# Health Care Workplace Experience II Course No. 36993 Credit: 2.0

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| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes:Health Science

Course Description: **Application Level:** Health Career Workplace Experience provides students with Professional Learning Experiences (PLE) to gain extensive knowledge of health/wellness professionals in private/public industry, community organizations, and health care settings, as well as job opportunities, wage, and duties. Students will gain extensive knowledge in selected areas of health care, specific occupations, skills set, educational requirements, credentials/licensure, and daily routines by participating in Job Shadows or Internships. This class includes instruction in specific skill sets related to health occupations, research on emerging trends, exploration of daily routines, understanding code of ethics, patient rights, standards and regulations, safety, and legal requirements. Collaboration with local healthcare professionals, organizations and businesses is highly encouraged to offer PLE with documentation of the student experience. Students must complete a minimum of two (2) rotations during the course that encompass occupations representing one or more of the following: Diagnostic Services, Therapeutic Services, Health Informatics, Support Services and Biotechnology.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Analyze strategies to balance roles and responsibilities in the health sciences (individual and career).

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Compare and contrast occupations that fit individual interests and personal life goals (i.e. interest survey results). |  |
| 1.2 | Research, and evaluate information to set SMART career goals. |  |
| 1.3 | Apply fundamental knowledge of cost benefits related to personal career goal achievement. |  |
| 1.4 | Summarize local and global policies, issues, and trends in the health sciences. |  |
| 1.5 | Research new technologies to meet future health or medical needs. |  |
| 1.6 | Predict potential impact of career path decisions on balancing work and family responsibilities. |  |
| 1.7 | Identify community and human resources for meeting individual career needs (i.e. personal knowledge, non-profit agencies, educational institutions). |  |

## Benchmark 2: Enhance job application and retention.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Analyze career choices to determine the knowledge, skills, and personality traits associated with health science careers. |  |
| 2.2 | Practice public speaking skills to build personal confidence and enhance employability. |  |
| 2.3 | Demonstrate job seeking skills. |  |
| 2.4 | Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately. |  |
| 2.5 | Assess health, wellness, and work safety considerations of the health science worker. |  |
| 2.6 | Analyze the impact of an individual’s career decision on personal goals, relationships, financial benefit, and the impact on the national and global community .as in picking one health care field over another). |  |
| 2.7 | Demonstrate teamwork and leadership skills in school and community settings (e.g. HOSA experience). |  |
| 2.8 | Demonstrate respect for others regardless of age, gender, socio-economic or culture. |  |

## Benchmark 3: Enhance career readiness through practicing appropriate skills in classroom and community

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly. |  |
| 3.2 | Practice appropriate social skills, manners, and etiquette in a variety of settings. |  |
| 3.3 | Identify common tasks that require individuals to use problem-solving skills. |  |
| 3.4 | Apply problem-solving and critical thinking skills important to health science settings. |  |
| 3.5 | Create ideas, proposals, and solutions to overcome barriers to personal goal achievement. |  |
| 3.6 | Use math and science (as appropriate) principles when addressing career and life goals. |  |
| 3.7 | Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences. |  |
| 3.8 | Establish a personal portfolio (electronic or hard copy) to begin to document personal achievements and experiences. |  |
| 3.9 | Use technology appropriately to access, manage and/or create career information (i.e. practice internet ethics, avoid identify theft). |  |
| 3.10 | Critique the physical and social environment to reduce conflict and promote safety in health science career settings. |  |
| 3.11 | Identify personal rights and responsibilities as an employee and how to address violations. |  |

## Benchmark 4: Enhance pre-clinical readiness through practicing and demonstrating necessary skills

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Identify professional image standards for the health care workplace. |  |
| 4.2 | Practice appropriate social skills, manners, and etiquette in a variety of settings. To include but not limited to elevator etiquette, attendance, punctuality and ability to communicate with professionals. |  |
| 4.3 | Identify the locations of important items in the workplace, such as location of nearest AEDs and exits. |  |
| 4.4 | Obtain appropriate certifications for the health care setting (BLS, Stop The Bleed, BloodBorne Pathogens). |  |
| 4.5 | Identify and demonstrate appropriate skills for the work-based learning environment (positioning of the student, asking questions with a focus on higher level Blooms Taxonomy). |  |
| 4.6 | Demonstrate a thorough knowledge of patient confidentiality (HIPAA, FERPA and HiTECH). |  |
| 4.7 | Identify and practice necessary safety procedures, such as safe driving, active shooter protocols, workplace violence protocols, weather-related protocols and situational awareness. |  |
| 4.8 | Enhance the learning within the clinical setting by sharing the learning experiences and reflecting on them. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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