



November 12, 2018

RE:

Henderson County High School
Career Technical Education Program (CTE)
2424 Zion Rd.
Henderson, KY 42420

Dear CTE Excellence in Action Selection Committee Members:

We at Deaconess Clinic Inc., a part of the greater Deaconess Health System, Inc., are proud to be part of a collaborative partnership with the Henderson County High School CTE Program. Together we share the commitment to prepare CTE students to be successful in their future careers in the healthcare industry.

We take pride in our connection to exceptional healthcare and giving back to our Community. Deaconess has been recognized as an outstanding leader in HealthCare and the community with the following:

- 2018 Rated high performing in 1 adult specialty and 5 procedures and conditions
- 2018 Regionally ranked #2 by US News and world report in Indiana.
- 2018 Affiliation with Methodist Hospital, Henderson Ky
- 2017 The Women's hospital is #4 place to work in the nation
- 2017 Deaconess named Business of the year
- 2017 Deaconess Heart Hospital Nursing Excellence
- 2016 Joined MD Anderson Cancer Network in
- 16 year affiliation with IU Riley for pediatric specialty, bringing 10 pediatric specialties to our community through Telehealth and on-site visits.

Our collaborative relationship with Henderson Co High School extends to our Deaconess Clinic Ambulatory Facilities and Practices located within the commonwealth of Kentucky. With this relationship, we are building a strong and extended relationship wherein together; we are able to provide clinical training and mentoring sites for Henderson County High School CTE healthcare program students. This relationship is with the following key points in mind:

- While on site, the students will be exposed to and learn to incorporate the use of best practices in patient care.
- Student will be exposed to the necessary skill sets to be successful in the future workforce. Skills such as fact based decision making and applied skills such as clinical patient care and clerical billing applications.
- Including exposure to the electronic medical record (EPIC).

- Our participation on advisory board helps to navigate the challenges healthcare sees in our industry with education and skills needed to be successful in our ambulatory practices. We are working to help provide updated competencies, improve lab simulation and support community efforts to connect young underprivileged children with a career path to post-secondary education. Providing this path with a decreased financial burden enhances employability and occupational attainment. We are supporting the local economy and inspiring youth to know they count. It reduces welfare dependency and helps others see who they can be. Investing in our youth, feeding the workforce opportunity and activities to support their success, you can never go wrong.
- Unemployment being low we have to be competitive, drive solutions with clear end results. Henderson Co High School is committed to having a program that meets the needs of our healthcare business. Our plan is to be a long term partner in the CTE program at Henderson Co High School and hire those that graduate from the post-secondary community college.

Through this relationship, our goal is one of assisting the program in the development of students with sound foundations in healthcare. We partner to ensure they support the technical and workforce readiness skills valuing the delivery of high quality, safe and cost conscious healthcare.

Sincerely,



Lisa Maish
Deaconess Clinic
Business Operations Manager



Sherry Schroeder, RN
Deaconess Clinic
Clinical Staff Coordinator

11/13/18

To Whom It May Concern:

Redbanks Skilled Nursing Center is a not-for-profit skilled nursing, short-term rehabilitation, and Alzheimer's facility. We pride ourself not only on quality resident care, but also our relationships and partnerships with the community. One of our greatest partnerships is that with Henderson County Schools, specifically, the Health Science program at Henderson County High School. For years we have been fortunate enough to have their State Registered Nurse Aide (SRNA) students come to our facility to fulfill their sixteen hour Medical Nurse Aide class clinical requirement. They have used the direct resident skills learned in class and lovingly help us care for our residents.

Approximately seven years ago the two of us entered into an additional partnership where we agreed to employ their SRNA certified senior students. This school year six students work Monday through Friday from 7:00 AM to 11:30 AM and then return to school for their core classes. Then an additional six students come in to replace them from 12:00 PM-3:30 PM. Some of the twelve students also work additional evening and weekend hours.

Both of these programs have proven to be a huge benefit for all involved. The students participating in the SRNA clinical hours have the opportunity to get some insight on whether or not they would like to apply for a co-op position in their senior year. Benefits of the co-op program include allowing the student to get direct resident SRNA experience and maintain their SRNA certification. As stated above, many of them also work weekends and evening shifts as well. These additional hours definitely help us with our staffing ratio. Over the years we have also employed many HCHS graduates. Currently we have nine active HCHS Health Science graduates.

We have also been able to hire one of their instructors, Mrs. Bailey, to assist her with getting LTC Nursing experience. We are positive this will give her insight of LTC industry needs and regulations. We are also benefiting from this as she is assisting with staff observations and inservices.

In addition, we have two staff members on the HCHS Health Science Advisory Board. We strive to attend the bi-annual meetings to discuss industry needs and new regulations in Long Term Care (LTC). Serving on the Advisory Board allows us to have great communication that fosters your partnership.

As you can see, the HCHS Health Science program and Redbanks have a partnership that is beneficial to both parties. We enjoy working with their instructors as well as alongside their students. It is quite evident that they work very hard to teach their students life long skills and are truly building a better graduate.

Sincerely,

Shari Newton, BSN, RN-BC, LTCA



November 15, 2018

Excellence in Action Award Committee:

It is with great pleasure I nominate the Henderson County High School CTE Health Science program for consideration for the Excellence in Action Award. I would like to recognize an outstanding program that has been developed to prepare the health science students as they embark on the next phase of their life.

The experience gained during the structured clinical rotation help to prepare some students for college and gives others a direct line to enter the workforce with Methodist Hospital. Throughout the program the students are given the opportunity to obtain two industry certifications, SRNA and CMAA. Students are then given the opportunity to perform the skills they have been taught and are afforded the opportunity to experience the feeling of accomplishment when they have assisted a patient. This relationship has been beneficial for both, the students and our organization.

The Henderson County High School CTE Health Science program maintains an open relationship with its community partners. Methodist Hospital maintains an active role at the advisory board level with four active representatives. The advisory board offers input in the program improvement plan and assists with fundraising. The Health Science program works to development activities designed to enhance the employability, occupational attainment, retention and earnings of students after graduation. This is accomplished through a close relationship with Kyndle, which includes the Chamber of Commerce and Economic Development. These efforts improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Henderson County economy.

Community involvement is emphasized to the Health Science students. Participation in activities with residents at local skilled nursing facilities, assisting with the soup kitchen sponsored by the Salvation Army, and volunteering at community events are examples of the community involvement. In addition to these, the Health Science students partner with the American Red Cross to sponsor a community blood drive each year. The students' involvement is a valuable asset to our community and helps the students develop soft skills by assisting an underserved population.

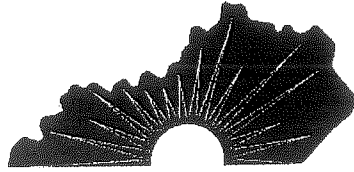
On behalf of Methodist Hospital, I would recommend the Henderson County High School CTE Health Science program for this award. Please contact me at 270-827-7508 if you need additional information.

Sincerely,

Kristi Melton, MSN, RN, NE-BC

Vice President, Nursing

2660 South Green Street
Henderson, KY 42420
(270) 827-1867
Toll free 1 (800) 696-9958
Fax (270) 831-9600
henderson.kctcs.edu



HENDERSON COMMUNITY COLLEGE

Dear Excellence in Action Judges,

The partnership that Henderson County Career and Technical Education's Health Science Department and Henderson Community College has proven invaluable to our community. For years, we have worked closely to ensure a smooth transition from high school to college. We have served on advisory boards for one another. We have actively recruited and encouraged students to continue their education locally. The Career and Technical Education faculty have offered many opportunities for students to get to know Henderson Community College faculty and staff. We have seen many students grow and transition from assistants to professional nurses through a combination of our programs.

Even though we were already doing many great things, we weren't satisfied and wanted more for our students. Together, we formulated a unique plan that allows Henderson County Career and Technical Education Health Science Department students to transition directly into the Henderson Community College Associate Degree Nursing Program from high school. Students that enter the new cohort program will be selected by the Career and Technical Education faculty. These students will begin taking dual credit courses, required for entry into the nursing program, as juniors. Students will be provided a Henderson Community College advisor. They will also have a special pre-admission conference, required for admission into the nursing program. Students in the cohort will be required to maintain a high school GPA of 3.2 or higher, achieve an ACT score of at least a 20 or a HESI A2 score of at least a 75. Students must also maintain good standing with the Career and Technical Education faculty. Students that are successful in achievement of the criteria will receive guaranteed admission into the Henderson Community College Associate Degree Nursing Program the fall following graduation from high school.

Students receive benefit, as all area nursing programs are selective admissions programs. Additionally, the traditional wait time is reduced and the completion time can be accelerated. We believe students that are able to complete the rigorous criteria established will also ultimately be successful in the Associate Degree Nursing Program. These students will be prepared for high demand / high wage jobs as nursing professionals.

We are very excited about this new cohort program. We can't wait to see the first students graduate. We believe that Henderson County Career and Technical Education's Health Science Department is very deserving of the Excellence in Action Award and this new initiative is one of many reasons why. Their efforts to bolster workforce development and career and technical education are obvious in our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Lori M. Sharp Donahoo".

Lori M. Sharp Donahoo DNP, RN, CNE

Director of Nursing

Henderson Community College

November 12, 2018

To whom this may concern:

Lucy Smith King Care Center, a hospice inpatient unit thru St. Anthony's Hospice, is one of many specialties that students can choose for their clinical rotations throughout the school year. Typically, their rotations last approximately 6 weeks, but we have had students request to do their entire year at our unit. Hospice care is not always an interest for some students for different reasons such as being afraid of what they could possibly see or encounter with patients potentially dying. But the ones who do choose to complete a rotation on our unit, usually have a genuine interest in what hospice is and the end of life care that is given.

While doing their clinical rotation on our unit, students are able to assist in a variety of hands on type duties with the Certified Nurse Assistant or RN. They are allowed to assist with bathing, personal hygiene care, turning patients when needed, transfers from bed to chair, post-mortem care, etc. Students also receive verbal teachings via nurse assistant or RN regarding the different types of disease processes they may encounter, along with the process of dying.

Students may seek future employment opportunities after completing their clinical rotation on our unit. Because our unit is operated 24 hours a day, there are several full-time, part-time and prn positions for RN's and nurse assistants. We have employed four former students as a paid employee once they have graduated high

school or while attending college. One student was initially employed as a nurse aide and then pursued a degree in nursing, and is currently on staff as an RN. Because of the experience and knowledge gained while completing their rotation on our unit, they are one step further in being better prepared if possible employment is an interest.

HOSA works diligently in preparing their students for college courses and possible careers in health care. They offer two different types of certifications, SRNA & CMMA, along with 12 hours of dual credit, incentives and awards for those who meet college or career readiness. It is a wonderful asset to our community and our local high school, and I feel it is very deserving of the "CTE Excellence in Action" award.

Sincerely,

Tina Eckels, RN

Tina Eckels, RN
St. Anthony's Hospice
Director of Nursing
teckels@sahky.org

Bend Gate Elementary School

920 Bend Gate Road
Henderson, Kentucky 42420
Telephone: (270) 831-5040
Fax: (270) 831-5043



November 16, 2018

To whom it may concern;

I currently have the wonderful HOSA student **Elizabeth Palen**, that comes to Bend Gate Elementary School every week day at 3:45 and she is here until 6 p.m. During the first 1.5 hours of her shift she assists me with the care of a special needs student who attends after school care. The student is a kindergartner student that has Cerebral Palsy, a g-tube, in a wheelchair and is non-verbal. The student can have nothing by mouth and is unable to belch or vomit. If these symptoms start, the gastric tube must be attached to allow the air or vomit to exit the stomach.

When **Liz** first arrives she either assists me in providing g-tube feeding. With my direct supervision, I have taught **Liz** how to administer the tube feedings. It takes 2 people to transfer the student from the wheelchair to the recovery couch where the feeding and changing takes place. After the feeding is completed, this student's diaper must be changed. Most days we try to get the student's AFO's (leg/ankle braces) on and do some gait work. We then take the student down to the daycare area where the student can interact with other students and we can provide stimulation for his mind. We try to find toys that he will play with, however his favorite is dropping the toys so that we have to pick them up.

Ms. Palen is a very prompt, delightful and caring person. She is easy to get along with and appears to love learning new things in the medical field. She loves helping out with this special needs student. We celebrate any and every small accomplishment that this child has. I depend on her daily and am glad she was chosen to be my assistant.

Connie Grasty, RN/District Nurse
Bend Gate Elementary School
Henderson, KY 42420

Sheffer, Jessica - HCH, Health Science

From: Lewis, Paige <paigelewis00@Upike.edu>
Sent: Thursday, November 15, 2018 8:59 PM
To: Legate, Amy - HCH, Health Science; Sheffer, Jessica - HCH, Health Science
Subject: Re: Alumni letters of support If you have any contact information please send ASAP
Attachments: CTE Letter.docx

Hello!

Here is my letter for the CTE award! Please let me know if you need anything else. Also, if there are any students that are interested in medical school or have any questions they can contact me.

Thank you and have a wonderful day,

Paige M. Lewis, OMS-II

University of Pikeville Best Buddies, President 2018-19

Rotaract, Professional Development Chair 2018-19

From: Legate, Amy - HCH, Health Science <amy.legate@henderson.kyschools.us>
Sent: Monday, November 12, 2018 3:53:02 PM
To: Lewis, Paige
Subject: FW: Alumni letters of support If you have any contact information please send ASAP

Dear HCHS Health Science Alumni:

Our program is applying for the 2019 CTE Excellence In Action Award. Advance CTE's annual Excellence in Action award recognizes and honors superior Career Technical Education (CTE) programs of study from across the nation. Selected programs of study will exemplify excellence in the implementation of the Career Clusters, show a true progression from secondary to postsecondary education, provide meaningful work-based learning opportunities, and have a substantial and evidence-based impact on student achievement and success. Not only will your program be featured in the media and an awards ceremony in Washington, D.C. in the spring, you'll also be contributing to a positive image of CTE programs. In its sixth year, this award showcases innovative programs of study to policymakers, employers and education leaders and lets them know that CTE is for all learners and prepares them for a lifetime of college and career success.

Your advisors are requesting a letter of support that highlights how our program has helped shape your career choice in healthcare. It may have been through clinical, interest in classes, or through our HOSA chapter. Please provide your name, career choice, credentials, post-secondary background, year in HCHS Health Science program, contact information, and any other information you would like to share. It is so great to hear from you all on Facebook. We would all love to hear about your successes!!

Please email your letters of support by 11-16-18. Thank you for your time and attention.

Best Wishes,

To whom it may concern,

My name is Paige Lewis and I am a 2012 graduate of Henderson County High School. I received my Associate of Arts in Health Science and Bachelor of Science in Biology from Lindsey Wilson College in Columbia, Kentucky. I am currently a second-year osteopathic medical student at the Kentucky College of Osteopathic Medicine in Pikeville, Kentucky. During my time at HCHS, I had the wonderful opportunity participate in one of the Career and Technical Education programs along with my role as a student ambassador and competing on the HCHS swim team. From 2008 to 2012, I was enrolled in the health care pathway at HCHS. During this time, the classes that I was enrolled in played a vital role in starting me on the path that I am on today. These courses allowed me the opportunity to examine multiple aspects of healthcare, from patient care to the ethics and laws that govern medicine. This program gave me the opportunity to gain first-hand experience in patient care in our local hospital. These experiences have been proven invaluable in their influence not only on my choice to attend medical school but also to help me achieve my SRNA certificate during my gap year.

Also, while at HCHS I was an active HOSA member as well as serving as president during my senior year. At the time, HOSA seemed like it was a good way for me to dip my toes into the world of healthcare. Looking back, I now realize that there was so much more to the opportunities that HOSA gave me. Without HOSA or my health science teachers, I probably would have never had the opportunity or courage to compete at the state and national levels in Human Growth and Development. I would not have had the opportunity to get as much hands-on experience in healthcare or develop many of the connections and friendships that came with participating in HOSA events and my clinicals. One that stands out to me still, was having the opportunity to shadow an Osteopathic Physician in the ER during my clinicals. She was the first person to truly introduce me to the philosophy and techniques of my current field of study.

I thoroughly believe that having the opportunity to participate in the Health Science CTE pathway and HOSA played a vital part in making me the person that I am today. I can only hope that other high schools can develop and implement a CTE program as efficacious as the one at HCHS to strengthen and brighten the future of healthcare.

Thank you for your time. If you have any questions please feel free to contact me for more information.

Paige M. Lewis, OMS-II

Paigelewis00@upike.edu

270-724-2009

Sheffer, Jessica - HCH, Health Science

From: J. Lansden <jtlansden@gmail.com>
Sent: Monday, November 12, 2018 10:05 AM
To: Sheffer, Jessica - HCH, Health Science; Alves, Dana - HCH, Health Science/Leadership Dynamics
Subject: Health Science Testimonial

Mrs. Alves and Sheffer,

Below is what I have written to be used as my testimonial in support of the health science program. If this is insufficient or needs to be modified, please let me know and I will be glad to take care of it. I will also be glad to help with anything else that you may need.

Thank you,
Joseph Lansden

To Whom It May Concern,

I am writing you as a former Henderson County High School student who benefited from the courses contained within the school's health science program. I had a strong desire to pursue a career in the healthcare field following graduation and the health science program exposed me to numerous aspects of healthcare that strengthened this desire. Under the direction of Mrs. Ashley Bailey, I enjoyed numerous clinical experiences at local healthcare facilities. I was paired with nurses and other healthcare professionals in these facilities for experiences that are rarely available to high school students. This exposure was of great value to me in my pursuit of a career in healthcare.

Following high school, I attended the University of Southern Indiana and obtained a Bachelor of Science in Nursing degree and achieved cum laude honors. Prepared with the BSN, I began working as a registered nurse in the emergency department at St. Vincent Evansville prior to transferring to the hospital's surgery department. In my current staff nurse position, I serve as the Magnet Champion for the surgery department and the nursing staff representative on the perioperative instrument council. I also frequently serve in the charge nurse role.

In 2016, I began coursework for a Master of Science in Nursing degree with a family nurse practitioner focus; I am currently seven months from completing nurse practitioner coursework.

I owe a portion of my successes as a professional nurse to the experiences provided to me by Henderson County High School's health science program. The American healthcare system is ever-changing and recent legislation has provided close to 20 million Americans with health insurance coverage that they previously lacked. This increase in insured individuals has boosted the need for healthcare professionals and intensified the staffing woes that continue to impact healthcare facilities all of types. As an adjunct faculty member at the University of Southern Indiana in the undergraduate nursing program, I recognize that programs committed to the development of healthcare professionals, including Henderson County High School's health science program, are truly invaluable.

Sincerely yours,
Joseph Lansden
jtlansden@gmail.com
(270) 748-1882

Sent from my iPhone

Health Science Advisory Members

Administrator:

Amanda Lacer
Henderson County High School
21424 Zion Road
Henderson Ky 42420
270-831-8850
amanda.lacer@henderson.kyschools.us

Instructors:

Lori Fulkerson
Henderson County High School
21424 Zion Road
Henderson Ky 42420
270-831-8850
lori.fulkerson@henderson.kyschools.us

Ashley Bailey
Henderson County High School
21424 Zion Road
Henderson Ky 42420
270-831-8850
ashley.bailey@henderson.kyschools.us

Amy Gibson
Henderson County High School
21424 Zion Road
Henderson Ky 42420
270-831-8850
amy.gibson@henderson.kyschools.us

Dana Alves
Henderson County High School
21424 Zion Road
Henderson Ky 42420
270-831-8850
dana.alves@henderson.kyschools.us

Jessica Sheffer
Henderson County High School
21424 Zion Road
Henderson Ky 42420
270-831-8850
jessica.sheffer@henderson.kyschool.us

Business and Industry Representatives:

Ruth Scott
Methodist Hospital
1305 N. Elm Street
Henderson KY 42420
270-827-7700
rscott@methodisthospital.net

Kelly Jenkins
Methodist Hospital/KY Board Of Nursing
1305 N. Elm Street
Henderson KY 42420
270-827-7700
kjenkins@methodisthospital.net

Fahmi Ramen
Methodist Hospital
1305 N. Elm Street
Henderson KY 42420
270-827-7700
framen@methodisthospital.net

Christa Cole
Methodist Hospital
1305 N. Elm Street
Henderson KY 42420
270-827-7700
ccole@methodisthospital.net

Casey Goldsberry
Methodist Hospital
1305 N. Elm Street
Henderson KY 42420
270-827-7700
cgoldsberry@methodisthospital.net

Kristi Melton
Methodist Hospital
1305 N. Elm Street
Henderson KY 42420
270-827-7700
kmelton@methodisthospital.net

Branda Haire
Methodist Hospital Billing Dept.
1305 N Elm Street
270-827-7700
bhaire@methodisthospital.net

Lisa Foster
Methodist Hospital
1305 N. Elm Street
Henderson KY 42420
270-827-7700
lfoster@methodisthospital.net

Jackie Blandford
Redbanks Nursing and Rehabilitation
852 Kimsey Lane
Henderson, KY 42420
270-826-6436
jblandford@redbanks.org

Ruth Chase
Redbanks Nursing and Rehabilitation
852 Kimsey Lane
Henderson, KY 42420
270-826-6436
rchase@redbanks.org

Katie Duncan
Matthew 25
425 Old Corydon Rd
Henderson, KY 42420
270-826-0200
btroutman@matthew25clinic.org

Henderson Community College Representatives:

Lori Donahoo
Henderson Community College
2660 S Green Street
Henderson, KY 42420
270-831-9737
lori.donahoo@kctcs.edu

Kim McGovern
Henderson Community College
2660 S Green Street
Henderson, KY 42420
270-831-9737
kim.mcgovern@kctcs.edu

Carole Mattingly
Henderson Community College
2660 S Green Street
Henderson, KY 42420
270-831-9737
carole.mattingly@kctcs.edu

Greg Collins
Medical Assistant Program Coordinator
Henderson Community College
2660 South Green Street
Henderson, Kentucky 42420
(270) 831-9771
greg.collins@kctcs.edu

Parents:

Natalie Martin
4395 St. Olaf Circle
Henderson, KY 42420
844-3135
natalie.martin@henderson.kyschools.us

Lisa Maish
641 Constanza Drive
Henderson, KY 42420
812-228-9700
lisa.maish@deaconess.com

Student:

Shelby Darr
196 Field Road
Morganfield, KY 42437
270-997-1259
shelby.darr@stu.henderson.kyschools.us

Agenda
Advisory Committee Meeting

Program: Health Science Date of Meeting: April 22, 2015
6:00-8:00 pm

Teachers: Lori Fulkerson, RN
Ashley Bailey, RN
Amy Legate
Dana Alves, LPN Location: Henderson County High School
Jessica Sheffer, RN Cafeteria/Room T111
Alison Stanley, RN

- Call to Order/Welcome
- Minutes from Last Meeting
- 2014-2015 course offerings:
 - Health and PE for Health Science (2 sections)
 - Health Science I (4 sections)
 - Health Science II –MNA (3 sections) and Fundamentals (3 sections)
 - Health Science III—Clinical and Co-op (4 sections)
 - Medical Terminology (4 sections)
 - Medical Office (1 section)
- Program Improvement Plan update
- MNA; KOSSA results
- HOSA news (fundraising, activities, NLC)
- Clinical/co-op for 2015-2016 school year
- Recommendations from Advisory Committee
- Next Meeting Date (Fall 2015)
- Thank You!

Health Science

Advisory Committee Minutes

April 22, 2015

Members present: Carol Murch, Lori Fulkerson, Dana Alves, Jessica Sheffer, Ashley Bailey

- Meeting called to order by Lori Fulkerson
- Read minutes from last meeting; approved by Carol Murch
- Discussed course offerings and enrollment for 2015-2016 school year
- Program Improvement Plan (4th Implementation and Impact check)– reviewed goals and measurable results. No recommendations at this time.
- Discussed MNA and KOSSA results.
- Discussed HOSA activities (Hosa banquet, HOSA NLC) and fundraising planned for next year (BINGO, candy sales). Shared with committee information about NLC to be held in Anaheim California on June 24-27. Three students will be attending this year along with Ashley Bailey.
- Discussed student performance at current clinical sites. We feel that students are performing above average. There are still issues with attendance, dress code and grades. Discussed with Carol Murch the requirements for admission to the HCC nursing program and the student handbook for students who are admitted.
- Recommendations:
 - Invite Tammy Owen to talk to students about nursing admission process and student handbook
 - Arrange for HCHS students to shadow a HCC nursing student for a day
 - Tighten up on rules for health science 3 WBL students
- Due to low attendance at this meeting, Lori Fulkerson will email the implementation and impact check to all advisory members to review. Lori will personally visit those members who respond with approval or improvements to get signatures on the Implementation and impact check document.
- Next meeting date: Fall 2015
- Meeting Adjourned

Agenda
Advisory Committee Meeting

Program: Health Science Date of Meeting: October 27, 2015
4:00-5:00 pm

Teachers: Lori Fulkerson, RN
Ashley Bailey, RN
Amy Legate
Dana Alves, LPN Location: Henderson County High School
Jessica Sheffer, RN Room T111

- Call to Order/Welcome/Introductions
- Minutes from Last Meeting
- 2015-2016 course offerings:
 - Health and PE for Health Science (4 sections—2 fall semester, 2 spring semester)
 - Health Science I (5 sections)
 - Health Science II –MNA (2 sections) and Fundamentals (3 sections)
 - Health Science III—Clinical and Co-op (4 sections)
 - Medical Terminology (4 sections)
 - Medical Office (1 section)
- Program Improvement Plan – Implementation of new 2 year plan
- MNA; KOSSA results
- HOSA news (fundraising, activities, SLC)
- HCHS CTE Business Fair and Open House: December 10, 2015
Business Fair: 10:30 am - 3:00 pm/Open House: 4:00 pm – 7:00 pm
- Clinical/co-op sites and updates
- Recommendations from Advisory Committee
- Next Meeting Date (Spring 2016)
- Thank You!

Health Science

Advisory Committee Minutes

October 27, 2015

Members present: Anita Watkins, Pam Marshall, Kim Dean, Brenda Hester, Cathy O’Nan, Jessica Sheffer, Lori Fulkerson, Dana Alves, Ashley Bailey

- Meeting called to order by Lori Fulkerson
- Introductions
- Read minutes from last meeting; approved by Kim Dean
- Discussed course offerings and enrollment for 2015-2016 school year
- Program Improvement Plan—discussed new program improvement plan for 2015-2017. Reviewed all goals and measurable results and received recommendations from committee.
- Discussed MNA and KOSSA results.
- Discussed HOSA activities (Alzheimer’s awareness, breast cancer awareness, hunting down diabetes) and fundraising for this semester (BINGO, candy bar sales). Shared with committee information about HOSA SLC and NLC.
- Announced date for CTE open house and business fair: December 10, 2015
- Discussed clinical/co-op sites for current year – all students are required to sign in at all units at Methodist hospital
- Recommendations:
 - Mail Hosa newsletter to parents to encourage greater parent involvement.
 - Utilize more hands on activities in lower level courses
 - Contact Corey Harper from MH to come and talk to students in an effort to increase non-traditional enrollment in the pre-nursing pathway.
- Next meeting date: Spring 2016
- Meeting Adjourned

Agenda
Advisory Committee Meeting

Program: Health Science **Date of Meeting:** April 21, 2016
6:00 pm-8:00pm

Teachers: Lori Fulkerson, RN
Ashley Bailey, RN
Amy Legate
Dana Alves, LPN
Jessica Sheffer, RN **Location:** Henderson County High School
Room T208

- Call to Order/Welcome/Introductions
- Minutes from Last Meeting
- 2016-2017 course offerings:
 - Health and PE for Health Science (4 sections—2 fall semester, 2 spring semester)
 - Health Science I (4 sections)
 - Health Science II –MNA (2 sections) and Fundamentals (3 sections)
 - Health Science III—Clinical, Co-op, and Skills (4 sections)
 - Medical Terminology (5 sections)
 - Medical Office (1 section)
- Program Improvement Plan update
- MNA; KOSSA results
- HOSA news (fundraising, activities, SLC results, NLC)
- Clinical/co-op sites and updates
- Equipment maintenance and new equipment needs
- Recommendations from Advisory Committee
- Next Meeting Date (Fall 2016)
- Thank You!

Health Science

Advisory Committee Minutes

April 21, 2016

Members present: Debbie Whitaker, Kim Dean, Jessica Sheffer, Lori Fulkerson, Dana Alves, Amy Legate

- Meeting called to order by Lori Fulkerson
- Toured new health science facility
- Introductions
- Read minutes from last meeting; approved by Kim Dean
- Discussed course offerings and enrollment for 2016-2017 school year
- Program Improvement Plan—Reviewed goals from PIP provided updated and measurable results and received recommendations from committee.
- Discussed MNA and KOSSA results.
- Discussed HOSA activities (Autism Color run) and fundraising for next year (BINGO, candy bar sales). Shared with committee results from SLC.
- Discussed clinical/co-op sites for current year and for next school year – no new additions at this time.
- Recommendations:
 - Update CPR materials per 2016 AHA guidelines
 - Utilize new lab area to provide hands on activities
 - Equipment needs: new updated simulation mannequins, simulated dental mannequin, update IV pumps and dinamaps, update EKG machine, provide materials to use to draw students in to increase enrollment (hands on activities: suturing, doppler ultrasounds, handwashing activities), update and repair maternity mannequin and baby
 - HCC would like to come talk to our students next year to recruit into the health programs there. This would be in addition to our annual visit to the college.
- Lori Fulkerson will email IIC form to advisory members who were not present and ask for additional recommendations.
- Next meeting date: Fall 2016
- Meeting Adjourned

Health Science

Advisory Committee Minutes

October 25, 2016

Members present: Kim Dean (HCC), Kim Bullock (HCC), G.W. Tomas (Methodist Hospital), Brenda Hester (Methodist Hospital), Ruth Scott (Methodist Hospital), Cathey Wilkerson (Parent), Casey Goldsberry (former HCHS student, current HCC nursing student), Amanda Lacer (CTE principal), Ashley Bailey (instructor), Jessica Sheffer (instructor), Lori Fulkerson (Instructor), Dana Alves (instructor), Amy Gibson (instructor)

- Meeting called to order by Lori Fulkerson
- Introductions
- Read minutes from last meeting; approved by Amy Gibson
- Discussed course offerings and enrollment for current 2016-2017 school year
- Program Improvement Plan—Reviewed goals from PIP provided updated and measurable results and received recommendations from committee.
- Discussed MNA, KOSSA, and CMAA results.
- Discussed HOSA activities (Fall blood drive, Methodist Hospital diabetes 5K, Unite to serve, Cancer awareness “pink out”,) and fundraising for this year (raffle tickets, candy bar sales).
- Discussed clinical/co-op sites for current year
- Spoke about CERT program and upcoming simulation in partnership with Methodist Hospital
- Discussed possible new course offerings for 2017-2018 school year (medical math/administration, possible pilot program for certified medical assistant)
- Recommendations:
 - Utilize male guest speakers to encourage non traditional enrollment in pre-nursing pathway (suggestions: G.W. Thomas RN, Corey Harper RN, David Straun, CRNA)
 - Contact MH human resources to discuss the need in the community for certified medical assistants)
 - Encourage students to take medical math/administration as this is an area of weakness for students at HCC
- Next meeting date: Spring 2017
- Meeting Adjourned

Agenda
Advisory Committee Meeting

Program: Health Science **Date of Meeting:** April 20, 2017
5:30pm-7:30pm

Teachers: Lori Fulkerson, RN
Ashley Bailey, RN
Amy Legate
Dana Alves, LPN **Location:** Henderson County High School
Jessica Sheffer, RN Cafeteria

- Call to Order/Welcome/Introductions
- Minutes from Last Meeting
- 2017-2018 course offerings:
 - Health Science I
 - Health Science II –SRNA
 - Health Science II Fundamentals
 - Health Science III—Co-op and Internship
 - Medical Terminology
 - Medical Office
 - Medication Administration and Dosage Calculations (new)
- Program Improvement Plan update with testing results
- HOSA News:
 - State Leadership Conference Results:
 - Brenna Byrne 1st place medical reading
 - Katie Wilkerson 1st place nurse assisting
 - 1 of 3 schools in KY recognized as gold status for our participation in Unite to Serve literacy/career project
 - Fundraising: CTE raffle results; candy bar sales; other ideas
 - Upcoming Activities:
 - 2017-2018 officer elections
 - Autism Walk April 29, 2017
 - International Leadership Conference June 21-24, 2017
 - Middle School Inclusion in HOSA for next year
- Recommendations from Advisory Committee?
- Next Meeting Date (Fall 2017)
- Thank You!

Health Science

Advisory Committee Minutes

April 20, 2017

Members present: Lori Fulkerson, Dana Alves, Ashley Bailey, Jessica Sheffer, Amy Gibson, Kim Bullock, Shasta Norman, Beth Troutman, Kelly Jenkins, Christa Cole

- Meeting called to order by Lori Fulkerson
- Introductions
- Read minutes from last meeting; approved by Dana Alves
- Discussed course offerings and enrollment for 2017-2018 school year
- Program Improvement Plan—Reviewed goals from PIP provided updated and measurable results and received recommendations from committee.
- Discussed MNA, KOSSA, and CMAA results.
- Discussed HOSA activities: State Leadership Conference results, fundraising (CTE raffle, candy bar sales), upcoming activities, and middle school inclusion for next year
- Discussed clinical/co-op sites for current year
- Recommendations:
 - Ask for sponsors from community for HOSA funding
- Next meeting date: Fall 2017
- Meeting Adjourned

Agenda
Advisory Committee Meeting

Program: <u>Health Science</u>	Date of Meeting: <u>October 24, 2017 4:00pm-5:00pm</u>
Teachers: <u>Lori Fulkerson, RN Ashley Bailey, RN Amy Legate Dana Alves, LPN Jessica Sheffer, RN</u>	Location: <u>Henderson County High School Room T214</u>

- Call to Order/Welcome/Introductions
- Minutes from Last Meeting
- 2017-2018 course offerings:
 - Health Science I (5 sections)
 - Health Science II –SRNA (2 sections with new lab requirement)
 - Health Science II Fundamentals (2 sections)
 - Health Science III—Co-op at Redbanks (8 students)
 - Health Science III—Internship (3 sections – two AM, one PM)
 - Medical Terminology—(5 sections)
 - Medical Office—(1 section)
 - Medication Administration and Dosage Calculations – (1 section)
- Program Improvement Plan update
- Cert Simulation November 3rd at HCHS
- CTE Excellence in Action Award
 - Letters of support from community and business partners
- HOSA News:
 - Fundraising (candy bar sales, BINGO?)
 - Regional Competition at Madisonville Community College
- Recommendations from Advisory Committee?
- Next Meeting Date (Spring 2018)
- Thank You!

Health Science

Advisory Committee Minutes

October 24, 2017

Members present: Lori Fulkerson, Dana Alves, Jessica Sheffer, Amy Gibson, Ashley Bailey, Ruth Scott, Kim Dean, Lori Donahoo, Carole Mattingly, Kelly Jenkins, Lisa Foster, Jackie Blandford, Amanda Lacer

- Meeting called to order by Lori Fulkerson
- Introductions
- Discussed course offerings and enrollment for the current school year including progression through the program. Also discussed new course, Medication Administration and Dosage Calculations.
- PIP update. Three new goals for this two year cycle. Goal 1 focuses on test scores, goal 2 on enrollment, and goal 3 on HOSA participation
- Jessica Sheffer explained the CERT program and talked about the upcoming simulation
- Talked about the CTE Excellence in Action Award---advisory members agreed to write letters of support. They requested the application and wanted to know more specifically what needed to be included in their letters. Lori Fulkerson will email them the information that they need.
- Discussed HOSA fundraising and upcoming events. Suggestion was made to have nursing students help with BINGO if we have a new BINGO date. We discussed getting community sponsorships and asked recommendations of businesses or individuals that we could ask. We talked about the purpose of taking students to regionals and the board agreed that it would be good practice for the students.
- Jackie Blandford suggested having clinical time related to the Medication administration and dosage calculations class. We talked about possibly exploring the idea of helping students to get their medication administration certification.
- Next meeting date: spring 2018
- Meeting adjourned

**Agenda
Advisory Committee Meeting**

Program:	<u>Health Science</u>	Date of Meeting:	<u>April 26, 2018 5:00 pm-7:30 pm</u>
Teachers:	<u>Lori Fulkerson, RN Ashley Bailey, BSN Amy Legate Dana Alves, LPN Jessica Sheffer, RN</u>	Location:	<u>Henderson County High School Room T209</u>

- ❖ Call to Order/Welcome/Introductions
- ❖ Minutes from Last Meeting
- ❖ 2018-2019 course offerings:
 - Health Science I
 - Health Science II –SRNA, Fundamentals, Medical Office
 - Health Science III—Clinical, Co-op
 - Medical Terminology
 - Dosage Calculations
- ❖ Health Science Career Pathways:
 - Pre-nursing
 - Medical Administrative Assisting
 - Allied Health
- ❖ SRNA results (Pre-Nursing): 2017-2018 school year: 68% after 1st round of testing (29 students)
2016-2017 school year: 63% after 1st round of testing, 100% after retests (26 students)
- ❖ CMAA results (Medical Administrative Assisting): 2016-2017: 25% (4 students);
students will test May 2, 2018 (19 students)
- ❖ KOSSA results (Allied Health): 2017-18 school year: 55% (93 students)
2016-17 school year: 61% (69 students)
- ❖ Updated state accountability
- ❖ Program Improvement Plan update
- ❖ **HOSA** news: Fundraising (candy bars, ear buds); Activities (Thanksgiving activity at Redbanks, cancer awareness balloon release, canned food drive); Competitions (22 students attended HOSA Regional Competition, 7 students attended State Leadership Conference, 1 student will be attending National Leadership Conference); Suggestions for increasing involvement
- ❖ Clinical/co-op sites and updates
- ❖ Next Meeting Date (Fall 2018)

Health Science

Advisory Committee Minutes

April 26, 2018

Members present: Lori Fulkerson, Dana Alves, Jessica Sheffer, Amy Gibson, Ashley Bailey, Kristi Melton, Lisa Foster, Sovanroth Hean (Po)

- Meeting called to order by Lori Fulkerson
- Introductions--no new members were present but made a special effort to recognize Sovanroth Hean, out student of the year, and HOSA SLC winner.
- Read minutes from last meeting. Amy Gibson made a motion to accept the minutes; approved by Jessica Sheffer
- Discussed course offerings for the 2018-2019 school year.
- Explained three career pathways offered through the HCHS health science program: Pre-nursing, Medical Administrative Assisting, and Allied Health.
- Shared test results for KOSSA and SRNA. Explained that testing for CMAA was not until May 2, 2018, and therefore, we did not have those results.
- Explained how the state accountability model has changed for our program--we will no longer be using KOSSA as our accountability test for Allied Health. The NOCTI Healthcare Core Skills will be used. Accountability tests for Medical Administrative Assisting and SRNA will remain the same and students passing those tests will have a valid industry certification.
- PIP update--went over each goal and explained that our accountability goal would change to reflect the changes made at the state level.
- Discussed HOSA fundraising and upcoming events. Kristi Melton made several suggestions for fundraising ideas: a car wash at Methodist Hospital, continuing with our idea to accept sponsors for our program, selling various food items, selling tshirts for specific events.
- Next meeting date: Fall 2018
- Meeting adjourned

Agenda
Advisory Committee Meeting

Program:	<u>Health Science</u>	Date of Meeting:	<u>October 3, 2018 4:00-5:00 pm</u>
Teachers:	<u>Lori Fulkerson, RN Ashley Bailey, BSN Amy Legate Dana Alves, LPN Jessica Sheffer, RN</u>	Location:	<u>Henderson County High School Room T209</u>

- ❖ Call to Order/Welcome/Introductions
- ❖ Minutes from Last Meeting
- ❖ 2018-2019 course offerings:
 - Health Science I (5 classes)
 - Health Science II –SRNA, Fundamentals (2 classes), Medical Office (1 class)
 - Health Science III—Clinical, Co-op (3 clinical classes, 2 co-op classes)
 - Medical Terminology (5 classes)
 - Dosage Calculations (1 class)
- ❖ Health Science Career Pathways:
 - Pre-nursing
 - Medical Administrative Assisting
 - Allied Health
- ❖ SRNA results (Pre-Nursing): 2017-2018 school year: 62% after 1st round of testing, 72% after two rounds of testing (not all students have retested)
- ❖ CMAA results (Medical Administrative Assisting): 2017-2018: 47%
- ❖ KOSSA results (Allied Health): 2017-18 school year: 55%
 - We are no longer using the KOSSA test for the Allied Health Pathway accountability
 - State KOSSA standards are no longer valid standards for our classes
 - We will be using national standards from The National Consortium for Health Science Education
 - The NOCTI HealthCare Core Assessment will be used for the Allied Health Pathway accountability
- ❖ New Graduation Requirements
- ❖ Program Improvement Plan update
- ❖ HOSA news:
 - Fundraising
 - Activities
 - Competitions
- ❖ Next Meeting Date (Spring 2019)

Health Science

Advisory Committee Minutes

October 3, 2018

Members present: Lori Fulkerson, Dana Alves, Jessica Sheffer, Amy Gibson, Ashley Bailey, Kristi Melton, Lisa Foster, Amanda Lacer, Shelby Darr, Carole Mattingly, Lori Donahoo, Kelly Jenkins, Katie Duncan, Lisa Maish, Sherri Schroeder, Christa Cole

- Meeting called to order by Lori Fulkerson
- Introductions--many new members were present
- Read minutes from last meeting. Amy Gibson made a motion to accept the minutes; approved by Dana Alves
- Discussed course offerings for the 2018-2019 current school year and explained that our enrollment was up for the year.
- Explained three career pathways offered through the HCHS health science program: Pre-nursing, Medical Administrative Assisting, and Allied Health.
- Shared test results for KOSSA, SRNA, and CMAA. Explained that KOSSA would no longer be the accountability test for the allied health pathway. Discussed the new accountability test, the Healthcare Core Skills Nocto test. Explained that many of our seniors took this test last year as juniors and passed so we feel like it is better aligned to our curriculum. We will continue to use the national standards and the objectives provided for the Nocto test.
- Discussed the possible new graduation requirements and how that may affect CTE and health science. We will follow up on that discussion at the next meeting when the accountability will be more definite.
- PIP update--went over each goal and explained that how our accountability goal has changed to reflect the new accountability test requirements for health science.
- Lisa Maish from Deaconess announced that Deaconess Hospital was donating an EMR with the program "EPIC" that is used by Deaconess. This is being donated to advance the education and hands on learning of our Medical Assisting students.
- Discussed HOSA fundraising and upcoming events. We talked about Colonel's Closet and earbud sales. Lisa Maish made a suggestion that we try harder to get donations. She offered to add HCHS HOSA to the Deaconess agenda for donations to organizations. She said that possibly they could sponsor a student or students to go to competitions. Kelly Jenkins also said that Methodist Hospital could possibly make a donation. We graciously accepted both offers and we will continue to follow up. Ashley Bailey talked about HOSAs involvement with the Red Cross and the spring and fall blood drive. We discussed our recent activities at Colonial Assisted Living and Redbanks and that we hope to continue with activities at those places. We discussed our support of the HOSA national service project, childhood cancer. We also talked about state and national competitions and how we are trying to encourage students to become more invested in the competitive events that they choose. We discussed pink out night at the Oct 26 football game for breast cancer awareness.
- Next meeting date: April 2019
- Meeting adjourned

Program Improvement Plan (PIP) and Implementation and Impact Check (IIC)

Henderson County Tech Center

Health Science

Year	Date	Budget	IIC Score			
			1st	2nd	3rd	4th
1,2						
	<p>The HCHS CTE Department will increase KOSSA and Industry Exam pass rates from 88% to 92% by 5/1/2018 as measured by the Health Science program increasing KOSSA from 61% to 70%, SRNA first round pass rate from 63% to 70%, and CMAA from 25% to 50% by analyzing program data to determine key standards that are in need of improvement from the previous school year's data. Also, the Health Science program will analyze and reflect on how many college ready students did not meet career readiness.</p> <p>KOSSA: We will claim student that are inactive during PLT as well as conduct small study groups for active students. We are continuing to utilize the NCHSE curriculum. We utilize practice questions both in the written and digital form. We will analyze data from previous KOSSA testing to determine our weak areas and place emphasis on improving those. SNRA: We will conduct a second annual mock SRNA skills test as well as continue to claim students for extra practice during PLT. We will provide an extra class period for all SRNA students for lab practice. Simulation equipment will continue to be utilized. CMAA: We will utilize study material provided by NHA. Will claim students for PLT for review. We will administer on-line practice test.</p>					
	5/1/2018	CMAA study materials: \$250	2	3		
Year	Date	Budget	IIC Score			
			1st	2nd	3rd	4th
1,2						
	<p>The Health Science Department will increase enrollment in Medication Administration and Dosage Calculations by 5 students each year until we have 2 sections of this class.</p> <p>We will encourage current Health Science students to sign up for the class as well as provide informational literature to Sophomore and Junior PLT classes. We will have students currently enrolled in Medication Administration and Dosage Calculations talk to sophomore and junior classes prior to scheduling each year.</p>					
	May 2019	NA	2	4		

	Year	Date	Budget	IIC Score			
				1st	2nd	3rd	4th
	1,2	<p>The Health Science Department will increase the number of HOSA State Leadership Conference participants qualifying for the HOSA National Leadership Conference as a first place winner from 2 students to at least 4 students by the end of the 2019 school year.</p> <p>We will conduct afterschool and PLT practice sessions. We will continue to encourage students to work hard and strive for excellence. We will incorporate HOSA competitive events in class activities when possible.</p>	NA	2	3		



Kentucky Department of Education
Office of Career and Technical Education
Program Improvement Plan

Beginning School Year: 2017-2018

Ending School Year: 2018-2019

Henderson County Tech Center
Health Science



Activity Date: August 1, 2017

IIC Review

Meeting 1: October 24, 2017

Meeting 2: April 26, 2018

Meeting 3: October 3, 2018

Meeting 4:

Jodi Sulkeron RN Teacher 10-3-18 Date

Dana Alved, teacher Advisory Committee Member, Title 10-3-18 Date

Jessica Doherty RN Teacher Advisory Committee Member, Title 10-3-18 Date

Katie Duncan RN Advisory Committee Member, Title 10-3-18 Date

Kay Jenkins, Methodist Advisory Committee Member, Title 10-3-18 Date

Ysa Foster Methodist Advisory Committee Member, Title 10-3-18 Date

Sherry Lawrence Deaconess Advisory Committee Member, Title 10/3/18 Date

Risa Maish Advisory Committee Member, Title 10/3/18 Date

Amanda Lacer Principal 10/3/18 Date

Andy B. Bullock, RN - teacher Advisory Committee Member, Title 10/3/18 Date

Shanti Melton ^{PN} Methodist Advisory Committee Member, Title 10/3/18 Date

Carole Matthews, RN - HCC Advisory Committee Member, Title 10/3/18 Date

Lori Donahoe - HCC Advisory Committee Member, Title 10/3/18 Date

Christa Cole - Methodist Advisory Committee Member, Title 10/3/18 Date

Amy Wilson Advisory Committee Member, Title 10/3/18 Date

Advisory Committee Member, Title _____ Date _____

Program Improvement Plan (PIP) and Implementation and Impact Check (IIC)

Henderson County Tech Center

Health Science

Year	Date	Budget	IIC Score
1,2	5/1/2019	CMAA study materials: \$250	1st
			2nd
			3rd
			4th
<p>The HCCHS CTE Health Science Department will achieve a pass rate of 80% on the NOCTI HealthCare Core Assessment for the 2018-2019 school year. By 5/1/2019 we will increase SRNA first round pass rate from 62% to 70%, and CMAA from 47% to 70% by analyzing program data to determine that classroom activities and daily objectives align with standards created for each career pathway.</p> <p>NOCTI HealthCare Core Assessment: We will align classroom activities and daily objectives to the standards listed in the NOCTI HealthCare Core Assessment information. We will utilize practice questions provided with this information. We will continue to use the national standards provided by the NCHSE. SNRA: We will conduct a third annual mock SRNA skills test as well as continue to claim students for extra practice during PLT. We will continue to provide an extra class period for all SRNA students for lab practice. Simulation equipment will continue to be utilized. CMAA: We will utilize study material provided by NHA. Will claim students for PLT for review. We will administer an on-line practice test.</p>			
1,2	May 2019	NA	1st
			2nd
			3rd
			4th
<p>The Health Science Department will increase enrollment in Medication Administration and Dosage Calculations by 5 students each year until we have 2 sections of this class.</p> <p>We will encourage current Health Science students to sign up for the class as well as provide informational literature to Sophomore and Junior PLT classes. We will have students currently enrolled in Medication Administration and Dosage Calculations talk to sophomore and junior classes prior to scheduling each year.</p>			

Year		Date	Budget	IIC Score			
	<p>The Health Science Department will increase the number of HOSA State Leadership Conference participants qualifying for the HOSA National Leadership Conference as a first place winner from 2 students to at least 4 students by the end of the 2019 school year.</p> <p>We will conduct afterschool and PLT practice sessions. We will continue to encourage students to work hard and strive for excellence. We will incorporate HOSA competitive events in class activities when possible.</p>			1st	2nd	3rd	4th
1,2		May 2019	NA	2	3	3	3



Office of Career and Technical Education

Education And Workforce Development Cabinet

Program Improvement Plan

IMPLEMENTATION AND IMPACT CHECK (IIC)



School:

HCHS

Program Improvement Plan Period:

2015-2017

Program:

Health Science

Date:

October 25, 2016

Teacher:

Lori Fulkerson, RN
 Ashley Bailey, RN
 Amy Legate
 Dana Alves, LPN
 Jessica Sheffer, RN

Instructions

Complete this form to monitor the plan at the end of each school year—Year 1 to check progress and revise as needed; Year 2 to again check progress and prepare a new two-year plan.

Scoring Guide

4	Clear evidence that the activity has been fully implemented, the impact of the activity has been measured, documented and successful and strategy does not need to be continued or revised.
3	Evidence that the activity has been implemented, the impact of the activity has been measured and documented but strategy has not been fully successful and needs to be continued or revised.
2	Evidence that the activity has been implemented but impact of the activity has not been measured or documented.
1	Evidence that the activity has been partially implemented.
0	No evidence that the activity has been implemented, measured or documented

Goal	Strategy/Activity	Evidence of Implementation What did you do to achieve strategy?	Impact on Teaching and Learning Based on Data	Score				
				4	3	2	1	0
<p>Increase KOSSA pass rate to 80% (current 74%)</p>	<ul style="list-style-type: none"> ○ Utilize materials provided by the National Consortium for Health Science Education ○ Align all curriculum with national and state standards ○ Utilize practice KOSSA test questions ○ Provide extensive review prior to testing ○ Provide more in depth review to seniors who are no longer enrolled in a health science class (claim for PLT and pull from other classes if possible) ○ Utilize PLT and catch up for low performing students or absences) 	<ul style="list-style-type: none"> ○ We used all materials available from the NCHSE, aligned curriculum with state standards and the POS for each course offered, and provided extensive review to all seniors in health science using the practice KOSSA tests. ○ All 3 hour WBL students stay at school on Wednesday and Friday to allow more time for curriculum. 	<ul style="list-style-type: none"> ○ 74% of preparatory health science students passed allied health KOSSA for 2015-2016 school year (previous year 77%) 		X			
<p>Increase first time MNA pass rate to 80% (current 58%) and maintain MNA pass rate of 95% after three rounds of testing</p>	<ul style="list-style-type: none"> ○ Practice sessions using simulated manikin ○ Mock MNA test as a midterm test ○ After school and weekend study sessions ○ Utilize advisory committee members for practice sessions 	<ul style="list-style-type: none"> ○ Simulated manikin used to practice skills ○ Mock SRNA test given at the end of the 1st semester ○ Utilized one weekend and PLT time for extra practice (not all students utilize these opportunities but are encouraged to do so) 	<ul style="list-style-type: none"> ○ 96% pass rate after 2 rounds of testing. 		X			
<p>Increase CMAA pass rate to 80% (current 0%)</p>	<ul style="list-style-type: none"> ○ Utilize study materials provided by NHA ○ Update Medical Office curriculum ○ Utilize PLT for extra prep time 	<ul style="list-style-type: none"> ○ Medical Office has been updated and aligned with current POS from KDE ○ Students have been prepped to take the CMAA exam 	<ul style="list-style-type: none"> ○ CMAA was offered for the first time to 4 students in the 2015-2016 school year. (0% passed the exam) 		X			

Goal	Strategy/Activity	Evidence of Implementation What did you do to achieve strategy?	Impact on Teaching and Learning Based on Data	Score				
				4	3	2	1	0
<p>Create 2 hands on activities per month per class</p>	<ul style="list-style-type: none"> ○ Provide PD to staff on use of equipment ○ Use technology to simulate hands on activities ○ Schedule time in the new health science lab weekly for each class 	<ul style="list-style-type: none"> ○ Use advanced equipment and web applications to simulate labs and scenarios ○ Picasso training was provided by IWT and Picasso was implemented in the appropriate classrooms 	<ul style="list-style-type: none"> ○ Student evaluations show that engagement has increased in the classroom although some students continue to request more hands on activities. ○ More lower level classes are engaging in hands on activities ○ With the addition of the new lab, there will be space for each class to have access to a lab at least weekly. 	X				
<p>Maintain a score of 4 in all areas of program assessment</p>	<ul style="list-style-type: none"> ○ Continue to attend program assessment update training at KACTE summer conference (this year the training will focus on KDE's new assessment plan for CTE programs) ○ Utilize transition coordinators for assistance (Jeff Givens and Kristy Lancaster) with needed documents ○ Continue with current program assessment coordination and organization methods 	<ul style="list-style-type: none"> ○ Attended summer conference and utilized transition coordinators. 	<ul style="list-style-type: none"> ○ Program assessment team here in February to assess health science program; Health science department received a "4" in each area and as the overall score. 	X				

Goal	Strategy/Activity	Evidence of Implementation What did you do to achieve strategy?	Impact on Teaching and Learning Based on Data	Score				
				4	3	2	1	0
Maintain Enrollment	<ul style="list-style-type: none"> <input type="radio"/> Continue CTE tours for 8th graders <input type="radio"/> Continue CTE open house/business fair for parents and industry <input type="radio"/> Continue computer application class tours through CTE Classes <input type="radio"/> Continue participating in recruitment activities at the elementary school level <input type="radio"/> Become more active at the middle school level 	<ul style="list-style-type: none"> <input type="radio"/> Tours to be continued this year <input type="radio"/> Open House/career fair held December 10, 2015 with many healthcare facilities and organizations present. <input type="radio"/> Computer application tours continue <input type="radio"/> Will continue to participate in activities at the elementary schools with program ambassadors taking the lead <input type="radio"/> Talked with students from the middle school during career camp and took students to NMS for career day. Would like to have more interaction between the current high school students and the middle school students 	<ul style="list-style-type: none"> <input type="radio"/> Enrollment for the 2016-2017 is steady with about the same number of students as the current year. 	X				
Increase nontraditional enrollment (males) in pre-nursing pathway to 18% (current 12%)	<ul style="list-style-type: none"> <input type="radio"/> Participate in nontraditional career camp after school <input type="radio"/> Encourage males to be leaders in our program <input type="radio"/> Utilize male nurses as guest speakers 	<ul style="list-style-type: none"> <input type="radio"/> Participated in all after school career camps <input type="radio"/> Males are strong leaders in our program <input type="radio"/> Received contact information for male nurse (Corey Harper) 	<ul style="list-style-type: none"> <input type="radio"/> Male enrollment for 2016-2017 pre-nursing pathway is 1 out of 30 (<1%) 				X	

Goal	Strategy/Activity	Evidence of Implementation What did you do to achieve strategy?	Impact on Teaching and Learning Based on Data	Score				
				4	3	2	1	0
<ul style="list-style-type: none"> All teachers will work to increase knowledge and expertise in our roles in order to create more effective teaching 	<ul style="list-style-type: none"> All teachers will attend CTE summer conference All teachers will meet requirements to maintain current nursing license (if applicable) All qualified teachers will become BLS instructors All teachers will complete a professional growth plan with clear strategies to improve classroom management and effective teaching 	<ul style="list-style-type: none"> 4 of 5 teachers attended summer conference All nursing licenses and CEUs are up to date. 4 of 5 teachers are BLS instructors Growth plans were submitted at the beginning of the year and updated mid year. 	<ul style="list-style-type: none"> CTE conference has many sessions that allow each teacher to learn new instructional practices, get up to date information about their program area, and meet people who are valuable resources. This allows each teacher to become better in the classroom and to teach the most current information from our fields Maintaining a license and completing CEUs allows each teacher stay up to date on current and best practices and to teach those things to our students 	X				
<ul style="list-style-type: none"> Continue to provide significant rewards for career ready students 	<ul style="list-style-type: none"> Continue with Holiday World trip for college or career ready seniors Continue to provide graduation cords to seniors who are college AND career ready 	<ul style="list-style-type: none"> Both strategies continued for this school year 	<ul style="list-style-type: none"> Provides incentive for students to perform well on state mandated testing 	X				
<ul style="list-style-type: none"> Increase parental involvement 	<ul style="list-style-type: none"> Add one parent to advisory committee Each teacher will make five positive parent contacts per nine weeks grading period Encourage parents to assist with HOSA fundraising and chaperoning HOSA events Provide information on social media and parent newsletter 	<ul style="list-style-type: none"> One parent added to advisory committee No evidence that positive parent contact has been made Parents were asked to help with fundraising but few did Social media and parent newsletter were updated sporadically 	<ul style="list-style-type: none"> Data proves that parental involvement increases academic success 	X				

Other Program Improvement Initiatives Beyond the Scope of the Program Improvement Plan

1.

2.

3.

4.

Traci Tucker RN
Teacher

10/25/16
Date

Amanda Jacek
Principal

10/25/16
Date

Court Yoloberry
Advisory Committee Member

10/25/16
Date

D. V. Thomas
Advisory Committee Member

10/25/16
Date

Cathy Lepperson
Advisory Committee Member

10/25/16
Date

Kim Dean
Advisory Committee Member

10-25-16
Date

Shirley A. Scott
Advisory Committee Member

10/25/16
Date

Kim Bulcke
Advisory Committee Member

10-25-16
Date

Dawn Guedes 10/25/16
Miley P. Bullock BSN, RN 10/25/16
PAHQ: 10/21/2016

10-25-16



Jessica Sheffer RN 10-25-16
Amy Wilson 10-25-16

Equal Education and Employment Opportunities



Kentucky Department of Education
Office of Career and Technical Education
Fourth IIC Review of Program Improvement Plan

Activity Date: April 20, 2017

Beginning School Year: 2017-2018



Ending School Year: 2018-2019

Henderson County Tech Center
Building and Apartment Maintenance

Principal	Date
Jessica Sheffels Advisory Committee Member, Title	4-20-17
Diana Alved, teacher Advisory Committee Member, Title	4-20-17
Amy D. Gibson Advisory Committee Member, Title	4-20-17
Erin B. ... Advisory Committee Member, Title	4-20-17
Advisory Committee Member, Title	Date
Advisory Committee Member, Title	Date
Advisory Committee Member, Title	Date

Teacher	Date
Fori Dukerson RN	4-20-17
Christa Cole Imaging Director Advisory Committee Member, Title	4/20/17
... Advisory Committee Member, Title	4/20/17
Ben Trachman Dr Clinical Services Advisory Committee Member, Title	4/20/17
Shirley P. ... Advisory Committee Member, Title	4/20/17
Shirley P. ... Advisory Committee Member, Title	4/20/17
Advisory Committee Member, Title	Date
Advisory Committee Member, Title	Date

Program Improvement Plan (PIP) and Implementation and Impact Check (IIC)

Henderson County Tech Center

Health Science

GOAL	STRATEGIES	BUDGET
<p>The HCHS CTE Department will increase KOSSA and Industry Exam pass rates from 88% to 92% by 5/18/17 as measured by the Health Science program increasing KOSSA from 74% to 76%, SRNA first round pass rate from 58% to 70%, and CMAA from 0% to 50% by analyzing program data to determine key standards that are in need of improvement from the previous school year's data. Also, the Health Science program will analyze and reflect on how many college ready students did not meet career readiness.</p>	<p>KOSSA: We will claim student that are inactive during PLT as well as conduct small study groups for active students. We are continuing to utilize the NCHSE curriculum. We utilize practice questions both in the written and digital form. SNRA: We will conduct a second annual mock SRNA skills test as well as continue to claim students for extra practice during PLT. Simulation equipment will continue to be utilized. CMAA: We will utilize study material provided by NHA. Will claim students for PLT for review. Will administer on-line practice test</p>	<p>CMAA materials: \$250</p>
<p>The Health Science Department will have at least 20 students enrolled in Medication Administration and Dosage Calculations for the 2017-18 school year.</p>	<p>We will encourage current Health Science students to sign up for the class as well as provide informational literature to Sophomore and Junior PLT classes.</p>	<p>NONE</p>
<p>The Health Science Department will increase the number of HOSA State Leadership Conference participants qualifying for the HOSA National Leadership Conference from 1 student to 4 students in the 2017-18 school year.</p>	<p>We will conduct afterschool and PLT practice sessions. We will continue to encourage students to work hard and strive for excellence.</p>	<p>None</p>



Kentucky Department of Education
Office of Career and Technical Education

Program Improvement Plan

Beginning School Year: 2017-2018

Ending School Year: 2018-2019

Henderson County Tech Center

Health Science

Kentucky Department of Education Office of Career and Technical Education Program Improvement Plan		Activity Date:		August 1, 2017
		IIC Review		
		Meeting 1:		October 24, 2017
		Meeting 2:		
		Meeting 3:		
		Meeting 4:		
Teacher	10/24/17	Principal	10/24/17	Date
for reichle, son		Amanda Hacer		
Advisory Committee Member, Title	10/24/17	Advisory Committee Member, Title	10-24-17	Date
Melanie P. Buckley BSN, RN		Lisa Foster, RN, Manager - Methodists Hospital		
10-24-17		Dawn Alford, Instructor	10-24-17	Date
Advisory Committee Member, Title	10-24-17	Advisory Committee Member, Title	10-24-17	Date
Jessica Dufferin		Amy Robinson, Instructor		
Advisory Committee Member, Title	10-24-17	Advisory Committee Member, Title	10/24/17	Date
Kim Dean HCC Dental Coordinator		Janet Stumpp, RN, DON		
Advisory Committee Member, Title	10-24-17	Advisory Committee Member, Title	10/24/17	Date
Lori Donahoe HCC Director of NSG		Advisory Committee Member, Title		
Advisory Committee Member, Title	10/24/17	Advisory Committee Member, Title		Date
Carole Mattingly HCC Allied Health Division		Advisory Committee Member, Title		
Advisory Committee Member, Title	10/24/17	Advisory Committee Member, Title		Date
Kyle Rankin, Director of Nursing		Advisory Committee Member, Title		
Advisory Committee Member, Title	10/24/17	Advisory Committee Member, Title		Date
Advisory Committee Member, Title		Advisory Committee Member, Title		

Year		Date	Budget	IIC Score			
1,2	<p>The Health Science Department will increase the number of HOSA State Leadership Conference participants qualifying for the HOSA National Leadership Conference as a first place winner from 2 students to at least 4 students by the end of the 2019 school year.</p>						
	<p>We will conduct afterschool and PLT practice sessions. We will continue to encourage students to work hard and strive for excellence. We will incorporate HOSA competitive events in class activities when possible.</p>	May 2019	NA	2			



Kentucky Department of Education
Office of Career and Technical Education
Program Improvement Plan

Beginning School Year: 2017-2018

Ending School Year: 2018-2019

Henderson County Tech Center
Health Science



<u>Jodi Dulkerson</u> Teacher	Principal	August 1, 2017
<u>Dana Alwer - instructor</u> Advisory Committee Member, Title	Advisory Committee Member, Title	October 24, 2017
<u>Amely B. Bullock, BSW, PA</u> Advisory Committee Member, Title	Advisory Committee Member, Title	April 26, 2018
<u>Angie Gilson - instructor</u> Advisory Committee Member, Title	Advisory Committee Member, Title	
<u>Jessica D. Whetten, RN Instructor</u> Advisory Committee Member, Title	Advisory Committee Member, Title	
<u>Lisa Fisk</u> Advisory Committee Member, Title	Advisory Committee Member, Title	
<u>Christi Helton</u> Advisory Committee Member, Title	Advisory Committee Member, Title	
<u>Advisory Committee Member, Title</u>	Advisory Committee Member, Title	

Education and Workforce Development Cabinet

CURRICULUM MAP

School:	Henderson County High School	Program:	Health Science	
Teacher:	Ashley Bailey	School Year:	2017-18	
KCTCS Course Number:	NAA100-35D2 & L3	KDE Course Name	Medicaid Nurse Aide	
Length of Course:	171 days	Length of Period	50 minutes	
High School Credit(s)	1			

Date & Days	POS 170631	Objective	Description Congruent Activity	Core Content/Skill Standards	Assessment Daily/ Formative/Summative	Lesson Resource/ powerpoint/ smart notebook etc.	Lesson Reflection: Positive outcomes/challenges
Date: August 9-11th Days:1-3		I will get to know my teacher, classmates, and course.	Explain syllabus Explain rules and procedures Getting to know you activity	National Health Science Standards: NA	None	Health Science Packets	The altered schedule made it a little challenging
Date: August 14-15th Days: 4-5	11	Chapter 1: Working in the Long-Term Care Setting I will: Report observation/inform to the appropriate personnel.	<u>Chapter 1</u> <u>Anticipation Guide</u> <u>Ch 13 Anticipation</u> <u>Guide (Due 8/16)</u>	National Health Science Standards:3.14, 4.21, 8.11	Formative: Completion of the Anticipation Guide and class discussion. Summative: Multiple Choice Chapter test using GradeCam.	Ch 1 Anticipation Guide, textbook, Google Classroom, projector, whiteboard	Everything went well today.
Date: August 16-17th Days: 6-7	1-2, 16-17,76	Chapter 13: Infection Control I will: Practice good personal hygiene. Follow standard precautions and bloodborne pathogens standard.	8/16 Ch 13 Anticipation Guide (Discuss I-IV) Wash hands aseptically (1/2 of class on 8/16 and the other 1/2 on 8/17) Finish Anticipation Guide (Due 8/17)	National Health Science Standards: 7.11-7.12	Formative: The student will perform the handwashing and donning and doffing skills in class and receive feedback from peer and instructor. Summative: The student will perform the	Ch 13 Anticipation Guide, textbook, MNA Study Guide, Google Classroom, PEE, Handwashing supplies, projector, whiteboard	Students needed a lot of prompting to stay on task and practice skills. Hopefully they will get the hang of things soon.

		Maintain good personal health.	8/17 Ch 13 Anticipation Guide (Discuss V-Finish) Don and doff personal protective equipment		handwashing skill for a grade.		
Date: August 18th, 22 Days: 8, 10	3, 5-7	Chapter 2: Resident Rights, Ethics, and Laws Maintain confidentiality Observe the Resident's Rights Identify and report abuse or neglect to appropriate person	8/18 Chapter 2 Anticipation Guide (Due 8/22) Continue practicing handwashing and donning and doffing skill. 8/22 Chapter 2 Anticipation Guide Discussion Begin testing off on Handwashing.	National Health Science Standards: 5.11, 5.21, 6.11	Formative: Completion of the Anticipation Guide and class discussion. Summative: Multiple Choice Chapter test using GradeCam. Skill test on handwashing.	Ch 2 Anticipation Guide, textbook, MNA Study Guide, Google Classroom, PEE, Handwashing supplies, projector, whiteboard	I handed out a peer evaluation checklist today to try to monitor the students' proctoring each other.
Date: August 21 Day: 9		Eclipse Viewing					
	3-4	Chapter 3: Work Ethics	8/23 Test off on Handwashing skill.	National Health Science Standards: 4.41, 4.42, 11.3	Formative: Completion of the Anticipation Guide and class discussion.	Ch 3 Anticipation Guide, textbook, MNA Study Guide, Handwashing supplies,	Handwashing is going well. It looks like these students

<p>Date: August 23-28 Days: 11-14</p>	<p>I will: Exhibit acceptable behavior. Create a resume.</p>	<p>Chapter 3 Anticipation Guide: I-VIII (Due 8/24)</p> <p>8/24 Chapter 3 Anticipation Guide Discussion (I-VIII)</p> <p>Create factual resume. Practice skills.</p> <p>Chapter 3 Anticipation Guide: IX-XVII (Due 8/25)</p> <p>8/25 Chapter 3 Anticipation Guide Discussion (IX-XVII)</p> <p>Finish resume (if needed).</p> <p>Finish Chapter 3 Anticipation Guide (Due 8/28).</p> <p>8/28 Test: Chapters 1-3, and 13.</p>	<p>National Health Science Standards: 7.31</p>	<p>Formative: Completion of the Concept Matrix and class discussion.</p>	<p>Ch15 Concept Matrix, textbook, projector, whiteboard, computer, printer</p>	<p>are going to be good at skills. They finished this chapter earlier than I anticipated so we are testing earlier.</p>
<p>Date: August 29 Days: 15</p>	<p>Chapter 15: The Resident's Unit</p>	<p>Revise test. Chapter 15 Concept Matrix</p>	<p>National Health Science Standards: 7.31</p>	<p>Formative: Completion of the Concept Matrix and class discussion.</p>	<p>Ch15 Concept Matrix, textbook, projector, whiteboard, computer, printer</p>	<p>Test scores weren't that great. The average was about 72%. All students will revise and get 1/2 point back for correct revisions.</p>

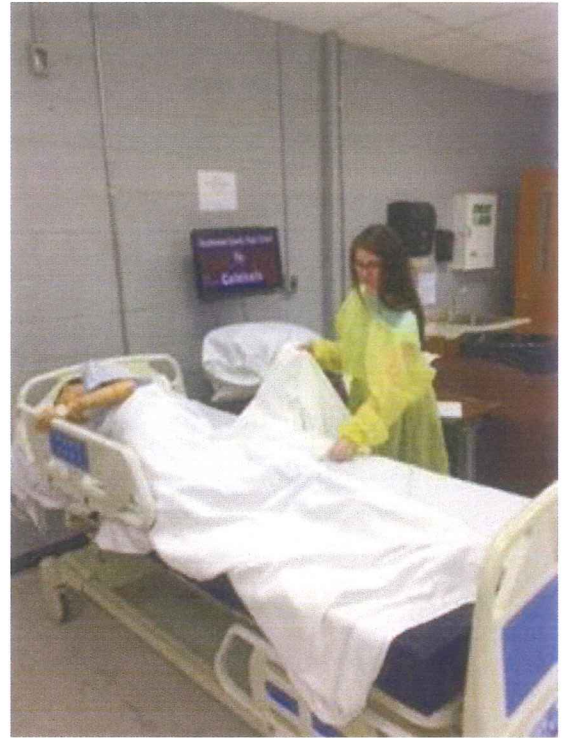
		I will be able to use all equipment and assist the resident within their unit.			Summative: Multiple Choice Chapter test using GradeCam.	
Date: August 30-Sept. 1 Days: 16-18	39	Chapter 16: Bedmaking I will be able to make an unoccupied bed with at least 80% accuracy.	8/30 Discuss Chapter 15 Concept Matrix Begin Chapter 16 Anticipation Guide (Due 8/31) 8/31 Discuss Chapter 16 Anticipation Guide Teach unoccupied bedmaking. Teach linen folding. (5th period)	National Health Science Standards: 7.31	Formative: Completion of the Concept Matrix/Anticipation Guide and class discussion. Observation of bedmaking practice. Summative: Multiple Choice Chapter test using GradeCam. Skill Test on Bedmaking Occupied Bed or Unoccupied Bedmaking	Ch15 Concept Matrix, Chapter 16 Anticipation Guide textbook, projector, whiteboard, computer, printer, Bedmaking supplied and a bed Bedmaking went well. It was really nice to have the lab period not only for extra practice for some, but also to free up the lab for others without the extra lab class.
Date: Sept. 5-8 Days: 19-22	40 8-10	9/5 Chapter 16: Bedmaking I will be able to make an occupied bed with at least 80% accuracy. 9/6-8 Chapter 4: Communicating with the Health Team	9/5 Occupied bedmaking skill (teach and practice) Start Chapter 4 Anticipation Guide 9/6 Discuss Chapter 4 AG(I-V), practice all skills, Finish AG 9/7	National Health Science Standards: 7.31, 11.1, 2.2, 11.3	Formative: Observation of bedmaking practice. Summative: Multiple Choice Chapter test using GradeCam. Skill Test on Bedmaking Occupied Bed or Unoccupied Bedmaking	Bedmaking supplies and an occupied bed, chapter 4 Anticipation Guide

<p>Date: Sept. 11-13 Days: 23-25</p>	<p>4, 8</p>	<p>I will: be able to effectively communicate and work cooperatively with others. be able to record using EMR.</p>	<p>Finish discussion of Chapter 4 Anticipation Guide Practice Bedmaking 9/8 Lesson on Picasso (5th period) Test off on occupied bedmaking.</p>	<p>9/11 Chapter 5 Anticipation Guide Test off on Occupied Bedmaking. 9/12 Discuss Ch 5 Anticipation Guide Test off on Occupied Bedmaking. 9/13 Test: Chapters 4-5, 15-16</p>	<p>National Health Science Standards: 8.11</p>	<p>Ch 5 Summative: Multiple Choice Chapter test using GradeCam.</p>	<p>Chapter 5 Anticipation Guide</p>	
<p>Date: Sept 14-20 Days: 26-30</p>	<p>18, 58</p>	<p>Chapter 14: Body Mechanics and Safe Handling I will: be able to provide for environmental</p>	<p>9/14 Revise Test Begin <u>Ch 14 AG</u> (1-6B due tomorrow).</p>	<p>National Health Science Standards:</p>	<p>Formative: Anticipation Guide and class discussion. Teacher and peer observation of skill practice.</p>	<p>Chapter 14 Anticipation Guide, gait belt, WC, Resident's unit</p>		

	60	<p>safety by using good body mechanics.</p> <p>be able to turn and position the resident in bed with 80% accuracy according to the MNA Study Guide (Fowler's, Supine, Lateral Positions)</p>	<p>9/15 Discuss Ch 14 AG 1-6B).</p> <p>Teach and practice Fowler's Position.</p> <p>Continue working on AG (6C-8 due Monday)</p> <p>9/18 Discuss Ch 14 AG 6C-8.</p> <p>Teach Lateral Position and Supine Position and practice.</p> <p>Finish AG by tomorrow.</p>		<p>Summative: Multiple Choice Chapter test using GradeCam.</p>		
	61, 66	<p>be able to apply and use the gait belt.</p> <p>be able to transfer the resident from bed to WC with 80% accuracy according to the MNA Study Guide.</p>	<p>9/19 Finish discussion on AG.</p> <p>Teach and practice Transferring to WC skill.</p>				
	62		<p>9/20 Handling Lab</p>				

Date: Sept 21-26 Days: 31-34	9	Chapter 6: Understanding the Resident	be able to use a mechanic lift to transfer a resident.						Chapter 6 Anticipation Guide
Date: Sept 28-29 Days: 35-36	23 27	Chapter 10: Safety I will: be able to follow a fire and disaster plan. 9/15 clear the obstructed airway- the conscious adult.		Begin Chapter 10 Anticipation Guide (I-IX due tomorrow) 9/15 Begin discussing CH 10 Anticipation Guide. (I-IX) Teach and practice choking skill. Continue working on AG. (X-XIII due 9/18). 9/18 Discussion of AG. (VIII-XIII) Mock fire evacuation and disaster drill. 9/19 Finish discussion on AG. Start Ch	National Health Science Standards: 7.3-7.5, 10.12	Formative: Anticipation Guide and class discussion. Teacher and peer observation of choking skill practice. Summative: Multiple Choice Chapter test using GradeCam.			Chapter 10 Anticipation Guide, Choking Charlie
	21, 23								
	64	Chapter 11:							

Class activities!



The month of February students from the Health Occupation Students of America (HOSA) program collected items and donations for the Henderson Humane Society. On February 28th students delivered the items to Humane Society and New Hope and did a volunteer work day at Humane Society that evening. The purpose of HOSA organization is to develop leadership and technical skill competencies through a program of motivation, awareness, and recognition, which is part of the Health Science education. Students worked very hard getting donations and collecting money. Way to go!!!



HOSA would like to thank all those who donated blood last Thursday. The Red Cross was able to successfully collect 32 units of blood. What an awesome way for our students and staff to give back to others!



Kentucky HOSA

Presents This

Certificate of Recognition

To

Henderson Co. High School

1st Place

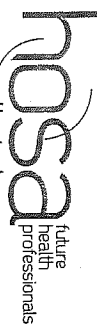
2016 KY HOSA

Largest Secondary

Chapter Membership

March 17-19, 2016

Crowne Plaza Hotel-Louisville, KY



Elizabeth Bullock

*Elizabeth Bullock, Co-State HOSA Director
Office of Career & Technical Education*

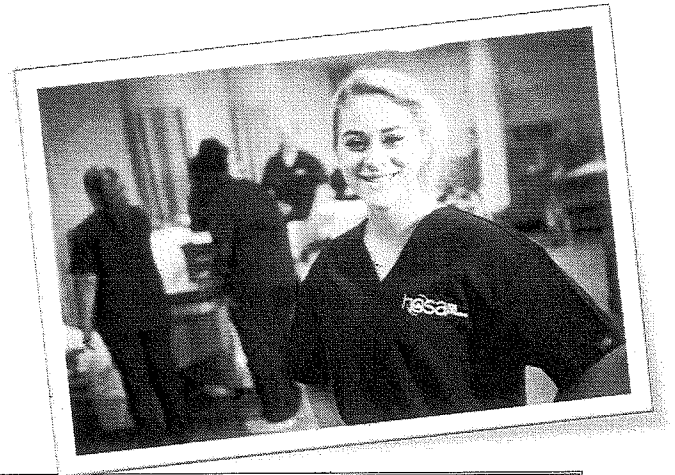
Kim Nealis-Williams

*Kim Nealis-Williams, Co-State HOSA Director
Kentucky Community & Technical College Systems*

BEST PRACTICES

FOR INCREASING YOUR HOSA MEMBERSHIP

The success of HOSA begins with our local chapter's membership. Below are some of the best practices of our most successful local HOSA chapters. We hope you will find these 10 best practices helpful in creating a stronger HOSA chapter in your school.



Chapters with membership increases have exceptional chapter advisors. Chapter advisors should take full advantage of LC Advisor Academies, attend workshops conducted by outstanding chapters that share their Plan of Work, attend WLA; encourage qualified officers to run for state and national office; network with outstanding chapter advisors.

Chapters with membership increases are led by an energized, self-motivated officer team. Send chapter officers to SLC and ILC training sessions and the Washington Leadership Academy.

Members support what they help create! Chapter members should be actively involved in developing and finalizing the Plan of Work for the year if the goal is to secure the commitment of each chapter member to a successful Plan of Work.

Chapters should have an aggressive fundraising campaign that generates sufficient resources to implement the plan of work. Funding is crucial to a successful chapter especially when members are not capable of financing the plan of work. The quality of the fundraising projects are critical to maintaining pride and enthusiasm among chapter members. Involve the program's advisory committee in helping identify worthy fundraising projects.

Chapters with membership increases operate within well-organized and well-led state associations. Chapter leaders mirror the leadership at the state level.

Engaged alumni can positively impact chapter membership if the chapter advisor and officers take advantage of the alumni's knowledge and experience to recruit members, prepare for the fall and spring conferences, and assist with the ILC. The most effective chapter advisor knows how best to integrate alumni members into the local chapter to gain the greatest advantage of the alumni members.

Everyone in the chapter receives meeting information and the agenda. When a member does not attend the meeting, follow-up includes contacting each absentee member and explaining what they missed and how much they were missed. Plans should be made to pick up the absentee chapter member to ensure their attendance at the next meeting.

Membership increases when each member is enthusiastic about the opportunities available to them as a member of the organization—local, state and international levels.

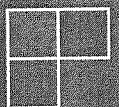
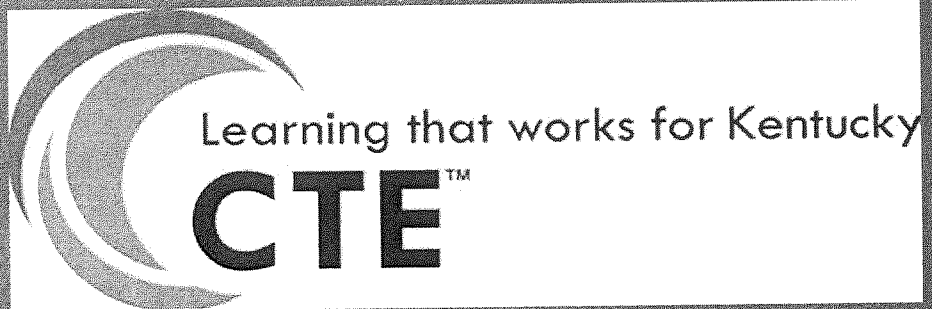
Eliminate surprises and grow your organization. When there are no surprises in the organization and everyone knows what is expected of them, members are confident and others want to be part of their organization.

Members are drawn to an organization with a positive vision of the future. The chapter advisor and/or the chapter officers are expected to communicate a vision of the chapter that captures the imagination of the membership and the core members in turn must be able to share the vision with others with whom they come in contact. The more that are able to articulate the vision, the more members that will be drawn to the organization. The opposite is also true—no vision, no future, no members!

Health Science

Program of Studies

2017-2018



Health Science – Courses

Body Structures and Functions

Valid Course Code: 170167

<p>Course Description: Body Structures and Functions (formerly Basic Anatomy and Physiology) is designed to provide knowledge of the structure and function of the human body with an emphasis on normalcy. The interactions of all body systems in maintaining homeostasis will promote an understanding of the basic human needs necessary for health maintenance Academic knowledge from life science core content as it relates to the human body will be included. Laboratory activities should be a part of the course when appropriate.</p>
Content/Process
<p>Students will:</p> <ol style="list-style-type: none">1. Describe the basic structures and functions of cells, tissues, organs, and each body system as they relate to homeostasis.2. Compare relationships among cells, tissues, organs, and systems.3. Explain body planes, directional terms, quadrants, and cavities.4. Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation.5. Analyze body system changes in light of diseases, disorders, and wellness.6. Compare the aging process among the body systems.7. Discuss and explain the interrelationships and pathophysiology behind specific illness affecting each body system.8. Integrate literacy and numeracy concepts and processes across all curricular units.
Connections
<ul style="list-style-type: none">• Kentucky Occupational Skill Standards/National Health Care Skill Standards• National Health Science Standards by the National Consortium for Health Science Education• HOSA-Future Health Professionals (www.hosa.org)• Omnibus Budget Reconciliation Act (OBRA) Guidelines (MNA program regulations)• State Standards for Mathematics, ELA and 21st Century Science Standards• Post-Secondary Connection—KCTCS course determined through local dual/articulation agreement

Emergency Procedures
Valid Course Code: 170141

Course Description: This course will focus on potential emergency situations. It is designed to promote an understanding of standard precautions necessary for personal and professional health maintenance and infection control. Upon successful completion of the course, the student will demonstrate the necessary skills in First Aid and Cardiopulmonary Resuscitation (CPR) and will be given the opportunity to take the completion examination as outlined by the sponsoring agency.

Content/Process

Students will:

1. Demonstrate proper emergency rescue and transport procedures.
2. Analyze emergency situations and determine appropriate emergency care.
3. Investigate legal and ethical issues related to emergency procedures.
4. Demonstrate correct use of PPE in relation to standard precautions for prevention or spread of disease.
5. Compose an emergency plan for the home.
6. Assess the physical and mental status of the client.
7. Research and debate issues concerning organ donation.
8. Evaluate data related to the mortality rate of the local community.
9. Identify and locate designated emergency shelters in the community.
10. Compare and contrast emergency procedures used in the media to reality.
11. Inspect the school and/or home for potential safety hazards.
12. Evaluate current health or safety issues in the community.
13. Research current data available on the economic impact of life support systems.
14. Evaluate emergency services and resources available in the community.
15. Demonstrate proficiency in CPR, AED and first aid techniques.
16. Utilize activities of HOSA-Future Health Professionals as an integral component of course content, skills application, and leadership development.
17. Use information technology applications as appropriate to health care specialties.
18. Integrate literacy and numeracy concepts and processes across all curricular units.
19. Demonstrate employability and social skills relevant to careers.

Connections

- Kentucky Occupational Skill Standards/National Health Care Skill Standards
- National Health Science Standards by the National Consortium for Health Science Education
- HOSA-Future Health Professionals (www.hosa.org)
- American Heart Association/National Safety Council
- American Red Cross/American Safety Health Institute (ASHI)
- Occupational Safety and Health Administration Standards (OSHA)
- Omnibus Budget Reconciliation Act (OBRA) Guidelines (MNA program regulations)
- State Standards for Mathematics, ELA and 21st Century Science Standards
- Post-Secondary Connection—KCTCS course determined through local dual/articulation agreement

Medical Math
Valid Course Code: 170169

Course Description: This course is designed to focus, utilize and build on mathematical skills commonly used in all health occupations. Students will use applied techniques, problem-solving and critical thinking to perform mathematical operations such as computations, ratio and proportion, weights and measurements and conversions. This course is strongly recommended for all Health Science majors. Successful completion of Algebra I is suggested prior to enrolling in this course. This course may meet the requirements for the fourth elective mathematics credit required for graduation with an allied health major.

Content/Process

Students will:

1. Perform fundamental arithmetic operations on whole numbers, fractions, decimals and percent for accuracy and speed.
2. Understand mathematical procedures and use them appropriately.
3. Accurately calculate oral and parenteral dosages.
4. Relate mathematics to activities in health science and discuss the importance of a thorough understanding of mathematics to a successful career in the health profession.
5. Perform conversions with accuracy interchanging apothecary, metric, and household systems.
6. Analyze and compare over-the-counter medications as to the number of doses and unit price.
7. Observe and record the ways measurement is used in a medical laboratory.
8. Describe and perform steps in dosage calculations of oral and parenteral medications.
9. Describe and perform steps in dosage calculations in pediatric dosage calculations.
10. Describe and perform concepts of IV therapy calculation.
11. Use various types of graphs to interpret and analyze information.
12. Organize information using classification rules and systems (e.g. symbols, abbreviations, Roman numerals).
13. Estimate values for operations involving decimals and cognitively compute the results.
14. Represent fractions as ratios in simplest form.
15. Represent numbers in scientific notation.
16. Demonstrate knowledge of measurement systems and conversion principles.
17. Perform addition, subtraction, multiplication, and division of signed numbers.
18. Relate words to algebraic expressions.
19. Set up and solve proportions.
20. Find the mean, median, and mode for a group of values.
21. Use the 24-hour clock (military time).
22. Utilize activities of HOSA-Future Health Professionals as an integral component of course content, skills application, and leadership development.
23. Use information technology applications as appropriate to health care specialties.
24. Integrate literacy and numeracy concepts and processes across all curricular units.
25. Demonstrate employability and social skills relevant to health careers.

Connections

- Kentucky Occupational Skill Standards/National Health Care Skill Standards
- National Health Science Standards by the National Consortium for Health Science Education
- HOSA-Future Health Professionals (www.hosa.org)
- Omnibus Budget Reconciliation Act (OBRA) Guidelines (MNA program regulations)
- State Standards for Mathematics, ELA and 21st Century Science Standards
- Post-Secondary Connection—FHM 100 or KCTCS course determined through local dual/articulation agreement

Medical Terminology
Valid Course Code: 170131

Course Description: Medical Terminology designed to develop a working knowledge of language in all health science major areas. Students acquire word-building skills by learning prefixes, suffixes, roots and abbreviations. Students will learn correct pronunciation, spelling and application rules. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

Content/Process

Students will:

1. Arrange word roots, prefixes, and suffixes to form medical terms.
2. Categorize word parts by body systems.
3. Interpret terms relating to all major body systems.
4. Correlate origin of terms to other languages.
5. Identify medical acronyms, homonyms and eponyms.
6. Recognize and define plural forms of medical terms.
7. Access resources to enhance understanding of medical terms.
8. Identify and use common medical abbreviations.
9. Relate medical terms to normal anatomy, growth and development, diagnostic procedures, pharmacology, surgery, mental health and medical specialties.
10. Compare the use of medical terms in the media and real-life situations.
11. Pronounce medical terms.
12. Demonstrate employability and social skills relevant to health careers.
13. Use medical terminology within a scope of practice in order to interpret, transcribe and communicate information, data and observations.
14. Recognize and define suffixes that denote noun, adjective, singular, and plural forms of medical words.
15. Categorize major prefixes in the following groups: position, number, measurement, negation, direction, and other prefixes.
16. Utilize activities of Health Occupations Students of America (HOSA) as an integral component of course content, skills application, and leadership development.
17. Use information technology applications as appropriate to health care specialties.
18. Integrate literacy and numeracy concepts and processes across all curricular units.

Connections

- Kentucky Occupational Skill Standards/National Health Care Skill Standards
- National Health Science Standards by the National Consortium for Health Science Education
- HOSA-Future Health Professionals (www.hosa.org)
- Omnibus Budget Reconciliation Act (OBRA) Guidelines (MNA program regulations)
- State Standards for Mathematics, ELA and 21st Century Science Standards
- Post-Secondary Connection—KCTCS AHS 120 for completion of the .5 credit course
OR AHS 115 for completion of the 1 credit course

Connections

Allied Health Core Skills
Valid Course Code: 170501

Course Description: Allied Health Core Skills is designed to provide knowledge, concepts and psychomotor skills necessary for gainful employment as an entry-level health care worker. Assisting students in selecting a career major, classroom instruction and educational objectives are combined with learning experiences, observations, and a work-based learning opportunity such as internship, shadowing, or clinical rotation. This course is designed for students not enrolled in the Medicaid Nurse Aide program.

Prerequisites: Principles of Health Science – 170111
Medical Terminology – 170131
Emergency Procedures - 170141 or Permission of Instructor

Content/Process

Students will:

1. Develop and practice effective oral and written communication skills.
2. Understand the roles and responsibilities of individual members of the health care team.
3. Prepare supplies, equipment and client for procedures according to facility protocol.
4. Use accepted ethical practices with respect to cultural, social and ethnic differences.
5. Discuss legal responsibilities, limitations, and the implications of actions within the health care delivery setting.
6. Examine how key systems relate to the services performed and affect the quality of client care.
7. Prevent injury or illness through safe work practices and following health and safety policies and procedures.
8. Demonstrate professional etiquette and responsibility.
9. Demonstrate knowledge of applicable laws, statutes or regulations in the career major area.
10. Demonstrate performance skills as outlined on approved internship competency list.
11. Assess client health status according to respective professional standards and report results to treatment team.
12. Demonstrate the effective use of time management skills.
13. Utilize activities of HOSA-Future Health Professionals as an integral component of course content, skills application, and leadership development.
14. Use information technology applications as appropriate to health care specialties.
15. Integrate literacy and numeracy concepts and processes across all curricular units.
16. Demonstrate employability and social skills relevant to health careers.
17. Explore individual health care careers.
18. Demonstrate skills related to specific health professions.

Connections

- Kentucky Occupational Skill Standards/National Health Care Skill Standards
- National Health Science Standards by the National Consortium for Health Science Education
- HOSA-Future Health Professionals (www.hosa.org)
- Omnibus Budget Reconciliation Act (OBRA) Guidelines (MNA program regulations)
- State Standards for Mathematics, ELA and 21st Century Science Standards
- Post-Secondary Connection—KCTCS course determined through local dual/articulation agreement

Medical Office Procedures
Valid Course Code: 170920

Course Description: Provides a working knowledge of the duties required in a medical office. Includes professional and career responsibilities, interpersonal communication, administrative responsibilities, and financial administration.

Content/Process

Students will:

1. List a variety of career possibilities and areas of specialization in medical office careers.
2. Identify and demonstrate good work habits.
3. Apply personal communication skills and techniques.
4. Define and demonstrate appropriate business appearance and image.
5. Prepare a letter of application and resume.
6. Demonstrate and describe proper telephone techniques.
7. Process incoming and outgoing mail.
8. Schedule patient office appointments, hospital admissions, outpatient surgery, and ancillary testing.
9. Assist patients in completing medical forms.
10. Identify the various health care insurance plans, their coverage, and requirements for billing.
11. Complete forms to release patient information.
12. Maintain office equipment and supplies.
13. Identify medicolegal and ethical responsibilities.
14. Discuss the role of cultural, social and ethnic diversity affecting health care.
15. Demonstrate an understanding of office safety and ergonomics.
16. Prepare professional reports.
17. Make travel arrangements.
18. Perform bookkeeping tasks: check writing, bank statement reconciliation, billing and collection procedures.
19. File records accurately.
20. Discuss principles of using electronic medical records.
21. Comply with HIPAA rules and regulations.
22. Identify community resources.
23. Identify safety rules applicable to this course and demonstrate appropriate observance of said rules, including but not limited to, trip hazards, electrical cords and outlets, evacuation procedures for emergency situations (including fire, tornado, bomb threat, earthquake, etc.), lockdown procedures for emergency situations, location and contents of first aid kit, MSDS sheets, etc.
24. Utilize activities of Health Occupations Students of America (HOSA) as an integral component of course content, skills application, and leadership development.
25. Use information technology applications as appropriate to health care specialties.
26. Integrate literacy and numeracy concepts and processes across all curricular units.
27. Demonstrate employability and social skills relevant to health careers.

Connections

- Kentucky Occupational Skill Standards/National Health Care Skill Standards
- National Health Science Standards by the National Consortium for Health Science Education
- HOSA-Future Health Professionals (www.hosa.org)
- Omnibus Budget Reconciliation Act (OBRA) Guidelines (MNA program regulations)
- State Standards for Mathematics, ELA and 21st Century Science Standards
- Post-Secondary Connection—KCTCS course determined through local dual/articulation agreement

Co-op (Nursing)
Valid Course Code: 170601

<p>Course Description: Cooperative Education provides supervised on-the-job work experience related to the student's educational objectives. Students participating in the Cooperative Education program receive compensation for their work. Work-based learning is designed to complement the classroom instruction. Students will be required to follow program and agency requirements for attendance and health screenings. These may include but are not limited to: drug screens, TB skin test, and immunization certificates.</p> <p><i>Prerequisites: Principles of Health Science – 170111 Medical Terminology – 170131 Emergency Procedures - 170141 or Permission of Instructor</i></p>
Content/Process
<p>Students will:</p> <ol style="list-style-type: none"> 1. Gain career awareness and the opportunity to test career choice(s). 2. Receive work experience related to career interests prior to graduation. 3. Integrate classroom studies with work experience. 4. Receive exposure to facilities and equipment unavailable in a classroom setting. 5. Increase employability potential after graduation.
Connections
<ul style="list-style-type: none"> • Kentucky Occupational Skill Standards/National Health Care Skill Standards • National Health Science Standards by the National Consortium for Health Science Education • HOSA-Future Health Professionals (www.hosa.org) • Omnibus Budget Reconciliation Act (OBRA) Guidelines (MNA program regulations) • State Standards for Mathematics, ELA and 21st Century Science Standards • Post-Secondary Connection—KCTCS course determined through local dual/articulation agreement

Medicaid Nurse Aide
Valid Course Code: 170631

Course Description: An instructional program that prepares individuals to perform routine nursing-related services to patients in hospitals or long-term care facilities under the training and supervision of an approved registered nurse. State Registry is available upon successful completion of state written and performance examination. Prior to offering this course, the instructor and health science program must be approved for meeting state requirements set by the Cabinet for Health and Family Services.

Content/Process

Students will:

1. Practice good personal hygiene.
2. Maintain good personal health.
3. Exhibit acceptable behavior.
4. Work cooperatively with others.
5. Maintain confidentiality.
6. Observe the Resident's Rights.
7. Identify and report abuse or neglect to appropriate person.
8. Use plan of care to meet resident's needs.
9. Communicate with resident, family, and staff.
10. Assist resident in use of intercom/call system/telephone.
11. Report observations/information to appropriate personnel.
12. Recognize health problems related to the aging process.
13. Recognize needs of the resident with cognitive impairment.
14. Assist with providing recreational activities for the resident.
15. Assist with giving postmortem care.
16. Follow standard precautions and bloodborne pathogens standard.
17. Wash hands aseptically.
18. Provide for environmental safety.
19. Adjust bed and side rails.
20. Assist with application of protective devices.
21. Report unsafe conditions to appropriate person.
22. Assist with care of resident with oxygen.
23. Follow fire and disaster plan.
24. Assist resident who has fallen.
25. Assist resident who has fainted.
26. Assist resident who is having a seizure.
27. Clear the obstructed airway - the conscious adult.
28. Using elevation, direct pressure, and pressure points to control bleeding.
29. Serve meals and collect trays.
30. Recognize diet modifications/restrictions.
31. Check food tray against diet list.
32. Feed or assist resident in eating.
33. Administer after meal care.
34. Record and report intake and output.
35. Give bed bath.
36. Assist resident with the partial bath.
37. Assist resident with tub bath.

38. Assist resident with shower.
39. Make unoccupied (closed) bed.
40. Make occupied bed.
41. Perform or assist in performing oral hygiene for the conscious/unconscious resident.
42. Assist with or shave resident.
43. Give backrub.
44. Give perineal care.
45. Shampoo/groom hair.
46. Give nail care.
47. Assist resident with dressing and undressing.
48. Provide urinary catheter care.
49. Provide care for the urinary incontinent resident.
50. Provide care for the bowel incontinent resident.
51. Assist resident in bladder retraining.
52. Assist resident in bowel retraining.
53. Assist resident in using bedpan/urinal.
54. Assist with enema administration.
55. Collect routine/clean catch urine specimen.
56. Collect stool specimen.
57. Collect sputum specimen.
58. Use good body mechanics.
59. Perform or assist with range of motion exercises.
60. Turn and position the resident in bed.
61. Transfer resident to and from bed/chair.
62. Use a mechanical lift to transfer resident.
63. Apply and use gait belt.
64. Assist resident with standing/walking.
65. Assist resident in using cane/walker.
66. Transport resident by wheelchair.
67. Move resident between stretcher and bed.
68. Assist with admission, in-house transfer, and discharge of resident.
69. Measure and record resident temperature by using oral, auxiliary, rectal and tympanic routes using non-mercury glass/electronic thermometer.
70. Measure and record radial pulse.
71. Measure and record respiration.
72. Measure and record blood pressure.
73. Measure and record height/weight.
74. Assist in prevention of pressure/circulatory ulcers.
75. Apply elastic stockings.
76. Don and doff personal protective equipment.

Connections

- KCTCS Nurse Aide resource page
http://kctcs.edu/en/System_Initiatives/Nurse_Aide.aspx
- Kentucky Occupational Skill Standards/National Health Care Skill Standards
- National Health Science Standards by the National Consortium for Health Science Education
- HOSA-Future Health Professionals (www.hosa.org)
- Omnibus Budget Reconciliation Act (OBRA) Guidelines (MNA program regulations)
- State Standards for Mathematics, ELA and 21st Century Science Standards
- Post-Secondary Connection—KCTCS course determined through local dual/articulation agreement; MNA 100
- Kentucky Cabinet for Health and Family Services, Department for Medicaid Services, Nurse Aide Training Information <http://chfs.ky.gov/dms/NAT.htm>

Upon completion of this course, the student can:

1. Identify professional attributes.
2. Identify professional organizations related to Medical Assisting.
3. Identify basic psychological principles, developmental stages of the life cycle, and hereditary, cultural and environmental influences on behavior.
4. Define legal concepts and terms related to medical law.
5. Identify and respond to issues of confidentiality.
6. Perform within legal and ethical boundaries.
7. Demonstrate knowledge of federal and state health care legislation and regulations.
8. Apply personal communication skills and techniques.
9. Identify community resources.

Outline:

- I. The Health Care Team
 - A. Medical Professionals
 - B. Medical Practices and Specialties
- II. Medical Assistants as Professionals
 - A. Duties and Responsibilities
 - B. Required Skills
 - C. Professional Organizations
 - D. Career Opportunities
- III. Medical Law
 - A. Medicolegal Concepts
 - B. Medical Professional Liability Issues
 - C. Patient/Physician Contracts
 - D. Legal Applications and Terms
 - E. Responsibilities of the Medical Assistant
- IV. Medical Ethics
 - A. AMA Code of Ethics
 - B. Code of Ethics of the American Association of Medical Assistants
 - C. Patient's Bill of Rights: American Hospital Association
- V. Personal Communication
 - A. Communication Skills and Techniques
 - B. Patient Education
- VI. Psychology
 - A. Basic Principles
 - B. Developmental Stages of the Life Cycle
 - C. Hereditary, Cultural and Environmental

ENTRY LEVEL COMPETENCIES FOR THE MEDICAL ASSISTANT

(Taken from the 2015 Standards and Guidelines for the Medical Assisting Educational Programs) also listed on the Competency Checklist for MAI 105 which will be distributed in class.

This course includes the following competencies:

MAI 105 competencies

XI Ethical Considerations

1. Define:
 - a. Ethics
 - b. Morals
2. XI.P.1 Differentiate between personal and professional ethics

3. Identify the effect of personal morals on professional performance
4. XI.P.1 Develop a plan for separation of personal and professional ethics
5. XI.P.2 Demonstrate appropriate response(s) to ethical issues
6. XI.A.1 Recognize the impact personal ethics and morals have on the delivery of healthcare

V Concepts of Applied Communication

1. V.P.1 Use feedback techniques to obtain patient information including:
 - a. reflection
 - b. restatement
 - c. clarification
2. V.P.2 Respond to nonverbal communication
3. V.P.3 Use medical terminology correctly and pronounced accurately to communicate information to providers and patients.
4. V.P.4 Coach patients regarding:
 - a. office policies
5. V.P.5 Coach patients appropriately considering:
 - a. cultural diversity
 - b. developmental life stage
 - c. communication barriers
6. V.P.6 Demonstrate professional telephone techniques
7. V.P.7 Document telephone messages accurately
9. V.P.9 Develop a current list of community resources related to patients' healthcare needs
10. V.P.10 Facilitate referrals to community resources in the role of a patient navigator
11. V.P.11 Report relevant information concisely and accurately
12. V.A.1 Demonstrate:
 - a. empathy
 - b. active listening
 - c. nonverbal communication
13. V.A.2 Demonstrate the principles of self-boundaries
14. V.A.3 Demonstrate respect for individual diversity including:
 - a. gender
 - b. race
 - c. religion
 - d. age
 - e. economic status
 - f. appearance
15. Identify styles and types of verbal communication
16. Identify types of nonverbal communication
17. Recognize communication barriers
18. Identify techniques for overcoming communication barriers
19. Recognize the elements of oral communication using a sender-receiver process
20. Define coaching a patient as it relates to:
 - a. health maintenance
 - b. disease prevention
 - c. compliance with treatment plan
 - d. community resources
 - e. adaptations relevant to individual patient needs
12. Define the principles of self-boundaries
13. Define patient navigator

14. Describe the role of the medical assistant as a patient navigator.
15. Relate the following behaviors to professional communication:
 - a. assertive
 - b. aggressive
 - c. passive
16. Differentiate between adaptive and non-adaptive coping mechanisms.
17. Discuss the theories of:
 - a. Maslow
 - b. Erikson
 - c. Kubler-Ross
18. Discuss examples of diversity:
 - a. cultural
 - b. social
 - c. ethnic

X Legal Implications

1. X.P.6 Report an illegal activity in the healthcare setting following proper protocol
2. X.P.7 Complete an incident report related to an error in patient care
3. Compare criminal and civil law as they apply to the practicing medical assistant
4. Define:
 - a. Negligence
 - b. Malpractice
 - c. Statute of Limitations
 - d. Good Samaritan Act(s)
 - e. Uniform Anatomical Gift Act
 - f. Living will/Advanced directives
 - g. Medical durable power of attorney
 - h. Patient Self Determination Act
 - i. risk management
5. Describe the following types of insurance:
 - a. liability
 - b. professional (malpractice)
 - c. personal injury
6. Identify:
 - b. Genetic Information Nondiscrimination Act of 2008 (GINA)
 - c. Americans with Disabilities Act Amendments Act (ADAAA)
7. X.P.7 Describe the process in compliance reporting:
 - a. Unsafe activities
 - b. errors in patient care
 - c. conflicts of interest
 - d. incident reports
8. X. P.5 Describe compliance with public health statutes:
 - a. communicable diseases
 - b. abuse, neglect and exploitation
 - c. wounds of violence
9. Define the following medical terms:
 - a. informed consent
 - b. implied consent

- c. expressed consent
 - d. patient incompetence
 - e. emancipated minor
 - f. mature minor
 - g. subpoena duces tecum
 - h. respondeat superior
 - i. res ipsa loquitur
 - j. locum tenens
 - k. defendant-plaintiff
 - l. deposition
 - m. arbitration-mediation
 - n. Good Samaritan laws
10. X.P.1 Locate a state's legal scope of practice for medical assistants
 11. X.p.2 Apply HIPAA rules in regard to:
 - a. privacy
 - b. release of information
 12. Apply the Patient's Bill of Rights as it relates to:
 - a. choice of treatment
 - b. consent of treatment
 - c. refusal of treatment
 13. X.A.1 Demonstrate sensitivity to patient rights

National 
Healthcareer
Association*

NHA Certified Medical Administrative Assistant (CMAA) Test Plan (Detailed)* <i>110 scored items, 20 pretest items</i> <i>Exam Time: 2 hours 10 minutes</i>	# scored items
1. Scheduling	19
A. Evaluate different types of patient scheduling	4
<ul style="list-style-type: none"> • Identify the patient (e.g., the same last name, same first AND last name, same date of birth). 	
<ul style="list-style-type: none"> • Interpret the purpose of the visit. 	
<ul style="list-style-type: none"> • Arrange the procedures in the scheduling book. 	
<ul style="list-style-type: none"> • Knowledge of wave booking 	
<ul style="list-style-type: none"> • Knowledge of double-booking 	
<ul style="list-style-type: none"> • Knowledge of modified wave 	
<ul style="list-style-type: none"> • Knowledge of stream/time-specific 	
<ul style="list-style-type: none"> • Knowledge of open booking 	
<ul style="list-style-type: none"> • Knowledge of cluster or categorization booking 	
B. Determine scheduling needs of the facility, as well as new and established patients	4
<ul style="list-style-type: none"> • Knowledge of how to input new patient information 	
<ul style="list-style-type: none"> • Identify type of service needed by the patient. 	
<ul style="list-style-type: none"> • Knowledge of availability on the provider's schedule (e.g., physician and nurse) 	
<ul style="list-style-type: none"> • Obtain referrals. 	
<ul style="list-style-type: none"> • Knowledge of appointment intervals 	
<ul style="list-style-type: none"> • Knowledge of physicians' preferences, needs, and schedule matrix 	

*based on the results of the Job Analysis Study completed in 2014

<ul style="list-style-type: none"> • Ensure patient has the correct name of the referred physician. 	
<ul style="list-style-type: none"> • Document information in patient chart. 	
<ul style="list-style-type: none"> • Follow-up with patient to ensure compliance with physician's instructions. 	
E. Confirm future appointments	3
<ul style="list-style-type: none"> • Follow HIPAA guidelines (e.g., what should or should not be disclosed when scheduling and confirming future appointments). 	
<ul style="list-style-type: none"> • Instruct patient to bring insurance and identification to the appointment. 	
<ul style="list-style-type: none"> • Verify patient's insurance is participating with physician's office. 	
<ul style="list-style-type: none"> • Knowledge of how to document a no-show, missed, or cancelled appointment 	
<ul style="list-style-type: none"> • Check for referrals prior to appointment. 	
<ul style="list-style-type: none"> • Inform patient of co-pay requirement. 	
2. Patient Intake	18
A. Confirm demographic information with patient	4
<ul style="list-style-type: none"> • Maintain appropriate demographic data (e.g., address, phone number, date of birth, insurance information). 	
<ul style="list-style-type: none"> • Check that the patient's Protected Health Information (PHI) has been entered. 	
<ul style="list-style-type: none"> • Confirm the patient's advanced directives. 	
<ul style="list-style-type: none"> • Knowledge of special needs in regards to special paperwork (e.g., visually impaired patients, language barrier patients) 	
<ul style="list-style-type: none"> • Ensure demographic form is signed. 	
<ul style="list-style-type: none"> • Knowledge of best method of contact for confirming demographic information 	
B. Verify insurance information	4

E. Prepare daily charts	4
<ul style="list-style-type: none"> Retrieve and file the record. 	
<ul style="list-style-type: none"> Create medical record. 	
<ul style="list-style-type: none"> Knowledge of how to retrieve future appointment schedules 	
<ul style="list-style-type: none"> Ensure delivery to the proper physician. 	
<ul style="list-style-type: none"> Match the correct patient to the correct chart. 	
<ul style="list-style-type: none"> Update the patient's chart with progress notes. 	
3. Office Logistics	12
A. File medical records	4
<ul style="list-style-type: none"> Knowledge of filing systems (e.g., electronic, alphabetical procedures, terminal digit procedures [such as primary, secondary, and tertiary]) 	
<ul style="list-style-type: none"> Ability to cross-reference charts 	
<ul style="list-style-type: none"> Basic knowledge of scanning documents 	
<ul style="list-style-type: none"> Basic knowledge of correlation of charts (e.g., labs categorized under laboratories, prescriptions categorized under Prescriptions) 	
<ul style="list-style-type: none"> Basic knowledge of EHR/EMR (Electronic Health Records/Electronic Medical Records) 	
B. Perform financial procedures	5
<ul style="list-style-type: none"> Collect copayments. 	
<ul style="list-style-type: none"> Create statements (e.g., office visit invoices, pre-invoices). 	
<ul style="list-style-type: none"> Create receipt for payment. 	
<ul style="list-style-type: none"> Knowledge of basic financial terminology (e.g., copay, deductibles, co-insurance, fee schedule) 	
<ul style="list-style-type: none"> Use of petty cash 	

<ul style="list-style-type: none"> • Document release of information (e.g., when and to whom information can be released) 	
<ul style="list-style-type: none"> • Knowledge of PHI standards 	
B. Follow OSHA guidelines	5
<ul style="list-style-type: none"> • Adhere to OSHA guidelines. 	
<ul style="list-style-type: none"> • Knowledge of MSDS 	
<ul style="list-style-type: none"> • Knowledge of how to report an OSHA incident 	
<ul style="list-style-type: none"> • Knowledge of the evacuation plans and emergency procedures 	
C. Follow the Center for Medicare/Medicaid Services (CMS) guidelines	5
<ul style="list-style-type: none"> • Report Medicare/Medicaid fraud 	
<ul style="list-style-type: none"> • Awareness of consequences of fraud 	
<ul style="list-style-type: none"> • Knowledge of the difference between Medicare and Medicaid 	
<ul style="list-style-type: none"> • Recognize the CMS-1500 form 	
<ul style="list-style-type: none"> • Recognize the UB04 	
5. Patient Education	11
A. Explain the Patients' Bill of Rights	4
<ul style="list-style-type: none"> • Explain to patient that medical decisions are made by physicians. 	
<ul style="list-style-type: none"> • Explain to patient that he/she has the right to go to a medical specialist. 	
<ul style="list-style-type: none"> • Explain to patient that he/she has the right to keep the same physician through a procedure or treatment. 	
<ul style="list-style-type: none"> • Knowledge of who owns the medical record 	
<ul style="list-style-type: none"> • Knowledge of disability practices (e.g., ADA compliance) 	

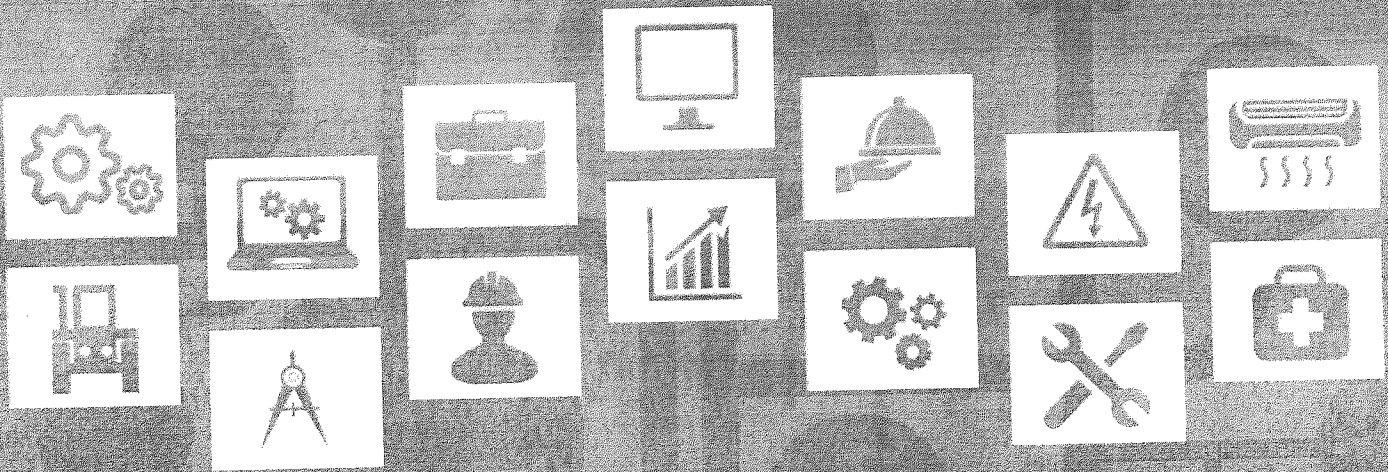
<ul style="list-style-type: none"> • Direct and redirect phones to and from answering service to office. 	
<ul style="list-style-type: none"> • Ensure day sheets are balanced. 	
<ul style="list-style-type: none"> • Ensure equipment is turned on at open and off at close. 	
<ul style="list-style-type: none"> • Clean up reception area. 	
<ul style="list-style-type: none"> • Back up data. 	
<ul style="list-style-type: none"> • Order supplies. 	
B. Greet patients upon arrival	3
<ul style="list-style-type: none"> • Greet patients with a positive attitude. 	
<ul style="list-style-type: none"> • Identify type of visit (e.g., sick or well). 	
<ul style="list-style-type: none"> • Identify type of patient (i.e., new or existing). 	
<ul style="list-style-type: none"> • Ensure front office is free of obstacles. 	
<ul style="list-style-type: none"> • Acknowledge patients upon arrival. 	
<ul style="list-style-type: none"> • Notify patients of wait time. 	
C. Apply telephone etiquette	3
<ul style="list-style-type: none"> • Introduce facility and self. 	
<ul style="list-style-type: none"> • Identify type of caller. 	
<ul style="list-style-type: none"> • Identify caller's need. 	
<ul style="list-style-type: none"> • Check on callers with extended hold times. 	
D. Create correspondences	3
<ul style="list-style-type: none"> • Knowledge of templates 	
<ul style="list-style-type: none"> • Knowledge of word processing 	
<ul style="list-style-type: none"> • Knowledge of different types of letters 	
<ul style="list-style-type: none"> • Knowledge of different types of correspondences 	
<ul style="list-style-type: none"> • Create letters. 	

<ul style="list-style-type: none"> • Basic knowledge of prefixes (e.g., a-, an-, pre-, post-, hyper-, hypo-, peri-, endo-, exo-) 	
<ul style="list-style-type: none"> • Basic knowledge of roots (e.g., cardi/o, vascul/o, gastr/o, nephr/o, hepat/o) 	
<ul style="list-style-type: none"> • Basic knowledge of suffixes (e.g., -logy, -itis, -osis, -pathy, -ist, -graph) 	

**The bulleted tasks under each content domain are examples that are representative of the content. Items reflective of these stated tasks may or may not appear on the examination. Additionally, items that are reflective of tasks other than those included in the above outline may appear on the examination, as long as they represent information that is considered part of the major content domain by experts in the medical administrative assistant profession.

Pathway Assessment Blueprint

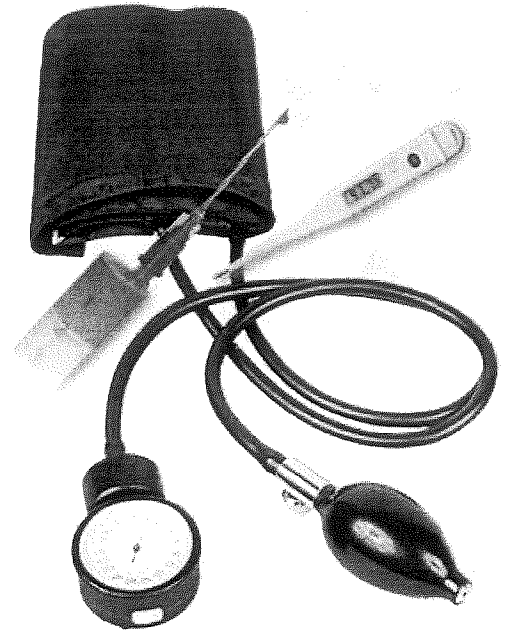
Healthcare Core



Specific Standards and Competencies Included in this Assessment:

Awareness and Sensitivity to Client Needs

- Describe how healthcare workers can be aware and sensitive to clients and their families (across the lifespan) emotional, spiritual, mental health and social needs, behaviors, and attitudes
- Explain how different diseases can influence the functioning, behaviors, and attitudes of individuals including dementia/ Alzheimer's disease
- Describe selected client service strategies (e.g., service, quality client care, client participation)
- Define the stages and processes of death and dying and the influence those stages have on clients and their families



Behaviors for Success in Healthcare Settings

- Discuss healthcare fields and the types of workers needed
- Describe employer behavioral expectations of healthcare personnel
- Identify the impact of quality in healthcare facilities as well as the responsibilities of users of the healthcare system (e.g., healthcare workers maintenance of personal wellness)
- Describe selected types of healthcare facilities and healthcare delivery systems (e.g., organizational and financial structure, departments and services, type and levels of healthcare personnel, policies and requirements)

Communication in Healthcare Settings

- Describe the components of verbal and nonverbal communication and situations in which these skills can be effectively used
- Explain how active listening skills can improve client/individual and team communication
- Use a variety of communication techniques to achieve effective interpersonal and team communication
- Describe communication skills that are important when managing conflict
- Explain the components of accurate and appropriate documentation and reporting (e.g., common medical abbreviations)
- Explain the roles and responsibilities of team members
- Describe the use of information technology in healthcare settings

Healthcare Core (continued)

Communication in Healthcare Settings Continued

- Using a problem-solving process applied to healthcare situations, describe how healthcare workers can effectively communicate with their clients/individuals and team members

Healthcare Ethics

- Describe dimensions of values as they impact healthcare
- Describe basic principles of professional relationships
- Describe how ethical decision making influences the care of clients
- Explain how an individual's diversity, socioeconomic, or religious beliefs could lead to potential ethical differences with that of other healthcare employees

Legal Issues in Healthcare

- Explain the laws (e.g., liability, influence on client care)
- Explore legal issues such as sexual harassment, wrongful discharge, negligence, malpractice and violence in the workplace (e.g., abuse, neglect, exploitation, and the Vulnerable Adults law)
- Identify the legal issues related to informed consent, advanced directives, ensuring the clients' rights and responsibilities, and accurate documentation
- Describe the importance of confidentiality (HIPAA) and consequences of inappropriate use of healthcare data (social media and email) in terms of disciplinary actions

Healthcare Safety and Standard Precautions

- List healthcare safety standards and regulatory agencies and the requirements they set for safety standards for healthcare facilities, their employees, and clients/individuals
- Explain the current requirements of standard precautions and the procedures used at a variety of healthcare facilities to support those standards (e.g., infection control, proper hand washing, and gloving procedures)
- Identify ways in which healthcare workers can demonstrate personal and client safety (e.g., Safety Data Sheets (SDS), safety signs, symbols, labels, and physical, chemical, and biological safety)
- Explain the procedures used to respond to client/individual and healthcare facility emergencies (e.g., fire safety and natural disasters)

Healthcare Core (continued)

Respecting Client and Staff Diversity

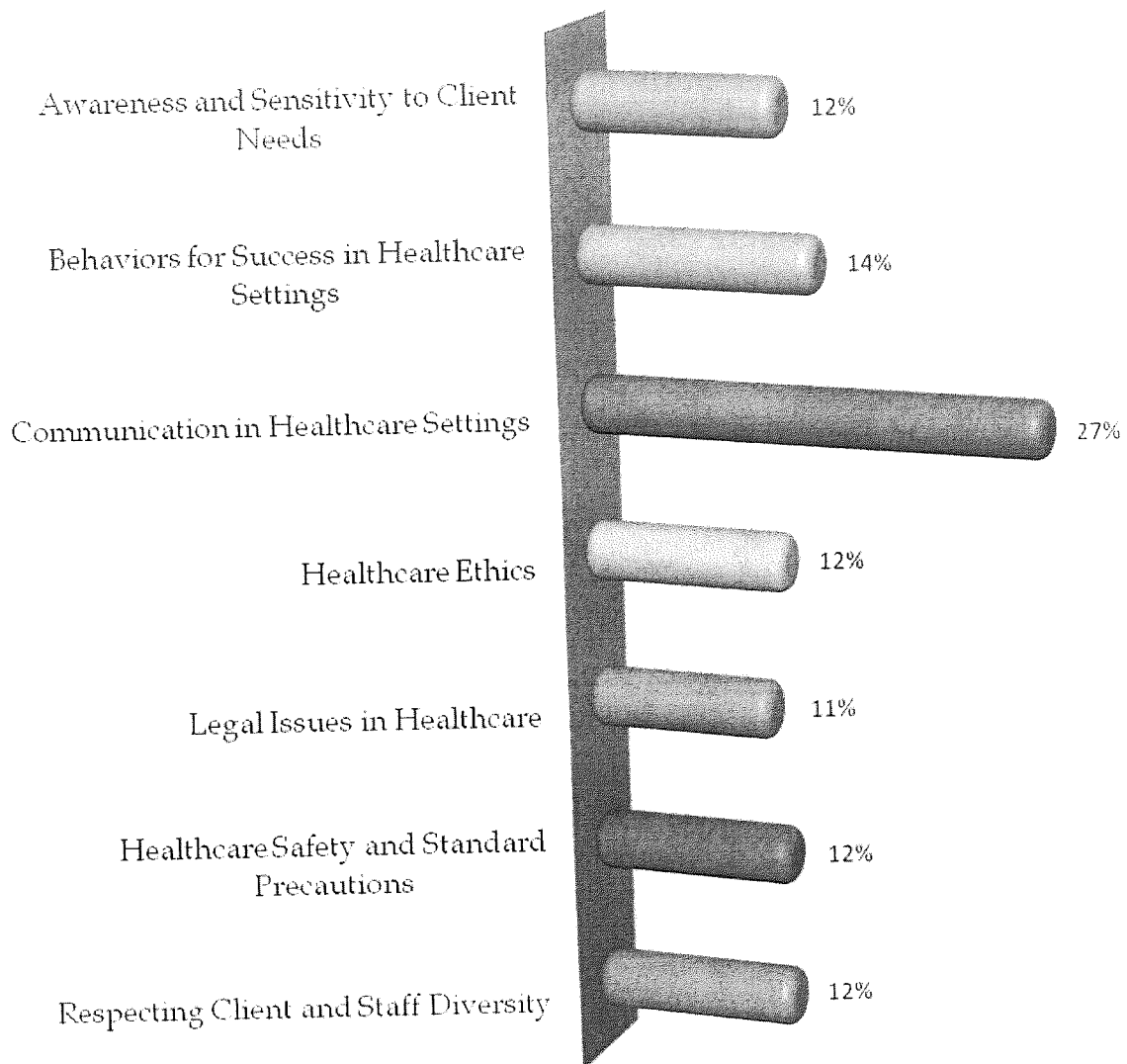
- Describe one's personal belief system as well as the belief systems and practices of diverse cultures
- Explore personal responsibility as a healthcare employee to treat each person as an individual
- Discuss the appropriate workplace expectations to interact with team members and care for clients/individuals from diverse cultures, gender, age groups
- Using a problem-solving process, applied to healthcare situations, describe how healthcare employees can respect client and staff diversity



Written Assessment:

Administration Time: 2 hours
Number of Questions: 108

Areas Covered:



Sample Questions:

A 78-year-old person is best classified as a/an _____ patient.

- A. dependent
- B. hospice
- C. geriatric
- D. ambulatory

To provide direct patient care, a healthcare employee needs a

- A. bachelor's degree in healthcare
- B. valid state driver's license
- C. complete physical examination
- D. clear criminal background check

An example of body language that conveys interest in what a speaker is saying is

- A. gazing over the speaker's shoulder
- B. crossing your arms
- C. stifling a yawn
- D. leaning forward slightly

Which of the following should be the basis of ethical decision-making in healthcare?

- A. personal morals
- B. previous ways the situation has been handled
- C. emotions and intuition
- D. professional guiding principles

The definition of a vulnerable adult is a person over the age of 18 who

- A. is an unemployed adult living with parents
- B. does not have a stable place to live and requires food assistance
- C. is dependent on services due to a physical, emotional, or mental disability
- D. attends a college and lives in a dorm

The most important factor in preventing the spread of infection is to

- A. place the patient in isolation
- B. wash hands between each patient contact
- C. clean the unit each day
- D. wear sterile gloves to care for all patients

Sample Questions continued:

Which of the following terms includes lifestyles and religion?

- A. ethnicity
- B. diversity
- C. customs
- D. culture

A patient has dementia. Which intervention is inappropriate?

- A. assisting the patient in dressing
- B. rearranging the patient's furniture
- C. talking about the weather
- D. encouraging the patient to talk

It is important for patients to actively participate in their own healthcare. Patients should

- A. ask others to make treatment decisions for them
- B. educate themselves on healthcare options
- C. have others choose their healthcare provider
- D. avoid questioning their healthcare provider

When a doctor orders a medication STAT, the patient should be given the medication

- A. immediately
- B. intermittently
- C. as needed
- D. as desired

General Assessment Information

Blueprint Contents

General Assessment Information
Written Assessment Information

Specific Competencies Covered in the Test
Sample Written Items

Test Type: The Healthcare Core industry-based credential was developed jointly by NOCTI and the Minnesota State Colleges and Universities system, and is being offered for use as a NOCTI Job Ready credential. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. This credential consists of a multiple-choice assessment and can be used at the secondary and post-secondary levels. Job Ready assessments can be delivered in an online or paper/pencil format.

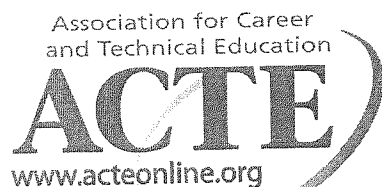
Development Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the state of Minnesota.



51.9999 - Health Professions
and Related Clinical
Sciences, Other



Career Cluster 8-
Health Services



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

Written Assessment

NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 2 hours

Number of Questions: 108

Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



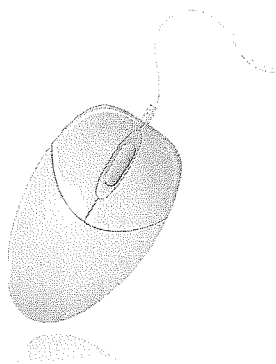
Specific Standards and Competencies Included in this Assessment

Awareness and Sensitivity to Client Needs

- Describe how healthcare workers can be aware and sensitive to clients and their families (across the lifespan) emotional, spiritual, mental health and social needs, behaviors, and attitudes
- Explain how different diseases can influence the functioning, behaviors, and attitudes of individuals including dementia/Alzheimer's disease
- Describe selected client service strategies (e.g., service, quality client care, client participation)
- Define the stages and processes of death and dying and the influence those stages have on clients and their families

Behaviors for Success in Healthcare Settings

- Discuss healthcare fields and the types of workers needed
- Describe employer behavioral expectations of healthcare personnel
- Identify the impact of quality in healthcare facilities as well as the responsibilities of users of the healthcare system (e.g., healthcare workers maintenance of personal wellness)
- Describe selected types of healthcare facilities and healthcare delivery systems (e.g., organizational and financial structure, departments and services, type and levels of healthcare personnel, policies and requirements)



(Continued on the following page)

Specific Standards and Competencies (continued)

Communication in Healthcare Settings

- Describe the components of verbal and nonverbal communication and situations in which these skills can be effectively used
- Explain how active listening skills can improve client/individual and team communication
- Use a variety of communication techniques to achieve effective interpersonal and team communication
- Describe communication skills that are important when managing conflict
- Explain the components of accurate and appropriate documentation and reporting (e.g., common medical abbreviations)
- Explain the roles and responsibilities of team members
- Describe the use of information technology in healthcare settings
- Using a problem-solving process applied to healthcare situations, describe how healthcare workers can effectively communicate with their clients/individuals and team members

Healthcare Ethics

- Describe dimensions of values as they impact healthcare
- Describe basic principles of professional relationships
- Describe how ethical decision making influences the care of clients
- Explain how an individual's diversity, socioeconomic, or religious beliefs could lead to potential ethical differences with that of other healthcare employees

Legal Issues in Healthcare

- Explain the laws (e.g., liability, influence on client care)
- Explore legal issues such as sexual harassment, wrongful discharge, negligence, malpractice and violence in the workplace (e.g., abuse, neglect, exploitation, and the Vulnerable Adults law)
- Identify the legal issues related to informed consent, advanced directives, ensuring the clients' rights and responsibilities, and accurate documentation
- Describe the importance of confidentiality (HIPAA) and consequences of inappropriate use of healthcare data (social media and email) in terms of disciplinary actions

(Continued on the following page)

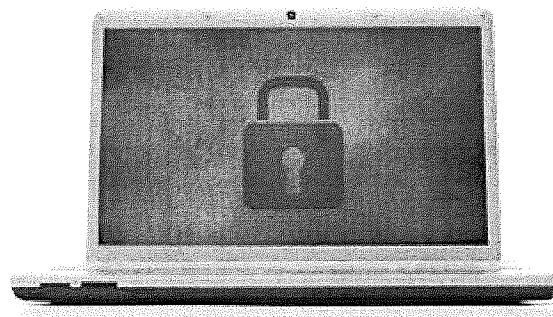
Specific Standards and Competencies (continued)

Healthcare Safety and Standard Precautions

- List healthcare safety standards and regulatory agencies and the requirements they set for safety standards for healthcare facilities, their employees, and clients/individuals
- Explain the current requirements of standard precautions and the procedures used at a variety of healthcare facilities to support those standards (e.g., infection control, proper hand washing, and gloving procedures)
- Identify ways in which healthcare workers can demonstrate personal and client safety (e.g., Safety Data Sheets (SDS), safety signs, symbols, labels, and physical, chemical, and biological safety)
- Explain the procedures used to respond to client/individual and healthcare facility emergencies (e.g., fire safety and natural disasters)

Respecting Client and Staff Diversity

- Describe one's personal belief system as well as the belief systems and practices of diverse cultures
- Explore personal responsibility as a healthcare employee to treat each person as an individual
- Discuss the appropriate workplace expectations to interact with team members and care for clients/individuals from diverse cultures, gender, age groups
- Using a problem-solving process, applied to healthcare situations, describe how healthcare employees can respect client and staff diversity



Sample Questions

A 78-year-old person is best classified as a/an _____ patient.

- A. dependent
- B. hospice
- C. geriatric
- D. ambulatory

To provide direct patient care, a healthcare employee needs a

- A. bachelor's degree in healthcare
- B. valid state driver's license
- C. complete physical examination
- D. clear criminal background check

An example of body language that conveys interest in what a speaker is saying is

- A. gazing over the speaker's shoulder
- B. crossing your arms
- C. stifling and yawn
- D. leaning forward slightly

Which of the following should be the basis of ethical decision-making in healthcare?

- A. personal morals
- B. previous ways the situation has been handled
- C. emotions and intuition
- D. professional guiding principles

The definition of a vulnerable adult is a person over the age of 18 who

- A. is an unemployed adult living with parents
- B. does not have a stable place to live and requires food assistance
- C. is dependent on services due to a physical, emotional, or mental disability
- D. attends a college and lives in a dorm

(Continued on the following page)

Sample Questions (continued)

The most important factor in preventing the spread of infection is to

- A. place the patient in isolation
- B. wash hands between each patient contact
- C. clean the unit each day
- D. wear sterile gloves to care for all patients

Which of the following terms includes lifestyles and religion?

- A. ethnicity
- B. diversity
- C. customs
- D. culture

A patient has dementia. Which intervention is inappropriate?

- A. assisting the patient in dressing
- B. rearranging the patient's furniture
- C. talking about the weather
- D. encouraging the patient to talk

It is important for patients to actively participate in their own healthcare. Patient's should

- A. ask others to make treatment decisions for them
- B. educate themselves on healthcare options
- C. have others choose their healthcare provider
- D. avoid questioning their healthcare provider

When a doctor orders a medication STAT, the patient should be given the medication

- A. immediately
- B. intermittently
- C. as needed
- D. as desired

Notes

Western Kentucky Work Seal

How do I earn the Western Kentucky Work Seal?

- No more than 2 unexcused tardies or absences in your senior year
- Must have a minimum GPA of 2.0 or above
- Must have zero safe school violations
- Must participate in two or more activities beyond the classroom during the senior year (Athletic team, organizations, volunteer, etc.)
- Must successfully passed the soft skills curriculum

Why would I want to earn the Western Kentucky Work Seal?

- This work seal provides you with an advantage when seeking employment in the Western Kentucky Region.
- You will obtain a certificate and a special cord at graduation.

HCCHS Health Science students learn to build a mini defibrillator while Madisonville Community College Biomedical Technology Systems program coordinator Joey Jones shares information about the biomedical technology industry.



Greg Collins = Director of Medical Assisting

Cary Conley = Assoc Dean of Enrollment Mgmt. and Student Services

Carole Mattingly = Allied Health Chair

Henderson Community College
Medical Assisting Program
2660 South Green St
Henderson, KY 42420
6:00 p.m.

LISA Foster = HR at Methodist

Reneau Waggoner = Chief Academic Officer at HCC

AT 21
Nov. 19, 2018

- I. Welcome/Introduction
- II. Approval of April 30, 2018 meeting minutes
- III. Approval of program Director by MAERB
- IV. MAI 105 Student Enrollment/Successful Completion Rate
increase enrollment with help of HCHS Med. office class
- V. NHA Testing Site Application - applied for CCMA exam to be testing site. - Goal to be AAMA exam testing site
- VI. Completion of the next ARF to MAERB will be in February
- VII. Additional Clinical Externship Sites/Visits during rotation
Working more closely with facilities
- VIII. Updates on Adjunct Facility
- IX. Student involvement in Community Wide Volunteer Opportunities and Events
- X. Development of an on-campus MA Student Club * *Class to begin doing community involvement with HCC MA student club*
** poss. Healthy on the Hill, prevention and wellness at Methodist Medical office HCHS*
** Sebree health fair * housing authority*
- XI. Progression with HCHS Transfer Credit Courses
HCHS Med. office bringing MAI 140 clinical proc. I
- XII. HCC Graduation- December 7, 2018 @ 6:00 pm
- XIII. Other Businesses - Updates on Graduate Expectations from Employers
- XIV. Completion of Evaluation Form
- XV. Next Meeting: Spring 2019 TBA

- HCC and HCHS
- Working to get Med. office pathway students enrolling for Medical Assisting.

New program - Health Science
@ HCC Technology

- MNA cert
- 2 med. office certs
- Health care record cert.
- Managing Subs Abuse Cert

Methodist has to practice Managers over
2 hrs offices

- HCC work on soft skills
- HCHS MO work on soft skills

HCC - would like to do in HCHS Health Science lab
set up sections for all Health Science programs
offered at HCC and students be able to talk to HCC
about those

Cary Conley - Assoc. Dean of enrollment and
Student Services

- Wants me to help with getting out to students

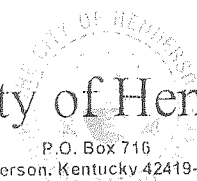
* Never too late, Never too early
Open house

Nov. 29th 5-7pm

* New Year, New You open house
2-8pm

HCC - Greg Collins to speak to health Science
Students about Medical Assisting program

HCHS students - wants us to visit them and do
hands on class time in clinical proc.


The City of Henderson
P.O. Box 716
Henderson, Kentucky 42419-0716

Police Department
Office of the Chief

Phone: 270-831-1295
FAX: 270-831-1276

March 1, 2018

Jessica L. Sheffer, RN
Health Science Instructor
Henderson County High School
Henderson, KY 42420

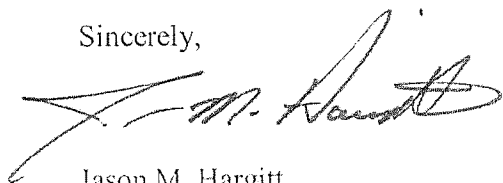
Re: TEEN CERT Program

Ms. Sheffer:

The City of Henderson Police Department has a deep commitment to the Henderson community and as such is proud to join as a collaborative partner for your grant application. We are happy to partner with this initiative through collaborative activities.

The Henderson Police Department will be happy to extend the use of our training room, provide training aids if available and also participate in community-wide meetings or special events whenever requested.

Sincerely,



Jason M. Hargitt
Acting Chief of Police

CHS/wds



Henderson Emergency Management Agency
Office of the Director
"Building a Disaster Resistant Community"

To Whom It May Concern:

November 16, 2018

This letter is to show support for the Henderson County High School Teen CERT program, with Ms. Jessica Sheffer, Teen CERT Coordinator and Henderson County High School Educator.

I am the Henderson County Community Emergency Response Team (CERT) Manager and local Emergency Management Director. I have managed and coordinated eleven (11) CERT classes, with approximately 175 trained CERT members county-wide. The 12th class is currently in progress.

Jessica was one of our CERT Students in 2015 and is now a CERT trainer as well.

Jessica has been working very hard to get the Teen CERT program included as part of her Henderson County High School elective curriculum. She is an outstanding instructor who is very involved in the teaching process.

The CERT course not only requires class room lessons and presentation, but also reusable equipment and supplies since approximately 40% of the class is "hands on". CERT teaches self-preparedness as well as helping family, neighbors, and neighborhoods in a professional and organized manner to recover after a natural disaster or major emergency.

This Henderson County High School Teen CERT program, if not the first, it is one of the first Teen CERT programs in the Commonwealth of Kentucky and therefore will be setting the standard and model for other schools to follow.

At EMA, we work closely with our school system and all of its programs including CERT. They are an integral part of our emergency response efforts.

Sincerely,

A handwritten signature in cursive script that reads "Kenny".

Kenny Garrett, Director
Henderson Emergency Management
P.O. Box 983
Henderson, Kentucky 42419-0983
Office Phone (270) 831-1235
Cell Phone (270) 860-5078
kgarrett@hendersonky.us
www.hendersonema.org



Daviness County Fiscal Court

COUNTY JUDGE/EXECUTIVE
Al Mattingly

COUNTY ATTORNEY
Claud Porter

Daviness County Courthouse
P.O. Box 1716
Owensboro, Kentucky 42302-1716
Telephone: (270) 685-8424
Fax: (270) 685-8469
www.davinessky.org

COUNTY COMMISSIONERS
Charlie Castlen – Central Division
Mike Koger – Eastern Division
George Wathan – Western Division

November 14, 2018

To Whom it May Concern:

As Chair of Region 2 Citizen Corps Council, I am pleased to write a letter of recommendation for the Teen CERT program led by Ms. Jessica Sheffer. Many of us have had the opportunity to visit the school and see the great work that is being done. The program at Henderson County High School has been an inspiration for the region. Ms. Sheffer has led the way in showing other schools how the program can be taught in high school. Some have contacted her for advice and have started programs in their schools.

With so many disasters occurring throughout the country and the world, it's so important for students to learn how to be prepared, how to protect themselves and their family and how to help others. The CERT program teaches so many necessary basic life skills, such as basic medical, how to use a fire extinguisher, how to turn off utilities and many other valuable skills. The Council feels these skills should be taught at all schools.

We appreciate the work Ms. Sheffer has done for her school, Henderson County and the region.

Sincerely,

A handwritten signature in cursive script that reads "Vicky Connor".

Vicky Connor, Chair
Region 2 Citizen Corps Council

The City of Henderson

P.O. Box 716
Henderson, Kentucky 42419-0716

Fire Department

Phone: 270-831-1270
Fax: 270-831-1201

11/12/2018

Jessica Sheffer
Health Science Instructor
Henderson County High School/CTE
2424 Zion Road
Henderson KY 42420

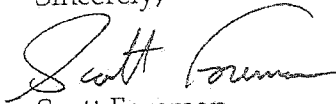
Re: CERT Program

This letter is to confirm and support our continued commitment to partner with the Henderson County High School Health Science and CERT program. We are happy to offer whatever resource and manpower we have available to assist you and your organization with education, practical skills and drills. Our involvements over the last year with helping educate the students on disasters and the fire department's role, and Medical operation were just as valuable to us when looking at the big picture during a disaster.

The final drills that our conducted at the end of the program is when it becomes realistic. Having the Fire Department participate by responding just like we would if it were an actual incident, this is very beneficial in developing our staff as well. It not only helps our personnel, but it helps support what the students have learned during the program. In a disaster we must rely on all our responders including our community responders; we stand behind the CERT program at Henderson County High School 100 percent.

Any questions feel free to call 270-831-1270.

Sincerely,



Scott Foreman
Fire Chief





METHODIST HOSPITAL AMBULANCE

To Whom It May Concern:

This is our commitment letter to show how we work with Mrs. Sheffer and her Henderson County High School TEEN Community Emergency Response Team Program. We have committed many resources in the past such as 3 ambulances and crews and support personnel to help assist with their simulation. We have agreed to commit our Educational Coordinator to assist with helping train with students in the area of triage and treatment in a mass situation. We continue to strive to assist Mrs. Sheffer and their program in any way we can for the betterment of our students and our community.

Respectfully,

Chris Winstead
Director EMS
Henderson/Union County
cwinstead@methodisthospital.net



Henderson City County Emergency Medical Services
PO Box 1083
Henderson, KY 42420



OFFICE OF THE GOVERNOR
KENTUCKY OFFICE OF HOMELAND SECURITY

Matthew G. Bevin
Governor

200 Mero Street
Frankfort, KY 40622
Phone 502-564-2081
Fax 502-564-7764
www.homelandsecurity.ky.gov

John W. Holiday
Executive Director

May 3, 2017

Jessica Sheffer, RN
Henderson County High School
2424 Zion Road
Henderson, KY 42420

Dear Ms. Sheffer:

I am writing to in regard to the request by Henderson County High School and the Green River Area Development District Citizens Corps Council to acquire grant funding through Owensboro Health Community Benefit.

Kentucky, along with the rest of the nation, is in the midst of what can only be described as a volunteer crisis. It is imperative that community preparedness entities such as CERT implement strategies that encourage engagement of the public to promote, develop and maintain volunteerism for the betterment of their community.

The Kentucky Office of Homeland Security (KOHS) has had a longstanding relationship with GRADD Citizen Corps Council. The Green River Area Development District's CERT/Citizen Corps organization is already a leader in establishing a solid system of integrating teens and adults alike into disaster and emergency response preparedness. Currently, there is no mechanism for compiling CERT/Citizen Corps participation on a statewide level and funding for these programs across the nation have been drastically reduced. KOHS would benefit their effort to implement a system to track volunteer participation among Community Emergency Response Teams and Citizen Corps groups in the Commonwealth, and Kentucky as a whole benefit when communities are actively engaged in disaster preparedness.

Should they be awarded grant funding through the Owensboro Health Community Benefit, they would be better able to expand their reach of influence into surrounding counties, the region and the commonwealth as a whole, by developing an effective and efficient means of recording and analyzing volunteer hours through CERT programs and outreach efforts. This information would be invaluable to other entities and the Kentucky Office of Homeland Security would benefit from sharing this model to increase volunteerism across Kentucky.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "John W. Holiday".

John W. Holiday



Think Progress. Think Tomorrow. Think GRADD.

May 4, 2017

To Whom it may concern,

As the facilitator of the Regional Citizen Corps Council at the Green River Area Development District I can assure you that our Council is fully supportive of the efforts of Henderson County high school and their Teen CERT program led by Ms. Jessica Sheffer. The Council leadership has met with Ms. Sheffer and the school administration and is fully satisfied with how the program is being executed at the school.

Ms. Sheffer, on her own initiative, has taken the Community Emergency Response Team (CERT) program as offered by Henderson County Emergency Management. Ms. Sheffer is fully qualified to teach the Teen CERT material. Individual members of the Council have offered to assist as needed with various parts of the training. The Council also committed to financial support of the Teen CERT project by authorizing \$1,000 for classroom supplies during this spring term 2016.

I understand that two classes been successfully completed. I have no doubt that the Council will continue to work with Ms. Sheffer and Henderson County high school in support of the program. Future financial support is contingent on the Council being funded by the Kentucky Office of Homeland Security and the needs of other Council members.

Feel free to contact me for additional information.

At your service,

David Clark
Citizen Corps Council Facilitator
Green River Area Development District
270-926-4433

Jody Jenkins, *Chairman* ■ Bill Parrish, *Vice Chairman* ■ Jack McCaslin, *Secretary* ■ Steve Austin, *Treasurer* ■ Jiten Shah, *Executive Director*

Green River District

HEALTH DEPARTMENT

District Office
1501 Breckenridge Street
P.O. Box 309
Owensboro, KY 42303
Phone: 270-686-7747
Fax: 270-926-9862
www.healthdepartment.org

Daviess County
1600 Breckenridge Street
P.O. Box 309
Owensboro, KY 42303
Phone: 270-686-7744
Fax: 270-926-8677

Hancock County
175 Harrison Street
P.O. Box 275
Hawesville, KY 42348
Phone: 270-927-8803
Fax: 270-927-9467

Henderson County
472 Klutey Park Plaza
Henderson, KY 42420
Phone: 270-826-3951
Fax: 270-827-5527

McLean County
200 Highway 81 North
Suite 101
Calhoun, KY 42327
Phone: 270-273-3062
Fax: 270-273-9983

Ohio County
1336 Clay Street
Harford, KY 42347
Phone: 270-298-3663
Fax: 270-298-4777

Union County
218 W. McElroy Street
P.O. Box 88
Morganfield, KY 42437
Phone: 270-389-1230
Fax: 270-389-9031

Webster County
80 Clayton Avenue
P.O. Box 109
Dixon, KY 42409
Phone: 270-639-9315
Fax: 270-639-7866

Henderson County High School
Teen CERT Program
Ms. Jessica Sheffer
2424 Zion Rd.
Henderson, KY 42420

Ms. Sheffer,

The Green River District Medical Reserve Corps is a dedicated group of volunteers with the mission to purpose is to promote the health, safety, wellness and preparedness of Green River District and its citizens. With members of medical and nonmedical backgrounds, the Green River District Medical Reserve Corps is active throughout the year by providing first aid support at large community events, promoting community resiliency through preparedness, and conducting the necessary training to be a surge capacity for first responders for both natural disasters and other community emergencies.

This letter is to confirm that the GRDMRC is fully committed to working with the Teen CERT program at Henderson County High School. Our unit will be working closely with the staff and students of this program to share not only resources and materials, but expertise and manpower. Our partnership with the Teen CERT program is essential for to increase the reach and impact of our education campaigns.

The work of the Teen CERT program has not only impressed us, but has made us all the more aware of what a resource young adults and students are within our community. Their energy and engagement is astounding and worthy of recognition and support. We are proud to be their partner.

Sincerely,
Abby Beerman

Green River District Medical Reserve Corps
Unit Coordinator

Green River District Health Department
Regional Epidemiologist



"Protecting, Promoting, and Enhancing the health and well-being of the public since 1974"

Chad Thompson
Coordinating Principal
chad.thompson@henderson.kyschools.us



2424 Zion Road Henderson,
Kentucky 42420 Telephone:
(270) 831-8810 Fax: (270)
831-8888

Henderson County High School

Dear Sir or Madam,

Please accept this letter serving as my full support for the Teen Cert Program. The Teen CERT program will make available more resources to help assist in the event that we have an emergency event at HCHS. This is also an important set of skills for our students outside of our walls in our community. The skills that our students will obtain through this program will exponentially increase our response time, efficiency, and effectiveness in the event that we have an emergency. We have a large student body to tend to each day and any assistance we can have to ensure the safety of our students is critical to HCHS. I pledge my full support to this program and look forward to helping HCHS be more safe community for our students.

Thank you,

A handwritten signature in blue ink that reads 'Chad Thompson'.

Chad Thompson

Principal, Henderson County High School

Sheffer, Jessica - HCH, Health Science

From: Hardesty, Patrick NFG (US) <patrick.hardesty2.nfg@mail.mil>
Sent: Tuesday, May 10, 2016 2:38 PM
To: Sheffer, Jessica - HCH, Health Science
Subject: CERT

To whom it may concern,

CERT has been implemented across the state through the Area Development Districts and in times of local or widespread disasters it has been proven to be invaluable for localized communities. By having a CERT member in a neighborhood it helps to relieve the response requirements for over taxed emergency responders during a disaster. For example, CERT members are trained on how to shut off a gas meter, during an earthquake or tornado this would be one less response the local fire service would have to perform. Not to mention First-aid and other skills learned in the program would ease the stress levels of neighbors to eliminate minor calls to 911.

On a regional level, if local communities are able to control the incident without additional outside resources from surrounding counties then the resources can be allocated to areas of larger degrees of damage and need. This in turn prevents the request for state assets. The idea is that all incidents start locally and end locally so by the help of the CERT members a community becomes more resilient and able to recover faster from an incident.

If regions across the state are able to recover faster that helps the citizens to put their lives back together sooner and the state is able to start damage assessment. By starting the damage assessments sooner it gets real, accurate numbers to FEMA and possibly a statewide declaration. This brings recovery dollars from FEMA into the state to get the situation back to normal as soon as possible. so as you can see it is all tied together, from local, to regionally, and up to the state level. CERT is the initial building block to disaster recovery from local to state level.

Pat Hardesty
KYEM Area Response Manager Area 2
3300 Tamarack Rd.
Owensboro, Ky. 42301
Office: 502-607-3261
Cell: 270-498-6580

HCHS TEEN CERT DISASTER SIMULATION

Friday, November 3rd, 2017 0810

Location: CTE Parking Lot behind school by Construction

Planning:

CERT Scenario-A vehicle has hit the CTE construction room at a high rate of speed by a parent dropping off student. The vehicle and building has some moderate damage. The vehicle is smoking with victims inside and there are multiple victims inside the classroom. There will be three students missing for CERT members to locate. There will be approximately 10-12 critically injured victims (immediate) that will be transported to Methodist Hospital for treatment. All other victims will be triaged and treated on site by CERT victims and EMS.

Community partners involved:

Henderson County EMA-Larry Koerber

HFD-Scott Foreman

HPD-Jeff Welch

HCHS TEEN CERT-Jessica Sheffer

Methodist Hospital-Jack Hogan, GW Thomas

EMS-Chris Winstead

National Guard of Western KY-Ray VonGunten and Chris Leach

GRDHD-Margaret Hibbs

VFD-Glenn Powell

Korseen Fire and Security-Meghan Brewer

HCS PIO-Megan Mortis

HC CERT-Kimber Heddens

A TEEN CERT student will initiate the 911 call to the dispatch center approximately 0840. Dispatch will stay on phone with student until emergency services are on scene. EMS will initiate the DR ALERT at Methodist Hospital. Emergency services will delay their response time. Ambulance service, HC EMA, HPD, HFD will stagger their response times. EMS will attempt to have ambulances (2-3) on scene to assist with transportation of critical victims to Methodist Hospital ER. HCHS TEEN CERT 2016 graduates will report to Methodist Hospital ER to observe triage and treatment. Victims will come into the ER

Observations and evaluations of
Henderson Nursing and Rehabilitation
during the
C.E.R.T. exercise
11/03/17

Henderson Nursing and Rehabilitation (HNR) participated in the Teen Citizens Emergency Response Team (Teen C.E.R.T.) exercise held 11/03/17 with the aim of practicing and evaluating the ability of HNR to serve as an overflow nursing facility for the local hospital in the event of a disaster overwhelming the hospital's ability to service all of the injured needing treatment.

The scenario evaluated involved the Henderson Emergency Medical Service (EMS) suddenly delivering patients to HNR for evaluation and treatment. The objective reality of the scenario required that both the HNR staff and residents were pre-briefed to minimize disruption of the staff's normal routine and stress on the residents. Exercise preparations by HNR included designating rooms for the exercise victims, placing additional staff on stand-by and exercising their call in system, designating staff members as runners, public information officials, family representatives, etc.

The exercise time line ran as follows:

- 0850 Evaluator arrived at HNR facility and was immediately met by Director of Nursing Jennifer Hill. Together we met with Lindsay Turner, HNR Administrator, for introductions and a brief discussion of arrangements and expectations. They provided the evaluator with a desk to prepare for and await the beginning of the exercise.
- 0925 Transfer victims arrive unexpectedly, delivered to the back doors of the facility. Per facility SOP it is necessary to find someone to unlock and open doors for ambulance crew and exercise victims. Elapsed time to victims entering facility is less than two minutes. EMS is directed to the open rooms and they escort the victim to their rooms.
- 0930 The victims arrive with only triage tags, no other paper work. Triage nurses are immediately assigned to the victims and begin their assessments. The triage nurses generated good documentation of their assessments of their victims. After triage victim #3 is assessed as having injuries too severe for HNR to treat and is flagged for return to the hospital. While there were no preliminary communications with the hospital, EMS personal establish cell phone communication with the hospital to determine transportation for the victims.
- 0940 Evaluation of the victims continues and treatment begins. The director of the Emergency Management Agency arrives to observe and is intercepted by staff and requested to show ID. Good situational awareness on part of staff. Staff also displays good resident management skills answering their questions and preventing interference in either direction.
- 1005 Exercise Concludes. Victims are discharged to Henderson County High School via ambulance and EMS personnel.

Evaluator's observations and comments

Communications: There were no communications with the hospital before the exercise started. The timing of the arrival of the exercise victims was a surprise and injected a note of realism into the event. HNR staff responded well and coped with the situation. Facility communication equipment includes radios, telephones and runners.

Incident Command System (ICS): While the facility did not use the classic ICS structure and format, they did use an internal command structure that essentially met the needs of the ICS. They used clear lines of authority, designation of responsibilities, good documentation, good resource management etc.

Separation of victims and residents: The staff demonstrated both good planning skills and good resident communications and management during the exercise. While the victims were generally segregated from the residents, when the residents did observe the exercise and ask questions about it, they were skillfully and respectfully separated from the exercise victims and their questions were answered.

Accountability: While the victims arrived with only triage tags for documentation, the triage nurses efficiently transferred the relevant data to their own internal documentation forms and completed their documentation generating a written assessment of each victim with check lists and diagrams.

News Media: While there were no local news media personnel present, HNR had Jenny Bailey, their administration and marketing director on hand functioning as the media liaison. While not intruding on the victims or nurses, Ms. Bailey made sure she was aware of what was going on and would have been able to provide accurate and appropriate information to local media if necessary. Conversations with HNR staff and Ms. Bailey demonstrated that all have received training in dealing with news media, HIPA and the appropriate protocols for resident and victim confidentiality.

Problems: There were no major problems observed and only two minor ones. The lack of notification from the hospital at the beginning of the exercise has been noted above. The only other minor problem was the initial lack of a sign in sheet at the beginning of the exercise. This omission was quickly noted and signatures were quickly and firmly obtained from all involved. It is the evaluator's opinion that both of these occurrences were simply real world happenings that do not reflect any intrinsic problems with any of the parties.

Summary: In the evaluator's opinion the staff and personnel of Henderson Nursing and Rehabilitation performed very well. While the exercise was planned and the staff aware of what was coming, their preparations were obviously based on sound pre-planning and training. The staff responded smoothly and professionally and dealt with situations as they presented themselves bringing credit to themselves and their facility.

The evaluator believes the concept of using facilities such as HNR for overflow purposes in an emergency is sound and viable but would recommend that each facility designated as an overflow facility be involved in a similar exercise.

The Teen C.E.R.T. victims did an excellent job of being "injured" and were a valuable resource for this addition to their final exercise and their efforts and the efforts of their instructors and HCHS personnel are appreciated.

The EMS personnel involved were both friendly and professional and their interactions with both HNR staff and the victims were well done and appreciated.

DEBRIEFING REPORT
Exercise Henderson County High School
TEEN CERT Disaster Drill

DATE: November 4, 2017

Name:	Robert Weldon, Vanderburgh County, IN CERT Program Manager	Evansville/ Vanderburgh County EMA	Report to: Jessica Sheffer, RN Henderson County High School Health/Science Dept. Director
Email:	bweldon57@gmail.com	EMA Planning Section	
Telephone:	812-430-4885	Role in Exercise: Observer/Evaluator	

Organizational strengths:

OVERALL ENTHUSIASM - Excellent

- From the Health Science Director, Jessica Sheffer, RN
- Henderson local CERT backup from Henderson County EMA
- Compelling students with positive teaching skills and actual hands on practice
- Students – Excited and full of energy and a willingness to work together

COOPERATION WITH THE ENTIRE COMMUNITY - Excellent

- City/County 1st Responders
- HENDERSON County Fire Department – Willingness to consider CERTs as extra boots on the ground in a major disaster from Henderson City Fire Department Chief.
- Ambulance Medical Services
- National Guard attendance and interaction
- All local hospitals and some regional (Union County Hospital)??
- Nursing & Rehabilitation Facilities

ASSIMILATING CERT PROGRAM INTO SCHOOL CURRICULUM - Excellent

- Requiring it mandatory to pass the course.
- Formulating one unit per week over 9 weeks including final drill/exercise.
- Expectations are to pass the CERT Curriculum



FEMA

Items for improvement:

COMMUNICATION - # 1 Issue for Any Exercise

- Incident Commanders seemed lost in the incidents
- Little direct contact with actual fire fighter leaders of engine companies once they arrived.
- Firefighter in charge of each vehicle should have sought out I/C -Vice versa
- Greater communication from I/C to arriving fire fighting teams
- Some firefighters went straight into the rescue area and began to evaluate the victims, sometimes looking at the small index cards to determine victims' injuries.

SEARCH & RESCUE

- Uncertain of S&R students staying with their "buddy"
- Too dependent on the attached cards on each victim
- Performing actual head-to-toe assessment – concentrated on index card information
- Boards removed before the victim was assessed
- Stepping over victims
- Better identification of medical triage (red, yellow, green, black)
- No morgue set up
- When victim was not breathing, some teams did not do a head/tilt – chin lift twice to open airways.

MEDICAL TRIAGE

- Transport teams did not know where to place victims at Medical
- Red (immediate) area too hectic
- Immediate needs area needed to prioritize most important victims to be loaded to transport by ambulance to hospital. (Example): 2 victims had internal bleeding which could not be handled at Medical Triage were left to last to be loaded for hospital transport. They had the greatest need.



FEMA

COMMENTS: OVERALL EXCELLENT EXERCISE

- Very impressed with coordination of all facets of exercise!
- Accolades to Jessica Sheffer for the thoroughness of her plan with the CERTs as well as the inclusion of the Henderson community's response/backing of the drill.
- Examples: Henderson County Emergency Management Agency and CERT leaders; Henderson County Emergency Medical Services; Henderson City Fire Department; Henderson County Ambulance Service; Kentucky National Guard; Methodist Hospital and other neighboring hospitals; Henderson County Convalescent Center and Rehabilitation Center; as well as press coverage.
- Great turnout of volunteer moulage victims. Moulage looked authentic.

SEARCH & RESCUE

- Excellent initial instructions from Jessica Sheffer to begin the exercise
- I/C assigned
- Ongoing reports to I/C
- I/C directions to teams
- Span of Control
- Buddy System
- Medical Triage Tents could use red, green, yellow & black flags to id.
- Transport teams prioritizing immediate need victims
- Use of red cards for immediate
- Prioritize immediate needs victims for transport by EMS to hospital first, particularly internal bleeding victims

CERT



HCHS TEEN CERT students had the opportunity to tour Air Evac 46 on Thursday. TEEN CERT students are preparing for their community simulation on November 3rd, 2017. TEEN CERT students are learning about emergency medical services provided in the event of a disaster. Students got to ask questions about life flight nursing and paramedic careers. Air Evac 46 is a great community partner for our students.



Henderson Fire Department provided a training on fire safety to our HCHS TEEN CERT students. Our students learned about fire safety and their role as a CERT member in the event of a fire. Students were able to learn the fire fighter's role in disaster preparedness, the gear, the fire truck, and build a community partnership. The Henderson Fire Department and our students will be participating in a CERT disaster simulation on November 3, 2017 at 8:00am. Thank you Henderson Fire Department for being such a great resource for our CERT students!!



**Pre-Nursing HCC/HCHS Dual Credit Cohort
Collaborative Program Between HCHS CTE and HCC Allied Health/Nursing**

Goals:

Work collaboratively to develop strategies to enhance smooth transition from HCHS to HCC Nursing Program Acceptance.

Provide clearly defined economic opportunity for cohort students seeking post-secondary education in an undergraduate pre-licensure RN Nursing Program. All nursing accredited undergraduate pre-licensure RN programs in the surrounding counties are selective admission programs.

Reduce wait time for HCHS students between HCHS graduation and starting the AD nursing program at HCC resulting in accelerated time for completion of the AAS in nursing Degree.

Maintain student population accepted into HCC AD program at academic level that supports success in rigorous selective admission program.

Successfully prepare students for employment in a high demand/high wage economic sector.

Strategies:

1. Collaborate and develop pathway of courses taken during high school and summer post-graduation.
2. Offer HCC Nursing Pre-admission Conferences twice a year at HCHS
3. Retain 10 (ten) seats in the Fall Nursing Class for HCHS Students who complete the pathway courses with required grades, meet of the HCHS cumulative GPA requirement **and** meet or exceed the benchmark for either the ACT or HESI A2 exam, and receive CTE recommendation at time of HCHS graduation.
4. Students accepted into the pre-nursing cohort will be assigned a HCC nursing faculty member as a mentor. The mentor will routinely communicate and meet with HCHS students in the cohort.
5. Students accepted into the pre-nursing cohort will commit to the HCC Nursing Program. HCC would like to have a college "signing" day for the HCHS students committing to the cohort.
6. Integrate HCC Nursing program classroom/lab observation into a the clinical rotation of Health Science III at the high school (Contact is Lori Fulkerson)
7. Digital Literacy (CIT105) has been absorbed into the Nursing Curriculum and is no longer a pre-requisite
8. Collaborate with HCHS CTE to set up meetings with students interested in Nursing at sophomore, junior, and senior levels.
9. Offer group or individual tours of HCC and meeting with HCC DON/nursing faculty member.

Pre-Nursing HCC/HCHS Dual Credit Cohort

(Assumes Nurse Aide course taken at HCHS)

HCHS GPA of 3.2 higher and either an ACT of 20 or higher or a HESI A2 of 75 or higher

Adherence to HCHS CTE Health Science Rules for the Health Science Program

Recommendation from HCHS CTE Principal and Health Science Educators

Junior Year

Psych 110*

(During the 2018-2019 academic year: Psych 110 will be offered as an on-line course through HCC during the spring semester)

Senior Year

Math 150 (college algebra) **

English 101

Biology 137**

(Forward planning- Biology 137 would be offered as on on-line course during the spring semester).

Summer Post Graduation

Biology 139 (Must be taken summer semester with HCC-regular college tuition)

*Must be taken prior to starting Nursing Classes

**Must be taken prior to starting Nursing Courses. Must pass the course with a C or better.

Thompson, Chad - HCH, Principal

From: Williams, Kristin T (Henderson) <kris.williams@kctcs.edu>
Sent: Monday, June 25, 2018 2:26 PM
To: Stanley, Marganna - BOE, Superintendent; Swanson, Jo - BOE, Assistant Superintendent of Teaching and Learning; Thompson, Chad - HCH, Principal; Lacer, Amanda - HCH, Vice Principal-CTE Unit; Thomas, Amber - HCH, Guidance Counselor-Red Unit
Cc: Donahoo, Lori M (Henderson); Mattingly, Carole N (Henderson); Phillips, Chad L (Henderson); Waggoner, Reneau Y (Henderson)
Subject: New Partnership: Pre-Nursing HCC-HCHS Dual Credit Cohort
Attachments: Pre-Nursing HCC-HCHS Dual Credit Cohort 20180625.docx

Follow Up Flag: FollowUp
Flag Status: Flagged

Dear Marganna, Jo, Chad, Amber, and Amanda:

Amanda Lacer and the HCC Nursing program have been working on a cohort approach to bring HCHS students directly into the HCC Nursing program. HCHS students would graduate in May and begin Nursing classes in August. As per the attached documentation, up to 10 students per year would be provided this opportunity to begin as Junior high school students and take dual credit classes that move them directly to the Nursing program.

Beginning this cohort program with the 2018-2019 school year will:

- Provide clearly defined economic opportunity for cohort students seeking post-secondary education in an undergraduate pre-licensure RN Nursing Program. All nursing accredited undergraduate pre-licensure RN programs in the surrounding counties are selective admission programs.
- Reduce wait time for HCHS students between HCHS graduation and starting the AD nursing program at HCC resulting in accelerated time for completion of the AAS in nursing Degree.
- Maintain the student population accepted into the HCC AD program at academic level that supports success in rigorous selective admission program.
- Successfully prepare students for employment in a high demand/high wage economic sector.

HCC will offer the one general education dual credit class required by the cohort in 2018-2019, Psychology, as an online class.

Amanda Lacer deserves great credit for her hard work and vision in creating this opportunity for the CTE students—as do Dr. Carole Mattingly, Allied Health Division Chair, and Dr. Lori Donahoo, Nursing Program Director. Director of Admissions Chad Phillips and Dr. Reneau Waggoner are also part of the development team. Your support of this effort is greatly appreciated.

Please let me know of any questions or concerns. Amanda will be getting a meeting ready with potential students (hand-selected from appropriate classes) for July to start the cohort selection process.

All the best,

Kris

Kris Williams, PhD
President/CEO
Henderson Community College