# **Healthcare Science Education**

**EVALUATION GUIDE**

##### FOR

PROGRAM OPERATIONAL STANDARDS (POS)

## Two Review Team Members for POS

**Sections I, II, V, VI 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Sections III & IV 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Georgia’s Healthcare Science Education (HSE)

PROGRAM OPERATIONAL STANDARDS

1. HSE Program Goals and Objectives

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| Standard Statement The Healthcare Science Education Program (HSE) must have clearly stated goals and/or objectives which include philosophy, mission, goals, and objectives statements related to the needs of students and the healthcare industry. The program is promoted and marketed. Students continue in a healthcare program after high school graduation. SkillsUSA is an integral, co-curricular program within the Healthcare Science program. |

1. Operational Criteria:

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|  | GEORGIA STANDARD | **INDUSTRY CERTIFICATION REVIEW** | **COMMENTS** |
| **1.** | The Philosophy, Mission, Goals, and Objectives for the Healthcare Science Education Program are listed / written. | **YES**  **NO** |  |
| **2**. | There are written materials explaining and promoting the Healthcare Science Program Pathways and Courses that are offered (for Recruitment, Community Awareness, and PR). | Documentation in file:  **YES, including…**  **Brochure(s) (or other Information/PR materials) informing students and parents about the program.**  **Recruitment activities, career fairs, visits to feeder schools (Teacher may provide written statement, pictures, and any materials and activities used).** |  |
| **3.** | **Public relations information about your program including: news releases via newspapers, newsletters, web sites, and social media strategies (if permitted by school system).** | **YES, such as**  Press/news releases - newspaper articles, web based announcements (List site, such as Ga SkillsUSA, hospital, school, etc.).  **Community involvement**  **(List of projects** **/activities. Pictures of students and teachers.)**  **NONE Noted; Plans listed** |  |

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| **4.** | ***Student Graduation Information*** showing the Impact HSE Program is making to encourage and assist students to further their education and become a healthcare professional. (Information on Healthcare Science students after graduation, showing a *sampling* of those who have continued their interest, education and employment in healthcare fields.) | **YES**  (List includes name, school, health career program attended (or attending), and where employed if out of postsecondary healthcare program.)  **NO** |  |
| **5.** | If the teacher is on State Extended Day through the Georgia Department of Education, provide a copy of the ***Annual Plan/Program of Work*** that is submitted through [www.ctaern.org](http://www.ctaern.org)  If the teacher is on *Local Extended Day,* submit the annual plan that is required by the local school system. | **YES**  **NO**  **Not Applicable. *Teacher Not on Extended Day or Plan not required by local school system.*** |  |
| **6**. | Provide documentation to show active participation of Healthcare Science program in Georgia SKILLSUSA student organization.   * Provide Ga SkillsUSA Goals for Year, including planned and actual calendar of events for year (such as, list of activities for year, monthly meetings scheduled, attendance at conferences, chapter events, community service programs). * Provide a copy of the SkillsUSA Affiliation / Membership roster. [As needed, write SkillsUSA at top after printing or type before printing; highlight the teacher(s) name(s)]. * Provide participation numbers at the state and national events the students and advisor(s) participated in with SkillsUSA, such as Officer Training, Rally, Fall Leadership Conference, Spring Leadership & Competitive Events conferences, and educator conferences. | **YES**  **NO**  **YES**  **NO**  **YES**  **NO** |  |

1. Teacher Qualifications

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| Standard Statement Local Boards of Education are responsible for securing the best-qualified persons for the Healthcare Science Education (HSE) Programs.  Teachers selected are subject to the State of Georgia Professional Standards Commission (PSC) teacher certification and credentialing guidelines.  Teachers of Healthcare Science Education programs teach HSE courses that present career opportunities, knowledge and skills, explorations, and may have shadowing, internships, and other career-related components. Programs may have specialty programs that includes certification testing, i.e., nurse aide (CNA), Patient Care Tech/Assistant (PCT/PCA), Phlebotomy, Pharmacy Technician, Medical Assisting, etc. These may be cooperative or dual enrollment courses with a Technical College.  Teachers show professionalism, along with their knowledge and skills through keeping up-to date through continuing their education, professional development, leadership opportunities, community activities, supporting student organizations (SkillsUSA), and professional memberships, as related to their position as Healthcare Science teachers. |

**II. Teacher Qualifications**

B. Operational Criteria:

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|  | GEORGIA STANDARD | **INDUSTRY CERTIFICATION REVIEW** | **COMMENTS** |
|  | Healthcare Science Education  Teachers seeking industry certification are required to provide evidence of the following: |  |  |
| **1**. | Hold a current **Georgia health professional** **accreditation** (license, certification, or credentials related to health career) in one of the eligible health career fields recognized by the Georgia Professional Standards Commission.  [www.gapsc.com](http://www.gapsc.com)  Rules: <http://www.gapsc.com/Rules/Current/Certification/505-2-.87.pdf>  <http://www.gapsc.com/Rules/Current/Certification/505-2-.70_HSTE_Table_of_Healthcare_Careers.pdf> | **YES**  **copy of current license (i.e., RN professional nurse license, etc.), certification, or credential related to the health career noted.**  **NO** |  |

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| **2.** | **GEORGIA STANDARD**  Hold a current teaching certification in Healthcare Science Education recognized by the Professional Standards Commission. [www.gapsc.com](http://www.gapsc.com)  *If “new” teacher, have certificate requirements accomplished by time of On-Site Evaluation.*  Table: <http://www.gapsc.com/Rules/Current/Certification/505-2-.70_HSTE_Table_of_Healthcare_Careers.pdf> | **INDUSTRY CERTIFICATION REVIEW**  **2.**  **YES**  **copy of up-to-date Teaching Certificate in file noted**  **NO**  **Provided Plan for completion within three years of teaching.** | **COMMENTS** |

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| **3.** | **GEORGIA STANDARD**  ***Show proof of current status of certification as an Instructor for CPR and First Aid:***  American Heart Association, American Red Cross, or other approved agency. | **INDUSTRY CERTIFICATION REVIEW**  **3.**  **YES,**  **copy of current Instructor Card for First Aid, CPR and AED noted in file**  **NO**  **List plan for completion.** | **COMMENTS** |

**II. Teacher Qualifications**

B. Operational Criteria (continued)

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| **4.**  **5.** | **GEORGIA STANDARD**  Provide documentation (list) of Professional Development attended during the last 2 years (including educational programs and industry / skills updates, Mastery Teacher Institute; webinars, independent study programs (PLUs, CE, CME programs, Contact Hours).  List of Conferences you plan to attend this school year and next school year for professional updates. (ACTE, GACTE, HSTEA-TIEGA, National & International SkillsUSA Conference, National Curriculum Conference, and other professional associations to keep updated) | **INDUSTRY CERTIFICATION REVIEW**  **4.**  **YES, list noted in file**  **NO**  **5.**  **YES, list noted in file**  **NO** | **COMMENTS** |

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| **6.** | **GEORGIA STANDARD**  Completed an Annual update on (a.) ***Safety***  and (b.) ***Infection Prevention & Control*** programs.  (Teachers need to know and provide accurate and up-to-date information.)  The teacher and the students may complete the program(s) by the Young Worker Safety & Health program at <http://www.youngworker.gatech.edu>  Or/and  Safety & Infection Control online training for HSE IC  [www.hthu.net](http://www.hthu.net) Work with staff.  And:  <http://www.youngworker.gatech.edu/>  <http://www.youngworker.gatech.edu/training-page>  Both sites can be used with your students also –get a certificate at the end.  Be sure to look at the Resources available. | **INDUSTRY CERTIFICATION REVIEW**  **6.**  **YES,**  (Document verifying attendance and completion of a program within this school year. (ex. attend local hospital Education Dept. programs that include infection control & prevention, safety, and OSHA knowledge and updates.)  **NO** | **COMMENTS** |

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|  | **GEORGIA STANDARD** | **INDUSTRY CERTIFICATION REVIEW**  **7.** | **COMMENTS** |
| **7.** | Professional Association memberships   1. ACTE membership includes GACTE, Health Science Education (includes Georgia HSTEA) 2. SkillsUSA (Affiliation) 3. Other professional memberships (list)   If none, list plan for memberships | **YES**  **ACTE**  **SkillsUSA (highlight teacher name(s) on affiliation / membership roster)**  **Other Professional memberships noted**  **NONE , but plans listed** |

III. Facilities

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| Standard Statement Successful Healthcare Science Education Programs are dependent on adequate areas for classrooms, lab, and storage, as well as, well-equipped facilities, which stay current with the health care knowledge and skills by business, industry, and other employment categories that the Programs represent. |

B. Operational Criteria:

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|  | GEORGIA STANDARD | **INDUSTRY CERTIFICATION REVIEW** | **COMMENTS** |
|  | **To assure successful learning, the physical facilities for each program should meet the following requirements:** |  |  |
| **1.** | Size and space for each program is adequate to accommodate the number of students enrolled.  **Includes classroom and lab:**  **Required: 1995 square feet per teacher**  *Amount of total space listed.*  *Layout of the Room shown.*  According to needs of the Pathway.  2010 Rule: 1680 for classroom-lab; Kitchenette: 100 (If needed for Pathway); Storage/supplies area: 150; Office: 40sq ft. ADA restroom | **YES**  **Write total sq. ft. for each teacher here:**  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Layout of the Room shown.***  **NO**  **\*If space is under the Required amount for each teacher, a letter from the Principal and the CTAE Director stating that the square footage will increase as soon as it is feasible for the school.**  **Letter noted:**  **YES (teacher has placed letter in notebook)**  **NO – please ask for this document for files.** |  |

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| **2.** | Classrooms, Lab, and storage areas are adequate in design, suitability, and quantity to enable students to meet the specified standards of the Pathway/Courses, through practice of skills, and safely move around room.  **Efficient, organized layout.**  **Adhere to appropriate safety requirements**  **Adherence to industry standards and guidelines according to the Pathway.**  **(i.e., adequate sinks, eye wash station, handwashing signs, other safety signs or posters)**  If Nurse Aide (CNA) program in place and this facility (classroom and lab) is used, it must meet those regulations. | | | **YES**  **(Determined by Layout and observation of classroom, storage and clinical lab areas)**  **NO** |  |
| **3.** | Each teacher is assigned a conveniently located, furnished, and equipped area (office) for planning, confidential record keeping, private consultation, and administration. | | | **YES**  **(Determined by Layout and observation of office space and location.)**  **NO** |  |
| **4.** | Facilities accommodate handicapped students. |  |  | **YES**  **(Determined by Layout and observation of classroom and clinical lab areas.)**  **NO** |  | |

**IV. Equipment and Supplies**

**Operational Criteria:**

**To assure successful learning, each program will have appropriate equipment and supplies for the Healthcare Science Education (HSE) Pathways and Courses taught.**

**Provide an Inventory of the Equipment & Supplies for each Classroom, Lab, Storage areas, and other areas, as appropriate. *The form should allow for a check off column to the left of the item. Most teachers will include a column of where the item is located, a column for the number of items, a column checked if required, and a column checked if recommended, and a maintenance column as appropriate. Teachers have placed the items in order of location. Some have put them in alphabetical order and some teachers have placed them in order of use (skills, systems, etc.). See example on next pages. Please add your school, date and evaluator.***

***HSE IC Teachers, Please Contact Phyllis Johnson*, Georgia Department of Education, CTAE Division, Program Specialist for Healthcare Science Programs, at** [**pjohnson@doe.k12.ga.us**](mailto:pjohnson@doe.k12.ga.us) ***for the Equipment & Supplies Lists for each Healthcare Science Course that you teach including the Classroom items.***

**A Scanner and Printer will be needed in the classroom to be able to upload your documents into your website (wix.com), that you will set up.**

Equipment & Supplies should be ordered in September, and in the classroom and lab during the Fall for use during the school year. It is not appropriate to not have the equipment & supplies needed if funds are available.

It is recommended to work with partners, including hospitals and other healthcare agencies, to request support in acquiring needed equipment & supplies.

Grants and Foundation opportunities might be available to buy equipment. Search online, etc for opportunities and share with other teachers and administrators. Ask for assistance with grant writing. There may be a grant writer in your school system.

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**Recommend using approved lists from Ga DOE as 2nd plus pages**

**Equipment and Consumables -**

**(Place check mark in left column for evaluation.)**

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| **Ck**  **off** | **Equipment for (Course)** | **#** | **Required** | **Recommended** | **Optional Resources** | **Standard** | **Location/**  **inventory** | **Maintenance schedule** |
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|  | **Equipment** | **#** | **Required** | **Recommended** | **Optional Resources** | **Standard** | **Location/ Inventory** | **Maintenance schedule** |
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|  | **Consumable supplies** | **#** | **Required** | **Recommended** | **Optional Resources** | **Standard** | **Location/inventory** | **Maintenance schedule** |
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V. Advisory Committee

*Present this to your First Advisory Committee Meeting to include the committee to know the assistance you need from them. Set up a Strategic Plan and include in Minutes. Other Advisory Committee Meetings will include accomplishments and other identified goals.*

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| A. Standard Statement A local Healthcare Science Education Program Advisory Committee provides active, invaluable field support to the learning environment and interaction with those healthcare businesses and agencies which will employ graduates. |

1. Operational Criteria:

**To assure successful learning, the Healthcare Science Education Program faculty/teachers and CTAE Director will form a local advisory committee with objectives of improving both the content and operation of the program.**

**(The following Criteria can be used to set up, guide, and assist teacher and the Advisory Committee and its reports, documents and support.)**

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|  | GEORGIA STANDARD | **INDUSTRY CERTIFICATION REVIEW** | **COMMENTS** |
| **1.** | **Advisory Committee Membership:**  **1.a.** Identify, invite, and include committed members who will attend meetings, support the teacher(s), the program, school and students. And help meet the Pathway goals and standards.  **1.b.** List members with various health professions background to align with Healthcare Pathways being taught at school and possible upcoming Pathways. List name, title, agency, contact information (address, phone, cell, email), year joined committee.  *Other suggested members might include a college/technical college healthcare representative, administrator, counselor, middle school representative, such as a Healthcare Science middle school teacher or middle school counselor, parent with healthcare background, and students.*  **1.c.** Identify the officers, including the Chair and Secretary on Advisory Committee list. Identify and list sub-committees and members to accomplish goals with their strengths and interests. | **1.a.  YES**  Letter of invitation noted with dates and times for the meetings for the year noted.  **NO**  **1.b.  YES**  List of members and healthcare background noted.  **NO**  **1.c.  YES (Chair, Secretary and committees listed)**  **NO** |  |

**V. Advisory Committee**

1. Operational Criteria

2. Active Advisory Committee & Record Keeping for minimum of two years.

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| **2.** | **2.a.** Maintain records of Advisory Committee for the Health Science Program and the school/CTAE Program.  Provide Agendas and accompanying Minutes (to include date, members present, and committee recommendations) for each meeting (2 per year) for each year, keeping a minimum of two years.  **2.b**. Provide a list /calendar of community and student organization activities provided to the members, and encourage members to attend. Assign students to partner with members for activities.  **2.c.** Invite members to be speakers throughout the year. | **2.a**.  **YES**  Agenda and Minutes noted for 2 times a year for at least 2 years**.**  **NO**  **2.b**.  **YES**  List/calendar of activities promoted during the year and committee members involved. Pictures of activities.  **NO**  **2.c.**  **YES**  List of presentations and speakers  **NO** |  |
| **2**. | **2.d.** List how Advisory Committee members assist with and participate in the Healthcare Science program promotion and support. (such as opening doors for opportunities for student tours, shadowing, promotion and support for *students’* attendance at leadership and competitive events conferences, writing grants, requesting support for equipment & supplies as needed, student job support, mentoring , career guidance, sharing community health workforce needs, and participation in mock interviews, and other committee identified support.) | **2d.**  **YES**  List activities and support members have provided.  **NO** |  |
| **3.** | Active leadership:  **3.a.** The program’s local advisory committee meetings focus on active program planning, implementing, support, and evaluation. The teacher shares the Course Standards and provides a presentation of the program. The committee identifies and discusses local and regional community workforce needs and how the HSE program supports students and community. | **3.a.**  **YES**  Overview of discussion included in Minutes.  **NO** |  |
| **3.** | **3.b. Committee members assist with developing short-range and long-range plans. Attach the short-range and long-range goals, plans, other partners, and timeline list to Minutes.**  (In Fall of each year, the Committee will identify and list short-range and long range goals. The group discusses specific short range goals for this year, identifying activities and other potential partners to accomplish the goals. It might include review of the HSE Industry Certification goals and sections, such as activities of the committee, equipment & supplies, including the HSE teachers in educational programs of their agency, and how the committee and other partners can help teacher(s) and students. The group discusses the long range goals for the program and timelines on accomplishing these goals. The group may decide that they need to set up smaller groups/committees to accomplish different goals with additional meetings. They come back together to share their plans and identify collaborations and set calendar for accomplishing goals. Minutes and Reports are included in the files.)  At the early Spring Advisory Committee Meeting, reports and updates of accomplishments and possible changes to better accomplish goals and needs of the community.  (Teachers and Committee Members: Each beginning of the school year, the committee needs to identify their plans for the year and following years. Begin this in the early Fall of the year. List, then show progress toward achieving these goals at other meetings. Incorporate the industry certification-listed standards to ensure they are addressed. ) | **3.b.**  **YES**  **NO** |  |
| **3.** | **3.c.** Advisory Committee members supports HSE program  through marketing, awareness articles, or other public relations activities making audiences aware of the program, students, and teachers.  (Teacher and Committee members will provide opportunities to share information about HSE program and/or SkillsUSA activities. Committee members can help write and get news releases and stories in local newsletter, their facility / agency’s newspapers /newsletters, and their company/agency’s web sites. If a member is a grant writer or has other expertise, they can help as needed in securing funds and help write articles to showcase the opportunities.)  *(Teacher and Advisory Committee should plan this early Fall of the school year and follow through with this standard throughout the year. Assist with writing and promoting.)* | **3.c.**  **YES**  Evidence includes documents, articles, announcements, news releases in newspapers and web sites, etc.  List activities members have supported or have included the Healthcare Science students and teachers.  Include Pictures of activities provided, coordinated, or supported for awareness of the HSE program and to expand opportunities for the program and students.  List other support provided by the Committee members and other partners. .  **NO** |  |

1. Program of Study

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| Standard Statement Local boards of education establishing Healthcare Science Education Program(s) shall provide curriculum, instruction and support services in accordance with current Georgia Department of Education rules governing high school graduation and assessments requirements. |

*This section provides documentation so that the teachers and students understand the Healthcare Science Program and the GA DOE opportunities.*

Program Operational Criteria:

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|  | GEORGIA STANDARD | **INDUSTRY CERTIFICATION REVIEW** | **COMMENTS** |
| **1.**  **1.** | Provide list of Pathways and Courses in Healthcare Science Education provided ([http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-HS.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-HS.aspx) ) and number of completers of Pathways.    1.a. List Healthcare Science Pathways and Courses taught/provided at this school.  1.b. Syllabus of each course taught noted in file.  1.c. List student numbers of Pathway completers (for each Pathway).  1.d. List name of End of Pathway Assessments/Exams (EOPA) and agency name providing assessment certifications, and/or certification exams.  (such as, CNA, Phlebotomy, PCT, PCA, Pharm Tech, Med Assisting, National Emergency Responder, etc) offered at this school for HSE.  From GADOE web site:  [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/tsai-healthcare.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/tsai-healthcare.aspx)  National Consortium for Health Sciences Education (NCHSE) <http://www.healthscienceconsortium.org>  1.e. List number of students taking exam(s).  *(List Exam name, Date, Number students taking exam, number passing.*  *Provide percentage of students who have received passing score if available at the time of on site evaluation.*  1.f. List other programs'/students' accomplishments (such as CERT, First Aid, CPR, Young Worker Safety, etc.)  To complete the *Young Worker Safety & Health Training for the Health Care Industry* Go to: [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Healthcare-Science-.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Healthcare-Science-.aspx) Then on right side of web page, under the click on Young Worker Safety & Health Training for the Health Care Industry. (Lesson Plan & Power Point pdf. Available.) | Documentation in file:  **1. a.  YES**  **NO**  **1. b.  YES**  **NO**    **1. c.  YES**  **NO**  **1.d.  YES**  **NO**  **\_\_\_\_\_\_Plans for following school year listed**  **1. e.  YES**  **NO**  **Percentage of students who received passing score: \_\_\_\_\_\_\_\_\_\_%**  **1. f.  YES**  **NO** |  |

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| **2.** | Provide a copy of the (CTAE Career Clusters/Pathways Plans of Study) Healthcare Science Student Plan of Study, according to the Pathway(s) being taught.  Teacher: Go to:  [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/POS-Health-Science.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/POS-Health-Science.aspx)  Then, Click on the Pathways and Courses taught *(See list copied and placed in comment section to the right on this page)*  save and place document in the folder (electronic). *Label* POSVI .  May also be located in the High School’s Student Handbook or the school web site.  Teachers: Identify each document requested early in school year and place it in appropriate folder (electronic). | **2.  YES**  **\_\_\_# Plan(s) provided**  **NO**  **Local School’s Program of Study Plan for Students provided, if available**  **NO local Program of Study available** | Place a check beside or highlight the **Plan of Study** noted in this notebook  **Healthcare Science Plan of Study –**   * \_\_[Diagnostics - Clinical Lab](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Diagnostics-Clinical-Lab.pdf) * \_\_[Diagnostics - Non-invasive Technology in Healthcare](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Diagnostic-Non-Invasive-Technology.pdf) * \_\_[Diagnostics - Phlebotomy](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Diagnostic-Phlebotomy.pdf) * \_\_[Therapeutic Services - Allied Health and Medicine](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Allied-Health-Medicine.pdf) * \_\_[Therapeutic Services - Dental Science](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Dental-Science.pdf) * \_\_[Therapeutic Services - Emergency Medical Responder](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Emergency-Medical-Responder.pdf) * \_\_[Therapeutic Services - Exercise Physiology](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Exercise-Physiology.pdf) * \_\_[Therapeutic Services - Patient Care](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Patient-Care.pdf) * \_\_[Therapeutic Services - Pharmacy](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Pharmacy.pdf) * \_\_[Therapeutic Services - Public Health](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Public-Health.pdf) * \_\_[Therapeutic Services - Public Safety Communications](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Public-Safety-Communications.pdf) * \_\_[Therapeutic Services - Sports Medicine](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Sports-Medicine.pdf) * \_\_[Therapeutic Services - Surgical Technology](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Therapeutic-Services-Surgical-Technology.pdf) * \_\_[Health Informatics - Health Information Management/Medical Office](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Health-Informatics-Health-Information-Management-Medical-Office.pdf) * \_\_[Health Informatics - Health Information Technology](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Health-Informatics-Health-Information-Technology.pdf) * \_\_[Biotechnology Research and Development](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Biotechnology-Research-Development.pdf) * \_\_[Support Services](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/POS-Health-Science-Support-Services.pdf) |

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| **3.** | Partnership agreements and forms used with Business & Industry/Healthcare Agencies.  a. Show agreement /verification forms with business partners for clinical experiences, shadowing, and Internship with HSE Course Numbers, if applicable.  b. Provide copy of clinical form(s) used. (include a sample timesheet and objectives, check-off lists as appropriate)   1. Provide copy of all permissions forms utilized. 2. Understands, as appropriate, *The Career Related Education (CRE) Manual, Work-based Learning (WBL), for internships and clinical experiences.*   [*http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Career-Related-Education.aspx*](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Career-Related-Education.aspx)   1. List students who are participating in work-based learning program. List in another column where they are working in the community. Next column, list the area of the agency (such as medical front office, pharmacy, etc.) | **3.a.  YES**  NOT Applicable, no agreements  **3.b.  YES**  NOT Applicable, no agreements  **3c.  YES**  NOT Applicable  **3.d.  YES (Statement on how used.)**  NOT Applicable, no CRE/WBL  **3.e**. **YES (list provides information requested.)**  NOT Applicable, no CRE/WBL |  |

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| **4**. | Partnership agreements with educational programs, Technical Colleges and/ or Colleges/Universities.   1. List of colleges/postsecondary programs that the Healthcare Science program partners with to provide additional courses or programs   (such as Nurse Aide/CNA program taught by and sometimes at the technical college;  Agreements with colleges;  *Move on When Ready - Dual Enrollment* or other opportunities)*.*  b. Provide a copy of agreement, if applicable. | **4a.  YES**  NO Agreements  **NOT At This Time- no activities or agreements, but states that they plan to become involved with these activities. Lists plans including activities, programs and colleges.**  **4.b.  YES**  **List of activities and colleges; provide copy of agreements.**  NOT Applicable at this time |  |

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| --- | --- | --- | --- |
| **5**. | Provide students an *orientation for using* these resources (and any other useful programs). Begin early in school year.    *Resources needing Orientation by Teachers (set up activities) for students (teachers, parents and community) to be fully aware of information and materials provided for opportunities.*   1. GA Futures:<https://www.gafutures.org>   *Career Planning electronic program usually started in middle school and continued into high school.*   1. Ga Student Finance Commission   <https://www.gafutures.org/federal-aid-scholarships/fafsa/getting-started>  <https://gsfc.georgia.gov>   1. Georgia’s Health Careers Manual - produced by all the Georgia AHECs, available online and hardcopy, as supplies available through your AHEC. Go to website:   <http://www.foothillsahec.org/health-careers-in-georgia-2016-2018>  Contact your Area Health Education Center (AHEC) <http://www.augusta.edu/ahec/gaaheccenters.php>   1. Move On When Ready [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx) 2. **STEM (Science, Technology, Engineering, and Math)/STEAM**   [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/STEM.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/STEM.aspx)  and STEM/STEAM (Science, Technology, Engineering, Arts, and Math) information: <http://stemgeorgia.org>  **Teachers: as you are reading this, know that you need to go to the web sites, get to know these areas, and make a plan to review these with your students as you provide “career guidance and college prep”. Search/Google other sites for more info. Create fun activities for each of these.**  Delete this info for you (in red) to you when you use these for your evaluators. | **5.**  **YES**  **Also, Check below as see info provided:**   1. **\_\_\_\_\_\_\_ GA futures** 2. \_\_\_\_\_\_\_ Ga Student Finance Commission 3. **\_\_\_\_\_\_\_Georgia’s Health Careers Manual (book and / or online)** 4. **\_\_\_\_\_ Move on When Ready**        1. **\_\_\_\_\_\_\_\_STEM / STEAM**   NO documentation of using resources with students |  |

**Healthcare Science Education (HSE) Industry Certification (IC) Program Curriculum Standards**

**Directions: For Healthcare Science Industry Certification Evaluations**

**Teachers will select three standards from each course they teach.**

**Teachers should select the three standards that they feel are most critical for each Course and showcase those Georgia Standards of Excellence (GSE) / Georgia Performance Standards (GPSs).**

**GSE/GPS and Each Element will be addressed, showcasing the Standard and Course. Healthcare Science teachers will teach all the Standards and Elements in the Course, but the teacher has an opportunity to showcase their teaching methods for the students to learn and be evaluated on each Element of the Standard. Minimally, it will include Planning (Lesson Plan: Lists the Standards and the Elements. Teacher will use the format used by the school), Teaching (Student activities - as listed in each standard and element – each addressed as written), and Evaluation (Student evaluations – as listed in each Standard and Element) showing that students have learned the standards and elements as written – at those levels.**

**The teacher will provide required documentation.**

**The On-Site Healthcare Professional Evaluators will identify**

**that the minimal documentation is shown.**

**(1). Lesson Plan with GSE/GPS and Elements listed**

**(2) A sample of completed Student Work for that GSE / GPS and Elements and**

**(3) A sample of completed Student Evaluation for that GSE / GPS and Elements**

**for each of the three standards per course chosen.**

**The Teacher will Highlight the Standards (total of 3 per course they teach) Chosen at the 1st of the school year to showcase and include the documentation needed.**

**The teacher will self-check sections as they set up/”files” on the web site to ensure that all documents needed are in place and set up in order to easily be found/seen by the evaluators.**

**The Evaluators will also use these forms, provided by the teacher.**

**The On-Site Evaluation is scheduled with the HSE IC Coordinator with HomeTown Health and HomeTown Health University. The teacher chooses and secures six local healthcare professionals (industry) to serve on the team as evaluators.**

**An award is presented for those teachers successfully completing the Healthcare Science Education (HSE) Industry Certification (IC) Process at the annual Summer GACTE- GaDOE-CTAE Conference during the Healthcare Science Technology Educators’ Association (HSTEA) Awards Luncheon.**