/facility guidelines
- o Learner identifies supply items and/or medications requiring special handling or storage and stores the items correctly
- o Learner reports any items received that are expired and/or damaged immediately to worksite professional
- o Learner files or routes warranty and service agreements for equipment to the worksite professional
- o Learner files or routes the Packing Slip and/or any MSDSs received to the appropriate places

Content to Know

Learning Objectives

- a. Discuss the process of ordering and receiving supplies and/or medications in your department/facility
- b. Compare and contrast ordering procedures for routine and for emergency orders
- c. Explain any special procedures required to order equipment
- d. Discuss the issue of cost containment in health care and how that impacts ordering
- e. Describe your role in cost containment in your department/facility
- f. Explain the routing/storage of MSDS (Materials Safety Data Sheet) papers when they arrive with supplies and medications
- g. List items in your department/facility that require any special handling and/or storage
- h. Explain how to store items received so as to prevent loss and damage
- i. Compare and contrast the ordering paperwork: Original Order (Manual or Electronic), Purchase Order, Packing Slip
- j. Describe the purpose of tracking Purchase Orders for goods and services

Comments:

Unit 1: Diagnostic Services

Competency

14. Transfer client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner secures assistance, as necessary, before beginning transfer
- o Learner determines if lifting device is necessary to facilitate client transfer
- o Learner encourages client to participate in transfer procedure as appropriate
- o Learner follows transfer procedure according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner seeks client input to determine their comfort during and after transfer
- o Learner attaches/secures any safety devices or monitors to client
- o Learner reports/records client condition, reactions, and transfer

Content to Know

Learning Objectives

- a. List the most common transfers made by the client, with or without assistance, in the health care facility
- b. List the principles of safety to be followed in all client transfers
- c. Outline the steps in transferring from bed/exam table to wheelchair/commode/chair; wheelchair to toilet; stretcher to bed/exam table or vice versa
- d. Relate the proper body mechanics to the steps of transfer
- e. Recognize center of gravity and base of support in order to use proper lifting techniques
- f. Discuss the value of dangling the client before beginning any transfer or ambulation procedures
- g. Discuss the use of safety devices and monitors when client is in wheelchair and on stretcher
- h. Explain the importance of safety devices and monitors after the transfer is complete to the new setting
- i. Demonstrate the operation of the footrests and wheel locks on a wheelchair and the side rails and wheel locks on a stretcher
- j. Identify your role in an independent transfer, assisted transfer, and dependent transfer
- k. Recognize the importance of promoting client independence, within their physical, emotional, and intellectual limitations
- l. Explain the use of a lift sheet
- m. Describe the use of a gait/transfer belt
- n. Describe the circumstances for which the use of a mechanical lift would be appropriate
- o. Describe how a transfer board would be used
- p. Describe the observations about the client's condition and reactions that should be reported/recorded during a transfer

Comments:

Unit 2: Information Services

Competency

1. **Manage business documentation functions (HIM)**

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner follows legal and department prioritization guidelines for documentation in responding to requests for information
- o Learner opens, date stamps, and checks contents
- o Learner routes written, electronic, and oral requests for information, purchase orders, checks, and other business documents to appropriate parties
- o Learner sorts and distributes correspondence accurately
- o Learner addresses and sends requests/correspondence correctly according to department/facility guidelines for inter-office, registered, and certified mail, if applicable
- o Mail Addressing and Folding are correct

Content to Know

Learning Objectives

- a. Compare and contrast the different methods of mailing: certified, registered, inter-office, first class
- b. Describe how to appropriately fold business correspondence and address a business envelope
- c. Describe how to use a postage meter
- d. Compare and contrast specific postal services and private mailing services
- e. Discuss accounts payable processes (order invoices, shipping, receiving) as they apply to your department/facility
- f. Explain the importance of tracking and monitoring accounts receivable payment for health services
- g. Describe how employee payroll processes are handled in your department/facility

Comments:

Unit 2: Information Services

Competency

2. Create and/or maintain the client record

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client record

Performance Standard Criteria

Performance will be successful when:

- o Learner follows department/facility guidelines for creating and/or maintaining the client record
- o Learner verifies data/information
- o Learner includes/verifies client identification on each record or form used
- o Learner enters/updates required information in the electronic and/or manual client record in accordance with federal regulations and professional standards
- o Learner confirms accuracy of entered/updated client information
- o Learner uses only approved abbreviations on client record
- o Recorded data/information is accurate
- o Recorded information is legible and can be understood by others

Content to Know

Learning Objectives

- a. Explain the legal purposes and ownership of the client record
- b. Describe the content within a typical client record
- c. Compare and contrast the different types and functions of the client record
- d. Define the electronic medical record (EMR)
- e. Discuss the impact of the EMR on healthcare consumers and professionals
- f. Compare and contrast electronic and manual client record systems in your department/facility
- g. List the general guidelines for charting/recording/entering information within your job role
- h. Identify the abbreviations that are approved for use in your department/facility
- i. Describe how to convert time to military time AND why military time is used
- j. Outline the procedure used in a typical health service facility for creating the client record
- k. List the ways in which identification of client documents is confirmed
- l. Explain the use of bar codes for identification in health care settings
- m. Explain the term "routing" as it pertains to manual client record and/or client documents

Comments:

Unit 2: Information Services

Competency

3. Verify client and/or insurance information (HIM)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client, third party payer, healthcare professional, and/or client record

Performance Standard Criteria

Performance will be successful when:

- o Learner follows department/facility guidelines to verify and/or reconcile insurance information, authorizations, medical, and/or client information
- o Learner reviews record(s) for incomplete or inaccurate information or authorizations
- o Learner locates and/or requests appropriate information required to complete the insurance claim, authorizations, medical and/or client record
- o Learner verifies revised information with worksite professional
- o Learner provides additional information as requested or required within the scope of the job role and HIPAA regulations
- o Learner updates and revises information in the client record within the scope of their job role
- o Learner submits revised claim electronically according to department/facility guidelines, if applicable

Content to Know

Learning Objectives

- a. Define terms used in insurance plans such as third-party payer, deductible, co-payment, HMOs, PPOs
- b. Illustrate the medical services reimbursement cycle
- c. Compare and contrast major types of insurance plans
- d. Compare non-government payers (commercial insurance, managed care) to government payers (Medicare, Medicaid)
- e. Identify advantages and disadvantages of participating and non-participating insurance companies for health care professionals and health care facilities
- f. Explain the purpose of Worker's Compensation and why it is considered a health insurance plan
- g. Discuss issues and trends in insurance plans and health care financing
- h. List the categories of information common to most insurance claims
- i. Describe the information on a typical explanation of benefits (EOB) form
- j. Discuss challenges faced when health insurance limits the amount and type of health care and treatment covered
- k. Discuss issues related to financing preventive care
- l. Explain ways in which long term care is financed

Comments:

Unit 2: Information Services

Competency

4. Perform records management

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies authorizations and/or other required medical information, such as, transcription orders, prior to filing/storage
- o Learner follows up to obtain missing signature(s) and/or required medical information as directed, if applicable
- o Learner uses department/facility filing and indexing guidelines to add information to the client record
- o Learner stores information (client records/reports/forms) promptly and accurately
- o Learner uses the department/facility filing and indexing guidelines to retrieve information from the client record
- o Learner stores, retains, and/or destroys manual records as directed by the worksite professional
- o Learner assists with cross referencing file procedures used in the department/facility
- o Learner adheres to the legal storage, retention, and destruction requirements for client records
- o Learner collects and enters data for special programs such as staff credentialing, utilization management, risk management, and/or infection control programs
- o Learner performs all critical steps in the right order
- o Records are accessed and stored correctly
- o Records contain complete documentation in the correct placement

Content to Know

Learning Objectives

- a. Compare indexing and filing methods used for filing in health care organizations
- b. Explain how client records are cross referenced manually and electronically
- c. Explain the reasons for cross referencing and cross indexing
- d. Outline the procedures for finding specific client records/information manually and electronically
- e. List the legal guidelines governing storage and retention of documents
- f. Compare retention requirements for manual and electronic documentation
- g. List the legal guidelines for record destruction
- h. Explain your role in maintaining the legal record
- i. Summarize attributes of proper information storage (accessibility, quality, security, flexibility, connectivity, efficiency, etc.)
- j. Identify storage options (imaging, CDs, platters, portable devices, etc)
- k. Discuss hybrid storage systems
- l. Compare and contrast electronic and hybrid data storage systems

Comments:

Unit 2: Information Services

Competency

5. Maintain equipment (HIM)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o on the department/facility schedule

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies maintenance schedule for equipment that requires routine maintenance
- o Learner identifies the equipment that requires routine maintenance
- o Learner labels equipment appropriately to show malfunction, if applicable
- o Learner identifies location of repair service information, maintenance manuals, and/or troubleshooting guides
- o Learner verifies procedure to follow with worksite professional
- o Learner performs/calls service for routine maintenance or malfunction according to department/facility guidelines in accordance with equipment manual/maintenance instructions and service agreements
- o Learner assists worksite professional with back ups and software/hardware updates
- o Learner documents the maintenance and/or repair/troubleshooting performed

Content to Know

Learning Objectives

- a. Describe the use and maintenance of your facility's IS/IT equipment such as the copier, fax, imaging equipment, laptops, and work station computers
- b. Explain why performing routine maintenance of equipment reduces the risk of liability and costs to the facility
- c. Describe the materials and information needed to determine an equipment maintenance schedule
- d. Describe the basic procedure to be followed when a piece of equipment is not functioning properly in your department/facility
- e. Discuss how tracking of equipment maintenance and servicing is done in the department/facility
- f. Review each piece of equipment's cleaning and maintenance schedule
- g. List the critical pieces of equipment in your department/facility which require priority repairs when malfunctioning
- h. List the repair and service contractors that service your department/facility and what they service
- i. Explain your department/facility's back up plan and disaster recovery plan

Comments:

Unit 2: Information Services

Competency

6. Manage patient appointments

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client in person OR on the phone

Performance Standard Criteria

Performance will be successful when:

- o Learner ascertains the time required for the health service(s) required by the client
- o Learner refers client to worksite professional and/or department/facility guidelines for priority scheduling to address emergencies and/or urgent care
- o Learner identifies conflicts in department/facility schedule and those of the client's schedule
- o Learner assists in recommending resolution to scheduling conflicts
- o Learner confirms that client and the department/facility have the identical medical appointment information
- o Learner accurately enters appointment times and other required information according to department/facility guidelines manually and/or electronically as applicable
- o Learner prepares an appointment card if client is present
- o Learner documents any scheduling changes in the correct manual and/or electronic locations, if applicable
- o After appointment time, learner documents status of the appointment: late, no show, rescheduled, cancelled, etc. according to department/facility guidelines

Content to Know

Learning Objectives

- a. List the elements about an appointment schedule that are most important to the client
- b. List the scheduling elements of greatest concern to the department/facility
- c. Describe the appointment procedures used in your department/facility
- d. Detail the client information required for most scheduling procedures
- e. Describe the importance of reminder calls for appointments
- f. List the types of calls that indicate a need for immediate service according to your department/facility guidelines
- g. Explain how departments/facilities handle "no show" appointments

Comments:

Unit 2: Information Services

Competency

7. Assist with performing admit, discharge, and transfer functions

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client to be admitted, discharged, and/or transferred to a unit OR facility
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner assists worksite professional to obtain client information necessary for the admission, discharge, or transfer
- o Learner assists worksite professional to admit client manually and/or electronically
- o Learner assists worksite professional to transfer client manually and/or electronically
- o Learner assists worksite professional to discharge client manually and/or electronically
- o Learner assist worksite professional to discharge a post-mortem client manually and/or electronically
- o Learner creates/updates client record

Content to Know

Learning Objectives

- a. Examine types of admissions, discharges, and transfers
- b. Outline the procedural steps for admitting a client to your department/facility
- c. Identify the client information usually gathered as part of the admission interview
- d. Explain the client registration process in your facility
- e. Compare and contrast common types of Advanced Medical Directives
- f. Discuss the importance of a client's authorized release from the health care facility
- g. Outline the steps to take when a client decides to leave without a medical order
- h. Describe post-mortem discharge procedures

Comments:

Unit 2: Information Services

Competency

8. Assist with coding for client billing

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with limited coding requirements
- o using applicable coding references
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner assists worksite professional to choose codes for billing client services according to department/facility guidelines
- o Learner seeks additional information as directed if information is unclear or missing
- o Learner applies accurate medical terminology within the scope of their learning
- o Learner utilizes appropriate coding references
- o Learner assists worksite professional to enter/update coding

Content to Know

Learning Objectives

- a. Describe the use of coding in billing for client services and how that affects payment for services
- b. Describe the basic steps in the coding process
- c. Describe the Health Care Financing Administration (HCFA) guidelines for coding and reimbursement
- d. Compare types of coding systems
- e. Define terms associated with clinical classification and terminology (classification system, nomenclature, terminology, vocabulary)
- f. Explain the format and conventions of the CPT (Current Procedural Terminology) coding system
- g. Explain the use of modifiers in CPT coding
- h. Explain the format and conventions of the ICD (International Classification of Diseases) procedural and diagnostic coding systems
- i. Describe the difference between using coding books and the electronic end coder
- j. Describe how/where to access client information needed for coding and billing purposes

Comments:

Unit 3: Therapeutic Services

Competency

1. Obtain client record information

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner ensures client privacy
- o Learner uses therapeutic communication techniques to obtain basic client information
- o Learner verifies client information in easy to understand language
- o Learner obtains and reports/records the required information

Content to Know

Learning Objectives

- a. List the ways in which identification of clients is confirmed
- b. Explain why accuracy in client identification is important
- c. Explain the use of bar codes for identification in health care settings
- d. Explain reasons for obtaining a thorough patient history
- e. Explain therapeutic communication techniques for obtaining a thorough patient history
- f. Detail the common medical history components of the client record

Comments:

Unit 3: Therapeutic Services

Competency

2. Chart objective information on client records

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner records measured vital data or responses/reactions within the scope of their job according to department/facility guidelines
- o Learner records data/information in the appropriate place
- o Learner uses only abbreviations on the facility's approved list
- o Learner verifies recorded information with worksite professional, if required
- o Learner reports any physical and/or emotional changes to the worksite professional immediately
- o Recorded data/information is accurate
- o Recorded information is legible and can be understood by others
- o Recorded information is free of spelling and number errors

Content to Know

Learning Objectives

- a. Explain the role of observations in client care
- b. List some of the most critical client care observations to be made
- c. Enumerate the changes in client physical and emotional status that should be reported
- d. Identify the individual to whom client changes should be reported
- e. Describe general documentation requirements for recording objective information and client observations
- f. Relate charting/recording by worksite professionals to the broad process of communications and liability
- g. Discuss the quality issues to be addressed when writing narrative descriptions of client's care and reaction to care

Comments:

Unit 3: Therapeutic Services

Competency

3. Measure temperature, pulse, and respirations

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares the equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner takes client temperature, pulse, and respirations according to department/facility guidelines noting client safety and Standard Precautions
- o Learner takes temperature by the method ordered or as directed by worksite professional
- o Measurements of the client temperature are within +/- 0.2 degrees of the worksite professional's reading
- o Measurements of the client pulse are within +/- 4 beats of worksite professional's reading
- o Measurements of the client respirations are within +/- 2 of the worksite professional's reading
- o Learner reports/records temperature, pulse, and/or respiration readings
- o Learner cares for thermometer according to department/facility guidelines
- o Learner reports abnormal readings immediately to worksite professional

Content to Know

Learning Objectives

- a. Outline the general structure and functions of the circulatory and respiratory systems
- b. Define terminology related to temperature, pulse and respiration
- c. Identify the range of normal values for each of the vital signs
- d. Explain the techniques for obtaining vital signs
- e. Locate pulse sites
- f. List descriptive characteristics of the pulse and respiration
- g. Describe the various methods for measuring body temperature
- h. Differentiate the different types of thermometers
- i. Explain how to use each type of thermometer
- j. Discuss how to read a thermometer accurately
- k. Describe the care of thermometers
- l. Describe factors that influence temperature, pulse and respiration readings
- m. Explain how to document vital signs results
- n. Determine when vital signs should be reported immediately

Comments:

Unit 3: Therapeutic Services

Competency

4. Measure blood pressure

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares the equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner takes blood pressure according to department/facility guidelines noting client safety and Standard Precautions
- o Measurements of the client blood pressure are within +/- 4 mm Hg of the worksite professional's reading
- o Learner reports/records blood pressure reading(s)
- o Learner cares for the sphygmomanometer and stethoscope according to department/facility guidelines
- o Learner reports abnormal readings immediately to worksite professional

Content to Know

Learning Objectives

- a. Define terms related to blood pressure
- b. Describe how to use and care for the sphygmomanometer and stethoscope
- c. Explain the technique for obtaining blood pressure
- d. Discuss variations of equipment choice for different size clients
- e. Identify the range of normal values for blood pressure
- f. Describe factors that influence blood pressure readings
- g. Identify the causes of inaccurate blood pressure readings
- h. Identify the variations in blood pressure readings that should be reported immediately
- i. Explain how to document blood pressure results

Comments:

Unit 3: Therapeutic Services

Competency

5. Measure client weight and height

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner measures weight and height according to department/facility guidelines noting client safety and Standard Precautions
- o Learner reports/records weight and height reading(s)
- o Weight and Height measurements are accurate
- o Learner cares for equipment according to department/facility guidelines

Content to Know

Learning Objectives

- a. Define terms related to weight and height measurements
- b. Describe the various methods for measuring client weight
- c. Explain how to convert pounds to kilograms
- d. Explain how to convert inches to centimeters
- e. Identify different methods of measuring client weight
- f. Explain how to document weight and height measurements

Comments:

Unit 3: Therapeutic Services

Competency

6. Set up area for client procedures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o in the appropriate procedure area

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies procedure to be performed
- o Learner consults the department/facility guidelines for the procedure and its setup requirements
- o Learner gathers the equipment and supplies that will be used for the procedure
- o Learner ensures the cleanliness of the procedure equipment and area/room
- o Learner checks the equipment for malfunction or damage if applicable and allowed
- o Learner reads labels to confirm that any solutions and supplies are correct and not expired
- o Learner arranges the equipment and supplies in the order in which they will be used
- o Learner has materials ready prior to the start of the procedure
- o Learner reports the status of supplies and equipment to the worksite professional
- o Learner documents procedure set up, if applicable

Content to Know

Learning Objectives

- a. Identify the therapeutic and diagnostic procedures most commonly administered in your department/facility
- b. Describe the major purpose for each of the procedures identified
- c. List the types of equipment and supplies that are required for each of the procedures identified
- d. Define the medical terms and abbreviations related to each of the procedures identified
- e. Explain the equipment and supplies sterilization requirements for each of the procedures identified
- f. Detail the importance of equipment and supply checks before procedures
- g. Explain the importance of a clean environment and clean equipment in the procedure room or area
- h. Detail how the room/area will be set up to facilitate easy access to necessary equipment and supplies
- i. Define surgical asepsis, sterile field and describe how test supplies can be contaminated
- j. Explain how to set up a sterile field
- k. Explain how to handle contaminated materials

Comments:

Unit 3: Therapeutic Services

Competency

7. Assist in explaining procedures to client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional
- o in the appropriate procedure area
- o with a client scheduled for a procedure

Performance Standard Criteria

Performance will be successful when:

- o Learner reviews the purpose and the steps of the procedure with the worksite professional before assisting with client instruction
- o Learner discusses with the worksite professional the role of this procedure in the client's total therapeutic and/or diagnostic plan
- o Learner identifies client
- o Learner provides for client privacy
- o Learner helps the worksite professional determine the client's level of understanding about the procedure, its purpose, and the process
- o Learner observes the worksite professional in outlining the procedural protocol for the client
- o Learner assists the worksite professional in outlining any preparatory steps that must be taken by the client before the test
- o Learner assists the worksite professional in describing to the client the equipment and/or supplies that will be used during the procedure
- o Learner Explanations are in words the client understands
- o Learner observes worksite professional checks for client comprehension during the instructions/explanation
- o Learner assists worksite professional to obtain consent for procedure
- o Learner documents (cosigns) presence while procedure was explained to client
- o Learner discusses client response(s) with the worksite professional after the procedure

Content to Know

Learning Objectives

- a. Explain any pretest steps that must be taken by the client in preparation for each common therapeutic and diagnostic procedure performed in your department/facility
- b. Discuss the legal responsibility of the worksite professional to explain procedures
- c. Explain your role when the procedure is explained to the client by the worksite professional
- d. Explain how to document Informed Consent
- e. Discuss the legal and liability issues of Informed Consent in regards to procedures
- f. Explain why it is critical that the client understands the purpose of the procedure and the steps that will be followed
- g. Outline the importance of using words and terms that the client can understand when explaining the procedure
- h. Detail any client follow up conducted after each common procedure identified in your department/facility

Comments:

Unit 3: Therapeutic Services

Competency

8. Assist in administering procedures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional
- o in the appropriate procedure area
- o with a client scheduled for a procedure

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner assists the worksite professional to review the purpose and the steps of the procedure with the client in words the client understands
- o Learner verifies that the area, equipment, and supplies are appropriate, in-date, and ready for the procedure
- o Learner drapes client and/or takes other measures to assure client privacy during the procedure
- o Learner assists in positioning client using proper body mechanics
- o Learner assists with procedural steps performed by the worksite professional noting client safety and Standard Precautions
- o Learner exhibits empathy for client during the procedure
- o Learner monitors and reports any client response to the procedure to the worksite professional
- o Learner labels and processes specimens when applicable
- o Learner documents (cosigns) assistance while procedure was performed
- o Learner cleans/disinfects and/or sterilizes equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable
- o Learner communicates any follow up information to the client as directed by the worksite professional

Content to Know

Learning Objectives

- a. Describe the responsibility of the worksite professional for administering the procedure
- b. Explain your role when assisting with the procedure
- c. Discuss ways you can reassure the client before, during, and after the procedure
- d. List ways you can comfort a client who is fearful, anxious, or in pain during a procedure
- e. Identify the position(s) necessary for the client during each common therapeutic and diagnostic procedures performed in your department/facility
- f. Detail how client privacy is maintained during each common procedure identified
- g. List the principles of medical asepsis that are applicable during each common procedure identified
- h. Explain how equipment and/or supplies are sterilized for each common procedures identified
- i. Outline potential adverse client reactions to each common procedure identified
- j. Describe the positive results expected from each common procedure identified
- k. Explain how to document procedure administration

Comments:

Unit 3: Therapeutic Services

Competency

9. Monitor client response to procedures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client
- o before, during and/or after the administration of a procedure

Performance Standard Criteria

Performance will be successful when:

- o Learner positions self during procedure so as to make the necessary observations of client reactions
- o Learner notes verbal and nonverbal client responses
- o Learner does not exhibit inappropriate non-verbals
- o Learner observes for signs of client distress--physical and psychological
- o Learner reports client distress symptoms to worksite professional immediately
- o Learner accurately reads client's vital signs, if applicable to monitoring in the procedure
- o Learner documents observations of client response to treatment following department/facility guidelines

Content to Know

Learning Objectives

- a. Outline the importance of monitoring clients during a procedure
- b. List the physical and psychological signs to be observed during a procedure
- c. Describe the signs/symptoms that indicate a client in distress
- d. Explain the value of measuring vital signs, especially heart rate and blood pressure, during some procedures
- e. Identify how your department/facility handles client emergency situations
- f. Discuss the importance of documenting any reactions/responses to a procedure including follow up care

Comments:

Unit 3: Therapeutic Services

Competency

10. Position client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for the client
- o Learner explains procedure to the client
- o Learner secures assistance, if needed, before beginning to move and turn client
- o Learner changes client position on schedule or as needed for a procedure/care noting client safety, proper body mechanics, and Standard Precautions
- o Learner seeks client input to determine their comfort with the position
- o Learner makes observations about condition of the skin in bed-confined clients, if applicable
- o Learner assures that there are no skin-on-skin surfaces touching in bed-confined clients, if applicable
- o Learner gives skin care to potential or existing pressure areas in bed-confined clients, if applicable
- o Learner reports/records client condition, reactions, and position change

Content to Know

Learning Objectives

- a. Outline the general structure and function of the musculoskeletal system
- b. Describe proper body alignment
- c. Explain the importance for proper body alignment to the client
- d. Describe turning and moving a client using correct body mechanics
- e. Describe the use of pillows or other comfort devices for various positions
- f. List some of the devices used to maintain position of legs and feet and to help in hand and finger positioning
- g. Describe the observations about the client's condition and reactions that should be reported/recorded during positioning
- h. Explain some of the procedures used to avoid skin-on-skin contact and pressure
- i. Outline the problems that can be caused by bed rest and immobility of the client
- j. Elaborate on the effects immobility can have on the cardiovascular, musculoskeletal, respiratory, gastrointestinal, urinary and integumentary systems
- k. List the basic positions for a client confined to bed
- l. Detail the importance of changing client position on a regular schedule for bed-confined clients
- m. Explain the skin care that must accompany a change of position in bed-confined clients

Comments:

Unit 3: Therapeutic Services

Competency

11. Transfer client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner secures assistance, as necessary, before beginning transfer
- o Learner determines if lifting device is necessary to facilitate client transfer
- o Learner encourages client to participate in transfer procedure as appropriate
- o Learner follows transfer procedure according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner seeks client input to determine their comfort during and after transfer
- o Learner attaches/secures any safety devices or monitors to client
- o Learner reports/records client condition, reactions, and transfer

Content to Know

Learning Objectives

- a. List the most common transfers made by the client, with or without assistance, in the health care facility
- b. List the principles of safety to be followed in all client transfers
- c. Outline the steps in transferring from bed/exam table to wheelchair/commode/chair; wheelchair to toilet; stretcher to bed/exam table or vice versa
- d. Relate the proper body mechanics to the steps of transfer
- e. Recognize center of gravity and base of support in order to use proper lifting techniques
- f. Discuss the value of dangling the client before beginning any transfer or ambulation procedures
- g. Discuss the use of safety devices and monitors when client is in wheelchair and on stretcher
- h. Explain the importance of safety devices and monitors after the transfer is complete to the new setting
- i. Demonstrate the operation of the footrests and wheel locks on a wheelchair and the side rails and wheel locks on a stretcher
- j. Identify your role in an independent transfer, assisted transfer, and dependent transfer
- k. Recognize the importance of promoting client independence, within their physical, emotional, and intellectual limitations
- l. Explain the use of a lift sheet
- m. Describe the use of a gait/transfer belt
- n. Describe the circumstances for which the use of a mechanical lift would be appropriate
- o. Describe how a transfer board would be used
- p. Describe the observations about the client's condition and reactions that should be reported/recorded during a transfer

Comments:

Unit 3: Therapeutic Services

Competency

12. Transport client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy and warmth for transfer for client
- o Learner explains procedure to client
- o Learner secures assistance, if needed, before preparing client for transporting
- o Learner transports clients by wheelchair and/or stretcher according to department/facility guidelines noting client safety, proper body mechanics and Standard Precautions
- o Learner follows department/facility guidelines for entering an elevator, corridor or ramp with a wheelchair or stretcher
- o Learner is alert to client condition and responses during transport
- o Learner promotes the safety and security of client throughout the transport process
- o Learner remains with client until other staff take over responsibility for the client
- o Learner reports/records client condition, reactions, and transport

Content to Know

Learning Objectives

- a. Outline the safety precautions to follow when transporting a client by stretcher
- b. Outline the safety precautions to follow when transporting a client by wheelchair
- c. Describe how a client's privacy and warmth can be assured during transport
- d. Describe how to enter an elevator with a wheelchair and a stretcher
- e. Explain the method for moving a wheelchair down a ramp
- f. Describe the observations about the client's condition and reactions that should be reported/recorded during transport

Comments:

Unit 3: Therapeutic Services

Competency

13. Assist with the application of hot and cold applications to the skin

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner confirms that hot or cold application has been ordered
- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner measures or verifies temperature of fluid
- o Learner assists worksite professional to apply heat or cold applications according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner frequently checks the area of application for discoloration, numbness or other symptoms
- o Learner reports/records application including time and client reaction

Content to Know

Learning Objectives

- a. List some physical conditions for which application of heat or cold may be used
- b. Name ways of applying hot and cold
- c. Describe the body's reactions to local applications of heat and cold
- d. Explain the response of blood vessels to heat and cold
- e. Discuss the special client conditions for which hot or cold applications require special precautions
- f. Outline potential dangers or injury to the client with hot or cold application
- g. Detail the precautions that must be taken with hot and cold applications with clients of different age groups
- h. Explain the importance of checking the temperature of water before it is used for immersion or application procedures
- i. Identify the difference between sterile and non-sterile local applications
- j. Indicate the observations which should be made regarding the condition of the client's skin with this treatment

Comments:

Unit 3: Therapeutic Services

Competency

14. Assist in determining client target heart rate

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client beginning a therapeutic exercise program
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner gathers all the client information needed for the procedure
- o Learner follows the department/facility guidelines to establish target heart rate noting client safety and proper body mechanics
- o Learner accurately determines client heart rate
- o Learner assists worksite professional in applying the formula to determine client's maximal heart rate during exercise
- o Learner reports/records target heart rate and maximal heart rate during exercise

Content to Know

Learning Objectives

- a. Define target heart rate and other related terms
- b. Explain the purpose(s) for determining a client's target heart rate
- c. Discuss the importance of establishing the target heart rate before client begins an exercise program
- d. Relate exercise to the process of cardiac conditioning
- e. Outline the process for measuring the client's heart rate
- f. List the steps for determining the percentage of maximal heart rate the client will use during exercise
- g. Detail the formula used to establish the target heart rate
- h. Indicate client observations to be made during this procedure

Comments:

Unit 3: Therapeutic Services

Competency

15. Assist client with prescribed exercise program

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client scheduled for exercise
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner reviews the purpose of and the protocol for the specific exercise program with the worksite professional before assisting with the process
- o Learner identifies client
- o Learner provides privacy for client
- o Learner assists worksite professional with explanation of exercises to be performed
- o Learner verifies that the area, equipment, and supplies are prepared for the exercise program
- o Learner assists worksite professional with performance of client exercise program according to department/facility guidelines noting client safety and proper body mechanics
- o Learner is attentive to client safety during the exercise program
- o Learner communicates appropriately with client during the exercise program
- o Learner reports/records observations of client reactions to the therapist
- o Learner assists the therapist with client/family teaching if the exercise program is to be performed at home

Content to Know

Learning Objectives

- a. Define the terms related to therapeutic exercise programs
- b. List the most common types of therapeutic exercises
- c. Describe the types of range-of-motion
- d. Explain the difference between active and passive exercise programs
- e. Describe the different types of client transfers
- f. Describe the following directions of movement: flexion, extension, rotation, abduction, adduction, inversion, eversion, pronation, supination, hyperextension, internal rotation, external rotation
- g. Illustrate how to protect client's privacy during exercise
- h. List the concerns for client safety that must be addressed during exercise
- i. Discuss the appropriate response to a client's expression/evidence of pain or discomfort during exercise
- j. Describe the responsibility of the therapist for administering the exercise program
- k. Explain your role when assisting with the exercises
- l. Detail how to protect yourself while assisting with the exercise program and/or client transfer
- m. Indicate client observations to be made during an exercise program

Comments:

Unit 3: Therapeutic Services

Competency

16. Assist client with gait training

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client to be ambulated and/or receive gait training
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner reviews the purpose of and the protocol for the gait training with the worksite professional before assisting with the process
- o Learner obtains information from the therapist about the specific gait to be taught to the client
- o Learner verifies that the area, equipment, and supplies are prepared for the gait training
- o Learner builds own proficiency with the particular gait before working with the client
- o Learner identifies client
- o Learner provides privacy for client
- o Learner assists worksite professional with explanation of gait training to be performed
- o Learner assists worksite professional with performance of gait training according to department/facility guidelines noting client safety and proper body mechanics
- o Learner demonstrates gait to the client
- o Learner reports to therapist when assistive device needs adjustment
- o Learner uses gait/transfer belt to support client as required
- o Learner remains alert to client safety throughout the ambulation activity(s)
- o Learner reports/records observations of client progress and response(s) to the therapist

Content to Know

Learning Objectives

- a. Define terms related to ambulation and gait
- b. List the types of aids clients may use to assist them with ambulation
- c. Identify the criteria for fitting the client with crutches
- d. Describe several crutch-walking gaits
- e. Explain why body weight is never supported in the axillary area when using crutches
- f. Describe different types of canes
- g. Outline the criteria for fitting the client with a cane
- h. Identify the side of the body on which the client uses the cane
- i. Describe gaits that can be used with a cane
- j. Describe how a client should use the walker when walking
- k. Describe the safety precautions to be observed when using any of the assistive devices
- l. Explain the use of a gait/transfer belt
- m. Describe the proper fit and placement of a gait/transfer belt
- n. List the criteria to use in determining if crutches, canes and walkers are properly adjusted
- o. Indicate client observations to be made during gait training

Comments:

Unit 3: Therapeutic Services

Competency

17. Assist in application/adjustment of orthotic and assistive devices

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client using an assistive and/or orthotic device
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client and adjustment to be made
- o Learner provides privacy for client
- o Learner assists worksite professional with explanation of adjustment to be made
- o Learner assists worksite professional for application/adjustment of orthotic and assistive devices according to department/facility guidelines noting client safety and proper body mechanics
- o Learner helps worksite professional evaluate if device is properly adjusted
- o Learner assists worksite professional in instructing the client about making the necessary adjustments
- o Learner remains alert to client safety throughout the procedure
- o Learner reports/records application/adjustment of device

Content to Know

Learning Objectives

- a. List different types of assistive devices
- b. Outline the process for adjusting crutches, canes and walkers
- c. Identify safety issues for clients using crutches, canes and walkers
- d. Describe different types of orthotic devices
- e. Outline the functions of each type of brace
- f. Explain how each of orthotic device is applied
- g. Identify safety issues for clients using braces
- h. List conditions that indicate proper fit

Comments:

Unit 3: Therapeutic Services

Competency

18. Apply ace wrap

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client requiring an ace wrap

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner applies ace wrap according to department/facility guidelines noting client safety and proper body mechanics
- o Learner holds wrap firmly, but does not pull tightly while applying
- o Learner fastens wrap, avoiding contact with client's skin
- o Learner checks for tightness by slipping 1-2 fingers between skin and wrap
- o Learner regularly checks the area around the wrap for signs of impaired circulation
- o Learner reports/records application of ace wrap

Content to Know

Learning Objectives

- a. Outline the purposes for which an ace wrap would be ordered
- b. Review the process for applying a spiral wrap (see first aid competencies)
- c. Describe how to do a figure-eight ankle or wrist wrap
- d. Describe the amount of stretch to put on the wrap while applying
- e. Explain how to use your fingers to check for tightness of wrap
- f. Explain how to fasten the wrap without contact with the client's skin
- g. Elaborate on the importance of checking the surrounding skin for signs of impaired circulation
- h. Contrast the signs of impaired circulation with those of healthy circulation

Comments:

Unit 3: Therapeutic Services

Competency

19. Respond to basic emergencies with first aid measures

Performance Standard Condition

Competence will be demonstrated

- o in a simulation(s) of an emergency/injury in a health care facility

Performance Standard Criteria

Performance will be successful when:

- o Learner successfully completes an approved First Aid course
- o Learner accurately assesses the simulated emergency situation(s)
- o Learner immediately contacts emergency care specialist or designates someone to get help
- o Learner gives appropriate immediate care to the injured client in the simulated situation(s)
- o Learner applies principles of client safety, proper body mechanics, and Standard Precautions in administering any first aid according to course guidelines
- o Learner performs only those techniques in the simulated emergency that were included in the first aid course

Content to Know

Learning Objectives

- a. Define terms related to emergency care
- b. Identify types of emergency situations which might occur in your department/facility that would require immediate aid
- c. Compare and contrast signs and symptoms of common emergency situations such as for bleeding/wounds, shock, poisoning, burns, fractures, fainting, heart attack, stroke, convulsions and diabetic reactions
- d. Relate the importance of thorough observation and assessment with beginning first aid
- e. List the general principles which should guide your decision making in an emergency situation
- f. List the "priorities of care" which need attention before beginning other first aid procedures
- g. Describe first aid or immediate measures for: bleeding/wounds, shock, poisoning, burns, fractures, fainting
- h. Describe immediate emergency care to be given for heart attack, stroke, convulsions and diabetic reactions
- i. Explain your role in providing first aid in the health care facility
- j. Elaborate on the importance of only giving the emergency care you are qualified to provide

Comments:

Appendix K

HEALTH INFORMATION MANAGEMENT - HIM

Health Services Youth Apprenticeship –

Health Information Management

Course Outcome Summary

Course Information

Description

The Health Information Management (HIM) Youth Apprenticeship (YA) curriculum was created to allow students to explore careers in the Health Science pathway of Health Information Services.

The student will learn concepts and skills in various Health Information departments. The units were directly derived from the National Consortium on Health Science and Technology Education: Health Information Services Knowledge, Skills, Standards, and Accountability Criteria. In the unit “Documentation” students will work with medical records professionals to manage information within medical records. In the unit “Operations” students will further use skills to access and prepare reports taken from multiple information sources. In the unit “Information Systems” students will be introduced to the computer systems that control and manage information. In the unit “Abstracting and Coding” students will work with professionals to gather and report specific pieces of data from multiple records required by various departments or agencies.

SEE the Health Services YA Program Guide for Recommended Related Technical Instruction- Appendix C. Coursework chosen should coincide as much as possible with the curriculum to be learned and the student's career goals.

Target Population

For the student interested in the business and administrative aspects of health care. Health Information service providers record and manage the documentation of the health care industry. There is no direct hands-on patient care involved and tasks revolve around record keeping, administrative, and information technology duties. The ability to be detail oriented and interested in documentation and computer work is essential.

Types of Instruction

Instruction Type	Contact Hours	Credits
On-The-Job Work Experience	450	
Related Technical Instruction	180	

CURRICULUM SOURCES:

1. Madison Area Technical College, Health Unit Coordinator Course, 510-330, printed 9/12/2006
2. Mid-Continent Research for Education and Learning, Career Education, Health Education Standards, 4th Edition, printed 2006
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**Health Services Youth Apprenticeship- Health Information Management
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Unit 1: Documentation

Competency

1. Create and/or maintain the client record

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client record

Performance Standard Criteria

Performance will be successful when:

- o Learner follows department/facility guidelines for creating and/or maintaining the client record
- o Learner verifies data/information
- o Learner includes/verifies client identification on each record or form used
- o Learner enters/updates required information in the electronic and/or manual client record in accordance with federal regulations and professional standards
- o Learner confirms accuracy of entered/updated client information
- o Learner uses only approved abbreviations on client record
- o Recorded data/information is accurate
- o Recorded information is legible and can be understood by others

Content to Know

Learning Objectives

- a. Explain the legal purposes and ownership of the client record
- b. Describe the content within a typical client record
- c. Compare and contrast the different types and functions of the client record
- d. Define the electronic medical record (EMR)
- e. Discuss the impact of the EMR on healthcare consumers and professionals
- f. Compare and contrast electronic and manual client record systems in your department/facility
- g. List the general guidelines for charting/recording/entering information within your job role
- h. Identify the abbreviations that are approved for use in your department/facility
- i. Describe how to convert time to military time AND why military time is used
- j. Outline the procedure used in a typical health service facility for creating the client record
- k. List the ways in which identification of client documents is confirmed
- l. Explain the use of bar codes for identification in health care settings
- m. Explain the term "routing" as it pertains to manual client record and/or client documents

Comments:

Unit 1: Documentation

Competency

2. Verify client and/or insurance information (HIM)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client, third party payer, healthcare professional, and/or client record

Performance Standard Criteria

Performance will be successful when:

- o Learner follows department/facility guidelines to verify and/or reconcile insurance information, authorizations, medical, and/or client information
- o Learner reviews record(s) for incomplete or inaccurate information or authorizations
- o Learner locates and/or requests appropriate information required to complete the insurance claim, authorizations, medical and/or client record
- o Learner verifies revised information with worksite professional
- o Learner provides additional information as requested or required within the scope of the job role and HIPAA regulations
- o Learner updates and revises information in the client record within the scope of their job role
- o Learner submits revised claim electronically according to department/facility guidelines, if applicable

Content to Know

Learning Objectives

- a. Define terms used in insurance plans such as third-party payer, deductible, co-payment, HMOs, PPOs
- b. Illustrate the medical services reimbursement cycle
- c. Compare and contrast major types of insurance plans
- d. Compare non-government payers (commercial insurance, managed care) to government payers (Medicare, Medicaid)
- e. Identify advantages and disadvantages of participating and non-participating insurance companies for health care professionals and health care facilities
- f. Explain the purpose of Worker's Compensation and why it is considered a health insurance plan
- g. Discuss issues and trends in insurance plans and health care financing
- h. List the categories of information common to most insurance claims
- i. Describe the information on a typical explanation of benefits (EOB) form
- j. Discuss challenges faced when health insurance limits the amount and type of health care and treatment covered
- k. Discuss issues related to financing preventive care
- l. Explain ways in which long term care is financed

Comments:

Unit 1: Documentation

Competency

3. Perform records management

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies authorizations and/or other required medical information, such as, transcription orders, prior to filing/storage
- o Learner follows up to obtain missing signature(s) and/or required medical information as directed, if applicable
- o Learner uses department/facility filing and indexing guidelines to add information to the client record
- o Learner stores information (client records/reports/forms) promptly and accurately
- o Learner uses the department/facility filing and indexing guidelines to retrieve information from the client record
- o Learner stores, retains, and/or destroys manual records as directed by the worksite professional
- o Learner assists with cross referencing file procedures used in the department/facility
- o Learner adheres to the legal storage, retention, and destruction requirements for client records
- o Learner collects and enters data for special programs such as staff credentialing, utilization management, risk management, and/or infection control programs
- o Learner performs all critical steps in the right order
- o Records are accessed and stored correctly
- o Records contain complete documentation in the correct placement

Content to Know

Learning Objectives

- a. Compare indexing and filing methods used for filing in health care organizations
- b. Explain how client records are cross referenced manually and electronically
- c. Explain the reasons for cross referencing and cross indexing
- d. Outline the procedures for finding specific client records/information manually and electronically
- e. List the legal guidelines governing storage and retention of documents
- f. Compare retention requirements for manual and electronic documentation
- g. List the legal guidelines for record destruction
- h. Explain your role in maintaining the legal record
- i. Summarize attributes of proper information storage (accessibility, quality, security, flexibility, connectivity, efficiency, etc.)
- j. Identify storage options (imaging, CDs, platters, portable devices, etc)
- k. Discuss hybrid storage systems
- l. Compare and contrast electronic and hybrid data storage systems

Comments:

Unit 1: Documentation

Competency

4. Process health information requests

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner receives request for health information
- o Learner reviews request for appropriate legal requirements and authorization according to department/facility guidelines and HIPAA regulations
- o Learner accesses and obtains only health information requested
- o Learner verifies information to be disclosed with worksite professional
- o Learner completes applicable tracking logs to record information disclosure
- o Learner provides requested information confidentially to authorized requesting party only

Content to Know

Learning Objectives

- a. Define PHI (Protected Health Information)
- b. Describe the impact of HIPAA on the development of health informatics
- c. Describe the code of ethics from the American Health Information Management Association (AHIMA)
- d. Explain the required elements on release of information authorizations
- e. Discuss the difference in procedures for release of information to internal and external users
- f. Describe systems used to track access and disclosure of health information
- g. Explain how data is kept secure and confidential through control of access and release of information in your facility
- h. Describe uses of healthcare data by providers, review agencies, researchers, administrative planners, payers, public health agencies, employers, governmental agencies, judicial process and patients
- i. List users and uses of secondary data sources (e.g. disease, operative, physician's indexes, registries, healthcare databases such as NLM, NPDB, MedPAR)

Comments:

Unit 1: Documentation

Competency

5. Manage business documentation functions (HIM)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner follows legal and department prioritization guidelines for documentation in responding to requests for information
- o Learner opens, date stamps, and checks contents
- o Learner routes written, electronic, and oral requests for information, purchase orders, checks, and other business documents to appropriate parties
- o Learner sorts and distributes correspondence accurately
- o Learner addresses and sends requests/correspondence correctly according to department/facility guidelines for inter-office, registered, and certified mail, if applicable
- o Mail Addressing and Folding are correct

Content to Know

Learning Objectives

- a. Compare and contrast the different methods of mailing: certified, registered, inter-office, first class
- b. Describe how to appropriately fold business correspondence and address a business envelope
- c. Describe how to use a postage meter
- d. Compare and contrast specific postal services and private mailing services
- e. Discuss accounts payable processes (order invoices, shipping, receiving) as they apply to your department/facility
- f. Explain the importance of tracking and monitoring accounts receivable payment for health services
- g. Describe how employee payroll processes are handled in your department/facility

Comments:

Unit 1: Documentation

Competency

6. Assist with performing admit, discharge, and transfer functions

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client to be admitted, discharged, and/or transferred to a unit OR facility
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner assists worksite professional to obtain client information necessary for the admission, discharge, or transfer
- o Learner assists worksite professional to admit client manually and/or electronically
- o Learner assists worksite professional to transfer client manually and/or electronically
- o Learner assists worksite professional to discharge client manually and/or electronically
- o Learner assist worksite professional to discharge a post-mortem client manually and/or electronically
- o Learner creates/updates client record

Content to Know

Learning Objectives

- a. Examine types of admissions, discharges, and transfers
- b. Outline the procedural steps for admitting a client to your department/facility
- c. Identify the client information usually gathered as part of the admission interview
- d. Explain the client registration process in your facility
- e. Compare and contrast common types of Advanced Medical Directives
- f. Discuss the importance of a client's authorized release from the health care facility
- g. Outline the steps to take when a client decides to leave without a medical order
- h. Describe post-mortem discharge procedures

Comments:

Unit 2: Operations

Competency

1. Use computer systems to process information

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in the facility's test (simulated) computer environment

Performance Standard Criteria

Performance will be successful when:

- o Learner selects source of information and systems needed for task completion
- o Learner uses operating system or database commands appropriately
- o Learner demonstrates appropriate file naming conventions
- o Learner performs operating system commands in the DOS shell
- o Learner performs basic file commands on the network drive
- o Learner prints using a network printer

Content to Know

Learning Objectives

- a. Define health care informatics
- b. Classify types of computers
- c. Compare and contrast various forms of health information media (paper, computer, web based)
- d. Explain client server computing
- e. Describe data standards, types, and formats in a computer based environment
- f. Distinguish between system and application software
- g. Compare and contrast different operating systems such as DOS, OS/2, NT, UNIX, Novell
- h. List the operating system commands for formatting, copying and comparing diskettes
- i. List the operating system commands for copying, erasing, and comparing files
- j. Use graphical interface software functions such as operating multiple files in an application, windows, pull down menus, task list, switching applications
- k. Define directory and subdirectory
- l. Explain file naming conventions and wildcard parameters
- m. Understand the basic function of batch files
- n. Outline the components of electronic connectivity in your health care facility
- o. Describe basic network components such as file servers, work station, cabling, and print servers
- p. Compare and contrast database structure models (relational, network, object orientated)
- q. Describe database components

Comments:

Unit 2: Operations

Competency

2. Use common business software applications

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner assists worksite professional to prepare a presentation
- o Learner prepares a presentation using a presentation application
- o Learner prepares a summary report and graph with data from calculation fields using a spreadsheet application
- o Learner reviews the materials with the worksite professional
- o Learner assists worksite professional to present the information

Content to Know

Learning Objectives

- a. Define the differences in common software applications (spreadsheet, presentation, relational database, desk top publishing, graphic user interface (GUI) (Windows))
- b. Explain the purpose and use of presentation software
- c. Compare and contrast presentation methods by evaluating audience, intended use of the data, decisions to be made with the data, message to communicate, nature of the data, and presentation form (e.g., report, brochure, oral)
- d. Discuss basic rules for information, data, color, graphics, and font when creating slides in a presentation
- e. Explain the purpose and use of spreadsheet software
- f. Describe the typical structure of a spreadsheet
- g. Discuss how to create a table using a spreadsheet
- h. Describe how to format fields for size, appearance, and calculation
- i. Describe how to sort spreadsheet ranges
- j. Explain how to create a graph using data entered on a spreadsheet table
- k. Give examples of when a spreadsheet would be advantageous to use over other formats

Comments:

Unit 2: Operations

Competency

3. Prepare various reports

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner accesses correct Health Information applications and/or databases
- o Learner queries the correct applications and/or databases
- o Learner validates the query parameters prior to execution
- o Learner generates required reports from the HIT applications
- o Learner verifies report content for accuracy and completeness with a worksite professional
- o Learner assists the worksite professional with analysis of health information reports
- o Report meets requester requirements
- o Report is professionally presented with an explanation of the report parameters

Content to Know

Learning Objectives

- a. Describe key components of the following application categories: record tracking, release of information, incomplete record control, coding, grouping, registry maintenance, quality improvement and imaging
- b. Discuss clinical information systems and the connectivity to administrative information systems
- c. Discuss the necessity and use of data standards
- d. Describe the purpose and benefits of standardized data
- e. Define data integrity
- f. Discuss constraints to maintaining data integrity
- g. Define characteristics of data quality
- h. Discuss reasons for development of data sets
- i. Describe the relationship of code sets to health informatics standards in computer based environments
- j. Summarize necessary elements of healthcare data sets (e.g., OASIS, HEDIS, DEEDS, UHDDS, MDS, etc.)
- k. Define query, data warehouse, data mining, and SQL

Comments:

Unit 2: Operations

Competency

4. Maintain equipment (HIM)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o on the department/facility schedule

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies maintenance schedule for equipment that requires routine maintenance
- o Learner identifies the equipment that requires routine maintenance
- o Learner labels equipment appropriately to show malfunction, if applicable
- o Learner identifies location of repair service information, maintenance manuals, and/or troubleshooting guides
- o Learner verifies procedure to follow with worksite professional
- o Learner performs/calls service for routine maintenance or malfunction according to department/facility guidelines in accordance with equipment manual/maintenance instructions and service agreements
- o Learner assists worksite professional with back ups and software/hardware updates
- o Learner documents the maintenance and/or repair/troubleshooting performed

Content to Know

Learning Objectives

- a. Describe the use and maintenance of your facility's IS/IT equipment such as the copier, fax, imaging equipment, laptops, and work station computers
- b. Explain why performing routine maintenance of equipment reduces the risk of liability and costs to the facility
- c. Describe the materials and information needed to determine an equipment maintenance schedule
- d. Describe the basic procedure to be followed when a piece of equipment is not functioning properly in your department/facility
- e. Discuss how tracking of equipment maintenance and servicing is done in the department/facility
- f. Review each piece of equipment's cleaning and maintenance schedule
- g. List the critical pieces of equipment in your department/facility which require priority repairs when malfunctioning
- h. List the repair and service contractors that service your department/facility and what they service
- i. Explain your department/facility's back up plan and disaster recovery plan

Comments:

Unit 3: Information Systems

Competency

1. **Verify system information is accurate and complete**

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in the facility's test (simulated) computer environment

Performance Standard Criteria

Performance will be successful when:

- o Learner assists worksite professional to authenticate computerized medical record entries vs. handwritten entries and signatures
- o Learner tracks incomplete records and follows notification procedures according to department/facility guidelines
- o Learner uses batch files to create a network menuing system
- o Learner uses data dictionary to design reference tables or keys
- o Learner tests parameters and tables for data collection

Content to Know

Learning Objectives

- a. Explain the need for timely and accurate recording of medical data
- b. Describe the documentation requirements of accrediting agencies and state/federal legislation
- c. Define authentication
- d. Explain how information systems interact to facilitate timely and accurate flow of information
- e. Describe how your facility's data system verifies accuracy and completeness of system information
- f. Define data integrity
- g. List characteristics of data quality
- h. List examples of data characteristic types (accuracy, accessibility, definition, consistency, currency, etc.)

Comments:

Unit 3: Information Systems

Competency

2. Assist with analysis of system functions to improve efficiency

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner assists worksite professional to evaluate operational systems and processes for areas of improvement
- o Learner selects or is given a process to evaluate
- o Learner determines what needs to be known about the process and scope of the process
- o Learner assists worksite professional to analyze the process using a performance improvement model
- o Learner assists worksite professional to revise, test, implement, and evaluate the process improved

Content to Know

Learning Objectives

- a. Describe the purpose of analysis to improve efficiency
- b. Define terms related to quality management, such as process, stakeholders, quality assurance, quality management plan, performance measure, etc.
- c. Recognize the role of internal and external customers in quality improvement initiatives
- d. Discuss quality improvement activities required by various accrediting agencies
- e. Describe types of performance measures used in healthcare organizations
- f. Differentiate between measures of structure, process, and outcome
- g. Describe common methods used to establish performance measures
- h. Define sentinel event
- i. Explain the purpose, elements, and features of statistical process control
- j. Describe how to interpret a control chart
- k. List guidelines for choosing process improvement projects
- l. Describe common steps in performance improvement models
- m. Discuss steps of a root cause analysis
- n. Analyze flow charts for process efficiency
- o. Explain the goal of utilization management
- p. Discuss legal guidelines for dealing with risk management information
- q. Identify the component elements of an ideal utilization management plan
- r. Define key terms related to risk management
- s. Define elements of a good risk management program

Comments:

Unit 3: Information Systems

Competency

3. Assist with data security and access control

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner reviews security levels and security access plan with worksite professional
- o Learner supports worksite professional to manage security accessibility levels of staff and customers
- o Learner summarizes audit trail data
- o Learner reviews summary with worksite professional
- o Learner assists worksite professional to investigate a security or confidentiality breach, if applicable

Content to Know

Learning Objectives

- a. Discuss network security issues
- b. Identify data security risks
- c. Compare and contrast security risk assessment tools and techniques
- d. Describe systems used to track access and disclosure of health information
- e. Explain how data is kept secure and confidential through control of access and release of information in your facility
- f. Describe the HIPAA security component
- g. Explain security levels
- h. Discuss access controls
- i. Describe audit trails
- j. Identify security countermeasures

Comments:

Unit 4: Abstracting and Coding

Competency

1. **Locate information in the client record**

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client record

Performance Standard Criteria

Performance will be successful when:

- o Learner accesses appropriate client record
- o Learner correctly navigates the client record to locate the information needed
- o Learner assembles accurate and appropriate information for the task to be completed
- o Learner interprets information from the client record within the scope of their learning
- o Learner verifies information located with worksite professional
- o Learner maintains confidentiality of client information according to department/facility guidelines and HIPAA

Content to Know

Learning Objectives

- a. List the ways in which identification of clients is confirmed when client records are added to the system
- b. Explain why accuracy in client identification is important
- c. Describe the systems in place to ensure that the identity of the client is correct
- d. Explain the use of bar codes for identification in health care settings
- e. Explain reasons for obtaining a thorough client history
- f. Detail the common medical history components of the client record

Comments:

Unit 4: Abstracting and Coding

Competency

2. Assist with transcribing medical orders

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o using the appropriate resource materials
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner assists the worksite professional to choose appropriate order statements for client diagnosis and/or tests(s)/treatment(s) conducted
- o Learner accurately verifies order statements for client testing and treatments with the worksite professional
- o Learner verifies with the worksite professional that the selected ordering phrases are consistent with the physician order
- o Learner seeks additional clarification as directed if information is unclear or missing
- o Learner uses medical documentation/references as necessary
- o Learner assists worksite professional to transcribe order according to department/facility guidelines
- o Learner transcribes order legibly, accurately and completely

Content to Know

Learning Objectives

- a. Describe the purpose of medical transcription orders for the client and the client record
- b. Describe typical orders that are encountered that need to be transcribed, i.e., medication/infusion, activity, nursing, dietary, imaging, lab, etc.
- c. Explain the process of order transcription
- d. Describe how medical documentation/references are used with medical orders
- e. List approved medical abbreviations commonly used with medical orders in your department/facility
- f. Identify orders by classification and category
- g. List commonly ordered tests and procedures in your department/facility
- h. Differentiate between the routes of medication administration such as oral, intramuscular, intravenous, subcutaneous, inhalation, etc.
- i. Examine common transcribing errors and methods of avoiding them

Comments:

Unit 4: Abstracting and Coding

Competency

3. Assist with coding for client billing

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with limited coding requirements
- o using applicable coding references
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner assists worksite professional to choose codes for billing client services according to department/facility guidelines
- o Learner seeks additional information as directed if information is unclear or missing
- o Learner applies accurate medical terminology within the scope of their learning
- o Learner utilizes appropriate coding references
- o Learner assists worksite professional to enter/update coding

Content to Know

Learning Objectives

- a. Describe the use of coding in billing for client services and how that affects payment for services
- b. Describe the basic steps in the coding process
- c. Describe the Health Care Financing Administration (HCFA) guidelines for coding and reimbursement
- d. Compare types of coding systems
- e. Define terms associated with clinical classification and terminology (classification system, nomenclature, terminology, vocabulary)
- f. Explain the format and conventions of the CPT (Current Procedural Terminology) coding system
- g. Explain the use of modifiers in CPT coding
- h. Explain the format and conventions of the ICD (International Classification of Diseases) procedural and diagnostic coding systems
- i. Describe the difference between using coding books and the electronic end coder
- j. Describe how/where to access client information needed for coding and billing purposes

Comments:

Unit 4: Abstracting and Coding

Competency

4. Assist with reporting health care statistics

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional
- o with the appropriate resource materials

Performance Standard Criteria

Performance will be successful when:

- o Learner assists with worksite professional in use of computer programs to access and process required information
- o Learner reviews extracted data for completeness and accuracy with worksite professional
- o Learner assists worksite professional with analysis of the health information according to department/facility guidelines and statistics required
- o Learner assists worksite professional to create and disseminate required report

Content to Know

Learning Objectives

- a. Define statistics and healthcare statistical terms such as mortality and morbidity
- b. Articulate the value of keeping healthcare statistics
- c. Identify the users and uses of healthcare statistics
- d. Explain the role of a health information professional in collecting healthcare statistics
- e. Explain how morbidity and mortality rates and percentages are calculated
- f. Describe how utilization and vital statistic information is captured and calculated in your facility
- g. Describe the census taking process
- h. Define key terms associated with utilization measures such as average daily census, average length of stay, bed occupancy, bed turnover, discharge, and occupancy rate
- i. Define key terms associated with morbidity, mortality and vital statistical rates such as adult, child, newborn, neonate, coroner's/medical examiner's case, death rate - net and gross, discharge, hospital autopsy, hospital patient, inpatient autopsy, inpatient death, nosocomial infection, postoperative period, and surgical operation

Comments:

Unit 4: Abstracting and Coding

Competency

5. Assist with vital statistic and mandatory state reporting functions

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional
- o with the appropriate resource materials

Performance Standard Criteria

Performance will be successful when:

- o Learner assists worksite professional to collect/obtain data for birth, death, and/or mandatory reporting
- o Learner verifies data collected with worksite professional
- o Learner assists worksite professional for create/generate the report for birth, death, fetal death, and/or mandatory reporting statistics according to department/facility guidelines and registry requirements
- o Learner verifies report with worksite professional

Content to Know

Learning Objectives

- a. Explain the purpose for collecting given data elements on birth, death and fetal death certificate
- b. Define key terms associated with vital events
- c. Describe uses of birth and death records and statistics
- d. Identify where specific information items would be retrieved in completing Wisconsin certificates of birth and death
- e. Describe the process and requirements for completing birth certificates
- f. Describe data edit checks built into the state birth certificate system
- g. Describe documentation and reporting requirements in the case of a patient death (coroner's cases)
- h. Identify confidential vs. non-confidential information on certificates of birth and death
- i. List types of deaths that must be reported to the coroner or medical examiner as mandated by Wisconsin Statute
- j. Briefly explain the process of investigation used by a coroner or medical examiner
- k. State the purpose of the Notice of Removal form
- l. Identify types of mandatory reporting
- m. Categorize given communicable diseases and state reporting requirements for each
- n. Define adverse reaction
- o. Explain the purpose of reporting adverse reactions
- p. List examples of communicable disease
- q. Explain the purposes of reporting communicable disease
- r. Describe the use of the cancer data collected in the mandatory reporting system
- s. Describe the role of the Health Information Technician, MD and funeral director in vital statistics registration, communicable disease reporting and cancer reporting

Comments:

Unit 4: Abstracting and Coding

Competency

6. Assist with disease/procedure registry functions

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional
- o with the appropriate resource materials

Performance Standard Criteria

Performance will be successful when:

- o Learner assists worksite professional to collect/obtain registry data according to department/facility guidelines and registry agency requirements
- o Learner verifies data collected with worksite professional
- o Learner assists worksite professional with registry database management (case eligibility, case finding, classification, coding, abstracting)

Content to Know

Learning Objectives

- a. Identify national/regional registries to which health care facilities contribute statistical data (cancer, trauma, implant, other)
- b. Discuss reasons for maintaining medical registries
- c. Describe the use of registry data
- d. Describe components of various medical registries
- e. Describe use of classification and coding systems used in registries
- f. Describe importance of uniformity in data collection and impact of computerization of registry data
- g. Describe proper registry database management (case eligibility, case finding, classification, coding, abstracting)

Comments:

Appendix L

MEDICAL ASSISTANT - MA

Health Services Youth Apprenticeship –

Medical Assistant Course Outcome Summary

Course Information

Description

The Medical Assistant (MA) Youth Apprenticeship (YA) curriculum was created to allow students to explore an occupation that involves responsibilities in all three Health Science pathways of Diagnostic, Information and Therapeutic Services.

The student will learn concepts and skills in the three Health Science pathways. In the unit "Clerical" the student will master competencies related to the management and running of a medical office or department. Competencies involving records, insurance, and inventory are included. In the unit "Laboratory" the student will master competencies related to assisting with collecting and testing specimens for client medical status evaluation. In the unit "Clinical" the student will work directly with clients in the medical office to assess and assist with procedure administration.

NOTE: This youth apprenticeship is NOT an accredited Medical Assistant Training program for certification as a medical assistant.

Students are REQUIRED to earn Certified Nursing Assistant (CNA) certification through a Wisconsin Department of Health and Family Services (DHFS) approved CNA program with DHFS approved instructors AND take a course in Medical Terminology to participate in this youth apprenticeship. SEE the Health Services YA Program Guide for other Recommended Related Technical Instruction- Appendix C. Coursework chosen should coincide as much as possible with the curriculum to be learned and the student's career goals.

Target Population

For the student who wishes to work in direct client care in a clinical setting. Medical assistants support physicians and other medical professionals in an outpatient setting by performing a wide variety of duties. The student will perform multiple functions including office administration, direct patient care, and laboratory testing. Certified Nursing Assistant (CNA) training and testing is required for work in this area. The ability to handle multiple tasks, as well as be compassionate, caring, and respectful is essential.

Types of Instruction

Instruction Type	Contact Hours	Credits
On-The-Job Work Experience	450	
Related Technical Instruction	180	

CURRICULUM SOURCES:

1. Mid-Continent Research for Education and Learning, Career Education, Health Education Standards, 4th edition, printed 2006
2. National Consortium on Health Science and Technology Education, Diagnostic, Information, and Therapeutic Services Knowledge and Skills Charts, 2007
3. National Consortium on Health Science and Technology Education, Diagnostic, Information, and Therapeutic Services Standards and Accountability criteria, 11/18/2002
4. Oklahoma Department of Career and Technology Education, Clinical Medical Assistant Skills Standards, OD7406, 2005
5. Wisconsin Technical College System program information for Medical Assistant 31-509, 4/11/2005
6. Wisconsin Technical College System articulated course curriculum for Medical Assistant Administrative Procedures, 509-301, 4/7/2005; Medical Assistant Laboratory Procedures I, 509-303, 4/7/2005; Medical Assistant Laboratory Procedures II, 509-305, 4/7/2005; Medical Assistant Clinical Procedures I, 509-304, 4/7/2005; Medical Office Insurance and Finance, 509-307, 4/7/2005; Healthcare Reimbursement, 530-185, 11/5/2003
7. Wisconsin's Worknet, Occupational Skills and Tasks for Medical Assistants, 7/5/2006
8. Youth Apprenticeship Medical Assistant Curriculum Review Group, Winter 2006-2007

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Unit 1: Clerical

Competency

1. **Manage business documentation functions**

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner follows legal guidelines and prioritization lists for documentation in responding to requests for information
- o Learner routes written, electronic, and oral requests for information, purchase orders, checks, and other business documents to appropriate parties
- o Learner sorts and distributes correspondence accurately
- o Learner addresses and sends requests/correspondence correctly according to department/facility guidelines for inter-office, registered, and certified mail, if applicable

Content to Know

Learning Objectives

- a. Compare and contrast the different methods of mailing: certified, registered, inter-office, first class
- b. Describe how to appropriately address a business envelope
- c. Discuss accounts payable processes (order invoices, shipping, receiving) as they apply to your department/facility
- d. Explain the importance of tracking and monitoring accounts receivable payment for health services
- e. Describe how employee payroll processes are handled in your department/facility

Comments:

Unit 1: Clerical

Competency

2. Create and/or maintain the client record

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client record

Performance Standard Criteria

Performance will be successful when:

- o Learner follows department/facility guidelines for creating and/or maintaining the client record
- o Learner verifies data/information
- o Learner includes/verifies client identification on each record or form used
- o Learner enters/updates required information in the electronic and/or manual client record in accordance with federal regulations and professional standards
- o Learner confirms accuracy of entered/updated client information
- o Learner uses only approved abbreviations on client record
- o Recorded data/information is accurate
- o Recorded information is legible and can be understood by others

Content to Know

Learning Objectives

- a. Explain the legal purposes and ownership of the client record
- b. Describe the content within a typical client record
- c. Compare and contrast the different types and functions of the client record
- d. Define the electronic medical record (EMR)
- e. Discuss the impact of the EMR on healthcare consumers and professionals
- f. Compare and contrast electronic and manual client record systems in your department/facility
- g. List the general guidelines for charting/recording/entering information within your job role
- h. Identify the abbreviations that are approved for use in your department/facility
- i. Describe how to convert time to military time AND why military time is used
- j. Outline the procedure used in a typical health service facility for creating the client record
- k. List the ways in which identification of client documents is confirmed
- l. Explain the use of bar codes for identification in health care settings
- m. Explain the term "routing" as it pertains to manual client record and/or client documents

Comments:

Unit 1: Clerical

Competency

3. Complete client identification labels

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner follows department/facility guidelines for making client identification labels
- o Learner enters required information on labels, if applicable
- o Learner prints out applicable labels according to department/facility guidelines
- o Learner confirms accuracy of information
- o Learner applies labels onto client records, materials, and forms as applicable
- o Client Identification Labels are accurate and complete

Content to Know

Learning Objectives

- a. Describe the importance of labeling client files and other documents accurately
- b. Explain the use of bar codes used in client identification
- c. Outline the procedure used your facility for making labels for client identification
- d. List the ways in which identification of clients and client documents is confirmed
- e. Explain why accuracy in preparing client identification is important

Comments:

Unit 1: Clerical

Competency

4. File manual client records

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies signature(s) and/or other required medical information, such as transcription orders, prior to filing
- o Learner follows up to obtain missing signature(s) and/or required medical information as directed, if applicable
- o Learner uses the department/facility filing and indexing guidelines to file manual client records
- o Learner uses the department/facility filing and indexing guidelines to add information to the manual client record
- o Learner files client records/reports/forms promptly and accurately
- o Learner uses the department/facility filing and indexing guidelines to retrieve information from the manual client record
- o Learner correctly documents all forms removed from the manual client record
- o Learner replaces client records as soon as possible after each use
- o Learner assists with any cross referencing file procedures used in the department/facility
- o Learner selects the correct color-coded letters/numbers for color coding a client record
- o Learner applies filing and indexing rules when preparing labels for client documents
- o Learner performs all critical steps in the right order
- o Learner adheres to the requirements for the retention of client records in the department/facility
- o Client Record is filed correctly
- o Client Record contains filed forms/documentation in correct order

Content to Know

Learning Objectives

- a. List the reasons for correct filing of manual client records
- b. Compare indexing and filing methods used for filing in health care organizations
- c. Explain how client records are cross referenced manually and electronically
- d. Explain the reasons for cross referencing and cross indexing
- e. Outline the procedures for finding specific client records/information manually and electronically
- f. Describe the processes for tracking client records that have been removed from the manual files
- g. List the legal guidelines governing retention of documents
- h. Compare retention requirements for manual and electronic documentation

Comments:

Unit 1: Clerical

Competency

5. Perform an inventory of supplies, equipment, and/or medications

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o on the department/facility inventory schedule

Performance Standard Criteria

Performance will be successful when:

- o Learner follows procedure for inventory of supplies, equipment, and/or medications for the department/facility
- o Learner adheres to schedule for completing inventory check
- o Learner checks and accurately records quantity of items available in each category on the inventory
- o Learner reports expired, discontinued, damaged, recalled, and/or missing supplies and/or medications immediately to worksite professional
- o Learner communicates changes in availability to worksite professional
- o Inventory Record is accurate and complete
- o Learner verifies inventory record with worksite professional including special categories of controlled substances and investigational products, if applicable
- o Learner files/stores verified documents according to department/facility guidelines
- o Learner describes computerized tracking of inventory, if applicable
- o Learner assists with removal and disposal of expired, damaged, and/or recalled items as required by department/facility requirements
- o Learner straightens and cleans shelves

Content to Know

Learning Objectives

- a. List the importance of and purpose for an inventory of supplies and equipment
- b. Explain the purpose of lot numbers and expiration dates
- c. Identify where supplies, equipment, and/or medications are stored in your department/facility
- d. Name common supplies, pieces of equipment and/or medications used in your department/facility on a routine basis
- e. Note how supplies and/or medications are organized in your department/facility
- f. Discuss the importance of replacing expired supplies and medications
- g. Indicate the type of damage to supplies, equipment, and medications that most frequently occurs
- h. Identify the person(s) responsible for inventory for your department/facility
- i. List the types of agents included in the category of "controlled substances"
- j. Outline some of the regulations for prescription drugs included in the Controlled Substance Act
- k. Explain the variation in procedures when controlled substances are part of the inventory process
- l. Describe the importance of immediate action when medications are found to be missing
- m. List some supplies, substances, and/or medications needing special storage

Comments:

Unit 1: Clerical

Competency

6. Order and receive supplies and equipment

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o on the department/facility schedule OR as directed

Performance Standard Criteria

Performance will be successful when:

- o Learner follows procedures for identifying and procuring supplies, equipment, and/or medications for the department/facility when items are not in stock, outdated, in need, and/or as scheduled
- o Learner obtains appropriate supervisory approvals to place orders
- o Learner refers to the preferred provider legal and contractual requirements to locate supplies for purchase
- o Learner verifies the receipt of a shipment with the order against the packing slip and/or original purchase order after the order arrives
- o Learner updates inventory record with worksite professional including special categories of controlled substances and investigational products, if applicable
- o Learner restocks storage area(s) according to the department/facility guidelines
- o Learner identifies supply items and/or medications requiring special handling or storage and stores the items correctly
- o Learner reports any items received that are expired and/or damaged immediately to worksite professional
- o Learner files or routes warranty and service agreements for equipment to the worksite professional
- o Learner files or routes the Packing Slip and/or any MSDSs received to the appropriate places

Content to Know

Learning Objectives

- a. Discuss the process of ordering and receiving supplies and/or medications in your department/facility
- b. Compare and contrast ordering procedures for routine and for emergency orders
- c. Explain any special procedures required to order equipment
- d. Discuss the issue of cost containment in health care and how that impacts ordering
- e. Describe your role in cost containment in your department/facility
- f. Explain the routing/storage of MSDS (Materials Safety Data Sheet) papers when they arrive with supplies and medications
- g. List items in your department/facility that require any special handling and/or storage
- h. Explain how to store items received so as to prevent loss and damage
- i. Compare and contrast the ordering paperwork: Original Order (Manual or Electronic), Purchase Order, Packing Slip
- j. Describe the purpose of tracking Purchase Orders for goods and services

Comments:

Unit 1: Clerical

Competency

7. Verify insurance information

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client, third party payer, healthcare professional, and/or client record

Performance Standard Criteria

Performance will be successful when:

- o Learner follows department/facility guidelines to verify and/or reconcile electronic insurance information or authorizations
- o Learner reviews claim(s) for incomplete or inaccurate insurance information or authorizations
- o Learner locates and/or requests appropriate information required to complete the insurance claim or authorizations
- o Learner identifies and obtains information to resolve rejected third-party claims
- o Learner verifies revised claim information with worksite professional
- o Learner provides additional information as requested or required within the scope of the job role and HIPAA regulations
- o Learner submits revised claim electronically according to department/facility guidelines

Content to Know

Learning Objectives

- a. Define terms used in insurance plans such as third-party payer, deductible, co-payment, HMOs, PPOs
- b. Illustrate the insurance reimbursement cycle
- c. Compare and contrast major types of insurance plans
- d. Compare non-government payers (commercial insurance, managed care) to government payers (Medicare, Medicaid)
- e. Identify advantages and disadvantages of participating and non-participating insurance companies for health care professionals and health care facilities
- f. Explain the purpose of Worker's Compensation and why it is considered a health insurance plan
- g. Discuss issues and trends in insurance plans and health care financing
- h. List the categories of information common to most insurance claims
- i. Describe the information on a typical explanation of benefits (EOB) form
- j. Discuss challenges faced when health insurance limits the amount and type of health care and treatment covered
- k. Discuss issues related to financing preventive care
- l. Explain ways in which long term care is financed

Comments:

Unit 1: Clerical

Competency

8. Manage patient appointments

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client in person OR on the phone

Performance Standard Criteria

Performance will be successful when:

- o Learner ascertains the time required for the health service(s) required by the client
- o Learner refers client to worksite professional and/or department/facility guidelines for priority scheduling to address emergencies and/or urgent care
- o Learner identifies conflicts in department/facility schedule and those of the client's schedule
- o Learner assists in recommending resolution to scheduling conflicts
- o Learner confirms that client and the department/facility have the identical medical appointment information
- o Learner accurately enters appointment times and other required information according to department/facility guidelines manually and/or electronically as applicable
- o Learner prepares an appointment card if client is present
- o Learner documents any scheduling changes in the correct manual and/or electronic locations, if applicable
- o After appointment time, learner documents status of the appointment: late, no show, rescheduled, cancelled, etc. according to department/facility guidelines

Content to Know

Learning Objectives

- a. List the elements about an appointment schedule that are most important to the client
- b. List the scheduling elements of greatest concern to the department/facility
- c. Describe the appointment procedures used in your department/facility
- d. Detail the client information required for most scheduling procedures
- e. Describe the importance of reminder calls for appointments
- f. List the types of calls that indicate a need for immediate service according to your department/facility guidelines
- g. Explain how departments/facilities handle "no show" appointments

Comments:

Unit 1: Clerical

Competency

9. Maintain a cash drawer

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o using a cash drawer OR cash register

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies insurance coverage, deductibles, and co-payments using electronic systems or other means
- o Learner documents disbursements or deposits to the cash drawer in the appropriate record, if applicable
- o Learner processes client cash or credit payment according to department/facility guidelines and insurance coverage
- o Learner skillfully operates cash register, if applicable
- o Learner makes accurate change
- o Cash Drawer balances with the day's receipts and disbursements

Content to Know

Learning Objectives

- a. Define deductible and co-payment as they pertain to health care services
- b. List the requirements for client identification when presenting a check or credit card
- c. Indicate the importance of client verification procedures when accepting check or credit card payments
- d. Describe components of an acceptable check
- e. Explain your department/facility's guidelines for checks
- f. Explain how to operate your facility's cash register, if applicable

Comments:

Unit 2: Laboratory

Competency

1. Instruct clients in the collection of stool and/or urine specimens

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies the client
- o Learner provides privacy for the client
- o Learner explains department/facility instructions for urine collection in words the client understands
- o Learner explains department/facility instructions for fecal collection in words the client understands
- o Learner determines the client's level of understanding about the directions
- o Learner responds to client questions accurately within scope of their job role OR refers to worksite professional
- o Learner obtains consent for testing

Content to Know

Learning Objectives

- a. List medical and lay terms related to bladder and bowel elimination
- b. List the reasons for doing a urinalysis
- c. Outline the procedures for collecting a routine urine specimen, a clean-catch specimen, 24-hour specimen
- d. Describe the procedure for collecting a stool specimen
- e. List some of the tests that will be performed on a stool specimen

Comments:

Unit 2: Laboratory

Competency

2. Collect stool and urine specimens

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner provides privacy for the client
- o Learner explains collection procedure to client in words the client understands
- o Learner follows department/facility guidelines for collecting stool and/or urine specimens noting client safety and Standard Precautions
- o Learner accurately labels specimen
- o Learner completes/cosigns paperwork/requisition for collecting and processing specimen
- o Learner delivers specimen, arranges for pickup, or stores specimen for later
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions

Content to Know

Learning Objectives

- a. Discuss the use of Standard Precautions while collecting and handling specimens
- b. Explain why a urine specimen should be tested immediately
- c. Indicate the reasons for care in labeling the specimen
- d. Describe any special storage and handling requirements for urine and stool samples.

Comments:

Unit 2: Laboratory

Competency

3. Assist in collecting specimens other than urine/fecal

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies sample to be collected/processed
- o Learner identifies client
- o Learner provides privacy for the client
- o Learner assists worksite professional to explain collection procedure to client in words the client understands
- o Learner obtains consent for testing
- o Learner assists with collection of specimen according to department/facility guidelines noting client safety and Standard Precautions
- o Learner labels OR confirms that the specimen is labeled accurately and completely
- o Learner completes/cosigns paperwork/requisition for collecting and processing specimen
- o Learner delivers specimen, arranges for pickup, or stores specimen for later
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions

Content to Know

Learning Objectives

- a. Discuss the use of Standard Precautions while collecting and handling specimens
- b. Name the specimens collected most frequently in your department/facility
- c. Review the department/facility procedures for collecting specimens for your facility's specific tests
- d. Name the equipment and special supplies used for collecting specimens
- e. Explain any special pediatric patient requirements for collecting specimens
- f. List the preparatory steps the client must take prior to collection of specimens for your facility's specific tests
- g. Describe your role in the collection and processing of specimens
- h. Describe the appropriate labeling and storage requirements for specimens
- i. Explain the purpose of a throat specimen
- j. Describe the appropriate anatomical site in the throat to swab on adults and children
- k. Explain the purpose of capillary puncture
- l. Locate appropriate anatomical sites for capillary punctures on adults and infants
- m. Explain the purpose of venipuncture
- n. List the required equipment and supplies needed to perform a venipuncture
- o. Locate appropriate anatomical sites for venipuncture on adults, children, and infants
- p. Differentiate between different types of specimens including whole blood, serum, plasma, and sputum
- q. Compare and contrast the different types of vacuum tubes and anticoagulants with blood component to be tested
- r. Compare and contrast needles according to gauge, type, and use

Comments:

Unit 2: Laboratory

Competency

4. Assist in performing macro-urinalysis

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client urine specimen
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner locates and identifies the urine specimen to be tested
- o Learner assists with testing of the urine specimen according to department/facility guidelines using Standard Precautions
- o Learner selects the correct equipment and supplies
- o Learner includes QC samples, if applicable
- o Learner verifies counts, measurements, and/or color reactions with the worksite professional
- o Learner cosigns the recording of the test results
- o Learner screens test results for follow up with the worksite professional
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions

Content to Know

Learning Objectives

- a. List the most common tests used to determine characteristics of urine
- b. Compare testing methods of urine testing
- c. Describe normal values and conditions resulting in abnormal test results
- d. Explain quality control and assurance issues in urine testing
- e. Explain storage and disposal procedures

Comments:

Unit 2: Laboratory

Competency

5. Assist in performing laboratory testing

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client specimen
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner locates and identifies the specimen to be tested
- o Learner assists with the testing of the specimen according to department/facility guidelines using Standard Precautions
- o Learner selects the correct equipment and supplies
- o Learner includes QC samples, if applicable
- o Learner verifies counts, measurements, and/or color reactions with the worksite professional
- o Learner cosigns the recording of the test results
- o Learner screens test results for follow up with the worksite professional
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions

Content to Know

Learning Objectives

- a. Define the terms associated with common tests performed on specimens
- b. Explain the purpose of common tests performed on specimens
- c. Explain testing requirements for common tests performed in your department/facility
- d. List the principles of medical asepsis that are applicable for those processing the specimen
- e. Explain your role when assisting with the measuring/testing of specimens
- f. Describe tests that will be performed on a stool specimen
- g. Explain the purpose(s) of performing a microbiology test
- h. Describe growth requirements
- i. Describe common culture media
- j. Explain the procedure for tuberculin skin testing
- k. Describe common allergy tests
- l. List the most common tests used to measure the blood and its components, normal values, and conditions resulting in abnormal results
- m. Describe common chemistry tests, normal values, and conditions resulting in abnormal test results
- n. Describe the procedure for cholesterol testing
- o. Describe the procedure for glucose testing
- p. Describe the procedure for drug testing including collection, screening, and chain of custody
- q. Indicate the importance of clean up of the area and equipment after processing the specimen
- r. Describe appropriate specimen storage and disposal procedures

Comments:

Unit 2: Laboratory

Competency

6. Maintain and QC lab equipment

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with diagnostic testing equipment and/or supplies

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies Maintenance/QC schedule for equipment and/or supplies that produce test results
- o Learner identifies equipment and/or supplies that require maintenance/QC
- o Learner labels equipment appropriately to show malfunction, if applicable
- o Learner identifies location of repair service information, maintenance manuals, and/or troubleshooting guides
- o Learner verifies procedure to follow with worksite professional
- o Learner performs/calls service for routine maintenance or malfunction according to department/facility guidelines in accordance with equipment manual/maintenance instructions and service agreements
- o Learner documents the maintenance and/or repair/troubleshooting performed
- o Learner performs routine QC procedures according to department/facility guidelines in accordance with equipment manual/maintenance instructions using Standard Precautions
- o Learner reviews QC results with worksite professional to verify function of equipment/supplies
- o Learner accurately documents the QC performed
- o Learner cleans and maintains equipment and work areas

Content to Know

Learning Objectives

- a. Explain why performing routine maintenance of equipment reduces the risk of liability and costs to the facility
- b. Describe the basic procedure to be followed when a piece of equipment is not functioning properly in your department/facility
- c. Discuss how tracking of equipment maintenance and servicing is done in the department/facility
- d. Review each piece of equipment's cleaning and maintenance schedule
- e. List the critical pieces of equipment in your department/facility which require priority repairs when malfunctioning
- f. Discuss the need for quality control (QC) samples and/or equipment controls in diagnostic testing
- g. Define positive and negative control
- h. Describe the function and requirements of different regulatory agencies for diagnostic testing procedures
- i. Describe how equipment function is monitored through QC processes
- j. Explain how each machine functions to perform lab tests
- k. Identify the equipment and/or supplies in your department/facility that require QC
- l. Describe how analysis of statistics from QC results shows equipment functionality
- m. List the repair and service contractors that service your department/facility and what they service

Comments:

Unit 3: Clinical

Competency

1. Obtain client record information

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner ensures client privacy
- o Learner uses therapeutic communication techniques to obtain basic client information
- o Learner verifies client information in easy to understand language
- o Learner obtains and reports/records the required information

Content to Know

Learning Objectives

- a. List the ways in which identification of clients is confirmed
- b. Explain why accuracy in client identification is important
- c. Explain the use of bar codes for identification in health care settings
- d. Explain reasons for obtaining a thorough patient history
- e. Explain therapeutic communication techniques for obtaining a thorough patient history
- f. Detail the common medical history components of the client record

Comments:

Unit 3: Clinical

Competency

2. Chart objective information on client records

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner records measured vital data or responses/reactions within the scope of their job according to department/facility guidelines
- o Learner records data/information in the appropriate place
- o Learner uses only abbreviations on the facility's approved list
- o Learner verifies recorded information with worksite professional, if required
- o Learner reports any physical and/or emotional changes to the worksite professional immediately
- o Recorded data/information is accurate
- o Recorded information is legible and can be understood by others
- o Recorded information is free of spelling and number errors

Content to Know

Learning Objectives

- a. Explain the role of observations in client care
- b. List some of the most critical client care observations to be made
- c. Enumerate the changes in client physical and emotional status that should be reported
- d. Identify the individual to whom client changes should be reported
- e. Describe general documentation requirements for recording objective information and client observations
- f. Relate charting/recording by worksite professionals to the broad process of communications and liability
- g. Discuss the quality issues to be addressed when writing narrative descriptions of client's care and reaction to care

Comments:

Unit 3: Clinical

Competency

3. Position client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for the client
- o Learner explains procedure to the client
- o Learner secures assistance, if needed, before beginning to move and turn client
- o Learner changes client position on schedule or as needed for a procedure/care noting client safety, proper body mechanics, and Standard Precautions
- o Learner seeks client input to determine their comfort with the position
- o Learner makes observations about condition of the skin in bed-confined clients, if applicable
- o Learner assures that there are no skin-on-skin surfaces touching in bed-confined clients, if applicable
- o Learner gives skin care to potential or existing pressure areas in bed-confined clients, if applicable
- o Learner reports/records client condition, reactions, and position change

Content to Know

Learning Objectives

- a. Outline the general structure and function of the musculoskeletal system
- b. Describe proper body alignment
- c. Explain the importance for proper body alignment to the client
- d. Describe turning and moving a client using correct body mechanics
- e. Describe the use of pillows or other comfort devices for various positions
- f. List some of the devices used to maintain position of legs and feet and to help in hand and finger positioning
- g. Describe the observations about the client's condition and reactions that should be reported/recorded during positioning
- h. Explain some of the procedures used to avoid skin-on-skin contact and pressure
- i. Outline the problems that can be caused by bed rest and immobility of the client
- j. Elaborate on the effects immobility can have on the cardiovascular, musculoskeletal, respiratory, gastrointestinal, urinary and integumentary systems
- k. List the basic positions for a client confined to bed
- l. Detail the importance of changing client position on a regular schedule for bed-confined clients
- m. Explain the skin care that must accompany a change of position in bed-confined clients

Comments:

Unit 3: Clinical

Competency

4. Measure temperature, pulse, and respirations

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares the equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner takes client temperature, pulse, and respirations according to department/facility guidelines noting client safety and Standard Precautions
- o Learner takes temperature by the method ordered or as directed by worksite professional
- o Measurements of the client temperature are within +/- 0.2 degrees of the worksite professional's reading
- o Measurements of the client pulse are within +/- 4 beats of worksite professional's reading
- o Measurements of the client respirations are within +/- 2 of the worksite professional's reading
- o Learner reports/records temperature, pulse, and/or respiration readings
- o Learner cares for thermometer according to department/facility guidelines
- o Learner reports abnormal readings immediately to worksite professional

Content to Know

Learning Objectives

- a. Outline the general structure and functions of the circulatory and respiratory systems
- b. Define terminology related to temperature, pulse and respiration
- c. Identify the range of normal values for each of the vital signs
- d. Explain the techniques for obtaining vital signs
- e. Locate pulse sites
- f. List descriptive characteristics of the pulse and respiration
- g. Describe the various methods for measuring body temperature
- h. Differentiate the different types of thermometers
- i. Explain how to use each type of thermometer
- j. Discuss how to read a thermometer accurately
- k. Describe the care of thermometers
- l. Describe factors that influence temperature, pulse and respiration readings
- m. Explain how to document vital signs results
- n. Determine when vital signs should be reported immediately

Comments:

Unit 3: Clinical

Competency

5. Measure blood pressure

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares the equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner takes blood pressure according to department/facility guidelines noting client safety and Standard Precautions
- o Measurements of the client blood pressure are within +/- 4 mm Hg of the worksite professional's reading
- o Learner reports/records blood pressure reading(s)
- o Learner cares for the sphygmomanometer and stethoscope according to department/facility guidelines
- o Learner reports abnormal readings immediately to worksite professional

Content to Know

Learning Objectives

- a. Define terms related to blood pressure
- b. Describe how to use and care for the sphygmomanometer and stethoscope
- c. Explain the technique for obtaining blood pressure
- d. Discuss variations of equipment choice for different size clients
- e. Identify the range of normal values for blood pressure
- f. Describe factors that influence blood pressure readings
- g. Identify the causes of inaccurate blood pressure readings
- h. Identify the variations in blood pressure readings that should be reported immediately
- i. Explain how to document blood pressure results

Comments:

Unit 3: Clinical

Competency

6. Measure client weight and height

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner measures weight and height according to department/facility guidelines noting client safety and Standard Precautions
- o Learner reports/records weight and height reading(s)
- o Weight and Height measurements are accurate
- o Learner cares for equipment according to department/facility guidelines

Content to Know

Learning Objectives

- a. Define terms related to weight and height measurements
- b. Describe the various methods for measuring client weight
- c. Explain how to convert pounds to kilograms
- d. Explain how to convert inches to centimeters
- e. Identify different methods of measuring client weight
- f. Explain how to document weight and height measurements

Comments:

Unit 3: Clinical

Competency

7. Set up area for client procedures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o in the appropriate procedure area

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies procedure to be performed
- o Learner consults the department/facility guidelines for the procedure and its setup requirements
- o Learner gathers the equipment and supplies that will be used for the procedure
- o Learner ensures the cleanliness of the procedure equipment and area/room
- o Learner checks the equipment for malfunction or damage if applicable and allowed
- o Learner reads labels to confirm that any solutions and supplies are correct and not expired
- o Learner arranges the equipment and supplies in the order in which they will be used
- o Learner has materials ready prior to the start of the procedure
- o Learner reports the status of supplies and equipment to the worksite professional
- o Learner documents procedure set up, if applicable

Content to Know

Learning Objectives

- a. Identify the therapeutic and diagnostic procedures most commonly administered in your department/facility
- b. Describe the major purpose for each of the procedures identified
- c. List the types of equipment and supplies that are required for each of the procedures identified
- d. Define the medical terms and abbreviations related to each of the procedures identified
- e. Explain the equipment and supplies sterilization requirements for each of the procedures identified
- f. Detail the importance of equipment and supply checks before procedures
- g. Explain the importance of a clean environment and clean equipment in the procedure room or area
- h. Detail how the room/area will be set up to facilitate easy access to necessary equipment and supplies
- i. Define surgical asepsis, sterile field and describe how test supplies can be contaminated
- j. Explain how to set up a sterile field
- k. Explain how to handle contaminated materials

Comments:

Unit 3: Clinical

Competency

8. Assist in explaining procedures to client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional
- o in the appropriate procedure area
- o with a client scheduled for a procedure

Performance Standard Criteria

Performance will be successful when:

- o Learner reviews the purpose and the steps of the procedure with the worksite professional before assisting with client instruction
- o Learner discusses with the worksite professional the role of this procedure in the client's total therapeutic and/or diagnostic plan
- o Learner identifies client
- o Learner provides for client privacy
- o Learner helps the worksite professional determine the client's level of understanding about the procedure, its purpose, and the process
- o Learner observes the worksite professional in outlining the procedural protocol for the client
- o Learner assists the worksite professional in outlining any preparatory steps that must be taken by the client before the test
- o Learner assists the worksite professional in describing to the client the equipment and/or supplies that will be used during the procedure
- o Learner Explanations are in words the client understands
- o Learner observes worksite professional checks for client comprehension during the instructions/explanation
- o Learner assists worksite professional to obtain consent for procedure
- o Learner documents (cosigns) presence while procedure was explained to client
- o Learner discusses client response(s) with the worksite professional after the procedure

Content to Know

Learning Objectives

- a. Explain any pretest steps that must be taken by the client in preparation for each common therapeutic and diagnostic procedure performed in your department/facility
- b. Discuss the legal responsibility of the worksite professional to explain procedures
- c. Explain your role when the procedure is explained to the client by the worksite professional
- d. Explain how to document Informed Consent
- e. Discuss the legal and liability issues of Informed Consent in regards to procedures
- f. Explain why it is critical that the client understands the purpose of the procedure and the steps that will be followed
- g. Outline the importance of using words and terms that the client can understand when explaining the procedure
- h. Detail any client follow up conducted after each common procedure identified in your department/facility

Comments:

Unit 3: Clinical

Competency

9. Assist in administering procedures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional
- o in the appropriate procedure area
- o with a client scheduled for a procedure

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner assists the worksite professional to review the purpose and the steps of the procedure with the client in words the client understands
- o Learner verifies that the area, equipment, and supplies are appropriate, in-date, and ready for the procedure
- o Learner drapes client and/or takes other measures to assure client privacy during the procedure
- o Learner assists in positioning client using proper body mechanics
- o Learner assists with procedural steps performed by the worksite professional noting client safety and Standard Precautions
- o Learner exhibits empathy for client during the procedure
- o Learner monitors and reports any client response to the procedure to the worksite professional
- o Learner labels and processes specimens when applicable
- o Learner documents (cosigns) assistance while procedure was performed
- o Learner cleans/disinfects and/or sterilizes equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable
- o Learner communicates any follow up information to the client as directed by the worksite professional

Content to Know

Learning Objectives

- a. Describe the responsibility of the worksite professional for administering the procedure
- b. Explain your role when assisting with the procedure
- c. Discuss ways you can reassure the client before, during, and after the procedure
- d. List ways you can comfort a client who is fearful, anxious, or in pain during a procedure
- e. Identify the position(s) necessary for the client during each common therapeutic and diagnostic procedures performed in your department/facility
- f. Detail how client privacy is maintained during each common procedure identified
- g. List the principles of medical asepsis that are applicable during each common procedure identified
- h. Explain how equipment and/or supplies are sterilized for each common procedures identified
- i. Outline potential adverse client reactions to each common procedure identified
- j. Describe the positive results expected from each common procedure identified
- k. Explain how to document procedure administration

Comments:

Unit 3: Clinical

Competency

10. Monitor client response to procedures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client
- o before, during and/or after the administration of a procedure

Performance Standard Criteria

Performance will be successful when:

- o Learner positions self during procedure so as to make the necessary observations of client reactions
- o Learner notes verbal and nonverbal client responses
- o Learner does not exhibit inappropriate non-verbals
- o Learner observes for signs of client distress--physical and psychological
- o Learner reports client distress symptoms to worksite professional immediately
- o Learner accurately reads client's vital signs, if applicable to monitoring in the procedure
- o Learner documents observations of client response to treatment following department/facility guidelines

Content to Know

Learning Objectives

- a. Outline the importance of monitoring clients during a procedure
- b. List the physical and psychological signs to be observed during a procedure
- c. Describe the signs/symptoms that indicate a client in distress
- d. Explain the value of measuring vital signs, especially heart rate and blood pressure, during some procedures
- e. Identify how your department/facility handles client emergency situations
- f. Discuss the importance of documenting any reactions/responses to a procedure including follow up care

Comments:

Unit 3: Clinical

Competency

11. Assist with the administration of topical and/or oral medications

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR perform all steps in simulation
- o with a client
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies with worksite professional that the topical and/or oral medication has been ordered
- o Learner provides privacy for the client
- o Learner observes worksite professional with performance of the "six rights" before beginning medication administration
- o Learner observes worksite professional with performance of the "three checks" during the medication administration
- o Learner positions client using proper body mechanics if necessary
- o Learner observes worksite professional explain administration procedure to the client
- o Learner observes worksite professional administer medication to the client
- o Learner assists worksite professional with monitoring of client response to the medication administration

Content to Know

Learning Objectives

- a. Outline the steps ("Six Rights") for assuring accuracy in applying the topical medication (Right Drug, Dose, Client, Route, Time, Documentation)
- b. Outline the steps ("Three Checks") for assuring identity of the correct medication (at storage removal, at container removal, at storage return)
- c. Explain how to document topical and oral medication administration
- d. Review general structure and function of the integumentary and digestive system
- e. List some of the most frequent topical and oral medications that are used in your department/facility and their purpose, expected outcome, and common side effects
- f. List the various forms of oral medications
- g. List the various forms in which topical medications are supplied
- h. Discuss conditions which contraindicate the use of oral medications
- i. Identify conditions of the skin that should be observed when giving client care
- j. Explain the importance of applying medications to skin that is not broken

Comments:

Unit 3: Clinical

Competency

12. Assist with the administration of parenteral medications or immunizations

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR perform all steps in simulation
- o with a client
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies with worksite professional that the parenteral medication or immunization has been ordered
- o Learner provides privacy for the client
- o Learner observes worksite professional with performance of the "six rights" before beginning the administration
- o Learner observes worksite professional with performance of the "three checks" during the administration
- o Learner positions client using proper body mechanics if necessary
- o Learner observes worksite professional explain administration procedure to the client
- o Learner assists worksite professional to disinfect the injection site using Standard Precautions
- o Learner observes worksite professional administer medication to the client
- o Learner assists worksite professional with monitoring of the injection site and client response to the medication administration

Content to Know

Learning Objectives

- a. Outline the steps ("Six Rights") for assuring accuracy in applying the topical medication (Right Drug, Dose, Client, Route, Time, Documentation)
- b. Outline the steps ("Three Checks") for assuring identity of the correct medication (at storage removal, at container removal, at storage return)
- c. Explain how to document parenteral and immunization administration
- d. Review the general structure and function of the circulatory system as it pertains to parenteral medications and immunizations
- e. List some of the most frequent parenteral medications and immunizations that are used in your department/facility and their purpose, expected outcome, and common side effects
- f. Compare and contrast procedures for giving immunizations versus parenteral medications
- g. Describe appropriate injection sites for subcutaneous, intramuscular, intradermal, intravenous injections for adults and children
- h. Explain the process for disinfecting the injection site for different anatomical sites
- i. Describe the reasons medications drawn up from vials for one client are not used for another client
- j. Describe why medication drawn up from vials cannot be replaced back into the vial
- k. List the signs and symptoms of a life threatening reaction to parenterals and immunizations
- l. Discuss needle re-capping and safety issues and engineering controls related to needle re-capping

Comments:

Unit 3: Clinical

Competency

13. Perform choking maneuver

Performance Standard Condition

Competence will be demonstrated

- o on a manikin

Performance Standard Criteria

Performance will be successful when:

- o Learner successfully competes an approved course on choking maneuvers
- o Learner accurately assesses the choking situation based on simulated description of the person's symptoms OR on role play of choking by a peer
- o Learner identifies the obstruction as partial or complete, matching symptoms to the simulated situation
- o Learner immediately contacts emergency care specialist or designates someone to get help
- o Learner performs choking maneuver for a simulated conscious person and an unconscious person according to course guidelines noting client safety, proper body mechanics, and Standard Precautions

Content to Know

Learning Objectives

- a. Describe the general structure and function of the respiratory system
- b. Define terms related to airway obstruction
- c. Explain how the tongue and foreign objects can cause airway obstruction
- d. List the signs of someone with a partial airway obstruction
- e. List the signs of someone with a complete airway obstruction
- f. Outline the steps of the choking maneuver for a conscious person
- g. Outline the steps of the choking maneuver for an unconscious person
- h. Describe the variations in the maneuver for an infant and a child

Comments:

Unit 3: Clinical

Competency

14. Perform CPR

Performance Standard Condition

Competence will be demonstrated

- o on a manikin

Performance Standard Criteria

Performance will be successful when:

- o Learner successfully completes an approved CPR course for the health care professional
- o Learner accurately assesses the condition of the victim by checking for breathing and for a pulse
- o Learner immediately contacts emergency care specialist or designates someone to get help
- o Learner checks and clears the victim's airway following the guidelines in the CPR course
- o Learner(s) administers CPR (one person and two person), doing both chest compressions and ventilation, following the guidelines given in the CPR course noting client safety, proper body mechanics, and Standard Precautions
- o Learner cleans the manikin after the procedure is completed

Content to Know

Learning Objectives

- a. Define terms related to CPR (Cardiopulmonary Resuscitation)
- b. Give the purpose for CPR
- c. List the "ABCs" guides for CPR
- d. Summarize each of the steps in the process that make up the "A", "B", and "C"s of CPR
- e. Outline the steps necessary to evaluate the victim's condition before starting CPR
- f. Describe correct hand placement on the victim's chest for compression
- g. List the different ways CPR can be administered
- h. Discuss the relationship of cardiac compressions and ventilation processes used in CPR
- i. Highlight the major differences in administering CPR to a child or infant than those measures used with the adult
- j. Describe the special measures that are required if the victim has an obstructed airway
- k. Describe the purpose and use of the AED
- l. Explain why CPR is practiced only on a manikin
- m. Outline the method of cleaning the manikin after use for CPR

Comments:

Unit 3: Clinical

Competency

15. Respond to basic emergencies with first aid measures

Performance Standard Condition

Competence will be demonstrated

- o in a simulation(s) of an emergency/injury in a health care facility

Performance Standard Criteria

Performance will be successful when:

- o Learner successfully completes an approved First Aid course
- o Learner accurately assesses the simulated emergency situation(s)
- o Learner immediately contacts emergency care specialist or designates someone to get help
- o Learner gives appropriate immediate care to the injured client in the simulated situation(s)
- o Learner applies principles of client safety, proper body mechanics, and Standard Precautions in administering any first aid according to course guidelines
- o Learner performs only those techniques in the simulated emergency that were included in the first aid course

Content to Know

Learning Objectives

- a. Define terms related to emergency care
- b. Identify types of emergency situations which might occur in your department/facility that would require immediate aid
- c. Compare and contrast signs and symptoms of common emergency situations such as for bleeding/wounds, shock, poisoning, burns, fractures, fainting, heart attack, stroke, convulsions and diabetic reactions
- d. Relate the importance of thorough observation and assessment with beginning first aid
- e. List the general principles which should guide your decision making in an emergency situation
- f. List the "priorities of care" which need attention before beginning other first aid procedures
- g. Describe first aid or immediate measures for: bleeding/wounds, shock, poisoning, burns, fractures, fainting
- h. Describe immediate emergency care to be given for heart attack, stroke, convulsions and diabetic reactions
- i. Explain the your role in providing first aid in the health care facility
- j. Elaborate on the importance of only giving the emergency care you are qualified to provide

Comments:

Appendix M

NURSING ASSISTANT - NA

Health Services Youth Apprenticeship –

Nursing Assistant Course Outcome Summary

Course Information

Description

The Nursing Assistant (NA) Youth Apprenticeship (YA) curriculum was revised and updated from the former first year Health Services YA curriculum.

The student will learn concepts and skills in the Health Science Therapeutic Services career pathway. In the unit "Fundamental Client Care" the student will master competencies at the worksite related to basic nursing and client care that they learned or are learning in their certified nursing assistant classes. Competencies ranging from taking vital measurements to assisting clients with daily life tasks are taught. In the unit "Advanced Client Care" the student will master competencies that build on basic care such as documentation and assisting with procedures.

Students are REQUIRED to earn Certified Nursing Assistant (CNA) certification through a Wisconsin Department of Health and Family Services (DHFS) approved CNA program with DHFS approved instructors. SEE the Health Services YA Program Guide for Recommended Related Technical Instruction- Appendix C. Coursework chosen should coincide as much as possible with the curriculum to be learned and the student's career goals.

Target Population

For the student who wishes to pursue a career in direct patient care, such as nursing, as a physician, as a physical or occupational therapist. The student will be working with patients performing hands on, direct patient care tasks. The student enrolled in this area will become certified as a Nursing Assistant (CNA). The ability to be compassionate, caring, and respectful is essential.

Types of Instruction

Instruction Type	Contact Hours	Credits
On-The-Job Work Experience	450	
Related Technical College	180	

CURRICULUM SOURCES:

1. Health Services Youth Apprenticeship (CC I, II, III) curriculum, Betty Brunelle, 5/22/1998
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3. Mid-Continent Research for Education and Learning, Career Education, Health Education Standards, 4th edition, printed 2006
4. National Consortium on Health Science and Technology Education, Therapeutic Services Knowledge and Skills Charts, 2007
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6. National Nurse Aide Assessment Program, Promissor, Wisconsin Nurse Aide Candidate Handbook, October 2006
7. Regional Health Services YA Meetings, Fall 2006
8. Wisconsin Technical College System Nursing Assistant Video-Based Training Program 30-543-1, 1/12/2006
9. Wisconsin's Worknet, Occupational Skills and Tasks for Nursing Aides, Orderlies, and Attendants, 6/29/2006
10. Youth Apprenticeship Nursing Assistant Curriculum Review Group, Winter 2006-2007

**Health Services Youth Apprenticeship- Nursing Assistant
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Unit 1: Fundamental Client Care

Competency

1. Measure temperature, pulse, and respirations

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares the equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner takes client temperature, pulse, and respirations according to department/facility guidelines noting client safety and Standard Precautions
- o Learner takes temperature by the method ordered or as directed by worksite professional
- o Measurements of the client temperature are within +/- 0.2 degrees of the worksite professional's reading
- o Measurements of the client pulse are within +/- 4 beats of worksite professional's reading
- o Measurements of the client respirations are within +/- 2 of the worksite professional's reading
- o Learner reports/records temperature, pulse, and/or respiration readings
- o Learner cares for thermometer according to department/facility guidelines
- o Learner reports abnormal readings immediately to worksite professional

Content to Know

Learning Objectives

- a. Outline the general structure and functions of the circulatory and respiratory systems
- b. Define terminology related to temperature, pulse and respiration
- c. Identify the range of normal values for each of the vital signs
- d. Explain the techniques for obtaining vital signs
- e. Locate pulse sites
- f. List descriptive characteristics of the pulse and respiration
- g. Describe the various methods for measuring body temperature
- h. Differentiate the different types of thermometers
- i. Explain how to use each type of thermometer
- j. Discuss how to read a thermometer accurately
- k. Describe the care of thermometers
- l. Describe factors that influence temperature, pulse and respiration readings
- m. Explain how to document vital signs results
- n. Determine when vital signs should be reported immediately

Comments:

Unit 1: Fundamental Client Care

Competency

2. Measure client weight and height

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner measures weight and height according to department/facility guidelines noting client safety and Standard Precautions
- o Learner reports/records weight and height reading(s)
- o Weight and Height measurements are accurate
- o Learner cares for equipment according to department/facility guidelines

Content to Know

Learning Objectives

- a. Define terms related to weight and height measurements
- b. Describe the various methods for measuring client weight
- c. Explain how to convert pounds to kilograms
- d. Explain how to convert inches to centimeters
- e. Identify different methods of measuring client weight
- f. Explain how to document weight and height measurements

Comments:

Unit 1: Fundamental Client Care

Competency

3. Position client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for the client
- o Learner explains procedure to the client
- o Learner secures assistance, if needed, before beginning to move and turn client
- o Learner changes client position on schedule or as needed for a procedure/care noting client safety, proper body mechanics, and Standard Precautions
- o Learner seeks client input to determine their comfort with the position
- o Learner makes observations about condition of the skin in bed-confined clients, if applicable
- o Learner assures that there are no skin-on-skin surfaces touching in bed-confined clients, if applicable
- o Learner gives skin care to potential or existing pressure areas in bed-confined clients, if applicable
- o Learner reports/records client condition, reactions, and position change

Content to Know

Learning Objectives

- a. Outline the general structure and function of the musculoskeletal system
- b. Describe proper body alignment
- c. Explain the importance for proper body alignment to the client
- d. Describe turning and moving a client using correct body mechanics
- e. Describe the use of pillows or other comfort devices for various positions
- f. List some of the devices used to maintain position of legs and feet and to help in hand and finger positioning
- g. Describe the observations about the client's condition and reactions that should be reported/recorded during positioning
- h. Explain some of the procedures used to avoid skin-on-skin contact and pressure
- i. Outline the problems that can be caused by bed rest and immobility of the client
- j. Elaborate on the effects immobility can have on the cardiovascular, musculoskeletal, respiratory, gastrointestinal, urinary and integumentary systems
- k. List the basic positions for a client confined to bed
- l. Detail the importance of changing client position on a regular schedule for bed-confined clients
- m. Explain the skin care that must accompany a change of position in bed-confined clients

Comments:

Unit 1: Fundamental Client Care

Competency

4. Transfer client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner secures assistance, as necessary, before beginning transfer
- o Learner determines if lifting device is necessary to facilitate client transfer
- o Learner encourages client to participate in transfer procedure as appropriate
- o Learner follows transfer procedure according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner seeks client input to determine their comfort during and after transfer
- o Learner attaches/secures any safety devices or monitors to client
- o Learner reports/records client condition, reactions, and transfer

Content to Know

Learning Objectives

- a. List the most common transfers made by the client, with or without assistance, in the health care facility
- b. List the principles of safety to be followed in all client transfers
- c. Outline the steps in transferring from bed/exam table to wheelchair/commode/chair; wheelchair to toilet; stretcher to bed/exam table or vice versa
- d. Relate the proper body mechanics to the steps of transfer
- e. Recognize center of gravity and base of support in order to use proper lifting techniques
- f. Discuss the value of dangling the client before beginning any transfer or ambulation procedures
- g. Discuss the use of safety devices and monitors when client is in wheelchair and on stretcher
- h. Explain the importance of safety devices and monitors after the transfer is complete to the new setting
- i. Demonstrate the operation of the footrests and wheel locks on a wheelchair and the side rails and wheel locks on a stretcher
- j. Identify your role in an independent transfer, assisted transfer, and dependent transfer
- k. Recognize the importance of promoting client independence, within their physical, emotional, and intellectual limitations
- l. Explain the use of a lift sheet
- m. Describe the use of a gait/transfer belt
- n. Describe the circumstances for which the use of a mechanical lift would be appropriate
- o. Describe how a transfer board would be used
- p. Describe the observations about the client's condition and reactions that should be reported/recorded during a transfer

Comments:

Unit 1: Fundamental Client Care

Competency

5. Transport client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy and warmth for transfer for client
- o Learner explains procedure to client
- o Learner secures assistance, if needed, before preparing client for transporting
- o Learner transports clients by wheelchair and/or stretcher according to department/facility guidelines noting client safety, proper body mechanics and Standard Precautions
- o Learner follows department/facility guidelines for entering an elevator, corridor or ramp with a wheelchair or stretcher
- o Learner is alert to client condition and responses during transport
- o Learner promotes the safety and security of client throughout the transport process
- o Learner remains with client until other staff take over responsibility for the client
- o Learner reports/records client condition, reactions, and transport

Content to Know

Learning Objectives

- a. Outline the safety precautions to follow when transporting a client by stretcher
- b. Outline the safety precautions to follow when transporting a client by wheelchair
- c. Describe how a client's privacy and warmth can be assured during transport
- d. Describe how to enter an elevator with a wheelchair and a stretcher
- e. Explain the method for moving a wheelchair down a ramp
- f. Describe the observations about the client's condition and reactions that should be reported/recorded during transport

Comments:

Unit 1: Fundamental Client Care

Competency

6. Ambulate client

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy and warmth for client
- o Learner explains procedure to client
- o Learner secures assistance, if needed, before beginning to ambulate client
- o Learner follows department/facility guidelines for ambulating the client noting client safety, proper body mechanics, and Standard Precautions
- o Learner assists with ambulation using a gait/transfer belt, walker, cane, or crutches
- o Learner promotes the safety and security of client throughout the ambulation process
- o Learner encourages client to maintain good standing posture while ambulating
- o Learner praises client for progress in ambulating
- o Learner is alert to client condition and responses during ambulation
- o Learner reports/records client condition, reactions, and ambulation

Content to Know

Learning Objectives

- a. Recognize the importance of promoting client independence, within their physical, emotional, and intellectual limitations
- b. Outline proper body mechanics to use while ambulating client
- c. Explain safety factors to observe during client ambulation
- d. Discuss the value of dangling the client before beginning any transfer or ambulation procedures
- e. Identify adaptive devices to assist with ambulation
- f. Outline the procedures for each of the crutch gaits
- g. Outline the procedure for a client who uses a cane
- h. Outline the procedure for use of a walker
- i. Describe how to use a gait/transfer belt for ambulating the client
- j. Elaborate on the steps to be taken if a client starts to fall while ambulating
- k. List the signs that indicate that a client is experiencing difficulty with ambulation
- l. Describe the observations about the client's condition and reactions that should be reported/recorded during ambulation

Comments:

Unit 1: Fundamental Client Care

Competency

7. **Make occupied and unoccupied bed**

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner makes an unoccupied bed, following department/facility guidelines using proper body mechanics and Standard Precautions
- o Learner assures privacy for client during procedure
- o Learner makes an occupied bed, following department/facility guidelines noting client safety, using proper body mechanics, and Standard Precautions
- o Learner adapts the linens used to meet the special needs of the client as directed
- o Learner handles soiled laundry according to department/facility guidelines using Standard Precautions
- o Learner reports/records client condition, reactions and bed making

Content to Know

Learning Objectives

- a. List the different types of beds and their uses
- b. Describe how to operate each type of bed
- c. Explain when and why bed linens are changed
- d. Describe difference between an open bed, closed bed, and an occupied bed
- e. Outline client comfort measures to be observed when making a bed
- f. Detail client safety factors important during and following bed making
- g. Outline process for handling clean and soiled linens
- h. List the linen requirements for different types of beds
- i. Explain purposes of draw sheets and incontinence pads
- j. Identify order of placing linens on the bed
- k. Describe how to make an unoccupied bed
- l. Describe how to make an occupied bed
- m. Outline the effective body mechanics to use during bed making

Comments:

Unit 1: Fundamental Client Care

Competency

8. Assist client with eating

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner washes hands
- o Learner positions client for the meal
- o Learner identifies potential problems the client may experience in eating or drinking liquids
- o Learner confirms the foods appropriate to a prescribed diet
- o Learner assists client with eating as necessary
- o Learner shows respect for cultural, ethnic and religious food preferences of the client
- o Learner assists with and/or cleans client as required
- o Learner washes hands
- o Learner reports/records client eating patterns and fluid intake as required

Content to Know

Learning Objectives

- a. Describe the general structure and function of the digestive system
- b. Differentiate between the processes of digestion, absorption and metabolism
- c. Define terms related to nutrition, diets, and foods
- d. List the benefits of good nutrition
- e. List the essential nutrients
- f. Name the six food groups and list foods in each group
- g. Describe the characteristics of common special diets
- h. Identify the purpose(s) for each of the common special diets
- i. Demonstrate appropriate techniques to use in assisting client during feeding
- j. Detail procedures for assuring adequate fluid intake
- k. Describe the procedure and Standard Precautions for feeding a dependent client
- l. State the purposes of therapeutic diets
- m. Explain alternatives to oral nutrition
- n. Indicate the observations which should be made regarding client eating patterns and fluid intake

Comments:

Unit 1: Fundamental Client Care

Competency

9. Assist client with oral hygiene

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner gives or assists with care of the mouth and teeth according to department/facility guidelines noting client safety and Standard Precautions
- o Learner gives or assists with specialized oral hygiene care according to department/facility guidelines noting client safety and Standard Precautions
- o Learner cares for dentures according to department/facility guidelines using Standard Precautions
- o Learner reports/records client condition, reactions, and oral care
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

Content to Know

Learning Objectives

- a. Identify general structures in the oral cavity and the functions of these structures
- b. List the purposes of oral hygiene
- c. Describe the appropriate method for brushing teeth
- d. Outline the frequency recommended for oral hygiene each day
- e. Identify clients who require frequent oral hygiene
- f. Explain the procedures and Standard Precautions for giving oral hygiene
- g. Illustrate the various methods of caring for the mouth and teeth of helpless clients
- h. Describe the care of dentures
- i. Indicate the observations which should be made regarding the condition of the client's mouth and teeth

Comments:

Unit 1: Fundamental Client Care

Competency

10. Assist client with grooming: hair care

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner uses client's personal care items and shampoos if preferred
- o Learner gives or assists with hair care daily according to department/facility guidelines noting client safety and Standard Precautions
- o Learner is attentive to styling the client's hair whenever possible
- o Learner assists the client in shampooing hair OR gives a shampoo to a client confined to bed according to department/facility guidelines noting client safety and Standard Precautions
- o Learner meets the client's needs for comfort while giving hair care
- o Learner reports/records client hair and scalp condition, reactions, and hair care
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

Content to Know

Learning Objectives

- a. Explain the principles of daily hair care
- b. Compare different types of shampoos
- c. Describe the process for giving a shampoo to a client in bed
- d. Discuss how to deal with tangled or knotted hair
- e. Describe how the client's well-being can be influenced by the condition of their hair and scalp
- f. Identify differences in hair care for clients of different ethnic/racial groups
- g. Indicate the observations which should be made regarding the condition of the client's hair and scalp

Comments:

Unit 1: Fundamental Client Care

Competency

11. Assist client with grooming: nail care

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner gives or assists with care of the nails, hands and feet daily according to department/facility guidelines noting client safety and Standard Precautions
- o Learner clips nails only with direction from the worksite professional and/or with a doctor's order
- o Learner reports/records client nail, hand, foot condition, reactions, and nail, hand, foot care
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

Content to Know

Learning Objectives

- a. Explain which type of nail care is considered part of routine daily care
- b. Identify the type of nail care which requires a special order
- c. List the equipment necessary to give nail care
- d. Explain how nails should be filed
- e. Demonstrate how nails are cleaned
- f. Outline the care of cuticles
- g. Describe the care of hands and feet that should be completed along with nail care
- h. Indicate the observations which should be made regarding the condition of the client's nails, hands and feet

Comments:

Unit 1: Fundamental Client Care

Competency

12. Assist client with grooming: dress and undress

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner assesses client's ability to assist with dressing/undressing
- o Learner determines whether agency gowns/robes or client's own clothing should be worn
- o Learner safeguards the clothing and other belongings of the client
- o Learner dresses/undresses a client needing partial or total assistance according to department/facility guidelines noting client safety and Standard Precautions
- o Learner assures that the clothing worn by the client does not interfere with other procedures
- o Learner reports/records client condition, reactions, and clothing change
- o Learner handles soiled laundry according to department/facility guidelines using Standard Precautions as applicable

Content to Know

Learning Objectives

- a. Explain how to dress/undress a client requiring partial or total assistance
- b. Determine on which side of client's body the dressing or undressing process should start, when client has limited mobility
- c. Elaborate on the need to provide privacy to the client while dressing/undressing
- d. List the measures to be taken to safeguard client's clothing and other belongings
- e. Identify those situations when a client should wear hospital gowns/robes rather than own clothing
- f. Explain the importance of nonskid footwear for the client
- g. Discuss the policy of the agency for care of soiled clothing
- h. Indicate the observations which should be made regarding the condition of the client during dressing

Comments:

Unit 1: Fundamental Client Care

Competency

13. Assist client with grooming: shaving

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner determines if shaving is to be part of daily client care or requires a special order
- o Learner assesses client's ability to assist with procedure
- o Learner gives or assists with shaving according to department/facility guidelines noting client safety and Standard Precautions
- o Learner reports/records client skin condition, reactions, and shaving procedure
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

Content to Know

Learning Objectives

- a. Explain when shaving is considered part of routine daily care and when a special order is required to shave a client
- b. List the equipment necessary to shave a client's face
- c. Describe the procedure for shaving a client's face
- d. Outline the safety precautions to follow when shaving a client
- e. Explain how and when a patient can be encouraged to assist in shaving
- f. Describe how daily client care shaving differs from pre-operative skin preparation
- g. Indicate the observations that should be made during the shaving process

Comments:

Unit 1: Fundamental Client Care

Competency

14. Assist client with bathing

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner assists in assessing client's ability to take a bath
- o Learner gives or assists with tub, shower, sponge bathing according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner follows "clean-to-dirty" principle when assisting with the bath
- o Learner remains nearby and alert to client 's condition and reactions
- o Learner reports/records client condition, reactions, and bathing
- o Learner cleans/disinfects equipment according to department/facility guidelines using Standard Precautions as applicable

Content to Know

Learning Objectives

- a. Elaborate on the importance of cleanliness and skin care
- b. Describe the safety precautions for client bathing
- c. Measure temperature of bath water
- d. Discuss the instructions that should be given to the client regarding the bathing facilities and equipment
- e. List the equipment and supplies necessary for the bath
- f. Describe the procedures for assisting the client with tub baths, showers, and sponge baths
- g. List the observations to be made while assisting client with the bath
- h. Describe the care for bath facilities and equipment
- i. Indicate the client observations to be made during a bath

Comments:

Unit 1: Fundamental Client Care

Competency

15. Give bed bath

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy and warmth for client
- o Learner explains procedure to client
- o Learner gives bed bath according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner allows client to assist with bathing, as appropriate
- o Learner follows "clean-to-dirty" principle during bath
- o Learner makes observations relative to client's condition and reactions
- o Learner reports/records client condition, reactions, and bath
- o Learner cleans/disinfects equipment according to department/facility guidelines using Standard Precautions as applicable

Content to Know

Learning Objectives

- a. Identify other personal hygiene measures which usually accompany a bed bath
- b. Outline the steps for bathing a patient in bed
- c. Describe the procedure for giving perineal care to a female client and to a male client
- d. Explain the Standard Precautions in giving or assisting with perineal care
- e. Identify the safety precautions to be observed when bathing a patient
- f. Indicate the client observations which should be made during a bath

Comments:

Unit 1: Fundamental Client Care

Competency

16. Provide client skin care

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner gives or assists with skin care according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner gives backrub according to department/facility guidelines using proper body mechanics and Standard Precautions
- o Learner gives special attention to bony prominences and other areas subject to pressure sores
- o Learner changes the position of client confined to bed
- o Learner reports/records any skin breaks or discolorations, reactions, and skin care

Content to Know

Learning Objectives

- a. Describe the general structure and function of the integumentary system
- b. List the techniques that can be used to promote the integrity of the skin
- c. Describe how to evaluate the circulation in the extremities
- d. Summarize the impact on the condition of the skin when an individual takes sufficient fluids and maintains good nutrition
- e. Outline the changes in the skin that occur with aging
- f. Identify the client who is most "at risk" for developing pressure sores
- g. Identify the areas of the body most likely to develop pressure sores
- h. Illustrate the importance of turning and repositioning a client
- i. Detail the special devices that are available to prevent skin breakdown
- j. Explain the purposes and benefits of a back rub
- k. Indicate the observations which should be made regarding the condition of the client's skin
- l. List abnormalities of the skin, including color changes, that should be reported

Comments:

Unit 1: Fundamental Client Care

Competency

17. Assist client in performing range of motion exercise

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains each exercise to client
- o Learner follows department/facility guidelines for range of motion exercises noting client safety and proper body mechanics
- o Learner takes each joint through the full available range of motion of client's ability
- o Learner does each exercise gently, slowly and smoothly
- o Learner does not force any joint to move
- o Learner encourages client to help with exercises as appropriate
- o Learner communicates appropriately with client during the range of motion exercises
- o Learner reports/records observations of client reactions and exercises

Content to Know

Learning Objectives

- a. Describe the general structure and functions of the musculoskeletal system
- b. Define the terms related to the movement and placement of joints
- c. Explain the purposes for performing range-of-motion exercises
- d. Outline basic range-of-motion exercises
- e. Explain the difference between passive and active range-of-motion exercises
- f. Describe how to do range-of-motion on all extremities
- g. Outline how client's privacy can be protected during exercising
- h. Discuss the appropriate response when client experiences pain or discomfort during the exercises
- i. Note special corrective exercises that are performed by the physical therapist
- j. Indicate observations of clients abilities that should be noted during exercises

Comments:

Unit 1: Fundamental Client Care

Competency

18. Assist client with bowel and bladder elimination

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner places client on bedpan, places urinal, and/or assists client to commode according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner provides assistance as required by the client's condition
- o Learner provides perineal care after elimination is complete
- o Learner determines if output is to be measured or saved for a specimen
- o Learner reports/records relevant observations about client elimination
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

Content to Know

Learning Objectives

- a. Outline the general structure and functions of the urinary and gastrointestinal systems
- b. Explain why the elimination of body wastes is important in maintaining health
- c. Use medical terms related to urinary and gastrointestinal systems
- d. List the characteristics of normal urine and urination
- e. Explain the basic principles to be followed when toileting a client
- f. Discuss the principles of medical asepsis and Standard Precautions in the toileting of clients
- g. Explain the various elimination activities with which the client may need assistance
- h. Describe the procedure for giving perineal care to a female client and to a male client
- i. Explain the use of precautions in giving or assisting with perineal care
- j. Describe the use of enemas, suppositories, and rectal stimulation
- k. Describe methods that can be used to stimulate urination
- l. List factors which may cause a change in bowel patterns
- m. Outline the steps followed in bowel/bladder training programs
- n. Describe the complications that could develop as a result of incontinence
- o. Explain other routes for urination and bowel evacuation due to injury, surgery or illness
- p. List various comfort measures that can be employed when a client must use a bedpan
- q. List the safety measures to be observed when assisting the client with toileting
- r. Indicate the observations which should be made regarding the client's toileting

Comments:

Unit 1: Fundamental Client Care

Competency

19. Measure client intake and output

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with an client

Performance Standard Criteria

Performance will be successful when:

- o Learner measures input and output specimens according to department/facility guidelines using Standard Precautions
- o Learner calculates liquid measurements in cubic centimeters
- o Learner reports/records intake and output
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable
- o Fluid Intake is accurately measured
- o Fluid Output is accurately measured

Content to Know

Learning Objectives

- a. Define terms related to intake and output of fluid
- b. Identify basic principles of hydration
- c. List client conditions which can cause dehydration
- d. Cite client conditions that usually require a record of intake and output
- e. Explain the importance of and methods for accurate measurements of fluids
- f. Describe the importance of using Standard Precautions when collecting and handling body fluids
- g. Identify which fluids/foods are to be measured as intake
- h. Identify which fluids/specimens are to be measured as output
- i. Describe ways to involve clients in recording or reporting oral intake of fluid
- j. Explain how to calculate intake and output
- k. Describe how to convert various liquid measurements to cubic centimeters
- l. Explain how to document intake and output

Comments:

Unit 1: Fundamental Client Care

Competency

20. Provide client comfort measures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner secures information from the client regarding the pain
- o Learner reports type of pain, its location, intensity and duration
- o Learner provides comfort measure(s) to relieve pain as directed by worksite professional
- o Learner accepts each client's unique reaction to pain

Content to Know

Learning Objectives

- a. Describe some possible causes of pain
- b. Recognize the purpose of pain
- c. Describe pain in terms of type, location, intensity and duration
- d. Explain appropriate measures that can be used to alleviate pain
- e. Identify your role in providing comfort measures
- f. Differentiate between chronic and acute pain
- g. Describe importance of rest and sleep for health of the client

Comments:

Unit 1: Fundamental Client Care

Competency

21. Use isolation techniques

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner gathers food, equipment, and supplies needed for giving care in the isolation unit
- o Learner puts on gown, gloves and/or mask as required by the type of isolation used for this client
- o Learner transfers food, equipment, and supplies into the isolation unit
- o Learner provides care for the client according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner gives client extra attention to help offset the client's feelings of abandonment
- o Learner transfers soiled linen, contaminated equipment, and trash out of the isolation unit according to department/facility guidelines using proper body mechanics and Standard Precautions
- o Learner removes contaminated gown, gloves and/or gloves without contaminating self or clean areas

Content to Know

Learning Objectives

- a. Define terms related to infection, transmission of infection and control of infection
- b. Compare and contrast bacteria, viruses, parasites, and fungus
- c. Describe the purposes of isolation
- d. Explain what determines the type of isolation that will be followed
- e. Describe the proper way to put on a gown
- f. Explain the process for removing contaminated gloves, gown and mask
- g. Describe how to care for contaminated articles that leave an isolation unit

Comments:

Unit 1: Fundamental Client Care

Competency

22. Assist with care of dying client

Performance Standard Condition

Competence will be demonstrated

- o in a simulation OR when giving assistance in the care of a terminally ill client

Performance Standard Criteria

Performance will be successful when:

- o Learner provides privacy for the client, but does not abandon or isolate the client
- o Learner allows the family to be with the client as much as possible
- o Learner gives quality, gentle, and calm client care
- o Learner listens to client
- o Learner cooperates with clergy, family, and client to allow for religious practices at the client's bedside
- o Learner reports/records changes in the client's emotional status
- o Learner reports pain immediately and is diligent in providing comfort measures to the client

Content to Know

Learning Objectives

- a. Define terms related to death and dying
- b. Describe how each person reacts differently to death and dying
- c. Identify some of the physical signs of approaching death
- d. Describe the needs of the dying client
- e. Outline the five (5) stages of the grieving process
- f. Relate the stages of grieving to a client who is dying and to the client's family
- g. Discuss some comfort measures caregivers can use to provide additional support to a client who is terminally ill
- h. Describe the role of spiritual beliefs for some clients facing death
- i. Explain the different religious practices for the dead and the dying
- j. Recognize the impact of the death of a client on caregivers
- k. Explain how an Advance Directive is used in making decisions about the care of a dying client
- l. Discuss the "right to die" issue
- m. Describe the philosophy of hospice care

Comments:

Unit 1: Fundamental Client Care

Competency

23. Assist with postmortem care

Performance Standard Condition

Competence will be demonstrated

- o in a simulation OR when giving assistance in providing postmortem care

Performance Standard Criteria

Performance will be successful when:

- o Learner cares for body with respect and dignity, including the maintenance of privacy
- o Learner prepares the body for final viewing by the family
- o Learner demonstrates respect and understanding in dealing with the grieving family
- o Learner cleans and prepares body according to department/facility guidelines using proper body mechanics and Standard Precautions
- o Learner cares for client's valuables and belongings according to department/facility guidelines
- o Learner removes used equipment, supplies, and linens from the client care area according to department/facility guidelines using Standard Precautions
- o Learner transports body to morgue according department/facility guidelines

Content to Know

Learning Objectives

- a. Discuss the decision to donate the organs of a client who has died
- b. Describe the support caregivers can give to the family of the deceased client
- c. Identify when postmortem care can begin
- d. Describe how to care for the body for final viewing by the family
- e. List the items usually contained in a postmortem/morgue kit
- f. Outline the postmortem care guidelines of your facility
- g. Explain the use of Standard Precautions during postmortem care
- h. Identify the facility's procedure for transporting the body to the morgue
- i. Discuss the requirement for a postmortem examination

Comments:

Unit 1: Fundamental Client Care

Competency

24. Perform choking maneuver

Performance Standard Condition

Competence will be demonstrated

- o on a manikin

Performance Standard Criteria

Performance will be successful when:

- o Learner successfully completes an approved course on choking maneuvers
- o Learner accurately assesses the choking situation based on simulated description of the person's symptoms OR on role play of choking by a peer
- o Learner identifies the obstruction as partial or complete, matching symptoms to the simulated situation
- o Learner immediately contacts emergency care specialist or designates someone to get help
- o Learner performs choking maneuver for a simulated conscious person and an unconscious person according to course guidelines noting client safety, proper body mechanics, and Standard Precautions

Content to Know

Learning Objectives

- a. Describe the general structure and function of the respiratory system
- b. Define terms related to airway obstruction
- c. Explain how the tongue and foreign objects can cause airway obstruction
- d. List the signs of someone with a partial airway obstruction
- e. List the signs of someone with a complete airway obstruction
- f. Outline the steps of the choking maneuver for a conscious person
- g. Outline the steps of the choking maneuver for an unconscious person
- h. Describe the variations in the maneuver for an infant and a child

Comments:

Unit 2: Advanced Client Care

Competency

1. Obtain client record information

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner ensures client privacy
- o Learner uses therapeutic communication techniques to obtain basic client information
- o Learner verifies client information in easy to understand language
- o Learner obtains and reports/records the required information

Content to Know

Learning Objectives

- a. List the ways in which identification of clients is confirmed
- b. Explain why accuracy in client identification is important
- c. Explain the use of bar codes for identification in health care settings
- d. Explain reasons for obtaining a thorough patient history
- e. Explain therapeutic communication techniques for obtaining a thorough patient history
- f. Detail the common medical history components of the client record

Comments:

Unit 2: Advanced Client Care

Competency

2. Chart objective information on client records

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner records measured vital data or responses/reactions within the scope of their job according to department/facility guidelines
- o Learner records data/information in the appropriate place
- o Learner uses only abbreviations on the facility's approved list
- o Learner verifies recorded information with worksite professional, if required
- o Learner reports any physical and/or emotional changes to the worksite professional immediately
- o Recorded data/information is accurate
- o Recorded information is legible and can be understood by others
- o Recorded information is free of spelling and number errors

Content to Know

Learning Objectives

- a. Explain the role of observations in client care
- b. List some of the most critical client care observations to be made
- c. Enumerate the changes in client physical and emotional status that should be reported
- d. Identify the individual to whom client changes should be reported
- e. Describe general documentation requirements for recording objective information and client observations
- f. Relate charting/recording by worksite professionals to the broad process of communications and liability
- g. Discuss the quality issues to be addressed when writing narrative descriptions of client's care and reaction to care

Comments:

Unit 2: Advanced Client Care

Competency

3. Measure blood pressure

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client prior to procedure
- o Learner prepares the equipment for the procedure
- o Learner explains the procedure to the client in words the client can understand
- o Learner positions client using proper body mechanics if necessary
- o Learner takes blood pressure according to department/facility guidelines noting client safety and Standard Precautions
- o Measurements of the client blood pressure are within +/- 4 mm Hg of the worksite professional's reading
- o Learner reports/records blood pressure reading(s)
- o Learner cares for the sphygmomanometer and stethoscope according to department/facility guidelines
- o Learner reports abnormal readings immediately to worksite professional

Content to Know

Learning Objectives

- a. Define terms related to blood pressure
- b. Describe how to use and care for the sphygmomanometer and stethoscope
- c. Explain the technique for obtaining blood pressure
- d. Discuss variations of equipment choice for different size clients
- e. Identify the range of normal values for blood pressure
- f. Describe factors that influence blood pressure readings
- g. Identify the causes of inaccurate blood pressure readings
- h. Identify the variations in blood pressure readings that should be reported immediately
- i. Explain how to document blood pressure results

Comments:

Unit 2: Advanced Client Care

Competency

4. Set up area for client procedures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o in the appropriate procedure area

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies procedure to be performed
- o Learner consults the department/facility guidelines for the procedure and its setup requirements
- o Learner gathers the equipment and supplies that will be used for the procedure
- o Learner ensures the cleanliness of the procedure equipment and area/room
- o Learner checks the equipment for malfunction or damage if applicable and allowed
- o Learner reads labels to confirm that any solutions and supplies are correct and not expired
- o Learner arranges the equipment and supplies in the order in which they will be used
- o Learner has materials ready prior to the start of the procedure
- o Learner reports the status of supplies and equipment to the worksite professional
- o Learner documents procedure set up, if applicable

Content to Know

Learning Objectives

- a. Identify the therapeutic and diagnostic procedures most commonly administered in your department/facility
- b. Describe the major purpose for each of the procedures identified
- c. List the types of equipment and supplies that are required for each of the procedures identified
- d. Define the medical terms and abbreviations related to each of the procedures identified
- e. Explain the equipment and supplies sterilization requirements for each of the procedures identified
- f. Detail the importance of equipment and supply checks before procedures
- g. Explain the importance of a clean environment and clean equipment in the procedure room or area
- h. Detail how the room/area will be set up to facilitate easy access to necessary equipment and supplies
- i. Define surgical asepsis, sterile field and describe how test supplies can be contaminated
- j. Explain how to set up a sterile field
- k. Explain how to handle contaminated materials

Comments:

Unit 2: Advanced Client Care

Competency

5. Assist in administering procedures

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while assisting a worksite professional
- o in the appropriate procedure area
- o with a client scheduled for a procedure

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner assists the worksite professional to review the purpose and the steps of the procedure with the client in words the client understands
- o Learner verifies that the area, equipment, and supplies are appropriate, in-date, and ready for the procedure
- o Learner drapes client and/or takes other measures to assure client privacy during the procedure
- o Learner assists in positioning client using proper body mechanics
- o Learner assists with procedural steps performed by the worksite professional noting client safety and Standard Precautions
- o Learner exhibits empathy for client during the procedure
- o Learner monitors and reports any client response to the procedure to the worksite professional
- o Learner labels and processes specimens when applicable
- o Learner documents (cosigns) assistance while procedure was performed
- o Learner cleans/disinfects and/or sterilizes equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable
- o Learner communicates any follow up information to the client as directed by the worksite professional

Content to Know

Learning Objectives

- a. Describe the responsibility of the worksite professional for administering the procedure
- b. Explain your role when assisting with the procedure
- c. Discuss ways you can reassure the client before, during, and after the procedure
- d. List ways you can comfort a client who is fearful, anxious, or in pain during a procedure
- e. Identify the position(s) necessary for the client during each common therapeutic and diagnostic procedures performed in your department/facility
- f. Detail how client privacy is maintained during each common procedure identified
- g. List the principles of medical asepsis that are applicable during each common procedure identified
- h. Explain how equipment and/or supplies are sterilized for each common procedures identified
- i. Outline potential adverse client reactions to each common procedure identified
- j. Describe the positive results expected from each common procedure identified
- k. Explain how to document procedure administration

Comments:

Unit 2: Advanced Client Care

Competency

6. Apply nonprescription topical medications

Performance Standard Condition

Competence will be demonstrated:

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies that the non-prescription topical application has been ordered
- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner verifies the "six rights" before beginning procedure
- o Learner performs the "three checks" during the procedure
- o Learner gives medicated bath, shampoo, or topical medication according to department/facility guidelines noting client safety and Standard Precautions
- o Learner reports/records the appearance of the skin and the reaction/response of the client following the procedure
- o Learner stores medication, following guidelines of the health care facility/agency

Content to Know

Learning Objectives

- a. Identify conditions of the skin that should be observed when giving client care
- b. Outline the steps ("Six Rights") for assuring accuracy in applying the topical medication (Right Drug, Dose, Client, Route, Time, Documentation)
- c. Outline the steps ("Three Checks") for assuring identity of the correct medication (at storage removal, at container removal, at storage return)
- d. Outline techniques caregivers can use to help maintain the integrity of the skin
- e. List some of the most frequent topical medications
- f. Describe the various forms in which topical medications are supplied
- g. Explain the importance of applying medications to skin that is not broken
- h. Indicate the observations which should be made regarding the condition of the client's skin

Comments:

Unit 2: Advanced Client Care

Competency

7. Assist with the application of hot and cold applications to the skin

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o with a client
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner confirms that hot or cold application has been ordered
- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner measures or verifies temperature of fluid
- o Learner assists worksite professional to apply heat or cold applications according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner frequently checks the area of application for discoloration, numbness or other symptoms
- o Learner reports/records application including time and client reaction

Content to Know

Learning Objectives

- a. List some physical conditions for which application of heat or cold may be used
- b. Name ways of applying hot and cold
- c. Describe the body's reactions to local applications of heat and cold
- d. Explain the response of blood vessels to heat and cold
- e. Discuss the special client conditions for which hot or cold applications require special precautions
- f. Outline potential dangers or injury to the client with hot or cold application
- g. Detail the precautions that must be taken with hot and cold applications with clients of different age groups
- h. Explain the importance of checking the temperature of water before it is used for immersion or application procedures
- i. Identify the difference between sterile and non-sterile local applications
- j. Indicate the observations which should be made regarding the condition of the client's skin with this treatment

Comments:

Unit 2: Advanced Client Care

Competency

8. Instruct clients in the collection of stool and/or urine specimens

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies the client
- o Learner provides privacy for the client
- o Learner explains department/facility instructions for urine collection in words the client understands
- o Learner explains department/facility instructions for fecal collection in words the client understands
- o Learner determines the client's level of understanding about the directions
- o Learner responds to client questions accurately within scope of their job role OR refers to worksite professional
- o Learner obtains consent for testing

Content to Know

Learning Objectives

- a. List medical and lay terms related to bladder and bowel elimination
- b. List the reasons for doing a urinalysis
- c. Outline the procedures for collecting a routine urine specimen, a clean-catch specimen, 24-hour specimen
- d. Describe the procedure for collecting a stool specimen
- e. List some of the tests that will be performed on a stool specimen

Comments:

Unit 2: Advanced Client Care

Competency

9. Collect stool and urine specimens

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner provides privacy for the client
- o Learner explains collection procedure to client in words the client understands
- o Learner follows department/facility guidelines for collecting stool and/or urine specimens noting client safety and Standard Precautions
- o Learner accurately labels specimen
- o Learner completes/cosigns paperwork/requisition for collecting and processing specimen
- o Learner delivers specimen, arranges for pickup, or stores specimen for later
- o Learner cleans/disinfects equipment and supplies and disposes of contaminated articles according to department/facility guidelines using Standard Precautions

Content to Know

Learning Objectives

- a. Discuss the use of Standard Precautions while collecting and handling specimens
- b. Explain why a urine specimen should be tested immediately
- c. Indicate the reasons for care in labeling the specimen
- d. Describe any special storage and handling requirements for urine and stool samples.

Comments:

Unit 2: Advanced Client Care

Competency

10. Care for client with a urinary catheter

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client who has a urinary catheter and drainage system

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner provides privacy for client
- o Learner explains procedure to client
- o Learner empties and measures urinary drainage according to department/facility guidelines noting client safety, proper body mechanics, and Standard Precautions
- o Learner determines if output is to be saved for a specimen
- o Learner gives perineal care around the catheter that is appropriate for a male or female client
- o Learner checks that urine flows freely through the system
- o Learner reports/records observations about the drainage system and the characteristics of the urine
- o Learner cleans/disinfects equipment and disposes of contaminated articles according to department/facility guidelines using Standard Precautions as applicable

Content to Know

Learning Objectives

- a. Define vocabulary words related to disorders and treatment of the urinary system
- b. Outline some common disorders of the urinary system
- c. Describe an indwelling urinary catheter and its use
- d. List some reasons why a client would have a urinary catheter inserted
- e. Identify the client observations to make when caring for the client with a catheter
- f. List the areas where infectious organisms can enter when a client has a catheter and drainage system
- g. Describe the importance of perineal care around the catheter
- h. Detail some of the measures caregivers can take to assure continuous urinary drainage from the system
- i. Discuss the ambulation of a client with a urinary catheter and drainage system
- j. Demonstrate emptying and measuring the urinary drainage

Comments:

Unit 2: Advanced Client Care

Competency

11. Perform CPR

Performance Standard Condition

Competence will be demonstrated

- o on a manikin

Performance Standard Criteria

Performance will be successful when:

- o Learner successfully completes an approved CPR course for the health care professional
- o Learner accurately assesses the condition of the victim by checking for breathing and for a pulse
- o Learner immediately contacts emergency care specialist or designates someone to get help
- o Learner checks and clears the victim's airway following the guidelines in the CPR course
- o Learner(s) administers CPR (one person and two person), doing both chest compressions and ventilation, following the guidelines given in the CPR course noting client safety, proper body mechanics, and Standard Precautions
- o Learner cleans the manikin after the procedure is completed

Content to Know

Learning Objectives

- a. Define terms related to CPR (Cardiopulmonary Resuscitation)
- b. Give the purpose for CPR
- c. List the "ABCs" guides for CPR
- d. Summarize each of the steps in the process that make up the "A", "B", and "C"s of CPR
- e. Outline the steps necessary to evaluate the victim's condition before starting CPR
- f. Describe correct hand placement on the victim's chest for compression
- g. List the different ways CPR can be administered
- h. Discuss the relationship of cardiac compressions and ventilation processes used in CPR
- i. Highlight the major differences in administering CPR to a child or infant than those measures used with the adult
- j. Describe the special measures that are required if the victim has an obstructed airway
- k. Describe the purpose and use of the AED
- l. Explain why CPR is practiced only on a manikin
- m. Outline the method of cleaning the manikin after use for CPR

Comments:

Unit 2: Advanced Client Care

Competency

12. Respond to basic emergencies with first aid measures

Performance Standard Condition

Competence will be demonstrated

- o in a simulation(s) of an emergency/injury in a health care facility

Performance Standard Criteria

Performance will be successful when:

- o Learner successfully completes an approved First Aid course
- o Learner accurately assesses the simulated emergency situation(s)
- o Learner immediately contacts emergency care specialist or designates someone to get help
- o Learner gives appropriate immediate care to the injured client in the simulated situation(s)
- o Learner applies principles of client safety, proper body mechanics, and Standard Precautions in administering any first aid according to course guidelines
- o Learner performs only those techniques in the simulated emergency that were included in the first aid course

Content to Know

Learning Objectives

- a. Define terms related to emergency care
- b. Identify types of emergency situations which might occur in your department/facility that would require immediate aid
- c. Compare and contrast signs and symptoms of common emergency situations such as for bleeding/wounds, shock, poisoning, burns, fractures, fainting, heart attack, stroke, convulsions and diabetic reactions
- d. Relate the importance of thorough observation and assessment with beginning first aid
- e. List the general principles which should guide your decision making in an emergency situation
- f. List the "priorities of care" which need attention before beginning other first aid procedures
- g. Describe first aid or immediate measures for: bleeding/wounds, shock, poisoning, burns, fractures, fainting
- h. Describe immediate emergency care to be given for heart attack, stroke, convulsions and diabetic reactions
- i. Explain your role in providing first aid in the health care facility
- j. Elaborate on the importance of only giving the emergency care you are qualified to provide

Comments:

Appendix N

PHARMACY TECHNICIAN - PHARM

Health Services Youth Apprenticeship –

Pharmacy Technician

Course Outcome Summary

Course Information

Description

The Pharmacy Technician Youth Apprenticeship (YA) curriculum was written and aligned with the Pharmacy Technician Certification Exam (PTCE) content and knowledge statements provided by the Pharmacy Technician Certification Board (PTCB) (2006). Use of this curriculum with the on-the job training planned by the expert pharmacist or trainer and the recommended books will prepare the YA student in this Health Services Specialty Area to sit for the PTCE once they graduate high school and turn 18 years of age. Therefore it is recommended that the student be in their senior year of high school to enroll in this specialty area.

NOTE: Core Ability curriculum for the Pharmacy Technician Specialty Area is slightly different in THIS curriculum because of additional requirements that pharmacy technicians need to know for the PTCE.

Pharmacy Technician YA Unit Sections correspond to unit sections on the PTCE.

I- Assisting the Pharmacist in Serving Patients (66% of PTCE)

II- Maintaining Medication and Inventory Control Systems (22% of PTCE)

III- Participating in the Administration and Management of Pharmacy Practice (12% of PTCE)

Curriculum competencies, performance standards, and learning objectives that correspond directly to the PTCE CONTENT are written with the PTCE section (I, II, or III) and a letter, sometimes an additional sub-number is present. EX: I-K, II-S, III-L1

Curriculum competencies, performance standards, and learning objectives that correspond directly to the PTCE KNOWLEDGE STATEMENTS are written with the PTCE section (I, II, or III) and a number. EX: III-15, I-67

SEE the Health Services YA Program Guide for Recommended Related Technical Instruction- Appendix C. Coursework chosen should coincide as much as possible with the curriculum to be learned and the student's career goals.

Target Population

For the student interested in the occupational area of pharmacy. Students will assist pharmacists to measure, mix, and provide various pharmaceuticals and supplies required for diagnosis and therapeutic treatment of patients. This area will prepare the student to take the Pharmacy Technician Certification Exam (visit the PTCE website for more information at <https://www.ptcb.org//AM/>). There is no direct hands-on patient care and tasks involve working in both hospital and retail pharmacies performing clerical and laboratory functions. The ability to be detail and customer service oriented with strong math and lab skills is essential.

Types of Instruction

Instruction Type

Contact Hours

Credits

On-The-Job Work Experience

450

Related Technical Instruction

180

CURRICULUM SOURCES:

1. Dane County School to Work Program, Pharmacy Technician Youth Apprenticeship clinical, 2006
2. Eastern Arizona College Course Design for Pharmacy Calculations 2005-2006; Math for Medications, 2005-2006; Pharmacy Practice for Technician, 2005-2006
3. Oklahoma Department of Career and Technology Education, Pharmacy Technician Skills Standards, OD7507, 2006
4. Pharmacy Technician Certification Board website at <https://www.ptcb.org//AM/Template.cfm?Section=Home1>, 2006 PTCE Content and Knowledge Statements printed on 1/23/07.
5. Walgreens Pharmacy Technician Development Plan, September 2006
6. Wisconsin's Worknet, Occupational Skills and Tasks for Pharmacy Technicians, 7/5/2006
7. Youth Apprenticeship Pharmacy Technician Curriculum Review Group, Winter 2006-2007

Health Services Youth Apprenticeship- Pharmacy Technician

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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 pharmacy
- c. List common medical terms and abbreviations used in your department/facility (I-4)
- d. Understand basic life processes and human body structure from cell to tissue to organ to organ system to body function (I-9)
- e. Compare and contrast needs and changes that occur during the different phases of the human life cycle such as the effect of medication therapy at different ages (I-14)
- f. Analyze risk factors and general body system changes with common diseases and disorders (I-8, I-10)
- g. Explain common factors that affect health and illness in populations (I-7)
- h. Describe a brief history of pharmaceuticals

Comments:

Unit 1: Core Abilities

Competency

2. Communicate effectively in person (I-71, I-72)

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 health care 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 health care 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. (III-5)
- 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 (I-72)

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 the voice qualities you find most pleasing when speaking to someone on the telephone
- c. Describe the proper telephone answering procedure in your department/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/or summaries accurately
- o Learner records medical terminology within the scope of current responsibilities and understanding (I-4)
- o Learner uses email, the Internet, printer, copier, scanner, and fax machine equipment appropriately and correctly as applicable (III-5)

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. Explain your facility's mission, goals, organizational structure and operational policies (III-1)
- b. Describe your role, responsibilities, AND limitations in your department, facility, and the overall health care environment (III-2)
- c. Review your department/facility's employee manual for policies on Appearance, Breaks, Time Off, Cell Phone Use, Weather, Personal Issues, etc.
- d. Describe how you can demonstrate enthusiasm and commitment at the worksite
- e. Define initiative
- f. Explain ways that you can show initiative at a worksite
- g. Explain methods to evaluate work assignments and prioritize them
- h. Describe how to break a problem down in order to brainstorm, evaluate, and analyze possible solutions
- i. List the job positions and organizational authority structure in your department/facility
- j. Discuss ways to participate as part of the health care team within the authority structure (III-2)
- 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. Describe your impact on the companies resources (scheduling, training, work flow, office supplies, computer time, phone use) (III-3)
- n. Give examples of wasteful uses of resources (unnecessary waste and duplication) at the worksite
- o. Describe conflict resolution methods

Comments:

Unit 1: Core Abilities

Competency

6. Exhibit legal responsibilities (I-1, I-2, I-3, III-9, III-7)

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 (III-J, I-O, III-24, III-35, I-70)
- 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 the legal and regulatory requirements and professional standards governing pharmacy operations (II-17, III-8)
- b. Describe your legal responsibilities, limitations, and implications for action in your professional job role
- c. Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence
- d. List and explain the Patient's Bill of Rights
- e. Explain ways to ensure client privacy and confidentiality (I-73)
- f. Discuss Informed Consent
- g. List the legal requirements involved in the release of client information to internal and external users through multiple means (phone, fax, copies, email, Internet) (I-73)
- h. List the requirements for rescinding consent to release client records (I-73)
- i. Discuss your department/facility's policies for documentation and record keeping (I-46), III-27, III-28, III-29, III-30)
- j. Identify protected paper/electronic health information in HIPAA (I-73)
- k. Explain the legal implications associated with confidentiality regarding clients and medical records
- l. Describe how confidentiality is maintained with the use of electronic medical records (EMR)
- m. Evaluate technological threats to confidentiality
- n. Describe the disposal policy of confidential information
- o. Recognize what practices constitute abuse or neglect of clients
- p. Describe when an incident is reportable and who to report it to
- q. Explain non-discriminatory laws
- r. Describe the use of Living Wills and Advanced Directives
- s. List the main requirements under the American with Disabilities Act and their impact on your role (III-25)
- t. List the main federal and state regulatory and accrediting agencies and what they oversee (EX: state, JCAHO, AMA, HHS, FDA, OSHA, CLIA, IOM) (I-3, III-11)
- u. Indicate the role the state and federal government plays in providing health care, financial support for health care, research and other health services
- v. List who provides regulatory oversight in your department/facility (III-11)

Comments:

Unit 1: Core Abilities

Competency

7. Practice ethical behaviors (I-1)

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 legal and ethical aspects of confidentiality and client information
- b. Evaluate bio-ethical issues related to health care
- c. Describe Maslow's Hierarchy of needs (physiological, safety, belonging, esteem, self-actualization)
- d. Explain the interaction between a clients needs (emotional, social, psychological, religious, cultural) and a client's health and recovery
- e. List ways to help meet a client's hierarchy of needs in a health care setting
- f. Explain the importance of maintaining a client's independence and dignity
- g. List examples of situations that may hinder a client's independence and dignity and how to address them
- h. Explain why it is important to respect individual cultural, social, and ethical diversity in the health care setting
- i. 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 (III-G, I-66, III-18, III-19)

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 (I-67)
- q. Discuss how sharps (used needles) waste is handled in your department/facility (III-14)

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 (II-13)
- 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 (III-15)
- d. Explain how to use the eyewash and/or body/skin wash and when it would be used (III-15)
- 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 (II-13)
- g. Define body mechanics
- h. List rules for using your body to lift and turn effectively

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. Explain 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 (II-K)
- m. Describe the security measures in place in your department/facility (III-16)

Comments:

Unit 1: Core Abilities

Competency

12. Use information technology applications (III-J)

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 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 a 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 The experience is at least two (2) hours long
- o Learner completes Job Shadowing Journal Form for the experience

Content to Know

Learning Objectives

- a. List the 5 major health care 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 career pathways
- c. Match titles of health care workers with the appropriate health career pathway
- 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 (III-6)
- e. Explain the rationale for credentialing health care occupations

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

1. Obtain client record information

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies client
- o Learner ensures client privacy
- o Learner uses therapeutic communication techniques to obtain client information
- o Learner gathers and records the required information
- o Learner verifies client information in easy to understand language
- o Learner creates and/or updates the client record according to department/facility guidelines

Content to Know

Learning Objectives

- a. Explain why accuracy in client identification is important
- b. List the ways in which identification of clients is confirmed
- c. Explain reasons for obtaining a thorough client history
- d. Explain therapeutic communication techniques for obtaining a thorough client history
- e. Detail the common medical history components of the client record

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

2. Create and/or maintain the client record (III-B, III-J)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client record

Performance Standard Criteria

Performance will be successful when:

- o Learner follows department/facility guidelines for creating and/or maintaining the client record
- o Learner verifies data/information
- o Learner includes/verifies client identification on each record or form used
- o Learner enters/updates required information in the electronic and/or manual client record in accordance with federal regulations and professional standards
- o Learner confirms accuracy of entered/updated client information
- o Learner uses only approved abbreviations on client record
- o Recorded data/information is accurate
- o Recorded information is legible and can be understood by others

Content to Know

Learning Objectives

- a. Explain the legal purposes and ownership of the client record
- b. Describe the content within a typical client record
- c. Compare and contrast the different types and functions of the client record
- d. Define the electronic medical record (EMR)
- e. Discuss the impact of the EMR on healthcare consumers and professionals
- f. Compare and contrast electronic and manual client record systems in your department/facility (III-26)
- g. List the general guidelines for charting/recording/entering information within your job role
- h. Identify the abbreviations that are approved for use in your department/facility
- i. Describe how to convert time to military time and why military time is used
- j. Outline the procedure used in a typical health service facility for creating the client record
- k. List the ways in which identification of client documents is confirmed
- l. Explain the use of bar codes for identification in health care settings
- m. Explain the term "routing" as it pertains to the manual client record and/or documents

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

3. Accept prescription/medication orders (I-20)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client
- o with a prescription/medication order

Performance Standard Criteria

Performance will be successful when:

- o Learner uses in-person and/or electronic communication systems to receive prescription/medication orders and/or refills according to department/facility guidelines (IA1-4, IA-6)
- o Learner screens the prescription/medication order for legal requirements and completeness (I-G)
- o Learner verifies proper information for refill prescriptions (I-22)
- o Learner highlights any special requests on the prescription
- o Learner enters/updates prescription order in the client profile for processing according to department/facility guidelines (I-J1, I-H, I-69)
- o Learner verifies insurance coverage for prescription/medication order
- o Learner assists client to choose best payment options if multiple plans are available (I-I)
- o Learner refers all new prescriptions or changes to prescriptions to the pharmacist

Content to Know

Learning Objectives

- a. Analyze medication categories
- b. Discuss the differences between over-the-counter (OTC) and prescription medications (I-28)
- c. Explain the role of medication and non-medication therapy (herbal, lifestyle changes, smoking cessation) (I-19)
- d. Discuss the effects of a client's disabilities on drug and non-drug therapy (I-26)
- e. List some common physical and chemical incompatibilities (I-53)
- f. Identify the required components of a legal prescription order including required pharmacological information
- g. List pharmacological information required for transcribing medication/infusion orders, auto-stop orders, and restricted medication orders (I-47, I-48)
- h. Explain how different medication dosage schedules are transcribed, i.e., scheduled, as needed, continuous infusion
- i. List the information required for a refill prescription (I-22)
- j. List the documentation requirements for prescriptions of controlled substances and investigational medications (I-68)
- k. Describe how a prescription/medication order is screened for authenticity and errors (I-25)
- l. Explain how to verify a prescriber's Drug Enforcement Agency (DEA) number (I-23)
- m. List ways to detect forgery and alteration of prescriptions (I-24)
- n. Describe reasons why only a pharmacist is allowed to give information to clients about medications
- o. List the situations in which a referral to the pharmacist is required
- p. Describe the use and handling of a CPOE (Computerized Physician Order Entry)
- q. Detail the importance of verification of the medication order, proper client identification, and proper product labeling--the "6 Rights" (Right Client, Drug, Dose, Time, Route, Documentation)

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

4. Process the prescription/medication order (I-K8, I-K9, I-20)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o using appropriate pharmaceutical references (I-15)

Performance Standard Criteria

Performance will be successful when:

- o Learner confirms order for the medication OR need to re-supply stock supplies required by the pharmacist (I-K6, II-P)
- o Learner reviews department/facility checklist for preparation of the medication
- o Learner researches information on the medication: trade/generic name, therapeutic equivalents, strengths/dose, dosage form, appearance, interactions, potential negative results, allergies, storage requirements (I-17, I-13)
- o Learner outlines the regulations governing the specific medication(s)
- o Learner identifies the conditions/symptoms and the duration of medication therapy for which the medication is used (I-13, I-18)
- o Learner selects the appropriate products(s), equipment, and supplies from inventory using the "Three Checks" (I-K1, I-J2, I-J3)
- o Learner performs calculation(s) (I-J4)
- o Learner verifies calculation(s) with worksite professional
- o Learner prepares medication
- o Learner performs all required QC, calibration, and accuracy checks while processing the medication (I-J14, I-J15, I-K2)
- o Learner packages the medication according to department/facility guidelines (I-O, II-12)
- o Learner generates and affixes appropriate medication labels and/or bar codes to the containers (I-J12)
- o Learner assembles client information materials (I-J13)
- o Learner submits processed medication for final check by pharmacist and/or other legal worksite professional (I-J16, I-J17)
- o Learner documents preparation and packaging of medication (I-K10)
- o Learner stores and/or delivers processed medication according to medication requirements (I-L1)
- o Learner cleans preparation area

Content to Know

Learning Objectives

- a. Outline the steps ("Three Checks") for assuring identity of the correct medication during processing (at storage removal, at container removal, at storage return)
- b. Describe the legal (FDA, DEA, state, JCAHO) requirements for preparing, labeling, and packaging medications (I-33, II-12, II-18)
- c. Outline the steps to process and handle investigational medications and controlled substances (I-J10)
- d. Explain the routes of administration for medications (I-13)
- e. Identify general categories of pharmaceuticals
- f. Give examples of "look-alike, sound-alike" medications
- g. Explain therapeutic equivalence (I-6)
- h. Compare and contrast generic and trade (brand) names for a therapeutic agent (I-5, II-8)
- i. Discuss dosage forms of medications (II-4)
- j. Define the purpose of the National Drug Code (NDC) number (I-33, I-34, I-49)
- k. Explain the quality improvements methods of medication processing such as NDC number match, double-counting controlled substances (I-49)
- l. Recognize some of the measures that are used during the preparation stages for avoiding medication errors
- m. Indicate packaging and storage requirements for the therapeutic/diagnostic agents prepared in your department/facility (I-31, I-33, I-34)
- n. Indicate the importance of expiration dates on therapeutic/diagnostic agents
- o. Demonstrate the use of the pharmaceutical references
- p. List the principles of medical asepsis that are applicable during the procedure

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

5. Complete client identification labels

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a medication/product to be labeled

Performance Standard Criteria

Performance will be successful when:

- o Learner follows department/facility guidelines for making client identification labels
- o Learner enters required information on labels, if applicable (I-36)
- o Learner prints out applicable labels according to department/facility guidelines
- o Learner confirms accuracy of information
- o Learner applies labels onto client records, materials, and/or forms as applicable
- o Client Identification Labels are accurate and complete

Content to Know

Learning Objectives

- a. Describe the importance of labeling client files and other documents accurately
- b. Explain the use of bar codes used in client identification
- c. Outline the procedure used your department/facility for making labels for client identification
- d. List the ways in which identification of clients and client documents is confirmed
- e. Explain why accuracy in preparing client identification is important
- f. List the required information for primary and auxiliary prescription labels (I-37)

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

6. Perform calculations for prescription/medication orders

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o while processing a medication order

Performance Standard Criteria

Performance will be successful when:

- o Learner calculates quantity and days supply of finished dosage forms for dispensing (I-J4)
- o Learner calculates solutions/mixtures to correct strength
- o Learner calculates for chemotherapeutic medications (I-J9)
- o Learner calculates compounded IV admixtures (I-K3)
- o Learner calculates compounded medications for dispensing according to prescription and/or department/facility guidelines (I-K4, I-K5)
- o Learner calculates for radiopharmaceutical medications (I-J7)
- o Learner calculations are accurate
- o Learner calculations show appropriate measurement unit labels
- o Learner calculations are determined using the correct formulas, logic, reasoning

Content to Know

Learning Objectives

- a. List frequently used metric/apothecary/household measurement equivalents (I-51)
- b. Identify the system of measurement used for therapeutic/diagnostic agents
- c. Explain how measurement and calculation errors are prevented during the preparation of therapeutic/diagnostic agents
- d. Contrast the terms "toxic dose" and "therapeutic dose"
- e. Convert between household and metric measurements (I-50)
- f. Convert between Fahrenheit and Celsius temperatures
- g. Determine millimoles, milliequivalents, and specific gravity
- h. Calculate ratios, percents, and proportions (I-50)
- i. Calculate appropriate dilutions and solution strength (I-50)
- j. Calculate IV drip rates, infusion rates, and admixture calculations (I-50)
- k. Calculate anticipated medication usages for prescribed periods (I-50)

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

7. Prepare topical and/or oral finished dose form medications (I-U)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o using appropriate pharmaceutical references (I-15)

Performance Standard Criteria

Performance will be successful when:

- o Learner processes the prescription/medication order (SEE Processing the prescription/order)
- o Learner measures OR counts quantity of finished dose forms of the medication according to department/facility guidelines (I-J5)
- o Learner packages finished dose forms of the medication according to department/facility guidelines (I-J11)
- o Learner prepares topical, otic, ophthalmic, rectal, and/or vaginal medications according to department/facility guidelines
- o Learner prepares liquid dosage medications according to department/facility checklist for dispensing into bottles
- o Learner prepares solid dosage medications according to department/facility checklist for dispensing into bottles
- o Learner prepares solid dosage medications for dispensing into unit dose packaging according to department/facility guidelines
- o Learner re-packages finished dosage forms for dispensing (II-R)
- o Learner records preparation and/or ingredients of the medications on the applicable labels and documents according to department/facility guidelines (I-K10)

Content to Know

Learning Objectives

- a. Explain the unit dose system and how therapeutic/diagnostic agents are prepared using this system
- b. Explain your department/facility's procedures for preparing ready-to-dispense multi-dose packages (I-64)
- c. Explain your department/facility's procedures for reconstituting non-injectable medications (I-58)
- d. Explain your department/facility's procedures to prepare oral dose forms in unit dose or non-unit dose packaging (I-61)
- e. List the legal requirements for re-packaging finished dose forms of medications (I-10)
- f. Discuss the storage and documentation required for finished dosage forms prepared in anticipation of prescriptions and orders (II-21)
- g. Explain how to process and handle finished dose chemotherapy medications such as Efidex and mercaptopurine (I-J8)
- h. Classify oral and topical medications according to action, preparation, and form
- i. Verbalize the procedure for administering medications into the eye and the ear

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

8. Assist with preparing a compounded prescription/medication order

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o using appropriate pharmaceutical references (I-15)
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner processes the prescription/medication order for the compounded medication (SEE Processing the prescription/order)
- o Learner assists worksite professional with adding measured pharmaceuticals, additives, or nutrients to medications or solutions according to prescription and/or department/facility guidelines (I-K7)
- o Learner assists worksite professional with adding measured medications or nutrients to sterile intravenous solutions using sterile technique
- o Learner records (cosigns) preparation and/or ingredients of the medications on the applicable labels and documents according to department/facility guidelines (I-K10, I-O)

Content to Know

Learning Objectives

- a. Discuss the differences between pharmaceutical compounding and pharmaceutical manufacturing (II-17)
- b. Explain the sterile techniques used to mix/compound medications (I-65)
- c. Describe how to open a sterile package (I-65)
- d. Explain your department/facility's procedures for compounding medications in anticipation of prescriptions and orders (II-20)
- e. Discuss the storage and documentation required for compounded forms prepared in anticipation of prescriptions and orders
- f. Explain your department/facility's procedures for compounding sterile non-injectable products such as eye drops (I-62)
- g. Explain your department/facility's procedures for compounding non-sterile products such as ointments, liquids, and emulsions (I-63)
- h. Describe your department/facility's procedures for preparing chemotherapy medications (I-K9, I-56)

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

9. Assist in preparing diagnostic agents

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o using appropriate pharmaceutical references (I-15)
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner processes prescription/order for the specific diagnostic agent(s) (SEE Processing the prescription/order)
- o Learner assists the worksite professional to mix an accurate solution according to department/facility guidelines for the preparation of diagnostic agent(s)
- o Learner records (cosigns) preparation and/or ingredients of the diagnostic agent(s) on the applicable labels and documents according to department/facility guidelines (I-K10)

Content to Know

Learning Objectives

- a. List typical diagnostic procedures that use contrast agents
- b. List some agents frequently used in performing diagnostic tests
- c. Indicate which diagnostic agents are prepared in your department/facility
- d. Identify the diagnostic agents which are pre-mixed and ready for use in your department/facility
- e. Indicate storage requirements for the diagnostic agents prepared in your department/facility
- f. Explain your facility's procedures for preparing radiopharmaceuticals (I-J6, I-K8, I-60)
- g. Describe the required Nuclear Regulatory Commission (NRC) checks for radiopharmaceuticals (I-J18)

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

10. Assist with the preparation of parenteral therapy/medications

Performance Standard Condition

Competence will be demonstrated

- o at the worksite OR in simulation
- o using appropriate pharmaceutical references (I-15)
- o while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when:

- o Learner processes the prescription/medication order (SEE Processing the prescription/order)
- o Learner assists worksite professional with the transfer of medication from vials to the appropriate number of sterile, disposable syringes using sterile technique
- o Learner records (cosigns) preparation and/or ingredients of the medications on the applicable labels and documents according to department/facility guidelines (I-K10)

Content to Know

Learning Objectives

- a. Differentiate between the routes of parenteral administration
- b. Classify parenteral drugs according to action, preparation, and form
- c. Verbalize the procedure for preparing and administering parenteral medications- subcutaneous, intradermal, intramuscular (IM), intravenous (IV), total parenteral nutrition (TPN) (I-55, I-57, I-59)
- d. Describe sterile techniques used to mix and package parenteral medications (I-65)
- e. Explain your facility's procedures for reconstituting injectable medications (I-58)
- f. Describe how to open a sterile package (I-65)

Comments:

Unit 3: Assist the Pharmacist in Serving Patients

Competency

11. Provide the medication to the client (I-U)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client

Performance Standard Criteria

Performance will be successful when:

- o Learner ensures privacy and confidentiality of client
- o Learner computes charges for medication and equipment to be dispensed to clients (I-M, III-L)
- o Learner provides supplemental medication information materials with filled prescription (I-L2, I-R)
- o Learner delivers/ships medications and/or pharmaceutical supplies to clients, health care units, or surgery (I-L3, I-L4)
- o Learner refers client to pharmacist for instruction for use of medication and warnings (I-S)
- o Learner observes the worksite professional instructing client/client family in the use of the medication (I-S)
- o Learner assists pharmacist in bedside administration of medication or collections for pharmaceutical studies (I-T)
- o Learner follows up to confirm medication administration in in-patient settings (I-T)
- o Learner records distribution of the medication in the appropriate records according to department/facility guidelines (I-L5-9, I-69, I-70)

Content to Know

Learning Objectives

- a. Describe the legal (FDA, DEA, state, JCAHO) requirements and techniques for providing dispensing, administering, and distributing medications (I-27, II-18)
- b. Discuss the requirements for dispensing controlled substances and investigational medications (I-23, I-44, I-45)
- c. List the legal requirements for pharmacist counseling of a client (I-39, I-76)
- d. Explain why providing complete and understandable instruction to the client when therapeutic agents have been prescribed is important
- e. Outline the steps ("Six Rights") for assuring accuracy in administering medications (Right Drug, Dose, Client, Route, Time, Documentation)
- f. Recognize some of the measures that are used during the administration stages for avoiding medication errors
- g. Explain the requirements for packaging and package inserts (I-33, I-38)
- h. Discuss the medication distribution and control system requirements for the use of medications in various settings such as automated dispensing systems, bar coding, nursing stations, and crash carts (II-19)
- i. Describe systems for distributing medications such as pneumatic tubes and robotics (I-43)
- j. Explain other hospital based functions of pharmacists, such as immunization clinics and pharmaceutical study specimen sampling and processing
- k. Explain techniques used to assess client compliance with medications (I-40)
- l. Discuss typical guidelines for action in the event of missed doses (I-41)

Comments:

Unit 4: Maintain Medication and Inventory Control

Competency

1. **Perform an inventory of supplies, equipment, and medications (II-N, II-2, II-11)**

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o on the department/facility inventory schedule

Performance Standard Criteria

Performance will be successful when:

- o Learner follows procedure for inventory of supplies, equipment, and medications for the department/facility (II-3, II-11)
- o Learner adheres to schedule for completing inventory check
- o Learner checks and accurately records quantity of items available in each category on the Inventory
- o Learner reports expired, discontinued, damaged, recalled, and/or missing supplies and/or medications immediately to worksite professional (II- G, II-H, II-J, II-15)
- o Learner communicates changes in availability to worksite professional
- o Inventory Record is accurate and complete
- o Learner verifies inventory record with worksite professional including special categories of controlled substances and investigational products, if applicable (II-L, II- M, I-68)
- o Learner files/stores verified documents according to department/facility guidelines (II-N)
- o Learner describes computerized tracking of inventory, if applicable
- o Learner assists with removal and disposal of expired, damaged, and/or recalled items as required by department/facility requirements (I-O, II-G, II-H, II-I, III-H, II-16)
- o Learner straightens and cleans shelves

Content to Know

Learning Objectives

- a. List the importance of and purpose for an inventory of supplies and equipment
- b. Explain the purpose of lot numbers and expiration dates (I-35)
- c. Discuss the importance of replacing expired supplies and medications (III-12)
- d. List stability factors for common medications (I-52)
- e. Name common supplies, pieces of equipment and/or medications used in your department/facility on a routine basis
- f. Identify where supplies, equipment, and/or medications are stored in your department/facility
- g. Identify the person(s) responsible for inventory for your department/facility
- h. Indicate the type of damage to supplies, equipment, and medications that most frequently occurs
- i. List the types of agents included in the category of "controlled substances" (I-68)
- j. Outline some of the regulations for prescription medications included in the Controlled Substance Act (I-68)
- k. Explain the variation in procedures when controlled substances are part of the inventory process (I-68)
- l. Describe the importance of immediate action when medications are found to be missing
- m. List some supplies, substances, and/or medications needing special storage (III-13)
- n. List the FDA's classification of recalls (II-10, II-14)
- o. Explain the regulatory requirements for handling recalled products (I-O, II-10, II-14)

Comments:

Unit 4: Maintain Medication and Inventory Control

Competency

2. Order and receive supplies and equipment (III-21)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o on the department/facility schedule OR as directed

Performance Standard Criteria

Performance will be successful when:

- o Learner follows procedures for identifying and procuring supplies, equipment, and/or medications for the department/facility when items are not in stock, outdated, in need, and/or as scheduled (II-A, II-C, II-6)
- o Learner obtains appropriate supervisory approvals to place orders (II-B)
- o Learner refers to the approved stock list/formulary and preferred provider legal and contractual requirements to locate supplies for purchase (II-B, II-5)
- o Learner verifies the receipt of a shipment with the order against the packing slip and/or original purchase order after the order arrives (II-D)
- o Learner updates inventory record with worksite professional including special categories of controlled substances and investigational products, if applicable (II-L, II-M)
- o Learner restocks storage area(s) according to the department/facility guidelines (II-E, II-F, II-22)
- o Learner identifies supply items and/or medications requiring special handling or storage and stores the items correctly (II-E, II-F, II-22)
- o Learner reports any items received that are expired and/or damaged immediately to worksite professional
- o Learner files or routes warranty and service agreements for equipment to the worksite professional
- o Learner files or routes the Packing Slip and/or any MSDSs received to the appropriate places

Content to Know

Learning Objectives

- a. Discuss the product regulations for obtaining pharmaceuticals and pharmaceutical supplies & equipment (FDA, DEA, USP-NF, Controlled Substances) (II-1, II-9)
- b. Discuss the process of ordering and receiving supplies and/or medications in your department/facility (II-2, II-7)
- c. Compare and contrast ordering procedures for routine and for emergency orders (II-C)
- d. Explain any special procedures required to order equipment
- e. Discuss the issue of cost containment in health care and how that impacts ordering
- f. Describe your role in cost containment in your department/facility
- g. Explain the routing/storage of MSDS (Materials Safety Data Sheet) papers when they arrive with supplies and medications (II-22)
- h. List items in your department/facility that require any special handling and/or storage
- i. Explain how to store items received so as to prevent loss and damage
- j. Compare and contrast the ordering paperwork: Original Order (Manual or Electronic), Purchase Order, Packing Slip
- k. Describe the purpose of tracking Purchase Orders for goods and services

Comments:

Unit 4: Maintain Medication and Inventory Control

Competency

3. Maintain and QC supplies, equipment, and medications (III-K)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner identifies maintenance and QC schedule for items
- o Learner identifies equipment, supplies, and/or medications that require maintenance and QC
- o Learner labels equipment appropriately to show malfunction, if applicable
- o Learner identifies location of maintenance manuals and troubleshooting guides for applicable equipment and/or supplies
- o Learner assists with routine maintenance and QC procedures according to department/facility guidelines in accordance with equipment manual/maintenance instructions such as label dispensers and medicine dispensers (III-I)
- o Learner supplies and monitors machines that dispense labels
- o Learner supplies and monitors machines that dispense medicine into containers
- o Learner assists with calibration of equipment used to prepare medications
- o Learner assists with end-product testing and validation of prepared medications (II-Q)
- o Learner reviews maintenance and QC results with worksite professional to verify function of equipment/supplies
- o Learner accurately documents the maintenance and QC performed (III-I)
- o Learner documents troubleshooting techniques and follow up for equipment/supplies that are not performing as required (III-I, III-24)
- o Learner cleans and maintains equipment and work areas

Content to Know

Learning Objectives

- a. Explain the purpose of the equipment used in your facility (III-17, III-22, III-23)
- b. Describe how equipment function is monitored through QC processes
- c. Describe the basic procedure to be followed when a piece of equipment is not functioning properly in your department/facility
- d. Explain why performing routine maintenance of equipment reduces the risk of liability and costs to the facility
- e. Discuss how tracking of equipment maintenance and servicing is done in the department/facility
- f. Identify the equipment and/or supplies in your department/facility that require QC
- g. List the critical pieces of equipment in your department/facility which require priority repairs when malfunctioning
- h. List the repair and service contractors that service your department/facility and what they service
- i. List the medication dispensing machinery in your area
- j. Describe how each machine functions to dispense medication (I-32)
- k. List the types of medications that the machine dispenses
- l. Define and explain the purpose of end product testing and validation of prepared medications
- m. Define calibration and why its important for medication dispensing equipment (I-54)
- n. Explain the procedures used to clean and maintain each piece of medication dispensing equipment (III-20)
- o. Describe how analysis of statistics from QC results shows prepared medications and equipment functionality

Comments:

Unit 5: Participate in Administration and Management of Pharmacy Practice

Competency

1. Maintain a cash drawer

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o using a cash drawer OR cash register

Performance Standard Criteria

Performance will be successful when:

- o Learner verifies insurance coverage, deductibles, and co-payments using electronic systems or other means (I-N, I-M)
- o Learner documents disbursements or deposits to the cash drawer in the appropriate record, if applicable
- o Learner processes client cash or credit payment according to department/facility guidelines and insurance coverage
- o Learner skillfully operates cash register, if applicable
- o Learner makes accurate change
- o Cash Drawer balances with the day's receipts and disbursements

Content to Know

Learning Objectives

- a. Explain the process of handling cash from a cash register (I-74)
- b. Explain how to operate your facility's cash register, if applicable
- c. Define deductible and co-payment as they pertain to health care services
- d. List the requirements for client identification when presenting a check or credit card
- e. Indicate the importance of client verification procedures when accepting check or credit card payments
- f. Describe components of an acceptable check
- g. Explain your department/facility's guidelines for checks

Comments:

Unit 5: Participate in Administration and Management of Pharmacy Practice

Competency

2. Merchandise retail items in a pharmacy

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner prices home health and other retail items in pharmacy according to department/facility guidelines
- o Learner processes and records returns of medications, supplies, devices (II-O)
- o Learner sets up retail displays as needed
- o Learner rotates stock on shelves back to front
- o Learner removes expired and/or damaged merchandise
- o Learner documents and disposes of expired merchandise according to department/facility guidelines

Content to Know

Learning Objectives

- a. Describe the purpose of rotating stock on retail shelves
- b. Explain how retail displays are used in marketing retail items
- c. Review your department/facility's guidelines for pricing and marking retail items for sale
- d. Describe regulatory requirements for refunded products (II-10)
- e. Explain the use of monitoring and screening equipment such as blood pressure cuffs and glucose monitors in your facility (I-29)
- f. Explain the use of medical and surgical devices such as orthopedic devices, pumps, and ostomies in your facility (I-30)

Comments:

Unit 5: Participate in Administration and Management of Pharmacy Practice

Competency

3. Manage business documentation functions

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner follows legal guidelines and prioritization lists for documentation in responding to requests for information
- o Learner routes written, electronic, and oral requests for information, purchase orders, checks, and other business documents to appropriate parties (III-A)
- o Learner sorts and distributes correspondence accurately
- o Learner addresses and sends requests/correspondence correctly according to department/facility guidelines for inter-office, registered, and certified mail, if applicable
- o Learner assists pharmacist to prepare medications for mailing if applicable (I-42)

Content to Know

Learning Objectives

- a. Compare and contrast the different methods of mailing: certified, registered, inter-office, first class
- b. Explain the requirements for mailing medications (I-42)
- c. Describe how to appropriately address a business envelope
- d. Discuss accounts receivable and accounts payable processes (order invoices, shipping, receiving) as they apply to your department/facility for products and services (III-L, III-33)
- e. Explain the importance of tracking and monitoring accounts receivable for payment for pharmacy goods and services
- f. Describe how employee payroll processes are handled in your department/facility

Comments:

Unit 5: Participate in Administration and Management of Pharmacy Practice

Competency

4. Verify insurance information (III-M, I-21)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client, third-party payer, healthcare professional and/or client record

Performance Standard Criteria

Performance will be successful when:

- o Learner follows department/facility guidelines to verify and/or reconcile electronic insurance information or authorizations (I-B, I-C, I-N)
- o Learner reviews claim(s) for incomplete or inaccurate insurance information or authorizations (I-Q)
- o Learner locates and/or requests appropriate information required to complete the insurance claim or authorizations (I-O)
- o Learner identifies and obtains information to resolve rejected third-party claims (I-P)
- o Learner verifies revised claim information with worksite professional
- o Learner provides additional information as requested or required within the scope of the job role and HIPAA regulations (I-R)
- o Learner submits revised claim electronically according to department/facility guidelines

Content to Know

Learning Objectives

- a. Define terms used in insurance plans such as third-party payer, deductible, co-payment, HMOs, PPOs (I-75, III-32)
- b. Illustrate the insurance reimbursement cycle (I-75, III-31)
- c. Compare and contrast major types of insurance plans (I-75)
- d. Compare non-government payers (commercial insurance, managed care) to government payers (Medicare, Medicaid) (I-75)
- e. Identify advantages and disadvantages of participating and non-participating insurance companies for health care professionals and health care facilities
- f. Explain the purpose of Worker's Compensation and why it is considered a health insurance plan
- g. Discuss issues and trends in insurance plans and health care financing
- h. List the categories of information common to most insurance claims
- i. Describe the information on a typical explanation of benefits (EOB) form
- j. Discuss challenges faced when health insurance limits the amount and type of health care and treatment covered
- k. Discuss issues related to financing preventive care

Comments:

Unit 5: Participate in Administration and Management of Pharmacy Practice

Competency

5. Update client pharmaceutical information (I-H, I-21)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite
- o with a client, third-party payer, healthcare professional and/or client record

Performance Standard Criteria

Performance will be successful when:

- o Learner obtains required information from the client while assuring privacy
- o Learner obtains required information from the prescriber, third-party payer, healthcare professionals, and/or the client record within the scope of the job role (I-B, I-C, III-M)
- o Learner clarifies refill information from the prescriber according to department/facility guidelines (I-A5)
- o Learner collects and communicates client data for monitoring client outcomes (I-D)
- o Learner collects and communicates data related to restricted medication distribution programs (I-E)
- o Learner collects and communicates data related to investigational medications (I-F)
- o Learner updates appropriate records with the required information according to department/facility guidelines (I-H)

Content to Know

Learning Objectives

- a. Describe the restricted medication distribution programs for medications such as thalidomide, isotretinoin, and clozapine
- b. Discuss the process from research to development to clinical trials for investigational pharmaceuticals
- c. Explain the benefit of monitoring medication history information such as over-the-counter (OTC) medications, dietary supplements, compliance patterns, allergies, and drug/drug, drug/lab, drug/diet or OTC, and drug/food interactions for client outcomes (I-12)
- d. List common standard and abnormal lab values which impact pharmaceutical therapy (I-11)

Comments:

Unit 5: Participate in Administration and Management of Pharmacy Practice

Competency

6. Participate in quality assurance practices (II-S)

Performance Standard Condition

Competence will be demonstrated

- o at the worksite

Performance Standard Criteria

Performance will be successful when:

- o Learner collects productivity information such as number of prescriptions filled, fill times, payments collected, etc. (III-C)
- o Learner participates in performance reviews (III-O)
- o Learner participates in staff education and continuing education opportunities (III-N)
- o Learner participates in quality assurance activities such as internal audits, error prevention, customer surveys, etc. (III-D)
- o Learner assists worksite professional to generate quality assurance reports (III-E)
- o Learner assists worksite professional with quality assurance data analysis and action plan development (III-F)
- o Learner contributes to implementation and monitoring of policies and procedures (III-P)

Content to Know

Learning Objectives

- a. List common pharmacy quality improvement standards and guidelines (III-10)
- b. Describe common productivity, efficiency, and customer satisfaction measures (III- 4)
- c. Describe information sources used to obtain data for quality improvement such as client chart, client profile, computerized information, medication administration records (III-34)
- d. Describe communication channels for problem follow up and resolution (II-24)
- e. Explain procedures to document occurrences such as medication errors, adverse effects, and product integrity (FDA Med Watch) (III-35)
- f. Explain training, performance evaluation, and performance feedback techniques (III- 36, III-37, III-38)
- g. Discuss risk management opportunities such as safety requirements and engineering controls (II-13)
- h. Explain your facility's quality assurance procedures and practices for medication and inventory control systems (II-25)

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:

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

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

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: _____

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?

Name other occupations in this Health Career Pathway:

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

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

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

Student Signature: _____ Date: _____

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
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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:

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

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

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: _____

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?

Name other occupations in this Health Career Pathway:

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

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

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

Student Signature: _____ Date: _____