Wisconsin Youth Apprenticeship

Health Science

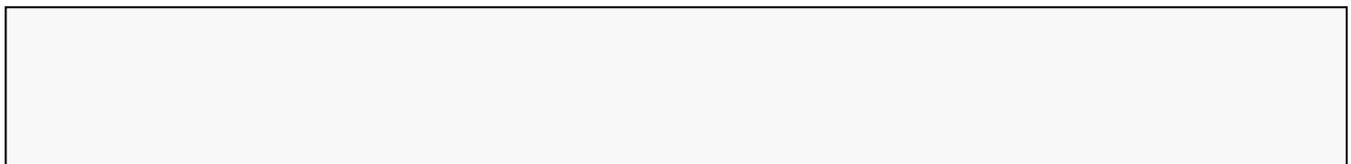## PROGRAM GUIDE

Investing in
Wisconsin's Future

Department of Workforce Development

July 2013

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HEALTH SCIENCE
YOUTH APPRENTICESHIP
PROGRAM GUIDE

Description

The outlook for careers in medical and health fields is strong and growing. Trends indicate that an aging population, increased use of electronic medical records, and a focus on lifestyle management will drive this occupational area into the future. Many careers within this field will require high-skilled workers in all fields related to healthcare including information technology and business management.[1]

Furthermore, Wisconsin will see better than national average growth in Health Science jobs, with jobs in ambulatory healthcare services; nursing and residential care facilities; and hospitals; experiencing the most growth. Moreover, occupations in Healthcare Technical and Professional Services and Healthcare Support Services will grow the fastest through 2018 with rates of 23% and 25% respectively.[2]

This Youth Apprenticeship (YA) occupational area focuses on four of the five pathways within the Health Science industry. The Biotechnology Research and Development pathway is covered in the Bioscience Units in the Science, Technology, Engineering, and Math (STEM) YA program. In the Therapeutic Services pathway, skills are required to care and treat patients through the Dental Assistant, Medical Assistant, Nursing Assistant, and Pharmacy Technician Units. Processes for managing patient data and information are incorporated into the Medical Office Unit, as well as all of the client services units. Therapeutic Services, Diagnostic Services, and Support Services skills are all incorporated in the choices found in the Health Science YA Ambulatory/Support Services Unit.

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 workforce demands of technology, teamwork, communication, and leadership.

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.

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[1] Health Science Career Cluster brochure, NCTEF, 2010.

[2] Georgetown University CEW, http://cew.georgetown.edu/jobs2018/, September 2011.

Objective_____ _____ _____

The Wisconsin Health Science YA Program is designed to provide students with a working understanding of core health science industry skills and occupationally specific technical skills in four of the five pathways within the Health Science 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; e.g., healthcare. 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 per 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 transcripted 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 Science industry.

Students apply and are interviewed by Health Science employers for positions in the Health Science YA Program. The state approved skill standards and program guide for the Health Science 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 Science worksites throughout Wisconsin and aligned with national skill standards. The competencies are aligned with the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) Career Cluster Skill Standards in Health Science, http://www.careertech.org/ for four of the Health Science pathways: Therapeutic Services, Diagnostic Services, Health Informatics and Support Services. Competencies for Biotechnology can be found in the Science, Technology, Engineering, and Math (STEM) YA program.

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 Youth Apprenticeship occupational area focuses on the Health Science pathways so that YA students acquire basic skills pertinent to understanding and working in careers to help keep people healthy and treat those who are not. The Therapeutic Services units (Dental Assistant, Medical Assistant, Nursing Assistant, and Pharmacy Technician) allow students to care and treat patients to improve their health. The Medical Office unit gives students a chance to manage health care and patient data and information. The Ambulatory/Support Services unit allows students to assist healthcare professionals in a variety of different ways to care, treat, diagnose, or serve patients.

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 Science 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. SEE **Appendix G** for students entering or continuing the Health Science YA Program in 2013.

All Youth Apprentices must complete the industry-wide foundational skill competencies consisting of competencies in core employability skills and safety and security. The Required Skill competencies may be completed concurrently with the specific technical skills.

Potential Health Science youth apprentices will be required to complete a *minimum* of 450 work hours with 180 hours (2 semesters) of related technical classroom instruction for a Level One (1-year) Health Science YA Program or a *minimum* of 900 work hours with 360 hours (4 semesters) of related technical classroom instruction for a Level Two (2-year) Health Science YA program.

Worksites can be chosen from any number of Health Science settings including hospitals, clinics, dental and medical offices, long-term care facilities, and so on PROVIDED THAT the competencies related to the TASKS and EQUIPMENT USED are allowable by DWD Child Labor Laws. See **Appendix A** for more detail or contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws.

Health Science Units

Therapeutic Services Pathway-
      Dental Assistant Unit
      Medical Assistant Unit
      Nursing Assistant Unit
      Pharmacy Technician Unit

Health Informatics Pathway-
      Medical Office Unit

Ambulatory/Support Services Pathway-
      Ambulatory/Support Services Unit

Health Science YA Program Responsibilities

The following responsibilities are outlined for individuals involved in the Health Science 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 Science 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 Science 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 Science 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, for changes and impact on the Health Science Youth Apprenticeship Program.

Program Guide Organization

The competencies included in the program guide are aligned with the skills required under the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) Career Cluster Skill Standards in Health Science, http://www.careertech.org/, for four of the five Health Science pathways: Therapeutic Services, Diagnostic Services, Health Informatics, and Support Services.

The Health Science YA Program also requires that Related Technical Classroom Instruction is provided to support attainment of the knowledge necessary to master the competencies. While recommendations for specific Related Technical Classroom Instruction are detailed separately 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 based on their local needs and resources.

The Youth Apprenticeship Program curriculum is written and organized according to the Worldwide Instructional Design System (WIDS) format and includes the Health Science YA Skill Standards Checklist, Program Appendices and Unit Appendices for the program. Overall progress is documented on the Skill Standards Checklist, which lists skill level achievement for each competency achieved. The Unit Appendices outline each skill competency with corresponding performance standards and learning objectives. The Performance Standards describe the tasks and behaviors, as applicable, that employers should look for in order to evaluate the competency. The Learning Objectives outline the recommended 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 Curriculum for further details.

Evaluation

The student must successfully complete the related technical classroom instruction and demonstrate the minimum skill level required on the Health Science YA Skill Standards Checklist for each competency according to the applicable curriculum. 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 Science YA Program Completion

Upon successful completion of high school and the Level Two (2 year) Health Science YA Program requirements, the youth apprentice will receive a high school diploma and a Certificate of Occupational Proficiency from the Department of Workforce Development indicating "Health

Science Youth Apprenticeship". Youth Apprentices who successfully complete a Level One (1 year) Health Science YA 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 Science industry.
2. Apply to a registered apprenticeship.
3. Pursue a degree or diploma from a Wisconsin Technical College with advanced standing and/or transcripted 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 and Insurance

Appendix B - Health Science 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 and 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 Curriculum

Appendix F - Post Secondary Credits

Appendix G - Grandfather Clause – Program Transition Guidelines

Appendix H - Health Science Skill Standards Checklist

Appendix I - Health Science YA Course Outcome Summary (COS):

> Overview and Table of Contents

Appendix J - Required Skills Curriculum (Units 1-2)

Appendix K - Medical Assistant (Unit 3)

Appendix L - Nursing Assistant (Unit 4)

Appendix M - Pharmacy Technician (Unit 5)

Appendix N - Medical Office (Unit 6)

Appendix O - Ambulatory/Support Services (Unit 7)

Appendix P - Dental Assistant (Unit 8)

Appendix A

WORK CONTRACTS, CHILD LABOR LAWS, LIABILITY AND 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_pubs.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**" **AND** the work performed is **incidental** to their training **and** is for **intermittent and for short periods of time** (Wis. Admin. Code DWD 270.14(3)(c)1 at http://docs.legis.wisconsin.gov/code/admin_code/dwd/270.pdf). However, they are **not exempt** from the child labor laws by virtue of being enrolled in a youth apprenticeship program.

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 employing a minor in a prohibited 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 270.14 Child Labor Laws and the *Guide to Wisconsin's Child Labor Laws* for descriptions and definitions of the occupations or activities which are normally prohibited to minors.

Health Science -

Youth apprentices who are 16-17 years old can perform the following tasks, *only after appropriate operation/safety training* AND *only as indicated below*. The **student learner exception** limits the minor to **using *hazardous* equipment** on an **incidental** basis [less than 5% of their work time] and only **occasionally** [can't be a regular part of their job]. For example, the student learner exception may apply in a situation, such as carpentry, where most of the work is acceptable but once in a while you might need the minor to use a portable saw to cut a piece to fit. Further interpretation or clarification of Child Labor Laws should be directed to the Department of Workforce Development (DWD) Labor Standards Bureau Director at 608-266-6860.

> **CBRFs (Community-Based Residential Facilities)-**
> o CBRFs are not required to have licensed practical nurses or registered nurses on the premises at all times. If CNAs, under the age of 18, are employed, they must work on site with another qualified caregiver. The under 18 staff member *may not work alone.* Additionally, a **facility waiver of the 18 year old age requirement must be requested** from the Division of Quality Assurance, DHS, for YA students who are placed in CBRFs. For more information OR to request a waiver, contact the Assisted Living Regional Director for the county in which your facility is located at: http://www.dhs.wisconsin.gov/rl_DSL/Contacts/alsreglmap.htm.
>
> **Cleaning**-
> o Janitorial, Medical, and Laboratory cleaning is allowable for YA students.
>
> **CNAs (Certified Nursing Assistants)-**
> o There are no restrictions on CNAs, under 18 years of age, to perform their *CNA duties* after they have passed their competency test.
>
> **Cooking** (DWD 270.13(10))-
> o YA students can cook with direct supervision.

Hospitals (DWD 270.13(9))-
- o YA students may be employed in occupations that involve the personal care of patients in hospitals and nursing homes.

Infectious Diseases (DWD 270.12(13))-
- o YA students are prohibited from working with infectious materials introduced purposely to be studied.
- o "Studied" does NOT include testing completed in medical settings using Standard Precautions where blood, urine, and other bodily fluids are tested diagnostically.

Patient Lifts-
- o YA students can *assist* an adult worker in the operation of floor-based vertical powered patient lift devices, and powered sit-to-stand patient lift devices after completing a CNA training program. See U.S. Department of Labor- Wage and Hour Division, Field Assistance Bulletin 2011-3. (http://www.dol.gov/whd/FieldBulletins/fab2011_3.htm)

X-Rays, Radioactive Substances, and Ionizing Radiation (DWD 270.12(23))-
- o YA students are prohibited from workrooms with exposure to ionizing radiation.
- o YA students can work in places with radioactive substances provided:
  - ▪ Radioactive substances present in the air average less than 10% of maximum permissible for occupational exposure.
  - ▪ The exposure is less than 0.5 rem per year.
  - ▪ The substances are NOT mixtures of phosphorescent material and radium, mesothorium, or other material, OR incandescent mantles made from fabric and thorium salt solutions.

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 (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 website for applicable hours and times of the day that minors may work in Wisconsin.

<u>**LIABILITY AND INSURANCE**</u>

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 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 insurance.

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 generally NOT eligible to file for unemployment compensation from the employer. Youth apprentices who do NOT meet this criterion 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 B

Wisconsin Health Science Youth Apprenticeship
Implementation Guide for Employers

BENEFITS TO THE EMPLOYER

The outlook for careers in medical and health fields is strong and growing. Trends indicate that an aging population, increased use of electronic medical records, and a focus on lifestyle management will drive this occupational area into the future. Many careers within this field will require high-skilled workers in all fields related to healthcare including information technology and business management.[1]

Furthermore, Wisconsin will see better than national average growth in Health Science jobs, with jobs in ambulatory healthcare services; nursing and residential care facilities; and hospitals; experiencing the most growth. Moreover, occupations in Healthcare Technical and Professional Services and Healthcare Support Services will grow the fastest through 2018 with rates of 23% and 25% respectively.[2]

This Youth Apprenticeship (YA) occupational area focuses on four of the five pathways within the Health Science industry. The Biotechnology Research and Development pathway is covered in the Bioscience Units in the Science, Technology, Engineering, and Math (STEM) YA program. In the Therapeutic Services pathway, skills are required to care and treat patients through the Dental Assistant, Medical Assistant, Nursing Assistant, and Pharmacy Technician Units. Processes for managing patient data and information are incorporated into the Medical Office Unit, as well as all of the client services units. Therapeutic Services, Diagnostic Services, and Support Services skills are all incorporated in the choices found in the Health Science YA Ambulatory/Support Services Unit.

A unique opportunity and added incentive for participation in the Health Science Youth Apprenticeship Program for both the employer and the student is that the competencies are aligned with the curriculum objectives of the national occupational skill standards recognized by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) Career Cluster Skill Standards in Health Science, http://www.careertech.org/.

Employers also play an active role in improving the quality of the future workforce by helping develop skill standards geared to employer 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

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[1] Health Science Career Cluster brochure, NCTEF, 2010.

[2] Georgetown University CEW, http://cew.georgetown.edu/jobs2018/, September 2011.

education and training, and increasing the potential for teamwork and flexibility in work sharing. One employer noted, "This program is the single most effective use of taxpayer dollars to link our business community to the workforce and training needs of the community. We must expand, celebrate, promote and encourage participation in this endeavor. I have personally gained staff, changed some lives, and enjoyed the successes of the participants. It has enriched our staff in learning to operate as mentors, and enhanced our perception in the community as involved participants.[3]"

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 and Insurance"* for more detail.

Work Permits

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[3] Kent Olson, YA Employer, Wausau, WI

See *Appendix A* "*Work Contracts, Child Labor Laws, Liability and 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 Science 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 and 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 and 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).

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.

Training to Competencies

The employer is responsible for providing the worksite training required to meet the skills standard competencies specified in the applicable Health Science 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 even 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 apprentices.
See "Role of Mentors" below for more detail.

Organized Labor
Usually the Health Science 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 and 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 Science 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 worksite 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 local YA coordinator.

CHECKLIST FOR PROGRAM PARTICIPATION

The following checklist will help you to participate in a Youth Apprenticeship (YA) Program:

- ➢ Discuss the Health Science 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 Science YA candidates for the program
- ➢ Select youth apprentice(s)
- ➢ Sign Education/Training Agreement (ETA)
- ➢ Secure a Work Permit form
- ➢ Orient your new youth apprentice to the workplace according to your organization's Human Resources policies

Youth Apprenticeship coordinators are available to meet at your location to facilitate any phase of the YA program.

CHECKLIST FOR PROGRAM OPERATION

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

- Discuss the Health Science 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 Science YA candidates for the program.
- Select youth apprentice(s).
- Sign Education/Training Agreement (ETA).
- Secure a Work Permit 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 Science Youth Apprenticeship (YA) Program.

- Provide worksite training according to the Health Science Youth Apprenticeship 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 Science 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 it. 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 required 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 Science 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.

Appendix C

RECOMMENDATIONS FOR RELATED TECHNICAL CLASSROOM INSTRUCTION FOR HEALTH SCIENCE YA

These recommendations are intended to be used by the YA Consortiums when determining appropriate related technical instruction for Health Science YA. 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 maybe 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 of related technical classroom instruction. Consortiums may teach using locally developed coursework; however, it is recommended that agreements with the local technical college be pursued to obtain post-secondary credit for YA worksite and classroom experiences.

A minimum of 180 hours (2 semesters) of related technical instruction is required for each one year YA program with 250 of the **work** hours coinciding with the instruction. The student must also receive high school credit towards graduation for this instruction, no matter the provider.

It is suggested that the following courses or learning experiences be provided as a pre-requisite OR concurrently for students interested in this youth apprenticeship:

- o Introduction to Health Care Careers
- o Biology
- o Chemistry
- o Anatomy and Physiology
- o Medical Terminology
- o CPR, First Aid, Choking Maneuver training and certification
- o Additionally, students should complete a job shadow prior to enrollment in the Health
    Science YA program.

If applicable and available at the worksite, efforts should be made with the employer to offer the student a continuing Registered Adult Apprenticeship upon high school graduation.

Only nurse aide training programs approved by the Wisconsin Department of Health Services can provide Certified Nursing Assistant (CNA) Training.

See http://www.dhs.wisconsin.gov/caregiver/NATD/NrsAidTrgPrgInf.HTM for regulations on Wisconsin's nurse aide training requirements.

Commercial programs or Employer provided classroom certification programs are also appropriate provided that the student receives high school credit towards graduation for the class work.

Possible classroom programs include training and certification by the American Red Cross (http://www.redcross.org/takeaclass) and American Heart Association (http://www.heart.org/HEARTORG/CPRAndECC/CPR_UCM_001118_SubHome Page.jsp).

Recommendations for this Appendix were obtained from Employers, the Wisconsin Department of Public Instruction, Wisconsin Technical College Faculty, YA Consortium/School District Coordinators during the Health Science YA Survey, August 2006 & 2011, and through the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) recommendations at http://www.careertech.org/- Funded in part by the U.S. Department of Education.

Health Science Youth Apprenticeship (YA) Plan of Study

NAME: _____ **DATE:** _____

The 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 as applicable.

HIGHLY Recommended for **ALL Health Science** YA students

Educational Level	Grade	English/ Language Arts 4 required	Social Studies Social Sciences 3 Required	Math 2 Required	Science 2 Required	Career Pathway Courses (Electives)	Recommended Enhancement Electives or Activities
Secondary	9	Oral Communication (Speech)			Biology	Health Computer Applications	HOSA
	10				Chemistry	Health Care Careers and Delivery Systems	HOSA Healthcare Volunteer Job Shadow

	11				Anatomy and Physiology	**Health Science Youth Apprenticeship - Level One –**
						    Employability Skills
						    Medical Terminology
						    CNA (For some Therapeutic Services)
						    CPR, First Aid, Choking Maneuver Certification	

	12		Psychology		AP Biology AP Chemistry	**Health Science Youth Apprenticeship - Level One or Two –**	

Post-Secondary Occupational Opportunities

The chart below shows examples of career ladders organized by pathway.
For additional career cluster information, visit http://www.careertech.org/
For additional career information on a specific occupation, visit https://www.wicareerpathways.org/ or http://worknet.wisconsin.gov/worknet/default.aspx

		High School Diploma, On-the-Job Training, Apprenticeships	Certificate / License (1 year or less college)	Associate's Degree (2 year college)	Bachelor's/Master's Degree (4 year college)
Health Science Pathways	Therapeutic Services	• CNA • Home Health Aide • Pharmacy Technician • Physical Therapy Aide	• Dental Assistant • Emergency Medical Tech • Licensed Practical Nurse • Medical Assistant • Pharmacy Technician • Therapeutic Massage	• Anesthesia Technologist • Dental Hygienist • Occupational Therapy Asst • Optician • Physical Therapy Asst • Radiation Therapist • Registered Nurse (ADN) • Respiratory Therapist • Surgical Technician	• Clinical Nurse Specialist • Dentist • Nursing Administrator • Nurse Practitioner • Occupational Therapist • Pharmacist • Physician • Physician's Assistant • Physical Therapist • Radiation Therapist • Registered Nurse (BS) • Respiratory Therapist • Speech Pathologist
	Diagnostic Services	• Lab Clerk	• Phlebotomy Technician	• Cardiovascular Technologist • Clinical Lab Technician • Electroneurodiagnostic Tech • Histotechnologist • Nuclear Medicine Technologist • Radiologic Technician • Ultrasound Technician	• Audiologist • Clinical Lab Technician • Cytotechnologist • Geneticist • Histotechnologist • Medical Technician • Nuclear Medical Technician
	Health Informatics	• Health Unit Coordinator • Hospital Admitting Clerk • Medical Receptionist • Medical Records Clerk	• Health Unit Coordinator • Medical Assistant • Medical Coding Specialist • Medical Office Specialist • Medical Transcription	• Medical Administrative Specialist • Medical Records Technician • Medical Secretary • Medical Transcription • Health Information Tech	• Cyberlibrarian • Health Care Administrator • Medical Records Administrator
	Support Services	• Dietary Aide	• Central Service Tech • Interpreter • Maintenance Tech	• Clinical Research Coordinators • Dietetic Technician • Disability Support Specialist	• Dietician • Occupational Health and Safety Manager • Food Safety Specialist • Nurse Educator

Appendix D

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

WIDS/YA PROGRAM DOCUMENTS:

Course Outcome Summary (COS)
The overview summary of the Health Science YA program listing the program units and their corresponding *competencies.*

Health Science YA Program Guide
Description of the Health Science YA Program. The appendices contain program information; and competencies with their corresponding performance standards and learning objectives by unit. This is similar to the Program Outcome Summary (POS) in WIDS.

Skill Standards Checklist
Listing of ALL the competencies in ALL of the industry-wide and industry-specific skill 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. This is what the employer should look for when assessing the student's skills, as applicable to that worksite.

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

Learning Objectives
The background knowledge that is recommended in order for the student to master the competency. These objectives can direct learning in the related technical classroom instruction information that can be taught on-the-job, in a class, online, or through supplemental reading.

Appendix E

USE AND DISTRIBUTION OF THE CURRICULUM

New and current employers should be given at least one set of the complete curriculum package. The **curriculum package** includes a copy of the Program Guide, Skill Standards Checklist, Unit Appendices, and the Course Outcome Summary (COS). In particular, the performance standards for each competency should be highlighted with the employer mentor(s) so that they know HOW to assess the learner for competency evaluation.

All related technical classroom **instructors** will need to be provided with the **Unit Appendices** in order to see the Learning Objectives for each competency for the related technical classroom instruction. The local Health Science Youth Apprenticeship advisory group should determine the requirements and delivery of the required related technical classroom instruction **prior to** offering this YA program in the local consortium area. It is recommended that the advisory group ensure that the learning objectives are being taught either at the employer facility, school, and/or technical college.

At the beginning of the Health Science YA program, **student learners** should receive a copy of the **Skill Standards Checklist** and the applicable pages from the **Unit Appendices** 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**. A copy of the completed Skill Standards Checklist is the piece of documentation required by DWD in order to issue the Certificate of Occupational Proficiency.

Appendix F

POST SECONDARY CREDITS

Wisconsin Technical College System

Graduates of one-year or two-year Health Science Youth Apprenticeship programs may be awarded credits in Wisconsin Technical College programs. Each Technical College may grant credit through specific local articulation agreements. Contact the local technical college to determine the number and type of articulated credits available for Health Science YA. The credits may be taken as technical college courses within Youth Apprenticeship programs or may be granted through advanced standing agreements when students enroll in the technical college.

In addition, YA students should request a credit evaluation of their YA classroom and work experiences upon admission to the local technical college under the Wisconsin Technical College System "Credit for Prior Learning Policy" #323 and through the WTCS-YA Credit Articulation Guidance Document.

UW Institutions Credits for *Admission* –

Admission Credits for the *revised* Health Science Youth Apprenticeship Program are yet TO BE DETERMINED.

The following UW System Acceptance of YA Program Credit website lists the current agreement for the acceptance of high school credit for UW four year university admission in Health Services YA: (http://uwhelp.wisconsin.edu/preparing/youth.aspx#health)

Appendix G

GRANDFATHER CLAUSE – PROGRAM TRANSITION GUIDELINES

**For NEW and CONTINUING Health Science
YA Students**

If the student begins Health Science YA using a specific checklist in Health Science, then the student must complete the YA program using that same checklist version. The appropriate Level One or Level Two Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) will be awarded.

Junior in 2012-2013, **Level Two** YA: The youth apprentice starts either the JUN 2007 checklist in Health Services OR uses the revised 2012 Health Science checklist, however, the youth apprentice must complete the YA program using the same checklist the 2nd year, in their Senior year. The appropriate Level Two Certificate of Occupational Proficiency from the Wisconsin Department of Workforce Development (DWD) will be awarded.

Sophomores applying for the Health Science YA Program for 2013-2014: New youth apprentices must use the 2012 version Health Science YA checklists **by the 2013-14** school year OR use the new 2013 version that includes Dental Assistant. A Certificate of Occupational Proficiency will not be issued to students who submit the old checklist. However, whichever checklist is chosen, the youth apprentice must finish using that same checklist version.

Sophomores applying for the Health Science YA Program for 2014-2015: New youth apprentices must begin to use the 2013 version Health Science YA checklists **by the 2014-15** school year.

NOTE: 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 H

HEALTH SCIENCE
YOUTH APPRENTICESHIP

SKILL STANDARDS CHECKLIST

(DOWNLOAD MOST CURRENT)

http://dwd.wisconsin.gov/youthapprenticeship/skills_checklists.htm

Appendix I

**HEALTH SCIENCE
YOUTH APPRENTICESHIP**

**COURSE OUTCOME SUMMARY:
OVERVIEW AND TABLE OF CONTENTS**

Health Science Youth Apprenticeship
Course Outcome Summary

Course Information

Organization   Cooperative Educational Service Agency 6 (CESA6)

Developers   Robin Kroyer-Kubicek

Development Date   2013

Description

This curriculum describes the performance-based worksite Competencies, Performance Standards, and Learning Objectives for the Wisconsin Youth Apprenticeship (YA) Program in Health Science. The Wisconsin Health Science YA Program is designed to provide students with a working understanding of core health science industry skills and occupationally specific skills that serve as the standard for occupations in the Health Science 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 Health Science YA program competencies are aligned with the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) Career Cluster Skill Standards in Health Science, http://www.careertech.org/. Health Science YA students are required to perform all of the Core and Safety and Security skills for EACH pathway they enroll in. **Level One (one year)** YA students are to choose additional competencies from a MINIMUM of ONE Health Science Unit in a specific pathway. **Level Two (two year)** YA students are to complete all of the Level One requirements plus an additional unit within their chose pathway.

Pathway choices:

> Therapeutic Services Pathway
> Health Informatics Pathway
> Ambulatory/Support Services Pathway

EACH competency (worksite skill) is listed with its corresponding Performance Standards and Learning Objectives in the Appendices. The Performance Standards describe the behaviors, *as applicable*, that employers should look for in order to evaluate the competency. The Learning Objectives suggest classroom learning content recommended for the required related technical instruction.

Curriculum Sources

Dental Assisting National Board, Dental Assisting Functions and Requirements, http://www.danb.org/main/statespecificinfo.asp#WI, Accessed 7/20/2012.

DACUM (Developing a Curriculum) Advisory Board Meeting for Dental Assisting 11/30/2012. Facilitated by Robin Kroyer-Kubicek, conducted at Waukesha County Technical College.

Illinois Occupational Skill Standards for Clinical Laboratory Science, Medical Office, Nursing, and Physical Therapy Assistant, 2007.

Madison College, Health Unit Coordinator Course, 510-330, 9/12/2006.

Mary Kokan, South Milwaukee High School, Family and Consumer education teacher, 2012.

Mid-Continent Research for Education and Learning, Career Education, Health Education Standards, 4th ed., 2006.

NASDCTEc , Career Cluster Knowledge and Skills charts for Cluster Skills, Therapeutic Services, Diagnostic Services, Health Informatics, and Support Services, 2008 and 2012. http://www.careertech.org/.

Oklahoma Career Tech Skills Standards for Laboratory Assistant (OD48201-2010), Long Term Nursing Assistant (OD18607-2006), Medical Assistant Administration (OD28624- 2009), Medical Assistant Clinical (OD28617- 2009), Pharmacy Technician (OD38616- 2006), Dental Assistant (OD38614- 2004).

Pharmacy Technician Certification Board, http://www.ptcb.org/

Walgreens Pharmacy Technician Development Plan, September 2006.

Wisconsin Administrative Code, Department of Workforce Development, Chapter 270, Child Labor Laws.

Wisconsin Department of Health Services, Nurse Aide Training and Registry Information, http://www.dhs.wisconsin.gov/caregiver/NATD/NrsAidTrgPrgInf.HTM, accessed 2012.

Wisconsin Department of Workforce Development, Jim Chiolino, Labor Standards Bureau, Child Labor Laws, 2012.

Wisconsin Department of Workforce Development, Health Science Youth Apprenticeship sources and curriculums for Medical Assistant, Nursing Assistant, Health Information, Pharmacy Technician, and Health Care Foundations, 2007.

Wisconsin Department of Workforce Development, Health Science Youth Apprenticeship Advisory Committee, formed September 2011 for the purpose of revising and updating the entire Health Science Youth Apprenticeship curriculum.

Wisconsin Department of Workforce Development, Dental Assistant Youth Apprenticeship Advisory Committee, formed September 2012 for the purpose of adding a new Dental Assistant unit to the Health Science Youth Apprenticeship curriculum.

Wisconsin Technical College System, State-aligned curriculum in Dental Assistant: Dental Assistant Clinical, 508-306, 3/5/2011; Dental Chairside, 508-302, 3/5/2011; Dental Materials, 508-113, 3/7/2011; Dental Radiography, 508-103, 3/7/2011.

Wisconsin Technical College System, State-aligned curriculum in Healthcare Information Technology: Healthcare Legal and Ethical Issues, 530-178, 12/1/2005; Introduction to Computing for Health Care, 501-107, 4/6/2006; Healthcare Information Systems, 530-190, 12/1/2005; Health Data Management, 530-176, 12/1/2005; Healthcare Statistics and Research, 530-177; 12/1/2005; Health Unit Coordinator Clinical, 510-303, 11/3/2003; Health Unit Coordinator Procedures I, 510-301, 4/6/2006; Health Unit Coordinator Procedures II, 510-302, 4/6/2006.

Wisconsin Technical College System, State-aligned curriculum in Medical Assistant: 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.

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.

Worknet Occupation Task Lists for Nurse Aides, Orderlies and Attendants, Medical Assistants, Medical Records and Health Information Technicians, Physical Therapist Aides, Pharmacy Aides, accessed from http://worknet.wisconsin.gov/worknet/default.aspx August 2011.

Table of Contents

REQUIRED SKILLS
APPENDIX J:
Unit 1: Core Skills
   1. Apply academic knowledge
   2. Apply career knowledge
   3. Apply Health Science industry knowledge
   4. Communicate effectively
   5. Act professionally
   6. Demonstrate customer service skills
   7. Cooperate with others in a team setting
   8. Think critically
   9. Exhibit regulatory and ethical responsibilities
   10. Use resources wisely
   11. Use basic technology

Unit 2: Safety and Security
   1. Follow personal safety requirements
   2. Maintain a safe work environment
   3. Demonstrate professional role to be used in an emergency
   4. Follow security procedures
   5. Maintain confidentiality

APPENDIX K:
Unit 3: Therapeutic Services Pathway: Medical Assistant
   1. Use Standard Precautions and Infection Prevention
   2. Manage client appointments
   3. Create and/or maintain the client record
   4. Complete client identification labels
   5. Verify client and/or insurance information
   6. Order and receive supplies and/or equipment
   7. Clean and prepare supplies and/or instruments
   8. Instruct clients in collection of specimens
   9. Process specimens for testing
   10. Assist in performing testing
   11. Obtain/update client information
   12. Position client
   13. Measure height/weight
   14. Measure vital signs (W/S)
   15. Set up area for exam/procedures
   16. Assist with exam/procedures
   17. Assist with medication and/or immunization administration (W/S)
   18. Clean and restock after procedures
   19. Perform CPR (W/S)
   20. Use First Aid measures (W/S)

APPENDIX L:
Unit 4: Therapeutic Services Pathway: Nursing Assistant
Required Skills
1. Use Standard Precautions and Infection Prevention
2. Clean room and change unoccupied bed linens
3. Follow care plan
4. Position client
5. Ambulate client
6. Measure temperature, pulse, respirations
7. Assist client with toileting
8. Provide client comfort measures
9. Perform CPR (W/S)

Additional Skills
1. Transport client
2. Assist to transfer client (W/S)
3. Maintain inventory of supplies and/or equipment
4. Manage client appointments
5. Obtain/update client information
6. Measure blood pressure
7. Measure height/weight
8. Measure pulse oximetry
9. Measure fluid intake and output
10. Measure EKG
11. Measure blood sugar
12. Instruct clients in collection of specimens
13. Process specimens for testing
14. Perform phlebotomy
15. Assist in performing testing
16. Make occupied bed
17. Provide client skin care
18. Apply non-prescription topical medications
19. Prepare and/or serve food
20. Aid client with eating and hydration
21. Aid client with oral hygiene
22. Aid client with grooming- hair care
23. Aid client with grooming- nail care
24. Aid client with grooming- dress and undress
25. Aid client with grooming- shaving
26. Care for client with urinary catheter
27. Provide ostomy care
28. Aid client with bathing
29. Give bedbath
30. Apply TED (anti-embolism) stockings
31. Aid client to perform range of motion exercises
32. Set up area for exam/procedures
33. Assist with exam/procedures
34. Assist with medication and/or immunization administration
35. Assist with care of client with dementia
36. Use isolation techniques
37. Perform choking maneuver (W/S)
38. Use First Aid measures (W/S)
39. Assist with post-mortem care (W/S)

APPENDIX M:
Unit 5: Therapeutic Services Pathway: Pharmacy Technician
1. Maintain pharmacy business documents
2. Create and/or maintain the client record
3. Obtain/update client information
4. Verify client and/or insurance information
5. Accept orders
6. Use aseptic technique
7. Clean and prepare supplies and/or instruments
8. Process orders
9. Generate medication labels
10. Perform calculations for medication orders
11. Weigh and measure accurately
12. Assist to prepare topical and/or oral finished dose medications
13. Assist to prepare compounded, diagnostic, and/or parenteral medications (W/S)
14. Provide medication to client
15. Order and receive supplies and/or equipment
16. Perform inventory of supplies, equipment, and/or medications
17. Manage cash drawer
18. Merchandise retail items
19. Participate in quality assurance practices

APPENDIX N:
Unit 6: Health Informatics Pathway: Medical Office
1. Maintain medical office correspondence
2. Perform records management duties
3. Locate information in the client record
4. Create and/or maintain the client record
5. Obtain/update client information
6. Complete client identification labels
7. File manual client records (W/S)
8. Verify client and/or insurance information
9. Process health information requests
10. Manage client appointments
11. Answer phones
12. Assist with basic coding for client billing (W/S)
13. Complete insurance and claim forms
14. Perform basic bookkeeping duties (W/S)
15. Use common office software applications
16. Use database systems to process information
17. Prepare reports
18. Maintain office equipment
19. Order and receive supplies and/or equipment
20. Perform an inventory of supplies and/or equipment

APPENDIX O:

Unit 7: Ambulatory/Support Services Pathway: Ambulatory/Support Services

General Skills
1. Maintain department documents
2. Create and/or maintain the client record
3. Complete client identification labels
4. Manage orders and/or appointments
5. Use computer systems to process information (W/S)
6. Prepare reports
7. Order and receive supplies and/or equipment

Specific Service - Dietary
1. Assist to plan menus based on nutritional needs
2. Assist to prepare food
3. Verify food content matches dietary restrictions
4. Take food orders
5. Serve food
6. Measure/monitor food and fluid intake
7. Aid client with eating and hydration
8. Perform choking maneuver (W/S)

Specific Service - Imaging
1. Assist to prepare diagnostic agents
2. Set up diagnostic area
3. Assist to explain diagnostic procedure to client
4. Assist client with dressing and undressing
5. Position client
6. Assist with diagnostic imaging (Simulate only)
7. Clean and restock after procedure

Specific Service - Laboratory
1. Use aseptic technique
2. Clean and prepare glassware and/or instruments
3. Weigh and measure accurately
4. Perform calculations and conversions
5. Prepare reagents, solutions, and/or buffers
6. Operate lab equipment properly
7. Conduct testing according to protocol
8. Record and analyze test results

Specific Service- Optician/Optometry
1. Obtain lens prescriptions
2. Measure client eye lengths, centers, and distances
3. Set up optometry area
4. Assist to perform eye exam
5. Instruct clients how to care for eyewear
6. Order and purchase frames and lenses
7. Fit glasses to clients

APPENDIX O:
Unit 7: Ambulatory/Support Services Pathway: Ambulatory/Support Services continued

Specific Service- Physical Therapy (PT)
1. Set up treatment area
2. Assist to explain treatment to client
3. Position clients on therapy equipment
4. Measure vital signs
5. Assist with application/adjustment of orthotic and assistive devices
6. Assist client with performing range of motion exercise
7. Assist client with prescribed exercise program
8. Assist client with gait training
9. Administer active and passive treatments

APPENDIX P:
Unit 8: Therapeutic Services Pathway: Dental Assistant
1. Use Standard Precautions & Infection Prevention
2. Create &/or maintain the client record
3. Complete client identification labels
4. Complete lab forms
5. Assist to maintain emergency kit
6. Mix dental materials
7. Clean removable appliances
8. Process dental radiographs
9. Assist to evaluate radiographs for diagnostic quality
10. Prepare procedural trays & set-ups
11. Perform sterilization &/or disinfection procedures
12. Prepare room for exam/procedures
13. Receive & prepare client for treatment
14. Transfer dental instruments
15. Operate water/air syringe & suction
16. Apply topical fluoride
17. Chart dental conditions
18. Assist with common clinical procedures
19. Apply topical anesthetic to the injection site
20. Measure vital signs (W/S)
21. Provide client education & instructions

Appendix J

**HEALTH SCIENCE
YOUTH APPRENTICESHIP**

**REQUIRED SKILLS CURRICULUM
UNITS 1-2**

Core Abilities

Competency (Work Tasks)	Performance Standards What employer checks for while doing task. **Train YA Student on.** YA student will ...	Learning Objectives What to know/learn to do this task. **Content Suggested** for Class/Reading/On-the-Job Training:
1. Apply academic knowledge	Read and comprehend work related materials Apply mathematical operations involving whole numbers, fractions, decimals, percentages, formulas and methods of measurement accurately when necessary Interpret charts, tables, and graphs	MATH Add, subtract, multiply, and divide whole numbers, fractions, decimals and percents Calculate averages, ratios, proportions, and rates Convert decimals to fractions, fractions to percents and vice versa Measure and accurately report measurements of time, temperature, length, width, height, width, perimeter, area, volume, and weight Use appropriate formulas Convert measurements correctly (e.g., English (standard) to metric) Interpret meaning from data Correspond the correct number of significant figures in given values to the measuring device ENGLISH Use standard English to compile information and prepare written reports Apply English language correctly (spelling, grammar, structure) Derive meaning from text through summarizing Discern meaning from written word Use acceptable language Write legibly SCIENCE Explain the key elements of the scientific process Define the differences in qualitative and quantitative measurements Compare and contrast subjective and objective information Discriminate between fact and opinion

2. **Apply career knowledge**	Demonstrate understanding of career development in the Health Science industry Obtain necessary skills and knowledge to meet position requirements	Explain the process for seeking employment Describe the major functions and duties of the career pathways within the Health Science career cluster Discuss educational, training, and credentialing requirements for a selected job Research job requirements and characteristics of a selected job Contrast "positive" and "less positive" aspects of a selected job Describe opportunities for advanced training in Health Science careers

3. **Apply Health Science industry knowledge**	Demonstrate Health Science industry systems understanding based on current knowledge and training	SYSTEMS, PRINCIPLES, CONCEPTS
		BIOLOGY/ANATOMY AND PHYSIOLOGY
		  Describe the basic components and functions of the cell
		  Understand basic life processes
		  Describe human body structure from cell to tissue to organ to organ system to body function
		  Explain the basic function and organs of each of the body's organ systems
		  Compare changes that occur during the phases of the human life cycle
		  List common medical terms and abbreviations
		  Explain body planes, directional terms, and quadrants
		  Categorize diseases/disorders and their causes and treatments
		  Recognize abnormal signs and symptoms of disease processes
		SYSTEMS
		  Describe the interdependence of health care professions in a healthcare delivery system
		HISTORY and TRENDS
		  Describe a brief history of health care
		  Explain common factors that affect health and illness in populations
		  Describe the impact of technology on the health care delivery system

4. **Communicate effectively**	Deliver coherent verbal messages in words that can be understood
	Use appropriate and bias-free language
		GENERAL
		  Compare verbal and nonverbal behaviors
		  Explain how empathy and bias can be communicated

	Use appropriate body language
	Listen actively to others
	Demonstrate courtesy with self-introduction
	Respond to inquiries or statements within the scope of current responsibilities and understanding
	Does not provide confidential information without appropriate authorization
	Does not overreact in response to anger
	Record information in a timely manner
	Record written information legibly and accurately
	Organize and compile messages, technical information, and summaries accurately
	Use instant messaging, email, the Internet, printer, copier, scanner, and fax machine equipment appropriately as applicable
	Is sensitive to special, multicultural, and/or multilingual needs
		LISTEN
		  Discuss effective and active listening skills
		  Differentiate between hearing and listening
		WRITTEN
		  Discern meaning from written instructions
		  Write clearly to communicate written ideas
		  Discuss common recording errors and how to avoid them
		CUSTOMER
		  Identify internal and external customers at your facility
		  Discuss steps to assess customer understanding
		  Describe the steps to follow when dealing with complaints
		TOOLS
		  Describe technology used in communicating such as, telephone, texting, instant messaging (IM), computers, fax, intercom, beepers, tube systems, etc.
		  Explain the proper use and etiquette required for these forms of communication technology
		  Review the policies and procedures for using written communication tools in your company such as IM, email, Internet, printer, copier, scanner, and/or fax

5. Act professionally	Follow oral and written instructions Is pleasant, courteous, and professional with coworkers and internal and external customers Appearance and dress are appropriate according to the requirements of the employer Takes personal responsibility for attendance Is punctual Begin work promptly Organize and prioritize tasks efficiently Exhibit positive attitude and commitment to task at hand Complete assigned tasks accurately and in a timely manner Take responsibility for actions and decisions Recognize lack of knowledge and seek help from information sources Evaluate work goals periodically with worksite professional	Locate and explain written organizational policies, rules and procedures to help employees perform their jobs Locate and explain your company's employee manual for policies on Appearance, Breaks, Time Off, Cell Phone Use, Weather, Personal Issues, etc. List qualities of successful Health Sciences employees Describe how you can demonstrate enthusiasm and commitment at the worksite Define initiative Explain ways that you can show initiative at a worksite Explain methods to evaluate work assignments and prioritize them Describe how to effectively receive feedback

		Accept constructive criticism and applies suggestions Communicate safety, training, and job-specific needs Adhere to safety rules and regulations	
6.	Demonstrate customer service skills	Is knowledgeable about products and services Address the customer, either in person, by telephone, e-mail or other means Gather information about customer's needs, and customer's knowledge of products or services Respond to customer's comments and questions in plain language Solicit supervisor or co-worker support and advice when necessary to meet customer needs Coordinate as needed with other services to expedite delivery of service or product Handle complaints tactfully without insult or conflict	Define customer service Identify internal and external customers at your facility Describe how customer service affects a company's "bottom line" Describe standards of service List strategies for maximizing customer satisfaction Describe the functions of other departments or units to serve the customer Describe the steps to follow when dealing with complaints Identify customer service methods to use when encountering an angry customer Review material pertaining to products and services produced by your department or company
7.	Cooperate with others in a team setting	Demonstrate respect relating to people Contribute to a group with ideas, suggestions, and effort Listen and respond appropriately to team member contributions Work collaboratively with people from other backgrounds/cultures Resolve differences for the benefit of the team Complete their share of tasks necessary to complete a project	Explain the functions of each department or unit within the larger organization Identify roles found in teams such as leader, facilitator, recorder, etc. List effective meeting management skills Demonstrate techniques which show respect for others Describe how to effectively give and receive feedback Describe conflict resolution methods Discuss ways to participate within a team setting Explain how to interact appropriately with diverse ethnic, age, cultural, religious, and economic groups in different situations Describe how work teams coordinate work flow and help manage resources
8.	Think critically	Recognize the existence of a problem Apply problem-solving steps Differentiate between fact and opinion Consider other viewpoints and perspectives Apply the principles and strategies of organized thinking Evaluate information, ideas, and problems Collect information through probing questions and	Describe how to break a problem down in order to brainstorm, evaluate, and analyze possible solutions Discuss the difference between fact and opinion Discuss data collection techniques for the problem solving process Describe how to present a solution with evidence Explain ways to reach a decision by consensus

		Discuss methods to evaluate a solution that has been implemented
	Define the problem Use techniques such as brainstorming to acquire alternative solutions Demonstrate comparison skills Make decisions based on analysis Present ideas for critical evaluation Support viewpoints with evidence Respond to problems with appropriate level of urgency	
9. **Exhibit regulatory & ethical responsibilities**	Follow all safety and worksite standards and regulations Perform legally and ethically by all local, state, and national standards Use instant messaging, email, the Internet, printer, copier, scanner, and fax machine equipment appropriately and correctly as applicable Operate within scope of authority adhering to company rules, regulations, and policies as established in employee handbook/procedures Comply with legal requirements for documentation and release of confidential information Document work processes as required Record and file appropriate documents in timely manner Maintain confidentiality of company, customer, and co-worker information Document reportable incidents to worksite professional immediately, if applicable Receive, handle, package, and ship materials and product according to shipping laws and regulations if applicable	GENERAL Explain the role of the government in regulating and managing the Health Sciences industry Discuss the purpose of the Patient's Bill of Rights and Informed Consent Compare national, state and local regulators that oversee the Health Sciences industry: Joint Commission on Accreditation of Healthcare Organizations (JCAHO), Department of Health and Human Services (HHS), Food and Drug Administration (FDA), American Medical Association (AMA), Institute of Medicine (IOM), Occupational Safety and Health Administration (OSHA), Clinical Laboratory Improvement Amendment (CLIA), etc. as applicable Identify the management structure and employees' roles within your organization Describe common legal requirements that must be met in health science facilities Describe your legal responsibilities, limitations, and implications for action in your job role Compare and contrast behaviors and practices that could result in malpractice, liability or negligence Explain legal issues faced by Health Sciences professionals Summarize the rights and responsibilities of Health Sciences workers Explain what situations are reportable in Health Sciences facilities ETHICAL Explain the difference between an ethical practice and a

		Identify current ethical issues common to the Health Sciences field Describe ethical work values such as confidentiality, productivity during the day, following safety standards Recognize what practices constitute abuse or neglect of clients SAFETY Define legal and ethical responsibilities for safety procedures Describe the certification/license requirements to operate specific equipment or perform specific functions RECORDS Identify the main functions of documents and documentation Identify the guidelines for retaining common documents Explain Health Insurance Portability and Accountability Act (HIPAA) List the legal requirements for release of client information
10. Use resources wisely	Follow the facility pollution/waste prevention plan Recycle whenever possible Dispose of materials appropriately Dispose of hazards legally and with regard to environmental impact	Identify current environmental issues affecting the Health Science industry Define what is meant by making "green" choices Compare renewable and nonrenewable natural resources Explain the meaning of sustainable resources use Identify practices that contribute to sustainability Describe why wise use of resources at the worksite is important Give examples of wasteful uses of resources (unnecessary waste and duplication) at the worksite List materials that can be recycled Describe materials that require special disposal Explain purpose of pollution control systems Relate power generation to energy sources Compare environmental impact of energy sources (e.g., fuel cells, chemical, wind, hydro, nuclear, electric, mechanical, solar, biological

| 11. Use basic technology | Use communication technology (such as pagers, radios, phone, fax, email, Internet) to access and distribute data and other information within the scope of the job

Use email, the Internet, printer, copier, scanner, and fax machine equipment appropriately and correctly as applicable

Follow rules for proper computer and communication technology usage

Use calculating tools such as a computer, calculator, and adding machine correctly

Enter, edit, and store data on computerized equipment according to worksite guidelines

Verify data entry prior to data storage or equipment operation | Identify the parts and functions of a computer system using correct terminology including the keyboard, monitor, mouse, printer

Point out the storage device locations on the computer such as the Hard drive, CD-ROM drive, and Portable File Storage drive, etc

Show the appropriate connections and positioning of peripheral devices such as a mouse, keyboard, monitor, portable devices, and printer

Discuss the importance of backing up computerized files

Compare different forms of computer processing technology including email, texting, word processing, spreadsheets, database, presentation software, and use of the internet to communicate, search, organize, and display information

Describe how to evaluate internet web sites and information for validity and reliability

Explain appropriate and inappropriate uses of email and internet while at work

Describe how to develop effective presentations using appropriate technologies (e.g., tables, charts, and visual graphics)

Explain the use of writing/publishing/presentation applications |

Safety & Security

Competency (Work Tasks)	Performance Standards What employer checks for while doing task. **Train YA Student on.** YA student will ...	Learning Objectives What to know/learn to do this task. **Content Suggested** for Class/Reading/On-the-Job Training:
1. **Follow personal safety requirements**	Participate in all required safety training Follow all worksite guidelines for personal safety Apply principles of proper body mechanics when necessary Report any exposures, injuries, or accidents, personal or to others, immediately, if applicable Locate and can find key information on Material Safety	Discuss the regulatory purpose and responsibility of the Occupational Safety and Health Administration (OSHA) List your rights as a worker according to OSHA Explain the procedure to follow in case of an exposure, injury, or accident to self or to another Explain ways your company prevents accidents List engineering controls that are taken to protect

	Handle and dispose of any hazardous materials appropriately, if applicable Operate only equipment that he/she is trained on Adhere to equipment safety standards Visually inspect equipment to ensure safety compliance and function before operation Wear the required Personal Protective Equipment (PPE) at all times as required by the worksite for specific tasks	Describe safe and unsafe work habits and their implications List safety hazards at your facility Explain potential hazards associated with blood borne pathogens Explain the ergonomic impact of work techniques Describe proper techniques for lifting loads Describe the Material Safety Data Sheet (MSDS) and its purpose Discuss the procedures of handling and disposing of hazardous material List mechanical, chemical, electrical, compressed air, and equipment safety hazards at your facility Describe your facility's chemical hygiene plan Explain how Lock Out/Tag Out procedures prevent accidents Define the Personal Protective Equipment (PPE) required for specific tasks in your facility Explain the use of safety equipment such as eyeball washers and chemical safety showers and when you would use them Describe ways to prevent burns
2. **Maintain a safe work environment**	Comply with posted safety warnings and symbols Identify unsafe conditions and/or work habits and reports them to the worksite professional immediately, if applicable Help maintain a clean and safe working environment free of debris and obstacles Clean, organize, put away items in the work area Safely identify, handle, store, and use hazardous materials according to company procedure, if applicable Report any indications of insects or pests	List the major components of a facility safety program List the different state and federal agencies that provide regulatory oversight at your facility for personal safety, environmental safety, and equipment safety List accident and fire prevention techniques Describe posted safety warnings and symbols and what they mean Describe safe and unsafe work habits and their implications Discuss the importance of keeping the work area and tools/equipment clean List mechanical, electrical, and equipment safety hazards at your facility Discuss how to identify and report unsafe conditions in your facility Discuss safety procedures to prevent accidents

		Describe the requirements at your facility for safety training and auditing
		Assess need for good housekeeping practices
		List accident and fire prevention techniques
		List hazards that contribute to injury due to slips, trips, or falls
		Outline compliance requirements of sanitation and health inspections
3. **Demonstrate professional role to be used in an emergency**	Participate in emergency safety simulations and drills Outline the company's policy and procedure for worksite incidents, accidents, electrical, fire, tornado, bomb threats, robbery, hostage situations, and other emergency situations Identify the closest fire alarms and emergency exits in the assigned worksite area Identify the fire extinguishers in the assigned worksite area Identify appropriate alarms and procedures for using alarms Contact emergency personnel according to company requirements in the event of an emergency Document any emergency incidents according to company requirements	Describe the procedures in your company to report an emergency Review your company procedures for responding to exposures, injuries, accidents, spills, fire, tornado, bomb threat, robbery, hostage situations, etc. Demonstrate how to use the fire blanket and/or fire extinguisher Explain the evacuation plan for the worksite Indicate the demeanor necessary during an emergency Identify methods to cope with emergency situations Name the resources for assistance in crimes or accidents Locate and explain use of first aid emergency care kits Detail steps to use in medical emergencies requiring First Aid, CPR, and/or Heimlich maneuver Locate and explain use of spill kits, if applicable to worksite Explain who in your facility can give first aid care in the event of an emergency Explain the local protocols in place with local law enforcement Explain the role of the Hazardous Materials (HAZMAT) team Detail how to access help in a robbery or terrorist situation Explain the use of safety equipment such as eyeball washers and chemical safety showers and when you would use them
4. **Follow security procedures**	Maintain client and employee security procedures Observe clients and surroundings to identify dangerous situations Secure and store lost and found items as required	Identify sources of security risk Describe your facilities security system of surveillance cameras, personnel, lighting Outline how access to specific areas is controlled

	Recognize and report suspicious situations if applicable Comply with all required employee testing of facility such as fingerprinting or drug testing	Outline how locking systems and security control measures protect clients and employees Define basic security measures for records and files Describe procedures for controlling lost and found items Discuss the purpose and ethics of employee fingerprinting and drug testing in the Health Sciences industry
5. Maintain confidentiality	Do not provide confidential information without appropriate authorization Avoid using personal identifiers when discussing client situations Ensure privacy for client during all interactions in health sciences setting Safeguard the confidentiality of client records and personal information per requirements Comply with legal requirements for confidentiality	Discuss legal regulations pertaining to privacy, security, and release of medical information such as Health Insurance Portability and Accountability Act (HIPAA), Workman's Compensation. Mental Health Laws, Alcohol and Other Drug Abuse (AODA) and Human Immunodeficiency Virus (HIV) information releases, the U.S. Patriot Act, etc. Identify penalties for regulation non-compliance Explain ways to ensure client privacy and confidentiality Describe how a client's identity is confirmed Describe the impact of HIPAA on Health Insurance providers List the legal requirements for release of client information Identify protected health information under HIPAA Describe how confidentiality is maintained in electronic medical records Evaluate technological threats to confidentiality Describe the disposal policy of confidential information

Appendix L

**HEALTH SCIENCE
YOUTH APPRENTICESHIP**

**THERAPEUTIC SERVICES PATHWAY
NURSING ASSISTANT (UNIT 4)**

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Required Skills

Competency
1. Use Standard Precautions and Infection Prevention

Performance Standard Condition
> **Competence will be demonstrated**
> > at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
> > Protect self and spread of infection using standard precautions and infection control techniques as required by situation
> > Hand Washing
> > - o Wash hands and wrists using soap and water, lathering and rubbing all surfaces for at least 15 seconds
> > - o Wash before/after direct contact with clients, after removing gloves, after contact with body fluids, after contact with contaminated items, before/after eating, before/after restroom use
> > Gloving
> > - o Use gloves when touching blood, saliva, other body fluids/secretions, mucous membranes, non-intact skin, blood-soiled items, contaminated surfaces, sterile body areas, decontamination procedures
> > - o Discard used gloves as appropriate
> > Shielding (gowns, goggles, face shields)
> > - o Wear when splashing or spattering is likely to occur
> > Patient Care equipment
> > - o When possible, dedicate noncritical patient-care equipment (stethoscope, BP cuff, thermometer, etc.) to a single patient or cohort of patients to avoid sharing among patients
> > - o Clean and disinfect any equipment that must be brought out of the room before use with others
> > Environmental Controls
> > - o Keep housekeeping surfaces (floors, walls, tabletops) clean
> > - o Clean up spills promptly
> > - o Store regulated medical waste in proper waste containers
> > Linens and Laundry
> > - o Do not shake or handle in way that may aerosolize the infectious agents
> > - o Avoid contact of own body and clothing with the soiled items being handled
> > - o Contain soiled items in a laundry bag or designated bin
> > - o No sorting or rinsing of textiles in the location of use
> > - o Textiles heavily contaminated with blood or other body fluids should be bagged and transported in a manner that will prevent leakage
> > - o Clean textiles should be handled, transported, and stored by methods that will ensure their cleanliness
> > Respiratory Hygiene
> > - o Cover mouth and nose when coughing or sneezing or wear a mask
> > - o Wash hands after contact with respiratory secretions

- o Maintain separation, ideally by at least 3 feet, between ill persons and others
- o Move ill patients to rooms promptly to remove them from common waiting areas

Safe Injection

- o Avoid unnecessary use of needles and sharps
- o Use care when disposing needles and sharps
- o Do not bend, re-cap or remove contaminated needles
- o Maintain aseptic technique throughout all aspects of injection preparation and administration
- o Dedicate vials of medication to a single patient.
- o **Never use peripheral capillary blood monitoring devices (such as lancets or platforms) packaged as single-patient use on more than one patient.**

Cleaning, Disinfection and Sterilization

- o Use only sterile equipment and devices that enter the patient's vascular system
- o Use appropriate agents, including detergents, for cleaning equipment and devices prior to sterilization or disinfection
- o Clean equipment and devices that do not touch the patient or that only touch the intact skin of the patient
- o Place disposable used syringes, needles, scalpel blades, and other sharp instruments in appropriate puncture-resistant containers for disposal
- o Place specimens of blood and body fluids in well-constructed containers with secure lids to prevent leaking
- o Clean spills of blood or other body fluid with appropriate detergent and appropriate chemical germicide

Learning Objectives

Define standard precautions, infection control and aseptic method

List body fluids that require the use of Standard Precautions

List body fluids that do not require the use of Standard Precautions

Explain the chain of infection and describe the way infection control concepts are applied.

Define engineering controls, work practice controls, and environmental controls and give examples

Identify barriers and personal protective equipment (PPE) for protection from exposure to potentially infectious material

Compare cleaning, disinfecting and sterilizing

Explain the importance of reprocessing methods (cleaning, disinfection, and sterilization) to ensure the safety and integrity of patient-care equipment

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Required Skills

Competency
2. Clean room and change unoccupied bed linens

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Clean and disinfect floors, walls, surfaces as required with appropriate cleaner
>> Remove soiled linens and laundry
>> o   Do not shake or handle in way that may aerosolize any infectious agents
>> o   Avoid contact of own body and clothing with the soiled items being handled
>> o   Contain soiled items in a laundry bag or designated bin
>> o   Do not sort or rinse linens in the location of use
>> o   Bag linens heavily contaminated with blood or other body fluids in a manner that will prevent leakage
>> Handle clean textiles to ensure their cleanliness
>> Make bed as required
>> Report/record room cleaning

Learning Objectives
> List the room change and preparation requirements in your facility
> Compare cleaning, disinfecting and sterilizing
> List the different types of beds and their uses
> Describe how to operate each type of bed
> Describe difference between an open bed, closed bed, and an occupied bed
> Outline process for handling clean and soiled linens
> List the linen requirements for different types of beds
> Explain purposes of draw sheets and incontinence pads
> Identify order of placing linens on the bed
> Describe how to make an unoccupied bed

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Required Skills

Competency
3.   Follow care plan

Performance Standard Condition
>   **Competence will be demonstrated**
>   at the worksite

Performance Standard Criteria
>   **Performance will be successful when learners:**
>   Locate and review the nursing care plan for the client to be served
>   Implement active interventions and monitoring interventions as required by worksite supervisor
>   Collect objective and subjective data if required
>   ***Report client changes*** to worksite professional
>   Document interventions as required

Learning Objectives
>   Define the purpose a nursing care plan
>   List the characteristic elements of a nursing care plan
>   Discuss the legal ramifications of not following the nursing care plan

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Required Skills

Competency
4.   Report client changes

Performance Standard Condition
>   **Competence will be demonstrated**
>>   at the worksite

Performance Standard Criteria
>   **Performance will be successful when learners:**
>>   ***Follow care plan*** for the client to be served
>>   Note any changes - positive or negative such as
>>   o   vital signs
>>   o   mobility
>>   o   behavior/mental status
>>   o   safety
>>   o   life circumstances
>>   Report changes to worksite professional
>>   Document client changes as required

Learning Objectives
>   List the data and monitoring required in your role when working with clients
>   Discuss the importance of reporting even small changes in a client's care
>   Explain the risks associated with incomplete monitoring and reporting of client changes

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Required Skills

Competency
5.   Position client

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for the client
>> Explain procedure to the client
>> Secure assistance, if needed, before beginning to move and turn client
>> Change client position on schedule or as needed for a procedure/care noting client safety and proper body mechanics.
>> Seek client input to determine their comfort with the position
>> Reports/records client condition, reactions, and position change if needed
> Bed-Confined Clients:
>> Makes observations about condition of the skin
>> Assure that there are no skin-on-skin surfaces touching
>> Give skin care to potential or existing pressure areas

Learning Objectives
> Describe proper body alignment
> Describe turning and moving a client using correct body mechanics
> Describe the use of pillows or other comfort devices for various positions
> List some of the devices used to maintain position of legs and feet and to help in hand and finger positioning
> Describe some of the observations about the client that should be noted during positioning
> Explain some of the procedures used to avoid skin-on-skin contact and pressure
> Outline the problems that can be caused by bed rest and immobility of the client
> List the basic positions for a client confined to bed

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Required Skills

Competency
6.   Ambulate client

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Provide privacy and warmth for client
Explain procedure to client
Ensure client is wearing proper footwear
Secure assistance, if needed, before beginning to ambulate client
Follow guidelines for ambulating the client noting client safety and proper body
mechanics
o   Lock any wheels
o   Position client to sitting with feet on floor
o   Assist to stand with or without transfer belt
Assist with ambulation using a gait/transfer belt, walker, cane, or crutches
Promote the safety and security of client throughout the ambulation process
Encourage client to maintain good standing posture while ambulating
Praise client for progress in ambulating
Remain alert to client condition and responses during ambulation
Report/record client condition, reactions, and ambulation as required

Learning Objectives
Recognize the importance of promoting client independence, within their physical,
emotional, and intellectual limitations
Outline proper body mechanics to use while ambulating client
Explain safety factors to observe during client ambulation
Identify adaptive devices to assist with ambulation
Outline the procedures for each of the crutch gaits
Outline the procedure for a client who uses a cane
Outline the procedure for use of a walker
Describe how to use a gait/transfer belt for ambulating the client
Elaborate on the steps to be taken if a client starts to fall while ambulating
List the signs that indicate that a client is experiencing difficulty with ambulation
Describe the observations about the client's condition and reactions that should be
reported/recorded during ambulation

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Required Skills

Competency
7. Measure temperature, pulse, respirations

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Provide privacy for client prior to procedure
Prepare the equipment for the procedure
Explain the procedure to the client in plain language
Position client using proper body mechanics if necessary
Measure temperature, pulse, respirations, according to protocol
Report/record reading(s)
Readings are accurate
Care for equipment according to protocol
Report abnormal readings immediately to worksite professional

Learning Objectives
Identify the range of normal values for each of the vital signs
Explain the techniques for obtaining vital signs
Locate pulse sites
List descriptive characteristics of the pulse and respiration
Describe the various methods for measuring body temperature
Compare different types of thermometers
Describe the care of thermometers
Describe factors that influence temperature, pulse and respiration readings

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Required Skills

Competency
8.   Assist client with toileting

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client
>> Explain procedure to client
>> ***Position client*** using proper body mechanics if necessary
>> Place client on bedpan, at urinal, and/or assist client to commode noting client safety and proper body mechanics
>> Provide assistance as required by the client's condition
>> Provide perineal care after elimination is complete if needed
>> o   Wash moving front to back
>> o   Use clean area of washcloth for each stroke
>> Determine if output is to be measured or saved for a specimen
>> Report/record relevant observations about client elimination
>> Clean/disinfect equipment
>> Dispose of contaminated articles as required

Learning Objectives
> List medical and lay terms related to urinary and gastrointestinal systems
> List the characteristics of normal urine and urination
> Explain the basic principles to be followed when toileting a client
> List the safety measures to be observed when assisting the client with toileting
> Indicate the observations which should be made regarding the client's toileting
> Discuss the principles of medical asepsis and Standard Precautions in the toileting of clients
> Explain the various elimination activities with which the client may need assistance
> Describe the procedure for giving perineal care to a female client and to a male client
> Explain the use of precautions in giving or assisting with perineal care
> Describe the use of enemas, suppositories, and rectal stimulation
> Describe methods that can be used to stimulate urination
> List factors which may cause a change in bowel patterns
> Describe the complications that could develop as a result of incontinence
> Explain other routes for urination and bowel evacuation due to injury, surgery or illness
> List various comfort measures that can be employed when a client must use a bedpan

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Required Skills

Competency
9. Provide client comfort measures

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Secure information from the client regarding the pain (location, intensity, duration) using a pain scale
>> Report type of pain, its location, intensity and duration
>> Provide comfort measure(s) to relieve pain as directed by worksite professional
>> Report/record comfort measures applied and client response as required

Learning Objectives
> Describe some possible causes of pain
> Recognize the purpose of pain
> Describe pain in terms of type, location, intensity and duration
> Explain appropriate measures that can be used to alleviate pain
> Differentiate between chronic and acute pain
> Describe how and when to use a pain scale

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Required Skills

Competency
10. Perform CPR

Performance Standard Condition
Competence will be demonstrated
at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Complete an approved CPR course for the health care professional successfully
Accurately assess the condition of the victim by checking for breathing and for a pulse
Contact emergency care or designate someone to get help
Check and clear the victim's airway following the guidelines in the CPR course
Administer 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

Learning Objectives
Define terms related to CPR (Cardiopulmonary Resuscitation)
Give the purpose for CPR
List the "ABCs" guides for CPR
Summarize each of the steps in the process that make up the "A", "B", and "C"s of CPR
Outline the steps necessary to evaluate the victim's condition before starting CPR
Describe correct hand placement on the victim's chest for compression
List the different ways CPR can be administered
Discuss the relationship of cardiac compressions and ventilation processes used in CPR
Highlight the major differences in administering CPR to a child or infant than those measures used with the adult
Describe the special measures that are required if the victim has an obstructed airway
Describe the purpose and use of the AED

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
1. Transport client

Performance Standard Condition
> **Competence will be demonstrated**
> > at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
> > Identify client
> > Provide privacy and warmth for transfer for client
> > Explain procedure to client
> > Secure assistance, if needed, before preparing client for transporting
> > Transport clients by wheelchair and/or stretcher noting client safety and proper body mechanics
> > Follow department/facility guidelines for entering an elevator, corridor or ramp with a wheelchair or stretcher
> > Remain alert to client condition and responses during transport
> > Remain with client until other staff take over responsibility for the client
> > Report/record client condition, reactions, and transport as required

Learning Objectives
> Outline the safety precautions to follow when transporting a client by stretcher
> Outline the safety precautions to follow when transporting a client by wheelchair
> Discuss the use of safety devices and monitors when client is in wheelchair and on stretcher
> Demonstrate the operation of the footrests and wheel locks on a wheelchair and the side rails and wheel locks on a stretcher
> Describe how a client's privacy and warmth can be assured during transport
> Describe how to enter an elevator with a wheelchair and a stretcher
> Explain the method for moving a wheelchair down a ramp
> Describe the observations about the client's condition and reactions that should be reported/recorded during transport

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
2. Assist to transfer client

Performance Standard Condition
Competence will be demonstrated
> at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria
Performance will be successful when learners:
- Identify client
- Provide privacy for client
- Explain procedure to client
- Secure assistance, as necessary, before beginning transfer
- Determine if lifting device is necessary to facilitate client transfer
  - *NOTE:* Use of mechanical lifts by 16-17 year olds is restricted by Federal Child Labor Laws (SEE: U.S. Department of Labor- Wage and Hour Division Field Assistance Bulletin #2011-3
  - http://www.dol.gov/whd/FieldBulletins/fab2011_3.htm
- Encourage client to participate in transfer procedure as appropriate
- Follow transfer procedure noting client safety and proper body mechanics
  - Lock any wheels
- Seek client input to determine their comfort during and after transfer
- Assist to attach/secure any safety devices or monitors to client
- Report/record client condition, reactions, and transfer

Learning Objectives
- List the most common transfers made by the client, with or without assistance, in the health care facility
- List the principles of safety to be followed in all client transfers
- Outline the steps in transferring from bed/exam table to wheelchair/commode/chair; wheelchair to toilet; stretcher to bed/exam table or vice versa
- Recognize center of gravity and base of support in order to use proper lifting techniques
- Explain the importance of safety devices and monitors after the transfer is complete to the new setting
- Demonstrate the operation of the footrests and wheel locks on a wheelchair and the side rails and wheel locks on a stretcher
- Identify your role in an independent transfer, assisted transfer, and dependent transfer
- Explain the use of a lift sheet
- Describe the use of a gait/transfer belt
- Describe the circumstances for which the use of a mechanical lift would be appropriate
- Describe how a transfer board would be used
- Describe the observations about the client's condition and reactions that should be reported/recorded during a transfer

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
3. Maintain inventory of supplies and/or equipment

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Follow procedure for inventory of supplies, equipment, and/or medications
>> Monitor quantity of items available in the inventory
>> Report expired, discontinued, damaged, recalled, and/or missing supplies and medications immediately to worksite professional
>> Communicate changes in availability to worksite professional
>> Straighten and clean shelves
>> Assist with removal and disposal of expired, damaged, and/or recalled items as required
>> Follow procedures to order and obtain supplies, equipment and/or medications
>> Verify the receipt of a shipment with the order against the packing slip and/or original purchase order after the order arrives
>> Identify supply items and/or medications requiring special handling or storage
>> Store and stock items appropriately
>> File or route Packing Slips and/or any Material Safety Data Sheets (MSDS) received to the appropriate places

Learning Objectives
> Compare and contrast ordering procedures for routine and for emergency orders
> Discuss the issue of cost containment in health care and how that impacts ordering
> List items in your department/facility that require any special handling and/or storage
> Explain how to store items received so as to prevent loss and damage
> Compare and contrast ordering paperwork: Original Order (Manual or Electronic), Purchase Order, Packing Slip
> Explain the purpose of lot numbers and expiration dates
> Name common supplies, pieces of equipment and/or medications used in your department/facility on a routine basis
> List the types of agents included in the category of "controlled substances"
> Outline some of the regulations for prescription drugs included in the Controlled Substance Act
> Explain the variation in procedures when controlled substances are part of the inventory process
> Describe the importance of immediate action when medications are found to be missing

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
4. Manage client appointments

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Verify the required elements of the medical order, if applicable for services
>> Ascertain the time required for the health service(s) required by the client
>> Refer client to worksite professional or guidelines for priority scheduling to address emergencies and/or urgent care
>> Identify conflicts in schedule and those of the client's schedule
>> Assist in recommending resolution to scheduling conflicts
>> Confirm client and the department/facility have the identical appointment information
>> Accurately enter appointment times and other required information
>> Prepare an appointment card if client is present
>> Document any scheduling changes in the correct locations
>> After appointment time, documents status of the appointment: late, no show, rescheduled, cancelled, etc.

Learning Objectives
> Explain the elements of medical orders required for some types of appointments as defined by Medicare and Joint Commission standards
> List the elements about an appointment schedule that are most important to the client
> List the scheduling elements of greatest concern to the department/facility
> Describe the appointment procedures used in your department/facility
> Detail the client information required for most scheduling procedures
> Describe the importance of reminder calls for appointments
> List the types of calls that indicate a need for immediate service in your department/facility
> Explain how departments/facilities handle "no show" appointments

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
5.   Obtain/update client information

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Ensure client privacy
>> Use good communication techniques to obtain basic client information
>> Verify client information in plain language
>> Report/record the required information
>> Record data/information in the appropriate place
>> Correct any incorrect information in the client record
>> Copy or scan insurance cards or other documents as required
>> Use only abbreviations on the department/facility's approved list

Learning Objectives
> List the ways in which identification of clients is confirmed
> Explain the use of bar codes for identification in health care settings
> Describe good communication techniques for eliciting accurate client information
> Detail the common medical history components of the client record
> Describe general documentation requirements for recording objective information and client observations
> Explain the role of observations in client care
> List some of the most critical client care observations to be made

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
6.   Measure blood pressure

Performance Standard Condition
    Competence will be demonstrated
        at the worksite

Performance Standard Criteria
    Performance will be successful when learners:
        Identify client
        Provide privacy for client prior to procedure
        Prepare the equipment for the procedure
        Explain the procedure to the client in plain language
        Position client using proper body mechanics if necessary
        Take blood pressure
        Report/record blood pressure reading(s)
        Report abnormal readings immediately to worksite professional
        Care for the sphygmomanometer and/or stethoscope

Learning Objectives
    Define terms related to blood pressure
    Describe how to use and care for the sphygmomanometer and stethoscope
    Explain the technique for obtaining blood pressure
    Discuss variations of equipment choice for different size clients
    Identify the range of normal values for blood pressure
    Describe factors that influence blood pressure readings
    Identify the causes of inaccurate blood pressure readings
    Identify the variations in blood pressure readings that should be reported immediately
    Explain how to document blood pressure results

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
7.   Measure height/weight

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client prior to procedure
>> Prepare equipment for the procedure
>> Explain the procedure to the client in plain language
>> Set scale to zero for weight
>> ***Position client*** using proper body mechanics if necessary
>> Measure weight and height according to protocol
>> Report/record weight and height reading(s)
>> Weight and Height measurements are accurate
>> Care for equipment according to protocol

Learning Objectives
> Describe the various methods for measuring client weight
> Explain how to convert pounds to kilograms
> Explain how to convert inches to centimeters
> Identify different methods of measuring client weight
> Explain how to document weight and height measurements

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
8. Measure pulse oximetry

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Provide privacy for client prior to procedure
Prepare the equipment for the procedure
Explain the procedure to the client in plain language
Position client using proper body mechanics if necessary
Apply pulse oximeter to thin part of client's body- ear lobe, fingertip or across foot for infants
Connect oximeter to monitors if applicable
Report/record readings
Report abnormal readings immediately to worksite professional

Learning Objectives
Explain how a pulse oximeter works
List indications where blood oxygenation should be monitored
Identify the range of normal values for pulse oximetry
Describe factors that influence oxygenation
Identify the causes of inaccurate pulse oximetry readings
Identify the variations in oximetry readings that should be reported immediately
Explain how to document pulse oximetry results

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
9. Measure fluid intake and output

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Measure input and output specimens as required
- o   Pour contents into measuring container without splashing
- o   Measure at eye level on flat surface

Calculate liquid measurements in cubic centimeters
Report/record intake and output
Clean/disinfect equipment and dispose of contaminated articles as required
Fluid Intake is accurately measured
Fluid Output is accurately measured

Learning Objectives
Define terms related to intake and output of fluid
Identify basic principles of hydration
List client conditions which can cause dehydration
Cite client conditions that usually require a record of intake and output
Identify which fluids/foods are to be measured as liquid intake
Identify which fluids/specimens are to be measured as liquid output
Describe ways to involve clients in recording or reporting oral intake of fluid
Explain how to calculate intake and output
Describe how to convert various liquid measurements to cubic centimeters
Explain how to document intake and output

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
10.   Measure EKG

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client prior to procedure
>> Prepare the equipment for the procedure
>> Explain the procedure to the client in plain language
>> ***Position client*** using proper body mechanics if necessary
>> Apply EKG leads to appropriate places on client's body
>> Connect EKG to recording device monitors
>> Report/record readings
>> Report abnormal readings immediately to worksite professional

Learning Objectives
> Describe what information an EKG provides
> Explain how an EKG machine works
> List indications where EKGs should be performed or monitored
> Identify the range of normal values for EKGs
> Describe factors that influence EKG readings
> Identify the causes of inaccurate EKG readings
> Identify which variations in EKG readings that should be reported immediately
> Explain how to document EKG results

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
11. Measure blood sugar

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Provide privacy for client prior to procedure
Prepare the equipment for the procedure
Explain the procedure to the client in plain language
Position client using proper body mechanics if necessary
Instruct clients in collection of specimens
Process specimens for testing
o Blood stick
o Drawn blood sample
o Urine
o Interstitial fluid
Report/record readings
Report abnormal readings immediately to worksite professional

Learning Objectives
Describe what information blood sugar readings provide
Explain how blood sugar measurement devices work
List indications where blood sugars should be tested or monitored
Identify the range of normal values for blood sugars
Describe factors that influence blood sugar readings
Identify the causes of inaccurate blood sugar readings
Identify which variations in blood sugar readings that should be reported immediately
Explain how to document blood sugar results

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
12. Instruct clients in collection of specimens

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify the client
>> Provide privacy for the client
>> Explain instructions for specimen collection in plain language
>> Determine the client's level of understanding about the directions
>> Respond to client questions accurately within scope of their job role OR refer to worksite professional
>> Obtain consent for testing
>> Provide privacy for the client
>> Collect specimen noting client safety and Standard Precautions
>> Accurately label specimen
>> Complete documents for collecting specimen

Learning Objectives
> List medical and lay terms related to specimens processed in your department/facility
> Outline the procedures for collecting a routine specimens in your department/facility
> Name the equipment and special supplies used for collecting specimens
> Explain any special pediatric patient requirements for collecting specimens

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
13.   Process specimens for testing

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> ***Instruct clients in collection of specimens***
>> Verify specimen label
>> Complete documents for processing specimen
>> Deliver specimen, arrange for pickup, or store specimen for testing later
>> Clean/disinfect equipment and supplies
>> Dispose of any contaminated articles

Learning Objectives
> Discuss the use of Standard Precautions while collecting and handling specimens
> Name the specimens collected most frequently in your lab
> Describe any special storage, handling, and disposal requirements for specimens in your lab
> Differentiate between different types of specimens including urine, stool, whole blood, serum, plasma, and sputum

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
14. Perform phlebotomy

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Provide privacy for client prior to procedure
Prepare the equipment for the procedure
Explain the procedure to the client in plain language
Label tubes
Position client using proper body mechanics if necessary
Perform phlebotomy
o Apply tourniquet
o Palpate draw site
o Clean draw site
o Adjust needle if needed
o Bandage and control bleeding
Report/record procedure
Process specimens for testing

Learning Objectives
Describe possible sites for venipunctures on adults, children, and infants
Compare methods of venipuncture and when each is used/preferred
Compare test tubes and anticoagulants and additives used in venipuncture
Describe the process for venipuncture
Describe the process for finger sticks and heel sticks

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
15.   Assist in performing testing

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite
>> while assisting a worksite professional

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Locate and identify the specimen to be tested
>> Assist with testing specimen
>> Select the correct equipment and supplies
>> Include QC samples, if applicable
>> Verify counts, measurements, and/or color reactions with the worksite professional
>> Document testing
>> Screen test results for follow up with the worksite professional
>> Clean/disinfect equipment and supplies
>> Dispose of contaminated materials

Learning Objectives
> List common tests performed on specimens in your department/facility
> Define the terms associated with common tests performed on specimens
> Explain the purpose of common tests performed on specimens
> Explain testing requirements for common tests performed in your department/facility
> Describe normal values and conditions resulting in abnormal test results in your department/facility
> Explain quality control and assurance practices for testing in your department/facility
> Describe appropriate specimen storage and disposal procedures

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
16.   Make occupied bed

Performance Standard Condition
   Competence will be demonstrated
      at the worksite

Performance Standard Criteria
   Performance will be successful when learners:
      Assure privacy for client during procedure
      Position client as needed
      Remove soiled linens and laundry
      o   Do not shake or handle in way that may aerosolize any infectious agents
      o   Avoid contact of own body and clothing with the soiled items being handled
      o   Contain soiled items in a laundry bag or designated bin
      o   Do not sort or rinse linens in the location of use
      o   Bag linens heavily contaminated with blood or other body fluids in a manner that
         will prevent leakage
      Handle clean textiles to ensure their cleanliness
      Make an occupied bed as required noting client safety and proper body mechanics
      Handle soiled laundry according to Standard Precautions
      Report/record client condition, reactions and bed making

Learning Objectives
      Outline client comfort measures to be observed when making a bed
      Detail client safety factors important during and following bed making
      Describe how to make an occupied bed
      Outline the effective body mechanics to use during occupied bed making

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
17. Provide client skin care

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client
>> Explain procedure to client
>> Give or assist with skin care as required
>> Give backrub as required
>> Pay special attention to bony prominences and other areas subject to pressure sores
>> Change the ***position of client*** confined to bed
>> Report/record any skin breaks or discolorations, reactions, and skin care

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

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
18.   Apply non-prescription topical medications

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Verify that the non-prescription topical application has been ordered
>> Identify client
>> Provide privacy for client
>> Explain procedure to client
>> Verify the "six rights" for administering medication
>> ***Position client*** using proper body mechanics if necessary
>> Give medicated bath, shampoo, or topical medication as required
>> Report/record the appearance of the skin and the reaction/response of the client following the procedure
>> Store medication appropriately

Learning Objectives
> Outline the steps for assuring accuracy in administering medication (Right Drug, Dose, Client, Route, Time, Documentation)
> Outline the steps for assuring identity of the correct medication (at storage removal, at container removal, at storage return)
> Identify conditions of the skin that should be observed when giving client care
> Explain how to document topical medication administration
> Outline techniques caregivers can use to help maintain the integrity of the skin
> List some of the most frequent topical medications
> Describe the various forms in which topical medications are supplied
> Explain the importance of applying medications to skin that is not broken
> Indicate the observations which should be made regarding the condition of the client's skin

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
19. Prepare and/or serve food

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Consult the dietary plan for the client
Obtain order for meal from client or meal information from the diet plan including fluids
Place order for meal if designated
Assist to prepare meal if needed
Ensure meal is processed as appropriate for client ability (chopped, cut, pureed, etc)
Plate meal items ordered by client or by dietary plan
Deliver meal to client ensuring hot food remains hot and cold food remains cold
Determine if assistance is needed for eating
Report/record meal delivery times
Monitor food intake and record as required

Learning Objectives
Describe the role of the dietician in your facility
Define terms related to nutrition, diets, and foods
List the benefits of good nutrition
List the essential nutrients
List the nutrition guidelines of the Nutrition Plate Guidance System
Compare nutritional needs of children, adults, and elderly
Describe the legal requirements for meeting nutritional needs of clients in your facility
Explain methods to prevent food contamination

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
20. Aid client with eating and hydration

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Position client for the meal
Identify potential problems the client may experience in eating or drinking liquids
Confirm the food is appropriate to a prescribed diet
Safely assist client with eating as needed
o Face client
o List food items to client
o Let client choose food
o Use spoon to feed client one bite at a time
o Tell client content of food each spoonful
o Make sure client's mouth is empty before next bite
o Offer beverage sip periodically throughout meal
Assist with and/or clean client as needed
Report/record client eating patterns and fluid intake as required

Learning Objectives
Differentiate between the processes of digestion, absorption and metabolism
Describe the characteristics of common special diets
Demonstrate appropriate techniques to use in assisting client during feeding
Detail procedures for assuring adequate fluid intake
Explain alternatives to oral nutrition
Indicate the observations which should be made regarding client eating patterns and fluid intake

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
21. Aid client with oral hygiene

Performance Standard Condition
    Competence will be demonstrated
        at the worksite

Performance Standard Criteria
    Performance will be successful when learners:
        Identify client
        Provide privacy for client
        Explain procedure to client
        Safely give or assist with care of the mouth and teeth
        o   Position client upright
        o   Moisten toothbrush
        o   Apply toothpaste to toothbrush
        o   Gently clean tooth surfaces, tongue, gums, cheeks using gentle motions
        o   Wipe client mouth after rinsing
        Safely give or assist with specialized oral hygiene care
        Care for dentures
        Report/record client condition, reactions, and oral care
        Clean/disinfect equipment
        Dispose of contaminated articles

Learning Objectives
    Identify general structures in the oral cavity and the functions of these structures
    List the purposes of oral hygiene
    Describe the appropriate method for brushing teeth
    Outline the frequency recommended for oral hygiene each day
    Explain the procedures and Standard Precautions for giving oral hygiene
    Illustrate the various methods of caring for the mouth and teeth of helpless clients
    Describe the care of dentures
    Indicate the observations which should be made regarding the condition of the client's
    mouth and teeth

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
22.   Aid client with grooming- hair care

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Provide privacy for client
Explain procedure to client
Use client's personal care items and shampoos if preferred
Give or assist with hair care daily
Is attentive to styling the client's hair whenever possible
Assist the client in shampooing hair OR safely give a shampoo to a client confined to bed
Meet the client's needs for comfort while giving hair care
Report/record client hair and scalp condition, reactions, and hair care
Clean/disinfect equipment
Dispose of contaminated articles

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

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
23. Aid client with grooming- nail care

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Provide privacy for client
Explain procedure to client
Give or assist with care of the nails, hands and feet daily
o Immerse nails in water
o Clean under each fingernail
o Wipe after each nail
o File nails as needed
Safely clip nails if order indicates
Report/record client nail, hand, foot condition, reactions, and nail, hand, foot care
Clean/disinfect equipment
Dispose of contaminated articles

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

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
24.   Aid client with grooming- dress and undress

Performance Standard Condition
>   **Competence will be demonstrated**
>>   at the worksite

Performance Standard Criteria
>   **Performance will be successful when learners:**
>>   Identify client
>>   Provide privacy for client
>>   Explain procedure to client
>>   Assess client's ability to assist with dressing/undressing
>>   Determine whether agency gowns/robes or client's own clothing should be worn
>>   Safeguard the clothing and other belongings of the client
>>   Offer client choice of clothing
>>   Safely dress/undress a client needing partial or total assistance
>>   Assure that the clothing worn by the client does not interfere with other procedures
>>   Report/record client condition, reactions, and clothing change
>>   Handles soiled laundry as required

Learning Objectives
>   Explain how to dress/undress a client requiring partial or total assistance
>   Determine on which side of client's body the dressing or undressing process should start, when client has limited mobility
>   List the measures to be taken to safeguard client's clothing and other belongings
>   Identify those situations when a client should wear hospital gowns/robes rather than own clothing
>   Explain the importance of nonskid footwear for the client
>   Discuss the policy of the agency for care of soiled clothing
>   Indicate the observations which should be made regarding the condition of the client during dressing

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
25.   Aid client with grooming- shaving

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Provide privacy for client
Explain procedure to client
Determine if shaving is to be part of daily client care or requires a special order
Assess client's ability to assist with procedure
Safely give or assist with shaving
Reports/records client skin condition, reactions, and shaving procedure
Cleans/disinfects equipment
Dispose of contaminated articles

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

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
26. Care for client with urinary catheter

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client
>> Explains procedure to client
>> Empty and measure urinary drainage noting client safety and proper body mechanics
>> Determine if output is to be saved for a specimen
>> Give perineal care around the catheter that is appropriate for a male or female client
>> o Expose area around catheter; do not overexpose client
>> o Hold catheter without tugging
>> o Move in only one direction- away from meatus
>> o Use clean are of cloth for each stroke
>> Check that urine flows freely through the system
>> Report/record observations about the drainage system and the characteristics of the urine
>> Clean/disinfect equipment
>> Dispose of contaminated articles

Learning Objectives
> Outline some common disorders of the urinary system
> List some reasons why a client would have a urinary catheter inserted
> Describe an indwelling urinary catheter and its use
> Identify the client observations to make when caring for the client with a catheter
> List the areas where infectious organisms can enter when a client has a catheter and drainage system
> Describe the importance of perineal care around the catheter
> Detail some of the measures caregivers can take to assure continuous urinary drainage from the system
> Discuss the ambulation of a client with a urinary catheter and drainage system
> Demonstrate emptying and measuring the urinary drainage

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
27.   Provide ostomy care

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client
>> Explains procedure to client
>> Remove pouch safely
>> Empty and measure the drainage if output is to be saved for a specimen
>> Clean the skin and stoma
>> Dry the area completely
>> Attach a new pouch or clean the reusable pouch according to manufacturer instructions
>> Report/record observations any observations about ostomy system, stoma, and the characteristics of the dishcarge
>> Clean/disinfect equipment
>> Dispose of contaminated articles

Learning Objectives
> Compare different types of ostomies and how care differs for each
> Define the health disorders that require an ostomy
> Compare pouching systems
> Identify the client observations to make when caring for the client with an ostomy
> List the areas where infectious organisms can enter when a client has an ostomy
> Demonstrate emptying and measuring an ostomy pouch
> Discuss lifestyle impacts for clients with an ostomy

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
28.   Aid client with bathing

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client
>> Explain procedure to client
>> Check water temperature before bathing
>> Have client check water temperature
>> Assist in assessing client's ability to take a bath
>> Safely Give or assist with tub, shower, sponge bathing noting client safety and proper body mechanics
>> Follow "clean-to-dirty" principle when assisting with the bath
>> Remain nearby and alert to client 's condition and reactions
>> Report/record client condition, reactions, and bathing
>> Cleans/disinfect equipment

Learning Objectives
> Elaborate on the importance of cleanliness and skin care
> Describe the safety precautions for client bathing
> Discuss the instructions that should be given to the client regarding the bathing facilities and equipment
> List the equipment and supplies necessary for the bath
> Describe the procedures for assisting the client with tub baths, showers, and sponge baths
> List the observations to be made while assisting client with the bath
> Describe the care for bath facilities and equipment

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
29. Give bedbath

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy and warmth for client
>> Explain procedure to client
>> Check water temperature before bathing
>> Have client check water temperature
>> Safely give bed bath noting client safety and proper body mechanics
>> Allow client to assist with bathing, as appropriate
>> Follow "clean-to-dirty" principle during bath
>> Make observations relative to client's condition and reactions
>> Report/record client condition, reactions, and bath
>> Clean/disinfect equipment

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

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
30.   Apply TED (anti-embolism) stockings

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client
>> Explains procedure to client
>> Turn stocking inside out
>> Place foot of sticking over toes, foot and heel
>> Pull top of stocking over foot, heel and leg
>> Pull stocking up leg gently avoiding force and over-extension of joints

Learning Objectives
> Define TED
> Explain the purpose of TED stockings
> Explain when TED stockings are indicated
> List instances when TED stockings should not be used

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
31.   Aid client to perform range of motion exercises

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client
>> Explain each exercise to client
>> Instruct client to verbalize any pain while exercising
>> Follow guidelines for range of motion exercises noting client safety and proper body mechanics
>> Take each joint through the full available range of motion of client's ability
>> Do each exercise gently, slowly and smoothly
>> Do not force any joint to move
>> Encourage client to help with exercises as appropriate
>> Communicate appropriately with client during the range of motion exercises
>> Report/record observations of client reactions and exercises

Learning Objectives
> Define the terms related to the movement and placement of joints
> Explain the purposes for performing range-of-motion exercises
> Outline basic range-of-motion exercises
> Explain the difference between passive and active range-of-motion exercises
> Describe how to do range-of-motion on all extremities
> Discuss the appropriate response when client experiences pain or discomfort during the exercises
> Note special corrective exercises that are only performed by the physical therapist
> Indicate observations of clients abilities that should be noted during exercises

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
32. Set up area for exam/procedures

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Verify procedure to be performed
Consult procedure protocol for safety and setup requirements
Gather the equipment and supplies that will be used for the procedure
Ensure the cleanliness of the procedure equipment and area/room
Check the equipment for malfunction or damage if applicable and allowed
Confirm solutions and supplies are correct and not expired
Arrange the equipment and supplies in the order in which they will be used
Report the status of supplies and equipment to the worksite professional
Document procedure set up, if applicable

Learning Objectives
Identify the therapeutic and diagnostic procedures most commonly administered in your department/facility
Describe the major purpose for each of the procedures identified
List the types of equipment and supplies that are required for each of the procedures identified
Define the medical terms and abbreviations related to each of the procedures identified
Define surgical asepsis, sterile field and describe how test supplies can be contaminated
Explain how to set up a sterile field

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
33.   Assist with exam/procedures

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite
>> while assisting a worksite professional

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Verify that the area, equipment, and supplies are appropriate, in-date, and ready for the procedure
>> Drape client and/or take other measures to assure client privacy during the procedure
>> Assist in *positioning client* using proper body mechanics
>> Assist with procedural steps performed by the worksite professional
>> Report any client response to the procedure to the worksite professional
>> Label and *process specimens* when applicable
>> Document assistance
>> Clean/disinfect and/or sterilize equipment and supplies
>> Dispose of contaminated articles according to protocol
>> Communicates any follow up information to the client as directed by the worksite professional

Learning Objectives
> Discuss ways you can reassure the client before, during, and after a procedure
> List common therapeutic and diagnostic procedures performed in your department/facility
> Describe the major purpose for each of the procedures identified
> Identify the position(s) necessary for the client during common therapeutic and diagnostic procedures performed in your department/facility
> Explain how equipment and/or supplies are sterilized for each common procedures identified
> Outline potential adverse client reactions to each common procedure identified
> Explain how to handle contaminated materials

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
34.   Assist with medication and/or immunization administration

Performance Standard Condition
Competence will be demonstrated
at the worksite
while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
Verify medication or immunization ordered
Provide privacy for the client
Observe worksite professional with performance before and after medication administration
Position client using proper body mechanics if necessary
Observe worksite professional explain administration procedure to the client
Observe worksite professional administer medication to the clien
Assist worksite professional with monitoring of client response to the medication administration

Learning Objectives
Outline the steps for assuring accuracy in administering medication (Right Drug, Dose, Client, Route, Time, Documentation)
Outline the steps for assuring identity of the correct medication (at storage removal, at container removal, at storage return)
List some of the most frequent medications that are used in your department/facility and their purpose, expected outcome, and common side effects
Discuss conditions which contraindicate the use of oral medications
Explain how to document topical and oral medication administration

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
35. Assist with care of client with dementia

Performance Standard Condition
Competence will be demonstrated
      at the worksite
      while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
      Confirm client identity from identification
      Obtain the client's attention before speaking
      Address the client by name
      Approach the client slowly from the front and at the same level
      Use calm, low pitched tone of voice
      If interrupted, start over again
      Speak clearly and distinctly
      Do not rush
      Emphasize key words
      Break tasks into clear, simple steps one at a time
      Use non-verbals appropriately
      Complete prescribed activities as required

Learning Objectives
    Define and compare dementia and Alzheimer's
    List changes commonly associated with clients with dementia
    Describe techniques and strategies that can be used with clients with dementia
    Explain behavior issues often associated with clients with dementia
    Discuss common triggers for behavioral issues in clients with dementia
    Describe common activities for clients with dementia

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
36. Use isolation techniques

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Gather food, equipment, and supplies needed for giving care in the isolation unit
Put on gown, gloves and/or mask as required by the type of isolation used for this client
Transfer food, equipment, and supplies into the isolation unit
Provide care for the client according to guidelines noting Standard Precautions
Give client extra attention to help offset the client's feelings of abandonment
Transfer soiled linen, contaminated equipment, and trash out of the isolation unit as required and per Standard Precautions
Remove contaminated gown, gloves and/or gloves without contaminating self or clean areas

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

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
37. Perform choking maneuver

Performance Standard Condition
Competence will be demonstrated
at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Successfully complete an approved course on choking maneuvers
Accurately assess the choking situation based on simulated description of the person's symptoms OR on role play of choking by a peer
Identify the obstruction as partial or complete, matching symptoms to the simulated situation
Contact emergency care specialist or designates someone to get help
Perform choking maneuver for a simulated conscious person and an unconscious person according to course guidelines noting client safety, proper body mechanics, and Standard Precautions

Learning Objectives
Define terms related to airway obstruction
Explain how the tongue and foreign objects can cause airway obstruction
List the signs of someone with a partial airway obstruction
List the signs of someone with a complete airway obstruction
Outline the steps of the choking maneuver for a conscious person
Outline the steps of the choking maneuver for an unconscious person
Describe the variations in the maneuver for an infant and a child

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
38.   Use First Aid measures

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Complete an approved First Aid course successfully
>> Accurately assess emergency situation(s)
>> Contacts emergency care or designate someone to get help
>> Give appropriate immediate care to the injured client
>> Apply principles of client safety, proper body mechanics, and Standard Precautions in administering any first aid according to course guidelines

Learning Objectives
> Define terms related to emergency care
> Identify types of emergency situations which might occur in your department/facility that would require immediate aid
> 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
> List the general principles which should guide your decision making in an emergency situation
> List the "priorities of care" which need attention before beginning other first aid procedures
> Describe first aid or immediate measures for: bleeding/wounds, shock, poisoning, burns, fractures, fainting
> Describe immediate emergency care to be given for heart attack, stroke, convulsions and diabetic reactions
> Elaborate on the importance of only giving the emergency care you are qualified to provide

Comments:

Unit 4: Therapeutic Services Pathway
Nursing Assistant- Additional Skills

Competency
39.   Assist with post-mortem care

Performance Standard Condition
Competence will be demonstrated
at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be
used IF there is no possibility of skill performance at the worksite
while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
Care for body with respect and dignity, including the maintenance of privacy
Clean and prepare body as required
Prepare the body for final viewing by the family
Demonstrate respect and understanding in dealing with the grieving family
Care for client's valuables and belongings
Remove used equipment, supplies, and linens from the client care area
Transport body to morgue or holding area

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

Comments:

Appendix M

**HEALTH SCIENCE
YOUTH APPRENTICESHIP**

**THERAPEUTIC SERVICES PATHWAY
PHARMACY TECHNICIAN (UNIT 5)**

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
1. Maintain pharmacy business documents

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Route written, electronic, and oral requests for information, purchase orders, checks, and other business documents to appropriate parties
Sort and distribute correspondence accurately
Update documents manually and/or electronically as required
Verify authorizations and/or other required prior to filing/storage
Follow up to obtain missing information
Use filing and indexing guidelines to add and retrieve information to the client record
Store information (client records/reports/forms) promptly and accurately
File manual client records
Store, retain, and/or destroy manual records as directed
Adhere to the legal storage, retention, and destruction requirements for client records
Collect and enter data for special programs such as staff credentialing, utilization management, risk management, and/or infection control programs

Learning Objectives
Compare indexing and filing methods used for filing in health care organizations
Explain how client records are cross referenced manually and electronically
Explain the reasons for cross referencing and cross indexing
Outline the procedures for finding specific client records/information manually and electronically
List the legal guidelines governing storage and retention of documents
Compare retention requirements for manual and electronic documentation
List the legal guidelines for record destruction
Summarize attributes of proper information storage (accessibility, quality, security, flexibility, connectivity, efficiency, etc.)
Identify storage options (imaging, CDs, portable devices, etc)
Compare and contrast the different methods of mailing: certified, registered, inter-office, first class
Explain the requirements for mailing medications
Discuss accounts receivable and accounts payable processes (order invoices, shipping, receiving) as they apply to your department/facility for products and services

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
2. Create and/or maintain the client record

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> ***Obtain/update client information***
>> Verify data/information
>> Ensure client identification appears on each record or form used
>> Enter/update required information in the client record
>> Confirm accuracy of entered/updated information
>> Use only approved abbreviations
>> Client record is accurate and complete

Learning Objectives
> Explain the legal purposes and ownership of the client record
> Describe the content within a typical client record
> Compare and contrast the different types and functions of the client record
> Define the electronic medical record (EMR)
> Compare and contrast electronic and manual client record systems in your facility
> Discuss the impact of the EMR on healthcare consumers and professionals
> Describe how to convert time to military time AND why military time is used
> Outline the procedure used in a typical health service facility for creating the client record
> Explain how manual documents are linked to electronic records
> Explain how to handle duplicate client records

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
3. Obtain/update client information

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Ensure client privacy
>> Use good communication techniques to obtain basic client information
>> Verify client information in easy to understand language
>> Report/record the required information
>> Record data/information in the appropriate place
>> Correct any incorrect information in the client record
>> Copy or scan insurance cards or other documents as required
>> Use only abbreviations on the department/facility's approved list

Learning Objectives
> List the ways in which identification of clients is confirmed
> Explain the use of bar codes for identification in health care settings
> Describe good communication techniques for eliciting accurate client information
> Detail the common medical history components of the client record
> Describe general documentation requirements for recording objective information and client observations
> Explain the role of observations in client care
> List some of the most critical client care observations to be made

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
4. Verify client and/or insurance information

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Follow guidelines to verify and/or reconcile insurance information, authorizations, medical, and/or client information
>> Review claim(s) for incomplete or inaccurate insurance information or authorizations
>> Locate and/or request appropriate information required to complete the insurance claim, authorizations, or client record
>> Verify revised information with worksite professional
>> Update and revise information in the client record
>> Verify claim information with worksite professional

Learning Objectives
> Define terms used in insurance plans such as third-party payer, deductible, co-payment, HMOs, PPOs
> Illustrate the insurance reimbursement cycle
> Compare and contrast major types of insurance plans
> Compare non-government payers (commercial insurance, managed care) to government payers Medicare, Medicaid)
> Identify advantages and disadvantages of participating and non-participating insurance companies for health care professionals and health care facilities
> Explain the purpose of Worker's Compensation and why it is considered a health insurance plan
> Discuss issues and trends in insurance plans and health care financing
> List the categories of information common to most insurance claims
> Describe the information on a typical explanation of benefits (EOB) form

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
5. Accept orders

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Use in-person and/or electronic communication systems to receive prescription/medication orders and/or refills
>> Screen the prescription/medication order for legal requirements and completeness
>> Verify proper information for refill prescriptions
>> Highlight any special requests on the prescription
>> Enter/update prescription order in the client profile for processing
>> Verify insurance coverage for prescription/medication order
>> Assist client to choose best payment options if multiple plans are available
>> Refer all new prescriptions or changes to prescriptions to the pharmacist

Learning Objectives
> List the common medication categories
> Discuss the differences between over-the-counter (OTC) and prescription medications
> Explain the role of medication and non-medication therapy (herbal, lifestyle changes, smoking cessation)
> List some common physical and chemical incompatibilities
> Identify the required components of a legal prescription order including required pharmacological information
> List pharmacological information required for transcribing medication/infusion orders, auto-stop orders, and restricted medication orders
> Explain how different medication dosage schedules are transcribed, i.e., scheduled, as needed, continuous infusion
> List the information required for a refill prescription
> List the documentation requirements for prescriptions of controlled substances and investigational medications
> Describe how a prescription/medication order is screened for authenticity and errors
> Explain how to verify a prescriber's Drug Enforcement Agency (DEA) number
> List ways to detect forgery and alteration of prescriptions
> Describe reasons why only a pharmacist is allowed to give information to clients about medications
> List the situations in which a referral to the pharmacist is required
> Describe the use and handling of a CPOE (Computerized Physician Order Entry)
> 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 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
6. Use aseptic technique

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Wear the appropriate Personal Protective Equipment (PPE) as required
Disinfect surfaces before and after use as required
Gather all materials prior to beginning procedure
Prevent unwanted air current flow from doors and windows
Sterilize or use sterilized equipment, reagents and/or supplies
Hold caps or tops when removing them
Hold open plates, tubes, lids, etc. at an angle in a manner to prevent unwanted exposure to uncontrolled environment
Keep lids on as much as possible
Avoid talking, sneezing, coughing when working with exposed materials
Discard contaminated materials properly

Learning Objectives
Define asepsis
Compare sterilization to disinfecting
Compare different sterilization procedures for equipment, reagents and supplies
Compare disinfecting products
Compare equipment or lab lay-out, such as laminar flow hoods and clean rooms, used in maintaining asepsis
Describe basic aseptic techniques in the pharmaceutical laboratory
Explain the purpose of reducing air currents and holding open items at an angle
Demonstrate proper removal and holding of lids when removed

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
7. Clean and prepare supplies and/or instruments

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Rinse items thoroughly, as required, with the appropriate solvent
Soak glassware and other items in warm aqueous solution of detergent
Clean items to remove all residual matter
o   Consults worksite professional for more aggressive cleaning protocols if required
After cleaning, rinse thoroughly with water
Dry items in required manner
Place cleaned and dried items in sterilization pouches or wraps if required
o   Perform following steps as applicable to lab setting
o   Label and seals items properly
o   Place items in sterilization equipment
o   Ensure items remain apart during the sterilization cycle
o   Place empty canisters upside-down in order to prevent accumulation of water
o   Does not overload sterilizer trays
o   Allow a distance between trays to permit steam circulation
Document cleaning procedure if required
Return clean supplies, glassware and instruments to their proper storage locations

Learning Objectives
Identify common glassware, instruments, and reusable testing supplies used in the laboratory
Describe the use of common lab glassware and instruments
Explain the sensitivity and care of glassware
Describe proper dish washing technique for chemical glassware
Describe other aggressive cleaning procedures to be used with residual materials
Describe clean-up procedures used for flammable, corrosive and organic materials
List the glassware and items requiring sterilization
Describe the sterilization procedures required for glassware, instruments, or testing supplies

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
8. Process orders

Performance Standard Condition
    Competence will be demonstrated
        at the worksite

Performance Standard Criteria
    Performance will be successful when learners:
        Confirm order for the medication OR need to re-supply stock supplies required by the pharmacist
        Review checklist for preparation of the medication
        Research information on the medication: trade/generic name, therapeutic equivalents, strengths/dose, dosage form, appearance, interactions, potential negative results, allergies, storage requirements
        Outline the regulations governing the specific medication(s)
        Identify the conditions/symptoms and the duration of medication therapy for which the medication is used
        Select the appropriate products(s), equipment, and supplies from inventory using the "Three Checks"
        Perform calculation(s)
        Verify calculation(s) with worksite professional
        Assist to prepare medication
        Perform all required QC, calibration, and accuracy checks while processing the medication
        Package the medication as required
        Generate medication labels
        Affix appropriate medication labels and/or bar codes to the containers
        Assemble client information materials
        Submit processed medication for final check by pharmacist or worksite professional
        Document preparation and packaging of medication
        Store and/or deliver processed medication
        Clean preparation area

Learning Objectives
    Describe the legal (FDA, DEA, state, JCAHO) requirements for preparing and packaging medications
    Outline the steps ("Three Checks") for assuring identity of the correct medication during processing (at storage removal, at container removal, at storage return)
    Outline the steps to process and handle investigational medications and controlled substances
    Explain the routes of administration for medications
    Identify general categories of pharmaceuticals
    Give examples of "look-alike, sound-alike" medications
    Explain therapeutic equivalence

Compare and contrast generic and trade (brand) names for a therapeutic agent

Discuss dosage forms of medications

Define the purpose of the National Drug Code (NDC) number

Explain the quality improvements methods of medication processing such as NDC number match, double-counting controlled substances

Recognize some of the measures that are used during the preparation stages for avoiding medication errors

Indicate packaging and storage requirements for therapeutic/diagnostic common agents

Indicate the importance of expiration dates on therapeutic/diagnostic agents

Demonstrate the use of the pharmaceutical references

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
9. Generate medication labels

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> ***Obtain/update client information***
>> Enter required information on labels
>> Print out applicable labels
>> Confirm accuracy of information
>> Apply labels onto medication containers, client records, materials, and forms as applicable
>> Medication Labels are accurate and complete

Learning Objectives
> Describe the legal (FDA, DEA, state, JCAHO) requirements for labeling medications
> Explain the use of bar codes used in client identification
> List the ways in which identification of clients and client documents is confirmed
> Explain reasoning for cross referencing and cross indexing of medical records
> List the required information for primary and auxiliary prescription labels

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
10. Perform calculations for medication orders

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Review the appropriate chart or reference materials to make calculations or conversions
>> Identify given values
>> Identify unknown values
>> Determine the calculations or conversions and formulas that need to be performed
>> Perform calculations or conversions as required
> EXAMPLES
>> o Calculate quantity and days supply of finished dosage forms for dispensing
>> o Calculate solutions/mixtures to correct strength
>> o Calculate for chemotherapeutic medications
>> o Calculate compounded IV admixtures
>> o Calculate compounded medications for dispensing
>> o Calculate for radiopharmaceutical medications
>> Calculations are accurate
>> Calculations show appropriate measurement unit labels
>> Verify calculations or conversions with worksite professional
>> Record calculations or conversions as required

Learning Objectives
> List frequently used metric/apothecary/household measurement equivalents
> Identify the system of measurement used for therapeutic/diagnostic agents
> Explain how measurement and calculation errors are prevented during the preparation of therapeutic/diagnostic agents
> Contrast the terms "toxic dose" and "therapeutic dose"
> Convert between U.S. Standard and metric measurements
> Convert between Fahrenheit and Celsius temperatures
> Determine millimoles, milliequivalents, and specific gravity
> Calculate ratios, percents, and proportions
> Calculate appropriate dilutions and solution strength
> Calculate IV drip rates, infusion rates, and admixture calculations
> Calculate anticipated medication usages for prescribed periods

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
11. Weigh and measure accurately

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Review the protocol for accurately using the measuring equipment including safety precautions
Ensure equipment is usable and current for calibration
MASS
SOLIDS
o Add pan or weighing paper
o Tare scale
o Add solid to be weighed
o Note reading
LIQUIDS
o Add container to scale
o Tare scale
o Add liquid to be weighed
o Note reading
VOLUME
LIQUIDS- Cylinder
o Choose smallest container available to hold desired volume
o Position at eye level to the device markings
o Pour liquid into measuring device until it reaches the mark or measurement you need
o Add liquid drop by drop until bottom of curved surface matches desired line
LIQUIDS- Pipets
o Choose appropriate sized pipet for sample required
o Attach pump to pipet if needed
o Set pipet volume OR pull up required amount of liquid
o Drain/dispense liquid to desired amount in container
TEMPERATURE
o Verify thermometer probe is operational OR that thermometer has no gaps in the liquid
o Place thermometer or probe in middle area of material or space
o Allow thermometer or probe time to reach equilibrium
o Note reading
Record measurements in appropriate units and amount of significant figures as required
Clean up equipment

Learning Objectives
Explain how to properly carry and pour solid and liquid chemicals
List common units used in pharmacy labs for mass, volume, and temperature

Explain how to zero and use scales
Identify the proper containers to deliver and contain specific volumes
Demonstrate reading volume in different containers
Explain how to pipette and micropipette different volumes of liquid correctly
Correspond the correct number of significant figures in given values to the measuring device

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
12. Assist to prepare topical and/or oral finished dose medications

Performance Standard Condition
Competence will be demonstrated
> at the worksite
> while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
> ### *Process the prescription/medication order*
> Measure OR count quantity of finished dose forms of the medication
> Assist worksite professional to prepare topical and/or oral finished dose medications
> - o   Finished dose forms of the medication
> - o   Topical, otic, ophthalmic, rectal, and/or vaginal medications
> - o   Liquid dosage medications as required for dispensing into bottles
> - o   Solid dosage medications for dispensing into bottles
> - o   Solid dosage medications for dispensing into unit dose packaging
> - o   Re-package finished dosage forms for dispensing
> Record preparation and/or ingredients of the medications on the applicable labels and documents

Learning Objectives
> Explain the unit dose system and how therapeutic/diagnostic agents are prepared using this system
> Explain your facility's procedures for preparing ready-to-dispense multi-dose packages
> Explain your facility's procedures for reconstituting non-injectable medications
> Explain your facility's procedures to prepare oral dose forms in unit dose or non-unit dose packaging
> List the legal requirements for re-packaging finished dose forms of medications
> Discuss the storage and documentation required for finished dosage forms prepared in anticipation of prescriptions and orders
> Explain how to process and handle finished dose chemotherapy medications such as Efudex and mercaptopurine
> Classify oral and topical medications according to action, preparation, and form
> Verbalize the procedure for administering medications into the eye and the ear

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
13. Assist to prepare compounded, diagnostic, and/or parenteral medications

Performance Standard Condition
Competence will be demonstrated
at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite
while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
Process the prescription/medication order
Assist worksite professional with adding measured pharmaceuticals, additives, or nutrients to medications or solutions according to prescription and/or department/facility guidelines
Assist worksite professional with adding measured medications or nutrients to sterile intravenous solutions using sterile technique
Record preparation and/or ingredients of the medications on the applicable labels and documents according to department/facility guidelines

Learning Objectives
Discuss the differences between pharmaceutical compounding and pharmaceutical manufacturing
Explain the sterile techniques used to mix/compound medications
Describe how to open a sterile package
Explain for compounding sterile non-injectable products such as eye drops
Explain procedures for compounding non-sterile products such as ointments, liquids, and emulsions
Describe procedures for preparing chemotherapy medications
List common diagnostic agents frequently used in performing diagnostic tests
Explain common procedures for preparing diagnostic agents
Explain the common procedure for preparing radiopharmaceuticals
Describe the required Nuclear Regulatory Commission (NRC) checks for radiopharmaceuticals
Differentiate between the routes of parenteral administration
Classify parenteral drugs according to action, preparation, and form
Verbalize the procedure for preparing and administering parenteral medications-subcutaneous, intradermal, intramuscular (IM), intravenous (IV), total parenteral nutrition (TPN)
Describe sterile techniques used to mix and package parenteral medications
Explain common procedures for reconstituting injectable medications

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
14. Provide medication to client

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Ensure privacy and confidentiality of client
Compute charges for medication and equipment to be dispensed to clients
Provide supplemental medication information materials with filled prescription
Deliver/ship medications and/or pharmaceutical supplies to clients, health care units, or surgery
Refer client to pharmacist for instruction for use of medication and warnings
Observe the worksite professional instructing client/client family in the use of the medication
Assist pharmacist in bedside administration of medication or collections for pharmaceutical studies
Follow up to confirm medication administration in in-patient settings
Record distribution of the medication in the appropriate records

Learning Objectives
Describe the legal (FDA, DEA, state, JCAHO) requirements and techniques for providing, dispensing, administering, and distributing medications
Discuss the requirements for dispensing controlled substances and investigational medications
List the legal requirements for pharmacist counseling of a client
Explain why providing complete and understandable instruction to the client when therapeutic agents have been prescribed is important
Outline the steps ("Six Rights") for assuring accuracy in administering medications (Right Drug, Dose, Client, Route, Time, Documentation)
Recognize some of the measures that are used during the dispensing stages for avoiding medication errors
Explain the requirements for packaging and package inserts
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
Describe systems for distributing medications such as pneumatic tubes and robotics
Explain other hospital based functions of pharmacists, such as immunization clinics and pharmaceutical study specimen sampling and processing
Explain techniques used to assess client compliance with medications
Discuss typical guidelines for action in the event of missed doses

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
15. Order and receive supplies and/or equipment

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Follow procedures for procuring supplies, equipment, and/or medications when items are not in stock, outdated, in need, and/or as scheduled
Obtains appropriate supervisory approvals to place orders
Refer to the preferred provider literature to locate supplies for purchase
Order supplies, equipment, and/or medications
Verify the receipt of a shipment with the order against the packing slip and/or original purchase order after the order arrives
Identify supply items and/or medications requiring special handling or storage
Store and stock items appropriately
Report any items received that are expired and/or damaged immediately to worksite professional
Update inventory record
File or route warranty and service agreements for equipment to the worksite professional
File or route the Packing Slip and/or any Material Safety Data Sheets (MSDS) received to the appropriate places

Learning Objectives
Compare and contrast ordering procedures for routine and for emergency orders
Explain any special procedures required to order equipment
Discuss the issue of cost containment in health care and how that impacts ordering
List items in your department/facility that require any special handling and/or storage
Explain how to store items received so as to prevent loss and damage
Compare and contrast ordering paperwork: Original Order (Manual or Electronic), Purchase Order, Packing Slip
Describe the purpose of tracking Purchase Orders for goods and services
Discuss the product regulations for obtaining pharmaceuticals and pharmaceutical supplies (FDA, DEA, USP-NF, Controlled Substances)
List stability factors for common medications

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
16. Perform inventory of supplies, equipment, and/or medications

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Follow procedure for inventory of supplies, equipment, and/or medications
Adhere to schedule for completing inventory check
Check and record quantity of items available in each category on the inventory
Report expired, discontinued, damaged, recalled, and/or missing supplies and medications immediately to worksite professional
Communicate changes in availability to worksite professional
Assist with removal and disposal of expired, damaged, and/or recalled items as required
Straighten and clean shelves
Verify inventory record with worksite professional
File/store verified documents

Learning Objectives
Describe the purpose of an inventory of supplies and equipment
Explain the purpose of lot numbers and expiration dates
Name common supplies, pieces of equipment and/or medications used in your department/facility on a routine basis
Indicate the type of damage to supplies, equipment, and medications that most frequently occurs
List the types of agents included in the category of "controlled substances"
Outline some of the regulations for prescription drugs included in the Controlled Substance Act
Explain the variation in procedures when controlled substances are part of the inventory process
Describe the importance of immediate action when medications are found to be missing
List the FDAs classification of recalls
Explain the regulatory requirements for handling recalled products

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
17. Manage cash drawer

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Verify insurance coverage, deductibles, and co-payments using electronic systems or other means
Document disbursements or deposits to the cash drawer in the appropriate record
Process client cash or credit payment and insurance coverage
Operate cash register if applicable
Make accurate change
Cash Drawer balances with the day's receipts and disbursements

Learning Objectives
Explain the process of handling cash from a cash register
Define deductible and co-payment as they pertain to health care services
List the requirements for client identification when presenting a check or credit card
Indicate the importance of client verification procedures when accepting check or credit card payments
Describe components of an acceptable check

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
18. Merchandise retail items

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Prices home health and other retail items in pharmacy
>> Process and record returns of medications, supplies, devices
>> Set up retail displays as needed
>> Rotate stock on shelves back to front
>> Remove expired and/or damaged merchandise
>> Document and dispose of expired merchandise

Learning Objectives
> Describe the purpose of rotating stock on retail shelves
> Explain how retail displays are used in marketing retail items
> Review guidelines for pricing and marking retail items for sale
> Describe regulatory requirements for refunded products
> Explain the use of monitoring and screening equipment such as blood pressure cuffs and glucose monitors
> Explain the use of medical and surgical devices such as orthopedic devices, pumps, and ostomies

Comments:

Unit 5: Therapeutic Services Pathway
Pharmacy Technician

Competency
19. Participate in quality assurance practices

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Collect productivity information such as number of prescriptions filled, fill times, payments collected, etc.
Participate in performance reviews
Participate in staff education and continuing education opportunities
Participate in quality assurance activities such as internal audits, error prevention, customer surveys, etc.
Assist worksite professional to generate quality assurance reports
Assist worksite professional with quality assurance data analysis and action plan development
Contribute to implementation and monitoring of policies and procedures

Learning Objectives
List common pharmacy quality improvement standards and guidelines
Describe common productivity, efficiency, and customer satisfaction measures
Describe information sources used to obtain data for quality improvement such as client chart, client profile, computerized information, medication administration records
Describe common error management strategies for problem follow up and resolution
Explain procedures to document occurrences such as medication errors, adverse effects, and product integrity (FDA Med Watch)
Explain training, performance evaluation, and performance feedback techniques
Discuss risk management opportunities such as safety requirements and engineering controls

Comments:

Appendix N

**HEALTH SCIENCE
YOUTH APPRENTICESHIP**

**HEALTH INFORMATICS PATHWAY
MEDICAL OFFICE (UNIT 6)**

Unit 6: Health Informatics Pathway
Medical Office

Competency
1. Maintain medical office correspondence

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Open and date correspondence
Follow prioritization guidelines for responding to requests for information
Route written, electronic, and oral requests for information, purchase orders, checks, and other business documents to appropriate parties
Sort and distribute correspondence accurately
Send requests/correspondence correctly for inter-office, registered, and certified mail, if applicable

Learning Objectives
Compare and contrast the different methods of mailing: certified, registered, inter-office, first class
Compare and contrast specific postal services and private mailing services
Discuss accounts payable processes (order invoices, shipping, receiving)
Explain the importance of tracking and monitoring accounts receivable payment for health services

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
2. Perform records management duties

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Update documents manually and/or electronically as required
>> ***Process health information requests***
>> Verify authorizations and/or other required medical information, such as, transcription orders, prior to filing/storage
>> Follow up to obtain missing signature(s) and/or required medical information
>> ***File manual client records***
>> Use filing and indexing guidelines to add and retrieve information to the client record
>> Store information (client records/reports/forms) promptly and accurately
>> Store, retain, and/or destroy manual records as directed
>> Adhere to the legal storage, retention, and destruction requirements for client records
>> Collect and enter data for special programs such as staff credentialing, utilization management, risk management, and/or infection control programs

Learning Objectives
> Compare indexing and filing methods used for filing in health care organizations
> Explain how client records are cross referenced manually and electronically
> Explain the reasons for cross referencing and cross indexing
> Outline the procedures for finding specific client records/information manually and electronically
> List the legal guidelines governing storage and retention of documents
> Compare retention requirements for manual and electronic documentation
> List the legal guidelines for record destruction
> Summarize attributes of proper information storage (accessibility, quality, security, flexibility, connectivity, efficiency, etc.)
> Identify storage options (imaging, CDs, portable devices, etc)

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
3. Locate information in the client record

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Access appropriate client record
>> Navigate the client record to locate the information needed
>> Assemble accurate and appropriate information for the task to be completed
>> Maintain confidentiality of client information

Learning Objectives
> List the ways in which identification of clients is confirmed when client records are added to the system
> Describe the systems in place to ensure that the identity of the client is correct
> Explain the use of bar codes for identification in health care settings
> Detail the common medical history components of the client record

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
4. Create and/or maintain the client record

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> ***Obtain/update client information***
>> Verify data/information
>> Ensure client identification appears on each record or form used
>> Enter/update required information in the client record
>> Confirm accuracy of entered/updated information
>> Use only approved abbreviations
>> Client record is accurate and complete

Learning Objectives
> Explain the legal purposes and ownership of the client record
> Describe the content within a typical client record
> Compare and contrast the different types and functions of the client record
> Define the electronic medical record (EMR)
> Discuss the impact of the EMR on healthcare consumers and professionals
> Describe how to convert time to military time AND why military time is used
> Outline the procedure used in a typical health service facility for creating the client record
> Explain how manual documents are linked to electronic records
> Explain how to handle duplicate client records

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
5. Obtain/update client information

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Ensure client privacy
>> Use good communication techniques to obtain basic client information- reason for visit, type of insurance, changes in information, etc.
>> Verify client information in plain language
>> Report/record the required information
>> Record data/information in the appropriate place
>> Correct any incorrect information in the client record
>> Copy or scan insurance cards or other documents as required
>> Use only abbreviations on the department/facility's approved list

Learning Objectives
> List the ways in which identification of clients is confirmed
> Explain the use of bar codes for identification in health care settings
> Describe good communication techniques for eliciting accurate client information
> Detail the common medical history components of the client record
> Describe general documentation requirements for recording objective information and client observations
> Explain the role of observations in client care
> List some of the most critical client care observations to be made

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
6. Complete client identification labels

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Obtain/update client information
Enter required information on labels
Print out applicable labels
Confirm accuracy of information
Apply labels onto client records, materials, and forms as applicable
Client Identification Labels are accurate and complete

Learning Objectives
Explain the use of bar codes used in client identification
List the ways in which identification of clients and client documents is confirmed
Explain reasoning for cross referencing and cross indexing of medical records

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
7. File manual client records

Performance Standard Condition
Competence will be demonstrated
at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Use filing and indexing guidelines to file manual client records
Use filing and indexing guidelines to add and/or retrieve information to the manual client record
File manual client records/reports/forms promptly and accurately
Document all forms removed from the manual client record
Replace manual client records as soon as possible after each use
Select the correct color-coded letters/numbers for color coding a manual client record
Apply filing and indexing rules when preparing labels for manual client documents

Learning Objectives
Compare manual to electronic record keeping systems
Compare indexing and filing methods used for filing in health care organizations
Explain how client records are cross referenced manually and electronically
Explain the reasons for cross referencing and cross indexing
Outline the procedures for finding specific client records/information manually and electronically
Describe the processes for tracking client records that have been removed from the manual files
List the legal guidelines governing retention of documents
Compare retention requirements for manual and electronic documentation

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
8. Verify client and/or insurance information

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> *Process health information requests*
>> Follow guidelines to verify and/or reconcile insurance information, authorizations, medical, and/or client information
>> Review claim(s) and/or record(s) for incomplete or inaccurate information or authorizations
>> Locate and/or request appropriate information required to complete the insurance claim, authorizations, and/or client record
>> Verify revised information with worksite professional
>> Update and revise information in the client record
>> Verify claim information with worksite professional
>> *Complete insurance and claim forms*

Learning Objectives
> Define terms used in insurance plans such as third-party payer, deductible, co-payment, HMOs, PPOs
> Illustrate the insurance reimbursement cycle
> Compare and contrast major types of insurance plans
> Compare non-government payers (commercial insurance, managed care) to government payers (Medicare, Medicaid)
> Identify advantages and disadvantages of participating and non-participating insurance companies for health care professionals and health care facilities

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
9. Process health information requests

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Receive request for health information
Review request for appropriate legal requirements and authorization according to facility guidelines and HIPAA, AODA, HIV, etc. regulations
Access and obtain only health information authorized to be released
Verify information to be disclosed with worksite professional
Complete applicable tracking logs to record information disclosure
Provide requested information confidentially to authorized requesting party only

Learning Objectives
Define PHI (Protected Health Information)
Describe the impact of HIPAA on the development of health informatics
Describe the code of ethics from the American Health Information Management Association (AHIMA)
Explain the required elements on release of information authorizations
Explain how data is kept secure and confidential through control of access and release of information in your facility
Describe uses of healthcare data by providers, review agencies, researchers, administrative planners, payers, public health agencies, employers, governmental agencies, judicial process and patients
List users and uses of secondary data sources (e.g. disease, operative, physician's indexes, registries, healthcare databases such as National Library of Medicine (NLM), National Practitioner Data Bank (NPDB), Medicare Provider Analysis and Review (MedPAR))

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
10. Manage client appointments

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Verify the required elements of the medical order, if applicable for services
>> Ascertain the time required for the health service(s) required by the client
>> Refer client to worksite professional or guidelines for priority scheduling to address emergencies and/or urgent care
>> Identify conflicts in schedule and those of the client's schedule
>> Assist in recommending resolution to scheduling conflicts
>> Confirm client and the department/facility have the identical appointment information
>> Accurately enter appointment times and other required information
>> Prepare an appointment card if client is present
>> Document any scheduling changes in the correct locations
>> After appointment time, documents status of the appointment: late, no show, rescheduled, cancelled, etc.

Learning Objectives
> Explain the elements of medical orders required for some types of appointments as defined by Medicare and Joint Commission standards
> List the elements about an appointment schedule that are most important to the client
> List the scheduling elements of greatest concern to the department/facility
> Describe the appointment procedures used in your department/facility
> Detail the client information required for most scheduling procedures
> Describe the importance of reminder calls for appointments
> List the types of calls that indicate a need for immediate service in your department/facility
> Explain how departments/facilities handle "no show" appointments

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
11. Answer phones

Performance Standard Condition
> **Competence will be demonstrated**
> > at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
> > Answers the telephone promptly
> > Follows company guidelines for identifying self
> > Greeting is pleasant and courteous
> > Determines purpose of call
> > Transfers call to appropriate individual when necessary
> > Listens carefully to caller before giving any response
> > Is discrete in responses made to the caller
> > Does not provide confidential information without appropriate authorization
> > Uses appropriate language
> > Minimizes the time caller is put on hold
> > Ends conversation with courteous closure
> > Records telephone conversation and/or takes messages accurately

Learning Objectives
> Explain how to use the telephone in your company to place callers on hold and to transfer calls
> Describe voice qualities that convey pleasantness
> Describe the proper telephone answering procedure
> Discuss the potential for violating customer confidentiality during telephone conversations
> List the types of questions or information received from a telephone call which should be referred to the worksite professional
> Emphasize the importance of accuracy in taking telephone messages
> Detail some uses of the company telephone which would be considered unethical
> Explain the appropriate way(s) of bringing closure to a telephone conversation
> Describe the use of telephone documentation/logs required by some departments/facilities

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
12. Assist with basic coding for client billing

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite.
>> while assisting a worksite professional

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Assist worksite professional to choose codes for billing client services
>> Seek additional information as directed if information is unclear or missing
>> Apply accurate medical terminology within the scope of their learning
>> Utilize appropriate coding references
>> Assist worksite professional to enter/update coding

Learning Objectives
> Describe the use of coding in billing for client services and how that affects payment for services
> Describe the basic steps in the coding process
> Describe the CMS (Centers for Medicare and Medicaid Services) guidelines for coding and reimbursement
> Compare types of coding systems
> Define terms associated with clinical classification and terminology (classification system, nomenclature, terminology, vocabulary)
> Explain the format and conventions of the CPT (Current Procedural Terminology) coding system
> Explain the use of modifiers in CPT coding
> Explain the format and conventions of the ICD (International Classification of Diseases) procedural and diagnostic coding systems
> Describe the difference between using coding books and the electronic end coder
> Describe how/where to access client information needed for coding and billing purposes

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
13. Complete insurance and claim forms

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Obtain/access client record
>> ***Locate information in the client record***
>> ***Verify client and/or insurance information***
>> Follow insurance or claim form guidance documents and instructions to fill out required information
>> Review the completed form with the worksite professional
>> Submit insurance and claim forms as required by the insurance company

Learning Objectives
> Discuss issues and trends in insurance plans and health care financing
> List the categories of information common to most insurance claims
> Describe the information on a typical explanation of benefits (EOB) form
> Explain the purpose of Worker's Compensation and why it is considered a health insurance plan

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
14. Perform basic bookkeeping duties

Performance Standard Condition
Competence will be demonstrated
at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite.

Performance Standard Criteria
Performance will be successful when learners:
Verify insurance coverage, deductibles, and co-payments using electronic systems or other means
Document disbursements or deposits to the cash drawer in the appropriate record
Process client cash, check, or credit payments according to department/facility guidelines and insurance coverage
o   Make accurate change
o   Operate cash register, if applicable
o   Verify check information
o   Process credit card payments
Calculate, prepare, and issues bills, invoices and/or account statements
Match order forms with invoices
Prepare purchase orders and expense reports
Prepare deposits
Cash Drawer balances with the day's receipts and disbursements

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

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
15. Use common office software applications

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Access software application
>> Utilize basic features of Spreadsheet, Word Processing, Internet, and Email applications as required for job tasks
>> Change application settings as needed
>> Manage files within an application
>> Perform common editing and formatting functions
>> Perform common printing functions
>> Query, add, delete, edit, save, and print information as applicable using these software applications
>> SPREADSHEETS
>> Modify worksheet data and structure
>> Format data in a worksheet
>> Sort data, manipulate data using formulas and functions
>> Add and modify charts in a worksheet
>> WORD PROCESSING
>> Format text and documents
>> Insert, edit, and format tables in a document
>> INTERNET
>> Use search engines and URLs to locate valid information
>> EMAIL
>> Create, edit, save, send, and print email communications
>> PUBLISHING/PRESENTATION APPLICATIONS
>> Create, edit, save, and print a document or presentation using these kinds of applications

Learning Objectives
> Classify types of computers
> Explain how computing/networking hardware and software interact
> Distinguish between system and application software
> Define directory and subdirectory
> List types of widely used software applications (e.g., word processing, database management, spreadsheet, Internet, email)
> Identify different types of information sources on the Internet
> Describe how to evaluate internet web sites and information for validity and reliability
> Describe how to develop effective presentations using appropriate technologies (e.g., tables, charts, and visual graphics)

Explain the use of writing/publishing/presentation applications
Explain the purpose and use of spreadsheet software
Describe how to format fields for size, appearance, and calculation
Describe how to sort spreadsheet ranges
Explain how to create a graph using data entered on a spreadsheet table
Give examples of when a spreadsheet would be advantageous to use over other formats

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
16. Use database systems to process information

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Select source of information and database software system needed for task completion
>> Use software commands and menus appropriately
>> Demonstrate appropriate file naming conventions
>> Perform basic file commands in the software
>> Enter, save, edit, and delete information as required
>> Print using a printer

Learning Objectives
> Define health care informatics
> Compare and contrast various forms of health information media (paper, computer, web based)
> Define a database and database management
> Describe how databases are used at your worksite to manage worksite operations
> Discuss the necessity and use of data standards
> Describe the purpose and benefits of standardized data
> Define data integrity
> Discuss constraints to maintaining data integrity
> Define characteristics of data quality
> Describe the relationship of code sets to health informatics standards in computer based environments

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
17. Prepare reports

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Access correct Health Information applications and/or databases
>> Query the correct applications and/or databases
>> Validate the query parameters prior to execution
>> Generate required reports from the applications
>> Verify report content for accuracy and completeness with a worksite professional
>> Assist the worksite professional with analysis of health information reports
>> Report meets requester requirements
>> Report is professionally presented with an explanation of the report parameters

Learning Objectives
> Discuss health information systems and the connectivity to administrative information systems
> Define query, data warehouse, data mining, and SQL

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
18. Maintain office equipment

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Follow manufacturer guideline for cleaning, maintenance, service and repair
>> Identify maintenance schedule for equipment that requires routine maintenance
>> Label equipment appropriately to show malfunction, if applicable
>> Identify location of repair service information, maintenance manuals, and/or troubleshooting guides
>> Verify procedure to follow
>> Perform/call service for routine maintenance or malfunction in accordance with equipment manual/maintenance instructions and service agreements
>> Assist worksite professional with back-ups and software/hardware updates
>> Document the maintenance and/or repair/troubleshooting performed

Learning Objectives
> Describe the use and maintenance of your department/facility's IS/IT/office equipment such as the copier, fax, imaging equipment, laptops, work station computers, and portable devices
> Explain why performing routine maintenance of office equipment reduces costs to the facility
> Describe the materials and information needed to determine an office equipment maintenance schedule
> Describe the basic procedure to be followed when a piece of office equipment is not functioning properly in your department/facility
> Discuss how tracking of equipment maintenance and servicing is done in the department/facility
> List the critical pieces of equipment in your department/facility which require priority repairs when malfunctioning
> Explain your department/facility's back up plan and disaster recovery plan

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
19. Order and receive supplies and/or equipment

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Follow procedures for procuring supplies, equipment, and/or medications when items are not in stock, outdated, in need, and/or as scheduled
>> Obtains appropriate supervisory approvals to place orders
>> Refer to the preferred provider literature to locate supplies for purchase
>> Order supplies, equipment, and/or medications
>> Verify the receipt of a shipment with the order against the packing slip and/or original purchase order after the order arrives
>> Identify supply items and/or medications requiring special handling or storage
>> Store and stock items appropriately
>> Report any items received that are expired and/or damaged immediately to worksite professional
>> Update inventory record
>> File or route warranty and service agreements for equipment to the worksite professional
>> File or route the Packing Slip and/or any Material Safety Data Sheets (MSDS) received to the appropriate places

Learning Objectives
> Compare and contrast ordering procedures for routine and for emergency orders
> Explain any special procedures required to order equipment
> Discuss the issue of cost containment in health care and how that impacts ordering
> List items in your department/facility that require any special handling and/or storage
> Explain how to store items received so as to prevent loss and damage
> Compare and contrast ordering paperwork: Original Order (Manual or Electronic), Purchase Order, Packing Slip
> Describe the purpose of tracking Purchase Orders for goods and services

Comments:

Unit 6: Health Informatics Pathway
Medical Office

Competency
20.   Perform an inventory of supplies and/or equipment

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Follow procedure for inventory of supplies, equipment, and/or medications
Adhere to schedule for completing inventory check
Check and record quantity of items available in each category on the inventory
Report expired, discontinued, damaged, recalled, and/or missing supplies and medications immediately to worksite professional
Communicate changes in availability to worksite professional
Assist with removal and disposal of expired, damaged, and/or recalled items as required
Straighten and clean shelves
Verify inventory record with worksite professional
File/store verified documents

Learning Objectives
Describe the purpose of an inventory of supplies and equipment
Explain the purpose of lot numbers and expiration dates
Name common supplies, pieces of equipment and/or medications used in your department/facility on a routine basis
Indicate the type of damage to supplies, equipment, and medications that most frequently occurs
List the types of agents included in the category of "controlled substances"
Outline some of the regulations for prescription drugs included in the Controlled Substance Act
Explain the variation in procedures when controlled substances are part of the inventory process
Describe the importance of immediate action when medications are found to be missing

Comments:

Appendix O

HEALTH SCIENCE
YOUTH APPRENTICESHIP

AMBULATORY/SUPPORT SERVICES PATHWAY
AMBULATORY/SUPPORT SERVICES (UNIT 7)

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- General

Competency
1. Maintain department documents

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Route written, electronic, and oral requests for information, purchase orders, checks, and other business documents to appropriate parties
>> Sort and distribute correspondence accurately
>> Update documents manually and/or electronically as required
>> Verify authorizations and/or other required prior to filing/storage
>> Follow up to obtain missing information
>> Use filing and indexing guidelines to add and retrieve information to the client record
>> Store information (client records/reports/forms) promptly and accurately
>> File manual client records
>> Store, retain, and/or destroy manual records as directed
>> Adhere to the legal storage, retention, and destruction requirements for client records
>> Collect and enter data for special programs such as staff credentialing, utilization management, risk management, and/or infection control programs

Learning Objectives
> Compare indexing and filing methods used for filing in health care organizations
> Explain how client records are cross referenced manually and electronically
> Explain the reasons for cross referencing and cross indexing
> Outline the procedures for finding specific client records/information manually and electronically
> List the legal guidelines governing storage and retention of documents
> Compare retention requirements for manual and electronic documentation
> List the legal guidelines for record destruction
> Summarize attributes of proper information storage (accessibility, quality, security, flexibility, connectivity, efficiency, etc.)
> Identify storage options (imaging, CDs, portable devices, etc)
> Compare and contrast the different methods of mailing: certified, registered, inter-office, first class
> Discuss accounts receivable and accounts payable processes (order invoices, shipping, receiving) as they apply to your department/facility for products and services

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- General

Competency
2. Create and/or maintain the client record

Performance Standard Condition
   Competence will be demonstrated
      at the worksite

Performance Standard Criteria
   Performance will be successful when learners:
      Obtain/update client information
      Verify data/information
      Ensure client identification appears on each record or form used
      Enter/update required information in the client record
      Confirm accuracy of entered/updated information
      Use only approved abbreviations
      Client record is accurate and complete

Learning Objectives
   Explain the legal purposes and ownership of the client record
   Describe the content within a typical client record
   Compare and contrast the different types and functions of the client record
   Define the electronic medical record (EMR)
   Discuss the impact of the EMR on healthcare consumers and professionals
   Describe how to convert time to military time AND why military time is used
   Outline the procedure used in a typical health service facility for creating the client record
   Explain how manual documents are linked to electronic records
   Explain how to handle duplicate client records

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- General

Competency
3. Complete client identification labels

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Obtain/update client information
Enter required information on labels
Print out applicable labels
Confirm accuracy of information
Apply labels onto client records, materials, and forms as applicable
Client Identification Labels are accurate and complete

Learning Objectives
Explain the use of bar codes used in client identification
List the ways in which identification of clients and client documents is confirmed
Explain reasoning for cross referencing and cross indexing of medical records

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- General

Competency
4. Manage orders and/or appointments

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Verify the required elements of the medical order, if applicable for services
>> Ascertain the time required for the health service(s) required by the client
>> Refer client to worksite professional or guidelines for priority scheduling to address emergencies and/or urgent care
>> Identify conflicts in schedule and those of the client's schedule
>> Assist in recommending resolution to scheduling conflicts
>> Confirm client and the department/facility have the identical appointment information
>> Accurately enter appointment times and other required information
>> Prepare an appointment card if client is present
>> Document any scheduling changes in the correct locations
>> After appointment time, documents status of the appointment: late, no show, rescheduled, cancelled, etc.

Learning Objectives
> Explain the elements of medical orders required for some types of appointments as defined by Medicare and Joint Commission standards
> List the elements about an appointment schedule that are most important to the client
> List the scheduling elements of greatest concern to the department/facility
> Describe the appointment procedures used in your department/facility
> Detail the client information required for most scheduling procedures
> Describe the importance of reminder calls for appointments
> List the types of calls that indicate a need for immediate service in your department/facility
> Explain how departments/facilities handle "no show" appointments

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- General

Competency
5. Use computer systems to process information

Performance Standard Condition
Competence will be demonstrated
at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite.

Performance Standard Criteria
Performance will be successful when learners:
Select source of information and database software system needed for task completion
Use software commands and menus appropriately
Demonstrate appropriate file naming conventions
Perform basic file commands in the software
Enter, save, edit, and delete information as required
Print using a printer

Learning Objectives
Define health care informatics
Compare and contrast various forms of health information media (paper, computer, web based)
Describe how databases are used at your worksite to manage worksite operations
Discuss the necessity and use of data standards

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- General

Competency
6. Prepare reports

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Access correct Health Information applications and/or databases
>> Query the correct applications and/or databases
>> Validate the query parameters prior to execution
>> Generate required reports from the applications
>> Verify report content for accuracy and completeness with a worksite professional
>> Assist the worksite professional with analysis of health information reports
>> Report meets requester requirements
>> Report is professionally presented with an explanation of the report parameters

Learning Objectives
> Discuss health information systems and the connectivity to administrative information systems
> Define query, data warehouse, data mining, and SQL

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- General

Competency
7. Order and receive supplies and/or equipment

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Follow procedures for procuring supplies, equipment, and/or medications when items are not in stock, outdated, in need, and/or as scheduled
Obtains appropriate supervisory approvals to place orders
Refer to the preferred provider literature to locate supplies for purchase
Order supplies, equipment, and/or medications
Verify the receipt of a shipment with the order against the packing slip and/or original purchase order after the order arrives
Identify supply items and/or medications requiring special handling or storage
Store and stock items appropriately
Report any items received that are expired and/or damaged immediately to worksite professional
Update inventory record
File or route warranty and service agreements for equipment to the worksite professional
File or route the Packing Slip and/or any Materials Safety Data Sheets (MSDS) received to the appropriate places

Learning Objectives
Compare and contrast ordering procedures for routine and for emergency orders
Explain any special procedures required to order equipment
Discuss the issue of cost containment in health care and how that impacts ordering
List items in your department/facility that require any special handling and/or storage
Explain how to store items received so as to prevent loss and damage
Compare and contrast ordering paperwork: Original Order (Manual or Electronic), Purchase Order, Packing Slip
Describe the purpose of tracking Purchase Orders for goods and services

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Dietary

Competency
1. Assist to plan menus based on nutritional needs

Performance Standard Condition
Competence will be demonstrated
at the worksite
while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
In consultation with the facility dietician, plan or review menus for various therapeutic diets
Research nutrition requirements for each type of diet
Research the recipes used for diet selections
Research the foods used to meet the nutritional requirements
Plan/verify menus offer a variety of choices which meet the nutritional requirements of the diet

Learning Objectives
Describe the role of the dietician
Differentiate between the processes of digestion, absorption, and metabolism
Define terms related to nutrition, diets, and foods
List the benefits of good nutrition
List the essential nutrients
Identify food sources of essential nutrients
Describe how nutritional guidelines and values are involved in menu decisions
List the nutrition guidelines of the Nutrition Plate Guidance System
Interpret a Nutrition Facts Label
Identify cultural habits and traditions related to food that may impact menus

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Dietary

Competency
2. Assist to prepare food

Performance Standard Condition
Competence will be demonstrated
at the worksite
while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
Consult the dietary plan for the client
Follow safe food handling and sanitation procedures
Operate food service equipment safely
o Use measuring devices
o Use thermometers to monitor food temperature
o Cut, mix, cook food safely
Verify food content matches dietary restrictions
Ensure meal is processed as appropriate for client ability to consume (chopped, cut, pureed, etc)
Plate meal items ordered by client or by dietary plan
Maintain appropriate serving temperatures

Learning Objectives
Explain common practices of safe food handling and preparation
Describe the basic elements of kitchen layout
Define basic cooking terms and recipe elements
Describe healthy cooking techniques
Explain common methods of preparing therapeutic diets, such as mechanical ground, pureed, house diet, general diet, etc.
Detail operating procedures for food plating
Explain how to store and retrieve foods in various settings (cold, hot, dry, etc.) as they are being readied for service
Describe common food allergens and their impact on food preparation and storage
Define the Hazard Analysis and Critical Control Point (HACCP) principles

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Dietary

Competency
3. Verify food content matches dietary restrictions

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Check that meal plated matches client's order
Check that content of meal plated matches client's ability to consume
Check that content of meal plated matches the specific therapeutic diet for the client
Check that meal plated has appropriate portion sizes as indicated by specific diet
Record meal amounts if required for measuring/monitoring intake and output

Learning Objectives
Compare the characteristics of basic types of therapeutic diets
List foods appropriate for basic types of therapeutic diets
Explain the purpose of dietary supplements, such as Ensure™
Identify foods that are high in carbohydrates, protein, saturated and unsaturated fats, fiber, calcium, sodium, and other essential vitamins and minerals
Define abbreviations used in therapeutic dietary environments, such as, NPO, NAS, etc.
Discuss dietary concerns in the geriatric population

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Dietary

Competency
4. Take food orders

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Take food order accurately including fluids
Answer questions about food items
Verify meal ordered matches dietary restrictions for client
Place order for meal with the kitchen

Learning Objectives
Discuss different ordering systems in healthcare facilities
Explain how clients are matched with their diet restrictions and menu choices
Compare dining and meal etiquette in other cultures
Identify cultures and traditions related to food

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Dietary

Competency
5. Serve food

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> ***Take food orders***
>> ***Assist to prepare food*** if needed
>> Deliver meal to client ensuring hot food remains hot and cold food remains cold
>> Determine if assistance is needed for eating
>> Report/record meal delivery times
>> ***Measure/monitor food intake/output*** if required
>> Document service

Learning Objectives
> Compare nutritional needs of children, adults, and elderly
> Describe the legal requirements for meeting nutritional needs of clients
> Explain methods to prevent food contamination
> Outline the dangers of food-borne illness in a healthcare setting
> Explain how time and temperature guidelines reduce growth of microbes causing food-borne illness

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Dietary

Competency
6. Measure/monitor food and fluid intake

Performance Standard Condition
>**Competence will be demonstrated**
>>at the worksite

Performance Standard Criteria
>**Performance will be successful when learners:**
>>Estimate amount of food and fluids consumed (ounces, grams)
>>Measure input and output specimens as required
>SOLID
>>o   Collect solid specimens
>>o   Tare scale and weigh solids
>LIQUID
>>o   Pour contents into measuring container without splashing
>>o   Measure at eye level on flat surface
>>Calculate liquid measurements in cubic centimeters
>>Report/record intake and output
>>Clean/disinfect equipment and dispose of contaminated articles as required
>>Intake is accurately measured
>>Output is accurately measured

Learning Objectives
>Define terms related to intake and output of fluid and solids
>Identify basic principles of hydration
>List client conditions which can cause malnutrition and dehydration
>Cite client conditions that usually require a record of intake and output
>Identify which fluids/foods are to be measured as liquid or solid intake
>Identify which fluids/specimens are to be measured as liquid output
>Identify which solids/specimens are to be measured as solid output
>Describe ways to involve clients in recording or reporting oral intake
>Explain how to estimate intake and output
>Describe how to convert various liquid measurements to cubic centimeters
>Describe how to convert solid (mass) measures to grams
>Explain how to document intake and output

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Dietary

Competency
7. Aid client with eating and hydration

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Identify potential problems the client may experience in eating or drinking liquids
>> Promote client independence using adaptive devices
>> Safely assist client with eating as needed
>>> o   Face client
>>> o   List food items to client
>>> o   Let client choose food
>>> o   Use spoon to feed client one bite at a time
>>> o   Tell client content of food each spoonful
>>> o   Make sure client's mouth is empty before next bite
>>> o   Offer beverage sip periodically throughout meal
>> Assist with and/or clean client as needed
>> Report/record client eating patterns and fluid intake as required

Learning Objectives
> Demonstrate appropriate techniques to use in assisting client during feeding
> Discuss common health conditions that impact the ability to swallow
> Discuss common geriatric conditions that eating and drinking (Dysphasia, Stroke, Alzheimer's, Parkinson's, etc.)
> Detail procedures for assuring adequate fluid intake
> Explain alternatives to oral nutrition
> Indicate the observations which should be made regarding client eating patterns and fluid intake

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Dietary

Competency
8. Perform choking maneuver

Performance Standard Condition
Competence will be demonstrated
at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be
used IF there is no possibility of skill performance at the worksite.

Performance Standard Criteria
Performance will be successful when learners:
Successfully complete an approved course on choking maneuvers
Accurately assess the choking situation based on simulated description of the person's
symptoms OR on role play of choking by a peer
Identify the obstruction as partial or complete, matching symptoms to the simulated
situation
Contact emergency care specialist or designates someone to get help
Perform choking maneuver for a simulated conscious person and an unconscious
person according to course guidelines noting client safety, proper body mechanics, and
Standard Precautions

Learning Objectives
Define terms related to airway obstruction
Explain how the tongue and foreign objects can cause airway obstruction
List the signs of someone with a partial airway obstruction
List the signs of someone with a complete airway obstruction
Outline the steps of the choking maneuver for a conscious person
Outline the steps of the choking maneuver for an unconscious person
Describe the variations in the maneuver for an infant and a child

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Imaging

Competency
1. Assist to prepare diagnostic agents

Performance Standard Condition
Competence will be demonstrated
at the worksite
while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
Confirm order for the specific diagnostic agent(s)
Review checklist for the preparation of the agent(s)
Research information on the agent(s): trade/generic name, diagnostic uses, solution strength, side effects, potential allergic reactions, and storage requirements
Identify test for which the diagnostic agent is used
Selects appropriate product(s), equipment, and supplies from inventory using the "Three Checks"
Performs calculation(s)
Verify calculation(s) with worksite professional
Assist the worksite professional to mix an accurate solution for the preparation of diagnostic agents
Perform all required QC checks while processing the agent
Assist worksite professional to label mixture with ingredients and solution strength and/or bar code
Properly store and/or deliver the agent
Clean preparation area

Learning Objectives
List typical diagnostic procedures that use contrast agents
List some agents frequently used in performing diagnostic tests
Outline the steps ("Three Checks") for assuring identity of the correct medication (at storage removal, at container removal, at storage return)
Identify the diagnostic agents which are typically pre-mixed and ready for use
List frequently used metric/apothecary/household measurement equivalents
Convert volume and weight measurements to the metric system
Explain how to calculate agent dilution and mixing
Explain how measurement and calculation errors are prevented during the preparation of diagnostic agents
Indicate storage requirements for typical diagnostic agents

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Imaging

Competency
2. Set up diagnostic area

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Verify procedure to be performed
>> Consult procedure for setup requirements
>> Gather the equipment and supplies that will be used for the procedure
>> Ensure the cleanliness of the procedure equipment and area/room
>> Check the equipment for malfunction or damage
>> Confirm solutions and supplies are correct and not expired
>> Arrange the equipment and supplies in the order in which they will be used
>> Report the status of supplies and equipment to the worksite professional
>> Document procedure set up, if applicable

Learning Objectives
> Identify the diagnostic procedures most commonly administered in an imaging department
> Describe the major purpose for each of the procedures identified
> List the types of equipment and supplies that are required for each of the procedures identified
> Define the medical terms and abbreviations related to each of the procedures identified
> Explain the equipment and supplies sterilization requirements for each of the procedures identified

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Imaging

Competency
3. Assist to explain diagnostic procedure to client

Performance Standard Condition
Competence will be demonstrated
at the worksite
while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
Review the purpose and the steps of the procedure with the worksite professional before assisting with client instruction
Discuss with the worksite professional the role of this procedure in the client's total therapeutic and/or diagnostic plan
Identify the client
Provide privacy for the client
Observe the worksite professional in outlining the procedural protocol for the client
Assist the worksite professional in outlining any preparatory steps that must be taken by the client before the test
Assist the worksite professional in describing to the client the equipment and/or supplies that will be used during the procedure
Observe worksite professional checks for client comprehension during the instructions/explanation
Assist worksite professional to obtain consent for procedure

Learning Objectives
Explain any pretest steps that must be taken by the client in preparation for common therapeutic and diagnostic procedures
Discuss the legal responsibility of the worksite professional to explain procedures
Explain how to document Informed Consent
Discuss the legal and liability issues of Informed Consent in regards to procedures
Explain why it is critical that the client understands the purpose of the procedure and the steps that will be followed
Outline the importance of using words and terms that the client can understand when explaining the procedure

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Imaging

Competency
4. Assist client with dressing and undressing

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client
>> Explain procedure to client
>> Assess client's ability to dress/undress
>> Determine whether covers/gowns/robes should be worn
>> Safeguard the clothing and other belongings of the client
>> Safely dress/undress a client needing partial or total assistance
>> Assure that the clothing worn by the client does not interfere with the imaging procedure

Learning Objectives
> Explain how to dress/undress a client requiring partial or total assistance
> Determine on which side of client's body the dressing or undressing process should start, when client has limited mobility
> List the measures to be taken to safeguard client's clothing and other belongings
> Identify those situations when a client should wear hospital gowns/robes rather than own clothing

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Imaging

Competency
5. Position client

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Provide privacy for the client
Explain procedure to the client
Secure assistance, if needed, before beginning to move and turn client
Change position as needed for a procedure noting client safety and proper body mechanics.
Seek client input to determine their comfort with the position

Learning Objectives
Describe proper positioning for typical imaging procedures
Describe turning and moving a client using correct body mechanics
Describe the use of devices for various imaging positions
Describe some of the observations about the client that should be noted during positioning

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Imaging

Competency
6. Assist with diagnostic imaging

Performance Standard Condition
Competence will be demonstrated
Simulate only
at worksite

Performance Standard Criteria
Performance will be successful when learners:
Review the purpose and the steps of the procedure with the worksite professional
Discuss the role of this procedure in the client's total therapeutic and/or diagnostic plan
Identify the client
Provide privacy for the client as needed
Observe the worksite professional in outlining the procedural protocol for the client
Assist the worksite professional in describing to the client the equipment and/or supplies that will be used during the procedure
Observe worksite professional checks for client comprehension during the instructions/explanation
Select the correct equipment and supplies
Position the client
Assist with the imaging procedure
Discuss client response(s) with the worksite professional after the procedure
Assist with procuring the image required
Clean/disinfect equipment and supplies
Dispose of contaminated items as required
Screen imaging results with a worksite professional for follow up

Learning Objectives
Compare methods, materials and purposes of the different diagnostic imaging technologies such as XRay, Sonography, CT Scans, MRI, nuclear medicine, bone denisometry
Identify common types of diagnostic imaging
Name imaging equipment used
Identify the positions in which clients are placed for common types of imaging examinations such as mammography, MRI, CT, UGI, and Barium enema
List the preparatory steps the client must take prior to the common types of imaging procedures such as mammography, MRI, CT, UGI, and Barium enema
Identify the variety of health service settings where imaging is used for diagnostic purposes
Investigate department/facility policy stating who has access to and who may view, remove, and copy images
Describe how images are stored
Describe how images of various parts of the body are to be viewed

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Imaging

Competency
7. Clean and restock after procedure

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Consult procedure protocol for clean up and disposal requirements
Gather the equipment and supplies that were used for the procedure
Clean equipment and area/room according to protocol
Dispose of contaminated materials as required
Return re-usable supplies to proper locations
Check the equipment for malfunction or damage if applicable
Restock supplies as indicated
Document clean up

Learning Objectives
Compare cleaning, disinfecting and sterilizing
Explain the importance of reprocessing methods (cleaning, disinfection, and sterilization) to ensure the safety and integrity of patient-care equipment
Identify the therapeutic and diagnostic procedures most commonly administered in your department/facility and their cleaning and disposal requirements
Explain the equipment and supplies sterilization requirements for each of the procedures identified
Explain the importance of a clean environment and clean equipment in the procedure room or area
Explain how to handle contaminated materials

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Laboratory

Competency
1. Use aseptic technique

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Wear the appropriate Personal Protective Equipment (PPE) as required
>> Disinfect surfaces before and after use as required
>> Gather all materials prior to beginning procedure
>> Prevent unwanted air current flow from doors and windows
>> Sterilize or use sterilized equipment, reagents and/or supplies
>> Hold caps or tops when removing them
>> Hold open plates, tubes, lids, etc. at an angle in a manner to prevent unwanted exposure to uncontrolled environment
>> Keep lids on as much as possible
>> Avoid talking, sneezing, coughing when working with exposed analytes
>> Discard contaminated materials properly

Learning Objectives
> Define asepsis
> Compare sterilization to disinfecting
> Compare different sterilization procedures for equipment, reagents and supplies
> Compare disinfecting products
> Compare equipment or lab lay-out, such as laminar flow hoods and clean rooms, used in maintaining asepsis
> Describe basic aseptic techniques in the bioscience laboratory
> Explain the purpose of reducing air currents and holding open items at an angle
> Demonstrate proper removal and holding of lids when removed

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Laboratory

Competency
2. Clean and prepare glassware and/or instruments

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Rinse items thoroughly, as required, with the appropriate solvent
>> Soak glassware and other items in warm aqueous solution of detergent
>> Clean items to remove all residual matter
>> o   Consults worksite professional for more aggressive cleaning protocols if required
>> After cleaning, rinse thoroughly with water
>> Dry items in required manner
>> Place cleaned and dried items in sterilization pouches or wraps if required
>> o   Perform following steps as applicable to lab setting
>> o   Label and seals items properly
>> o   Place items in sterilization equipment
>> o   Ensure items remain apart during the sterilization cycle
>> o   Place empty canisters upside-down in order to prevent accumulation of water
>> o   Does not overload sterilizer trays
>> o   Allow a distance between trays to permit steam circulation
>> Document cleaning procedure if required
>> Return clean supplies, glassware, and instruments to their proper storage locations

Learning Objectives
> Identify common glassware, instruments, and reusable testing supplies used in the laboratory
> Describe the use of common lab glassware and instruments
> Explain the sensitivity and care of glassware
> Describe proper dish washing technique for chemical glassware
> Describe other aggressive cleaning procedures to be used with residual materials
> Describe clean-up procedures used for flammable, corrosive and organic materials
> List the glassware and items requiring sterilization in your lab
> Describe the sterilization procedures required for glassware, instruments, or testing supplies in your lab

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Laboratory

Competency
3. Weigh and measure accurately

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Review the protocol for accurately using the measuring equipment including safety precautions
Ensure equipment is usable and current for calibration
MASS
SOLIDS
o Add pan or weighing paper
o Tare scale
o Add solid to be weighed
o Note reading
LIQUIDS
o Add container to scale
o Tare scale
o Add liquid to be weighed
o Note reading
VOLUME
LIQUIDS- Cylinder
o Choose smallest container available to hold desired volume
o Position at eye level to the device markings
o Pour liquid into measuring device until it reaches the mark or measurement you need
o Add liquid drop by drop until bottom of curved surface matches desired line
LIQUIDS- Pipets
o Choose appropriate sized pipet for sample required
o Attach pump to pipet if needed
o Set pipet volume OR pull up required amount of liquid
o Drain/dispense liquid to desired amount in container
TEMPERATURE
o Verify thermometer probe is operational OR that thermometer has no gaps in the liquid
o Place thermometer or probe in middle area of material or space
o Allow thermometer or probe time to reach equilibrium
o Note reading
Record measurements in appropriate units and amount of significant figures as required
Clean up equipment

Learning Objectives
Explain how to properly carry and pour solid and liquid chemicals
List common units used in clinical labs for mass, volume, and temperature

Explain how to zero and use scales
Identify the proper glassware to deliver and contain specific volumes
Demonstrate reading volume in glassware
Explain how to pipette and micropipette different volumes of liquid correctly
Convert measurements from U.S. Standard to metric and vice versa
Correspond the correct number of significant figures in given values to the measuring device

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Laboratory

Competency
4. Perform calculations and conversions

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Review the appropriate chart or reference materials to make calculations or conversions
>> Identify given values
>> Identify unknown values
>> Determine the calculations or conversions and formulas that need to be performed
>> Perform calculations or conversions as required
>> EXAMPLES
>>> o   Perform calculations on parts per million and similar concentrations
>>> o   Calculate the concentration of solutions in percent composition by mass
>>> o   Calculate the concentration of solutions in percent composition by volume
>>> o   Calculate to prepare molar solutions
>>> o   Calculate to prepare dilutions from stock solutions using the law of conservation of mass
>> Calculations are accurate
>> Calculations show appropriate measurement unit labels
>> Verify calculations or conversions with worksite professional
>> Record calculations or conversions as required

Learning Objectives
> Explain how to convert between U.S. standard measurements and metric measurements
> Explain the link between significant figures in calculations and the measuring devices used
> Describe the units involved in concentrations of mass, volume, molarity, molality, normality, ppm and ppb
> Explain how to calculate Percent by mass, Percent by volume, Molarity, Molality, Normality, parts per million (ppm) and parts per billion (ppb)

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Laboratory

Competency
5. Prepare reagents, solutions, and/or buffers

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Review the appropriate protocol for safely preparing the item required including safety precautions
Determine the concentration and amount required
Perform calculations of solute and solvent needed to prepare the desired amount
Verify calculations with worksite professional
Weigh or measure the solute
Add solute to mixing flask
Measure the solvent if needed
Fill flask with about 2/3 solvent
Stopper and mix flask by inverting OR as required by protocol
Complete filling of remaining required solvent to mixing flask
Mix as required
Test and adjust pH if required by protocol
Return solute and solvent to proper storage area
Label and store prepared item as required per protocol
Clean up

Learning Objectives
Describe the proper storage and handling of various chemicals: Inorganic, Organic, acids, chlorinated chemicals, flammable, corrosive
Define the common uses of reagents, solutions, and buffers in bioscience testing labs
Explain how to avoid contaminating reagents during preparation
Compare and contrast the properties of reagents, solutions, and buffers used in your lab
Describe hazards associated with the reagents, solutions and/or buffers used in your lab
Define the uses of biological media
Define the pH scale

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Laboratory

Competency
6. Operate lab equipment properly

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Review the protocol for the procedure or lab equipment to be used including safety precautions
Operate only equipment that he/she is trained on
Choose correct equipment for the task
Follow and completes any equipment check list prior to use
Verify equipment is available for use and in working order
Verify equipment is current for preventative maintenance and/or calibration
Verify safety requirements and any Personal Protective Equipment (PPE) needed for equipment use
Inspect equipment and work area for safety considerations
Set up and prepare equipment for safe operation
o   Check settings
o   Check power
o   Check lubrication and fluid levels
Monitor equipment for safe operation while operating
Follow protocol for clean up and shut down after use
Properly shut down and label any equipment that is not operating as expected, if applicable
o   Follow Lock Out/Tag Out procedures as applicable
o   Promptly report abnormal equipment conditions to worksite professional
Document use as required

Learning Objectives
Explain the function of common health science laboratory tools and equipment
Explain the safety precautions and routine care of common laboratory tools and equipment
List common mechanical, chemical, electrical, compressed air, and other equipment safety hazards
Describe the basic procedure to be followed when a piece of equipment is not functioning properly in your lab
Discuss the need for quality control (QC) samples and/or equipment controls in some lab equipment
Explain how Lock Out/Tag Out procedures prevent accidents
Explain standard use of common heating equipment
Explain standard use of electrical current/power supply equipment
Explain proper use of magnetic stirrers and hot plates
Describe the safety and procedures involved in the use of flame

Explain how to use a pipet and micropipetter
Describe use of simple centrifugation
Describe use of simple filtration
Explain standard use of a microscope

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Laboratory

Competency
7. Conduct testing according to protocol

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Review the testing protocol including safety precautions
>> Select and set-up the correct equipment and supplies
>> ***Prepare reagents, solutions, and/or buffers***
>> Prepare any controls required
>> Locate and identify the sample(s) to be tested
>> Prepare samples for testing according to protocol
>> Test the sample(s) according to protocol ***Using Aseptic*** Lab ***Technique*** and Standard Precautions
>> o Include Quality Control (QC) samples, if applicable
>> ***Operate lab equipment properly***
>> ***Records and analyze test results***
>> ***Clean glassware and/or instruments***
>> Dispose of chemical, biohazardous, or infectious waste according to department/facility guidelines using Standard/Universal Precautions

Learning Objectives
> Discuss the need for quality control (QC) samples and/or equipment controls in health science testing
> Define positive and negative control
> Explain the procedures for safe Handling and Disposal of Chemical, Biological, and Radioactive Materials
> Define the purpose of Standard Precautions
> Explain the procedure for Standard Precautions in your lab
> Discuss the purpose of fume hoods and biological safety cabinets/hoods
> Explain how to handle and dispose of laboratory wastes safely

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Laboratory

Competency
8. Record and analyze test results

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Select appropriate forms/records
Report/record results, readings, measurements, calculations, times, etc. with appropriate scientific units carefully without transcription
Review readings compared to normal ranges
Report any discrepancies or unexpected results to worksite professional

Learning Objectives
List typical lab tests in health science
Describe ranges of normal results for typical health science lab tests
Explain what information is provided on health status of typical health science lab tests
Discuss methods for organizing and representing data

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Optician/Optometry

Competency
1. Obtain lens prescriptions

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Screen the order for completeness
>> Highlight any special needs or ophthalmic disorders on the order
>> ***Create and/or maintain the client record***
>> Enter/update order in the client profile for processing
>> Verify insurance coverage for order
>> Assist client to choose best payment options

Learning Objectives
> List common components of a lens prescription
> Discuss the meaning of visual acuity and how it is indicated, e.g., 20/40
> Define abbreviations found on lens orders, such as DV, NV, OD, OS, OU
> Explain the connection between optical power and diopters
> Explain the legal requirements for lens prescriptions
> Compare myopia, hyperopia, astigmatism, and presbyopia
> Discuss other disorders of the eye that can be alleviated with corrective eyewear
> Define deductible and co-payment as they pertain to health care services

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Optician/Optometry

Competency
2. Measure client eye lengths, centers, and distances

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Obtain millimeter ruler (PD Stick) or other applicable measuring tool
>> Measure client eye length, center, pupillary distance, head/temple width
>> Record measurements

Learning Objectives
> Identify basic components and structures of the eye
> Describe the visual pathway
> Explain how to measure eye lengths, centers and distances
> Explain the purpose for measuring eye lengths, centers, and distances
> Define pupillary distance (PD)

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Optician/Optometry

Competency
3. Set up optometry area

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Verify procedure to be performed
>> Consult the procedure for setup requirements
>> Gather the equipment and supplies that will be used for the procedure
>> Ensure the cleanliness of the procedure equipment and area/room
>> Check the equipment for malfunction or damage
>> Confirm solutions and supplies are correct and not expired
>> Arrange the equipment and supplies in the order in which they will be used
>> Report the status of supplies and equipment to the worksite professional
>> Document procedure set up, if applicable

Learning Objectives
> Identify common optical procedures
> Describe the major purpose for each of the procedures identified
> List the types of equipment and supplies that are required for each of the procedures identified
> Define the medical terms and abbreviations related to each of the procedures identified
> Explain the equipment and supplies sterilization requirements for each of the procedures identified

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Optician/Optometry

Competency
4. Assist to perform eye exam

Performance Standard Condition
Competence will be demonstrated
at the worksite
while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
Review the purpose and the steps of the procedure with the worksite professional
Identify the client
Provide privacy for the client as needed
Observe the worksite professional in outlining the procedural protocol for the client
Assist the worksite professional in describing to the client the equipment and/or supplies that will be used during the procedure
Observe worksite professional checks for client comprehension during the instructions/explanation
Select the correct equipment and supplies
Position the client
Assist with the optical exam procedure
Assist with recording exam data
Discuss client response(s) with the worksite professional after the procedure
Clean/disinfect equipment and supplies
Dispose of contaminated items as required
Assist with analyzing the exam results

Learning Objectives
Compare opticians, ophthalmologists, and optometrists
Compare methods, materials and purposes of the different optical diagnostic exam procedures
Identify common types of optical exam equipment
Define common terms and abbreviations used in optometry
Describe conditions of the eye that are screened for in common eye exams
List common visual concerns in children

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Optician/Optometry

Competency
5. Instruct clients how to care for eyewear

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Determine the client's level of understanding about the care procedure, its purpose, and the process
>> Describe the equipment and/or supplies that will be needed for eyewear care
>> Check for client comprehension during the instructions/explanation
>> Demonstrate eyewear care to client
>> Have client perform eyewear care

Learning Objectives
> Compare types of corrective eyewear- glasses, bifocals, reading glasses, contact lenses
> Discuss the care required for each type of corrective eye wear
> Describe how the different types of lenses are made to specific corrective parameters
> Define lens power, refractive error, sphere, cylinder, axis, and spherical equivalent refraction (SER) as they relate to corrective eye wear
> Explain what is meant by near vision vs. distant vision
> Discuss how the shape of lens corrects specific vision problems
> Compare a spherical correction to cylindrical correction
> Compare lens features and care for enhancements such as anti-scratch, ultra-violet, anti-reflective, hydrophobic, transitions, tinted, bifocals, progressives

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Optician/Optometry

Competency
6. Order and purchase frames and lenses

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Verify brand, type, model number, sizes for frames desired by client
>> Verify lens prescription
>> Complete order form- online or paper
>> Verify order
>> Obtain approvals, if needed
>> Submit order
>> Verify insurance coverage, deductibles, and co-payments, if applicable
>> Compute charges
>> Document disbursements or deposits to the cash drawer in the appropriate record
>> Process client cash or credit payment and insurance coverage
>> Operate cash register if applicable
>> Make accurate change
>> Cash Drawer balances with the day's receipts and disbursements

Learning Objectives
> Explain the need for finding the correct size frames for the type of lenses required
> Discuss how face shape (oval, round, etc.) influences frame design (rectangular, oval, round, etc.)
> Discuss other factors that influence eyewear look including hair color, eye color, eye brow level, frame color
> Explain the process of handling cash from a cash register
> List the requirements for client identification when presenting a check or credit card
> Indicate the importance of client verification procedures when accepting check or credit card payments
> Describe components of an acceptable check

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Optician/Optometry

Competency
7. Fit glasses to clients

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Contact client once the glasses are received
Arrange an appropriate time for fitting convenient for the client
Seat client
Adjust bridge pads and frame arm curve
Test fit on client
Make modifications as needed

Learning Objectives
Describe the names and location of the fundamental components of parts of spectacle frames
Discuss the importance of the bridge in choosing the right fit for glasses
Discuss the typical frame size measurements indicated for a good fit (bridge width, lens width, arm length)
Explain how to adjust bridge width
Discuss the indications for increasing or decreasing bridge width
Explain the process for adjusting frame sides

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Physical Therapy (PT)

Competency
1. Set up treatment area

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Verify procedure to be performed
Consult the procedure for setup requirements
Gather the equipment and supplies that will be used for the procedure
Ensure the cleanliness of the procedure equipment and area/room
Check the equipment for malfunction or damage
Confirm solutions and supplies are correct and not expired
Arrange the equipment and supplies in the order in which they will be used
Report the status of supplies and equipment to the worksite professional
Document procedure set up, if applicable

Learning Objectives
Identify common physical therapy procedures
Describe the major purpose for each of the procedures identified
List the types of equipment and supplies that are required for each of the procedures identified
Define the medical terms and abbreviations related to each of the procedures identified
Explain the equipment and supplies sterilization requirements for each of the procedures identified

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Physical Therapy (PT)

Competency
2. Assist to explain treatment to client

Performance Standard Condition
Competence will be demonstrated
at the worksite
while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
Review the purpose and the steps of the procedure with the worksite professional before assisting with client instruction
Discuss with the worksite professional the role of this procedure in the client's total therapeutic and/or diagnostic plan
Identify client
Provide for client privacy
Help the worksite professional determine the client's level of understanding about the procedure, its purpose, and the process
Observe the worksite professional in outlining the procedural protocol for the client
Assist the worksite professional in outlining any preparatory steps that must be taken by the client before the test
Assist the worksite professional in describing to the client the equipment and/or supplies that will be used during the procedure
Observe worksite professional checks for client comprehension during the instructions/explanation
Assist worksite professional to obtain consent for procedure
Discuss client response(s) with the worksite professional after the procedure

Learning Objectives
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
Discuss the legal responsibility of the worksite professional to explain procedures
Explain your role when the procedure is explained to the client by the worksite professional
Explain how to document Informed Consent
Discuss the legal and liability issues of Informed Consent in regards to procedures
Explain why it is critical that the client understands the purpose of the procedure and the steps that will be followed
Outline the importance of using words and terms that the client can understand when explaining the procedure
Detail any client follow up conducted after each common procedure identified in your department/facility

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Physical Therapy (PT)

Competency
3. Position client on therapy equipment

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for the client
>> Explain procedure to the client
>> Secure assistance, if needed, before beginning to move and turn client
>> Change client position on schedule or as needed for a procedure/care noting client safety and proper body mechanics.
>> Seek client input to determine their comfort with the position
>> Report/record client condition, reactions, and position change if needed

Learning Objectives
> Describe proper body alignment
> Describe turning and moving a client using correct body mechanics
> Describe the use of pillows or other comfort devices for various positions
> List some of the devices used to maintain position of legs and feet and to help in hand and finger positioning
> Describe some of the observations about the client that should be noted during positioning
> Explain some of the procedures used to avoid skin-on-skin contact and pressure
> Outline the problems that can be caused by immobility of the client

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Physical Therapy (PT)

Competency
4. Measure vital signs

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Identify client
>> Provide privacy for client prior to procedure
>> Prepare the equipment for the procedure
>> Explain the procedure to the client in words the client in plain language
>> Position client using proper body mechanics if necessary
>> Measure vital signs (height, weight, temperature, pulse, respirations, blood pressure, etc.) according to protocol
>> Report/record reading(s)
>> Vital sign readings are accurate
>> Care for equipment according to protocol
>> Report abnormal readings immediately to worksite professional

Learning Objectives
> Identify the range of normal values for each of the vital signs
> Explain the techniques for obtaining vital signs
> Locate pulse sites
> Calculate heart rate and target heart rate
> List descriptive characteristics of the pulse and respiration
> Describe the various methods for measuring body temperature
> Compare different types of thermometers
> Describe the care of thermometers
> Describe factors that influence temperature, pulse and respiration readings
> Describe the various methods for measuring client weight
> Explain how to convert pounds to kilograms
> Explain how to convert inches to centimeters
> Identify different methods of measuring client weight
> Explain how to document weight and height measurements
> Define terms related to blood pressure
> Describe how to use and care for the sphygmomanometer and stethoscope
> Explain the technique for obtaining blood pressure
> Discuss variations of equipment choice for different size clients
> Identify the range of normal values for blood pressure
> Describe factors that influence blood pressure readings
> Identify the causes of inaccurate blood pressure readings
> Identify the variations in blood pressure readings that should be reported immediately

Explain how to document blood pressure results

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Physical Therapy (PT)

Competency
5. Assist with application/adjustment of orthotic and assistive devices

Performance Standard Condition
Competence will be demonstrated
at the worksite
while assisting a worksite professional

Performance Standard Criteria
Performance will be successful when learners:
Identify client and adjustment to be made
Provide privacy for client
Assist worksite professional with explanation of adjustment to be made
Assist worksite professional for application/adjustment of orthotic and assistive devices noting client safety and proper body mechanics
Help worksite professional evaluate if device is properly adjusted
Assist worksite professional in instructing the client about making the necessary adjustments
Remain alert to client safety throughout the procedure
Report/record application/adjustment of device

Learning Objectives
List different types of assistive devices
Outline the process for adjusting crutches, canes and walkers
Identify safety issues for clients using crutches, canes and walkers
Describe different types of orthotic devices
Outline the functions of each type of brace
Explain how each of orthotic device is applied
Identify safety issues for clients using braces
List conditions that indicate proper fit
Identify safety issues for clients with splints and slings

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Physical Therapy (PT)

Competency
6. Assist client with performing range of motion exercise

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Identify client
Provide privacy for client
Explain each exercise to client
Instruct client to verbalize any pain while exercising
Follow guidelines for range of motion exercises noting client safety and proper body mechanics
Take each joint through the full available range of motion of client's ability
Do each exercise gently, slowly and smoothly
Do not force any joint to move
Encourage client to help with exercises as appropriate
Communicate appropriately with client during the range of motion exercises
Report/record observations of client reactions and exercises

Learning Objectives
Define the terms related to the movement and placement of joints
Explain the purposes for performing range-of-motion exercises
Describe the types of range-of-motion
Outline basic range-of-motion exercises
Explain the difference between passive and active range-of-motion exercises
Describe how to do range-of-motion on all extremities
Discuss the appropriate response when client experiences pain or discomfort during the exercises
Note special corrective exercises that are only performed by the physical therapist
Indicate observations of clients abilities that should be noted during exercises

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Physical Therapy (PT)

Competency
7. Assist client with prescribed exercise program

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Review the purpose of and the protocol for the specific exercise program with the worksite professional before assisting with the process
Identify client
Provides privacy for client
Assist worksite professional with explanation of exercises to be performed
Verify that the area, equipment, and supplies are prepared for the exercise program
Assist worksite professional with performance of client exercise program according to noting client safety and proper body mechanics
Is attentive to client safety during the exercise program
Communicate appropriately with client during the exercise program
Report/record observations of client reactions to the therapist
Assist the therapist with client/family teaching if the exercise program is to be performed at home

Learning Objectives
Define the terms related to therapeutic exercise programs
List the most common types of therapeutic exercises
Explain the difference between active and passive exercise programs
Compare aerobic, range of motion, stretching, strengthening, and balance/agility exercises
Describe the following directions of movement: flexion, extension, rotation, abduction, adduction, inversion, eversion, pronation, supination, hyperextension, internal rotation, external rotation
List the concerns for client safety that must be addressed during exercise
Discuss the appropriate response to a client's expression/evidence of pain or discomfort during exercise
Describe the responsibility of the therapist for administering the exercise program
Explain your role when assisting with the exercises
Detail how to protect yourself while assisting with the exercise program
Indicate client observations to be made during an exercise program

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Physical Therapy (PT)

Competency
8. Assist client with gait training

Performance Standard Condition
> **Competence will be demonstrated**
>> at the worksite

Performance Standard Criteria
> **Performance will be successful when learners:**
>> Review the purpose of and the protocol for the gait training with the worksite professional before assisting with the process
>> Obtain information from the therapist about the specific gait to be taught to the client
>> Verify that the area, equipment, and supplies are prepared for the gait training
>> Build own proficiency with the particular gait before working with the client
>> Identify client
>> Provide privacy for client
>> Assist worksite professional with explanation of gait training to be performed
>> Assist worksite professional with performance of gait training noting client safety and proper body mechanics
>> Demonstrate gait to the client
>> Report to therapist when assistive device needs adjustment
>> Use gait/transfer belt to support client as required
>> Remain alert to client safety throughout the ambulation activity(s)
>> Report/record observations of client progress and response(s) to the therapist

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

Comments:

Unit 7: Ambulatory/Support Services Pathway
Ambulatory/Support Services- Physical Therapy (PT)

Competency
9. Administer active and passive treatments

Performance Standard Condition
Competence will be demonstrated
at the worksite

Performance Standard Criteria
Performance will be successful when learners:
Confirm treatment order
Identify client
Provide privacy for client
Explain procedure to client
Measure or verify temperature of any fluids
Assist worksite professional to administer treatment noting client safety and proper body mechanics
o   Administer heat or cold applications
o   Administer active and passive manual therapeutic exercises, therapeutic massage, and light, sound, water, or electrical modality treatments, such as ultrasound.
o   Administer traction to relieve neck and back pain, using intermittent and static traction equipment
Frequently check the area of application for discoloration, numbness or other symptoms
Report/record application including time and client reaction

Learning Objectives
List common treatments in a physical therapy setting
Compare active and passive treatment techniques
Name methods of treatment with hot, cold, light, sound, electrical, massage
Discuss the client conditions indicated for which each application
Outline safety concerns for each application treatment
Identify the difference between sterile and non-sterile local applications

Comments:

Appendix P

**HEALTH SCIENCE
YOUTH APPRENTICESHIP**

**THERAPEUTIC SERVICES PATHWAY
DENTAL ASSISTANT
UNIT 8**

Dental Assistant Unit

Competency (Work Tasks)	Performance Standards What employer checks for while doing task. **Train YA Student on.** YA student will ...	Learning Objectives What to know/learn to do this task. **Content Suggested** for Class/Reading/On-the-Job Training.
1. **Use Standard Precautions & Infection Prevention**	Protect self and spread of infection using standard precautions and infection control techniques as required by situation as applicable to work site- Hand Washing Gloving Shielding Client Care equipment Environmental Controls Linens and Laundry Respiratory Hygiene Cleaning, Disinfection and Sterilization	Define standard precautions, infection control and aseptic method List body fluids that require the use of Standard Precautions List body fluids that do not require the use of Standard Precautions Explain the chain of infection and describe the way infection control concepts are applied Define engineering controls, work practice controls, and environmental controls and give examples Identify barriers and personal protective equipment (PPE) for protection from exposure to potentially infectious material Compare cleaning, disinfecting and sterilizing Explain the importance of reprocessing methods (cleaning, disinfection, and sterilization) to ensure the safety and integrity of patient-care equipment
OFFICE		
2. **Create &/or maintain the client record**	Verify data/information Ensure client identification appears on each record or form used Enter/update required information in the client record Confirm accuracy of entered/updated information Use only approved abbreviations Client record is accurate and complete	Explain the legal purposes and ownership of the client record List content found within a typical dental client record Define the electronic medical record (EMR) Discuss the impact of the EMR on healthcare consumers and professionals Explain how to convert time to military time AND why military time is used Explain the procedure used to create dental client record List manual documents linked to electronic records Describe how to handle duplicate client records
3. **Complete client identification labels**	Obtain/update client information Enter required information on labels	Explain the use of bar codes used in client identification List the ways in which identification of client and client documents is confirmed

		Print out applicable labels Confirm accuracy of information Apply labels onto client records, materials, and forms as applicable Client Identification Labels are accurate and complete	Explain reasoning for cross referencing and cross indexing of medical records
4.	**Complete lab forms**	Obtain/update client information Enter required information on forms to be sent to Lab Tech Confirm accuracy of information	List common specimens and lab tests conducted in dental offices Describe the purpose of common dental lab tests
5.	**Assist to maintain emergency kit**	Periodically review items in emergency kit Remove and report expired and/or damaged items Document and dispose of expired items as directed	List items typically found in a dental emergency kit Discuss the purpose of each of the emergency items Discuss common dental emergencies and how to respond
LAB			
6.	**Mix dental materials**	Select the correct materials and supplies Weigh and measure accurately if needed Mix the material in the right order Mix the material in the specified time limit Mix and load impression trays correctly Prepare reagents, solutions, dental materials according to manufacturer Deliver and/or store dental materials as required	Compare amalgam, cements, composites, bonding materials, varnishes, bases, liners, colloids, elastomers, gypsum, waxes and their uses in dentistry Describe the proper storage and handling of various dental materials Describe any hazards associated with the reagents, solutions and/or dental materials used in your office
7.	**Clean removable appliances**	Select appropriate polish or cleaners Polish removable appliances and prostheses as required	Identify and compare different types of removable dental appliances Describe the care of dentures and other removable appliances Indicate the observations which should be made regarding the condition of the appliances
8.	**Process dental radiographs**	Prepare, maintain, replenish radiographic solutions Obtain exposed radiograph Mount radiograph or locate digital image Label radiograph ***Assist to evaluate radiograph for quality***	Discuss hazards associated with using ionizing radiation List methods used to protect clients and operators from ionizing radiation Compare methods, materials and purposes of the different diagnostic imaging technologies in dentistry Identify the positions for radiograph films for common types of dental imaging Discuss proper techniques for processing and viewing radiographs

		Investigate policy stating who has access to and who may view, remove, and copy images Describe how images are processed and stored Explain how images are obtained digitally

9. **Assist to evaluate radiographs for diagnostic quality**	Review image to determine quality
	Look for:
	  o Clarity
	  o Cone cut
	  o Inclusion of desired structures
	  o Proper angulation
	  o Errors created by incorrect film/sensor placement
	Review radiograph with worksite professional
		Identify types of image processing errors
		Explain how imaging errors can be prevented
		Discuss images on radiographs and he clinical information they describe

10. **Prepare procedural trays & set-ups**	Verify procedure to be performed Gather the instruments and supplies that will be used for the procedure Check the instruments and equipment for malfunction or damage Confirm solutions and supplies are correct and not expired Arrange the equipment and supplies in the order in which they will be used Report the status of supplies and equipment to the worksite professional Document tray set up, if applicable	Define armamentarium Describe the major purpose for common dental procedures List the types of equipment and supplies and set up that are required for common procedure set ups Define the medical/dental terms and abbreviations related to common procedures
11. **Perform sterilization &/or disinfection procedures**	Perform disinfection as required with appropriate solution Clean instruments and reusable supplies thoroughly, as required, with the appropriate solvent Dry items in required manner Place cleaned and dried items in sterilization pouches or wraps if needed Perform sterilization procedures as indicated Document disinfection and sterilization if required Return clean and/or sterile reusable supplies and instruments to their proper storage location	Compare disinfecting to sterilizing purposes, solutions, and methods List the items requiring sterilization in your dental setting Describe the sterilization procedures required for dental instruments and supplies in your dental setting Explain how to operate and maintain the equipment used in sterilization methods
12. **Prepare room for exam/procedures**	Verify procedure to be performed Consult procedure protocol for safety and setup requirements ***Prepare procedural trays & set-ups***	Define surgical asepsis and sterile field Describe how supplies can be contaminated Explain how to set up a sterile field for oral surgery Explain the use of nitrous oxide in dental practice and

	Ensure the cleanliness of the procedure equipment and area/room Arrange the room as required	
CLINICAL/CHAIRSIDE		
13. Receive & prepare client for treatment	Identify client Position client Report/record client condition, reactions, and position change if needed Identify purpose of visit Note client's general physical condition Place bib/napkin Adjust equipment	Describe proper body alignment Describe some of the observations about the client that should be noted during positioning List characteristics of general health that should be noted such as skin, gait, etc.
14. Transfer dental instruments	Review the treatment plan and instrument sequence for the procedure to be completed Maintain instruments on the instrument tray Anticipate the next instrument needed in the treatment plan Respond to appropriate verbal or non-verbal cues for transfer Position the instrument as required for the action to be taken Remove debris from instrument before returning to tray	Define and explain the purpose of four handed dentistry Demonstrate instrument grasping techniques Compare types of dental instrumental transfer Explain how to maintain the field of operation during common dental procedures Demonstrate safe transfer and recapping of needles and sharps

15. Operate water/air syringe & suction	Water/Air Syringe
	  Cap syringe with tip
	  Anticipate the need and timing for water/air clearing
	  Respond to appropriate verbal or non-verbal cues for clearing
	  Position tip appropriately for clearing and minimal deflection of spray
	  Water/air spray in little circular motions, then air spray for proper visualization
	Suction
	  Cap syringe with tip
	  Anticipate the need and timing for suction
	  Respond to appropriate verbal or non-verbal cues for suction
	  Monitor the oral cavity and back of the throat for saliva and/or water pooling
		Identify the basic parts and operation of the water/air syringe and suction device
		Explain how to use an oral evacuation system; high volume evacuation and saliva ejector
		Discuss the importance of the air/water mix for clearing the field
		Explain proper locations and positions for suctioning
		Explain how to monitor for saliva pooling
		Practice using the water/air syringe and suction

	Keep suction tip on hard surface when suctioning Dispose of used materials appropriately Clean and maintain equipment as required	
16. Apply topical fluoride	Verify that the fluoride application has been ordered Identify client Explain procedure to client Apply topical fluoride on tooth surfaces as required Report/record the reaction/response of the client Store or dispose of fluoride appropriately	Explain the purpose of fluoride Outline the technique for applying fluoride Describe and contraindication for fluoride applications Discuss common reactions/responses to fluoride applications and how to manage
17. Chart dental conditions	Record dental conditions as directed by worksite professional Chart permanent and primary teeth, carious lesions, restorations, impaction, missing teeth, mobility, furcation, pocket depth Chart existing endontics Chart notations are accurate and correct	Identify general structures in the oral cavity and the functions of these structures Identify and name basic oral and dental anatomy and physiology (bone, muscle, glands, nerves, blood vessels, teeth, oral cavity) Describe the parts of a tooth, functions and landmarks Discuss the purpose of the salivary glands Explain how to use the Universal Numbering System for primary and permanent teeth Explain observations that can indicate diseases and conditions
18. Assist with common clinical procedures	Identify client Verify that the room/area, equipment, and supplies are appropriate, in-date, and ready for the procedure Drape client and/or take other measures to protect client clothing Assist in positioning client using proper body mechanics Assist with procedural steps performed by the worksite professional Report any client response to the procedure to the worksite professional Document assistance Dispose of contaminated articles according to protocol	Discuss ways you can reassure the client before, during, and after a procedure List common dental procedures performed such as exams, preventives, fillings, crown/bridge, root canal, extractions, dentures, sealants, other restorations, bleaching, surgical, orthodontic, emergencies, etc. Define amalgam and its use List common cosmetic restorations Describe the major purpose for common dental procedures Explain how to assist with vitality testing, minor bleeding, rubber dams, polish, cements, matrix bands Outline potential adverse client reactions to common dental procedures and how to respond Explain how to handle contaminated materials
19. Apply topical anesthetic to the injection site	Verify that the topical anesthetic has been ordered Identify client Explain procedure to client	Explain the purpose of anesthetic Identify proper locations for topical anesthetic for all types of injections

	Apply topical anesthetic to correct oral location as required Report/record the reaction/response of the client Store or dispose of anesthetic appropriately	Discuss the use of the tooth numbering system to identify injection sites requiring application of topical anesthetic Outline the technique for applying topical anesthetic Describe and contraindication for topical anesthetic Discuss common reactions/responses to topical anesthetic and how to manage
20. Measure vital signs *W/S* *Performance may be learned & assessed at the worksite OR in the classroom in a simulated setting. However, a simulated setting should only be used IF there is no possibility of skill performance at the worksite.*	Identify client Prepare the equipment for the procedure Explain the procedure to the client in plain language Position client using proper body mechanics if necessary Measure vital signs (temperature, pulse, respirations, blood pressure, etc.) according to protocol Report/record reading(s) Vital sign readings are accurate Care for equipment according to protocol Report abnormal readings immediately to worksite professional	Identify the range of normal values for each of the vital signs Explain the techniques for obtaining vital signs Locate pulse sites List descriptive characteristics of the pulse and respiration Describe the various methods for measuring body temperature Compare different types of thermometers Describe the care of thermometers Describe factors that influence temperature, pulse and respiration readings Define terms related to blood pressure Describe how to use and care for the sphygmomanometer and stethoscope Explain the technique for obtaining blood pressure Discuss variations of equipment choice for different size clients Identify the range of normal values for blood pressure Describe factors that influence blood pressure readings Identify the causes of inaccurate blood pressure readings Identify the variations in blood pressure readings that should be reported immediately Explain how to document blood pressure results
21. Provide client education & instructions	Assist to explain and clarify procedures and services Provide brochures Provide pre- and post-procedure instruction sheets Demonstrate proper brushing and oral care techniques	List the purposes of oral hygiene Describe the appropriate method for brushing teeth Outline the frequency recommended for oral hygiene each day Describe the nature and formation of dental plaque Explain plaque control techniques Describe the effect of nutrition on dental health