

KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY

#17

COLLEGE/UNIVERSITY:

Henderson Community College/Murray State University

CLUSTER:

Health Science

HIGH SCHOOL (S):

Henderson County High School

PATHWAY:

Allied Health

PROGRAM:

Health Science

| GRADE | ENGLISH | MATH | SCIENCE | SOCIAL STUDIES | REQUIRED COURSES RECOMMENDED ELECTIVE COURSES OTHER ELECTIVE COURSES CAREER AND TECHNICAL EDUCATION COURSES | | | CREDENTIAL CERTIFICATE DIPLOMA DEGREE | SAMPLE OCCUPA- TIONS |
|---------|--|------------------------------|------------------------|------------------------------|--|--------------------------------------|--|---|---|
| 9 | English I | Algebra I | Integrated Science | World Civilization | Computer Applications | Health and PE | Medical Terminology (AHS 115) | | |
| 10 | English II | Algebra II | Biology | American Studies | Foreign Language | Health Science I (HSE 101 & AHS 100) | elective | | |
| 11 | English III | Geometry | Earth Space Science | US History | Arts & Humanities | Health Science II - Fundamentals | Foreign Language | Community Emergency Response Team Certification | |
| 12 | English IV | Pre-Calculus | Anatomy and Physiology | Health Science III (KHP 190) | Health Science III (KHP 190) | Health Science III (KHP 190) | elective | CPR certificate HS graduate Career major certificate | Various Healthcare positions (non degree) |
| Year 13 | BSL 137 Human A&P | PSY 110 General Psych | MT 110 Applied Math | Eng 101 Writing I | Eng 101 Writing I | BSL 139 Human A&P II | Courses required for completion of Allied Health Program in area of specialization | | Associate's Degree |
| Year 14 | NSG 203 Nsg practice III | Chemistry/Biological Science | ENG 102 Writing II | BSL 139 Human A&P II | PSY 223 Dev Psych | Heritage/Humanities Course | Continue required courses for specialization. Programs may require successful completion of state or national assessment for practice. | | |
| Year 15 | Chem 140 | STA 200/290 | SOC 101 | PHI 100 | Com 252 Interpersonal Communication | University Studies elective | Courses required for completion of Baccalaureate Degree in Allied Health Program in area of specialization. | | Baccalaureate Degree |
| Year 16 | University-specific General Education Requirements or General Education Core Certification | | | | Continue required courses for specialization. Some programs require successful completion of state or national assessments for practice. | | | | |

SECONDARY

POSTSECONDARY

#17

KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY

COLLEGE/UNIVERSITY:

Henderson Community College/Murray State University

CLUSTER:

Health Science

HIGH SCHOOL (S):

Henderson County High School

PATHWAY:

Pre-nursing

PROGRAM:

Health Science

| GRADE | ENGLISH | MATH | SCIENCE | SOCIAL STUDIES | REQUIRED COURSES RECOMMENDED | | | CREDENTIAL CERTIFICATE DIPLOMA DEGREE | SAMPLE OCCUPATIONS |
|---------|------------------------------|-----------------------------------|---|------------------------------|--|--|-------------------------------------|--|---|
| | | | | | Computer Applications | Health and PE | Medical Terminology (AHS 115) | | |
| 9 | English I | Algebra I | Integrated Science | World Civilization | | | | | |
| 10 | English II | Geometry | Biology | American Studies | Foreign Language | Health Science I (HSE 101 and AHS 100) | elective | | |
| 11 | English III | Algebra II | Earth Space Science | US History | Arts & Humanities | Health Science II -NAA 100 | Foreign Language | MNA certificate | Certified NSG assistant |
| 12 | English IV | Pre-Calculus | Anatomy and Physiology | Health Science III (KHP 190) | Health Science III (KHP 190) | Health Science III (KHP 190) | elective | CPR certificate HS graduate Career major certificate | Various Healthcare positions (non degree) |
| Year 13 | BSL 137 Human A&P | PSY 110 General Psych | MT 110 Applied Math | NSG 101 Nsg practice | Eng 101 Writing I | BSL 139 Human A&P II | NSG 20 Nsg practice | PSY 223 Dev Psych | RN (eligible to sit for NCLEX RN) |
| Year 14 | NSG 203 Nsg practice III | BSL Medical Microbiology | ENG 102 Writing II | NSG 204 Family Nsg | NSG 205 Transitions to Professional Practice | Heritage/Humanities Course | Com 252 Interpersonal Communication | Associates Degree in NSG (RN) | |
| Year 15 | Chem 140 | STA 200/290 | NUR 201 Nsg assessment | PHI 100 | NUR 306 Nsg Research | NUR 314 Intro to process and practice | University Studies elective | | Staff RN |
| Year 16 | NUR 403 Community Health Nsg | NUR 404 Leadership and management | NUR 405 Nsg Prof and health care delivery | Nursing elective | SOC 101 | | | Bachelors degree in nsg (BSN) | RN (management/upper level) |

SECONDARY

POSTSECONDARY

KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY

#17

COLLEGE/UNIVERSITY:

Henderson Community College/Murray State University

CLUSTER:

Health Science

HIGH SCHOOL (S):

Henderson County High School

PATHWAY:

Medical Administrative Assisting

PROGRAM:

Health Science

| GRADE | ENGLISH | MATH | SCIENCE | SOCIAL STUDIES | REQUIRED COURSES RECOMMENDED ELECTIVE COURSES OTHER ELECTIVE COURSES CAREER AND TECHNICAL EDUCATION COURSES | | | CREDENTIAL DIPLOMA DEGREE | SAMPLE OCCUPA- TIONS |
|---------|-----------------------------|---|--|-----------------------------------|--|--|--|--|----------------------------------|
| 9 | English I | Algebra I | Integrated Science | World Civilization | Computer Applications | Health and PE | Medical Terminology (AHS 115) | | Medical Administrative Assistant |
| 10 | English II | Algebra II | Biology | American Studies | Foreign Language | Health Science I (HSE 101 and AHS 100) | elective | | |
| 11 | English III | Geometry | Earth Space Science | US History | Arts & Humanities | HS 2 - Medical Office | Foreign Language | Certified Medical Administrative Assistant (CMAA) | |
| 12 | English IV | Pre-Calculus | Anatomy and Physiology | Health Science III (KHP 190) | Health Science III (KHP 190) | Health Science III (KHP 190) | elective | CPR certificate HS graduate Career major certificate | |
| Year 13 | Eng 101 Writing 1 | PI 110 General Psych | CIS 100 Intro to comp | MAI 270 Pharmacology for med asst | MAI 105 Intro to Medical Assisting | MAI 120 Medical Assisting lab techniques 1 | MAI 140 Medical Assisting clinical proc 1 | | Medical Assistant |
| Year 14 | MT 110 Applied mathematics | BIO 135 A & P | MAI 200 Pathology for Med asst | MAI 220 Medical Lab tech 2 | MAI 230 Medical Insurance | MAI 240 Medical Asst Clinical proc 2 | MAI 281/282 Clinical orientation/exte rnship | Associates in Applied Science in Medical Asst | |
| Year 15 | PH 383 Bio statistics in hs | PH384 Intro to epidemiology | HCA 340 Health care organization and mgmnt | HCA 343 Health Care quality mgmnt | HCA 345 Long term care adm | HCA 440 Health Care economics | HCA 441 Healthcare legal issues | | |
| Year 16 | ACCT 200 Financial Acct | HCA 442 Principles and methods of health plan | HCA 445 Healthcare Finance | HCA 447 Health System Info lab | HCA 448 Senior seminar | MGT 310 Organization and manmnt | HCA 449 Internship in HCA | Bachelors degree in Healthcare Administration | Healthcare Administrator |

SECONDARY

POSTSECO

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

Dear Excellence in Action Award Judges:

Hello. I am writing you in support of Henderson County Career and Technical Education's Health Science Department. As the Director of Nursing at Henderson Community College, I work closely with our local CTE. We strive to bring advanced technical education to as many students as possible by providing quality educational opportunities in our area. The CTE provides training and certification for nurse aide classes (SRNA) and other dual credit courses. These benefit students and their parents with reduced cost and earlier attainment of degrees. The teachers are gracious and allow us to visit the classrooms so that we can discuss health careers and our allied health programs. Additionally, they bring students to our facility allowing them to tour, ask questions and meet our instructors. We are able to recruit and gain high-quality students from our local CTE with this partnership.

I am a member of the CTE advisory board and appreciate their commitment to continuous improvement. They collect, aggregate and analyze test data and bring it forth to the committee for recommendations. We meet at least twice a year. They also offer an Open House. Their commitment to quality is apparent in their efforts.

HOSA students from our local CTE are active in service learning. They participate in activities involving local residents of long-term care facilities, help in the local soup kitchen, the local blood drive, and volunteer at a variety of local events. They also participate in the local disaster simulation. Students learn a lot while helping others.

In conclusion, I believe that our local CTE is deserving of the Excellence in Action Award. Their commitment to quality, partnerships, service learning opportunities and high-quality students are among my reasons for believing they are qualified for this honor. Thank you for your time and consideration.

Sincerely,

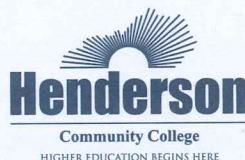

Lori M. Sharp Donahoo DNP, RN, CNE

Director of Nursing

Henderson Community College

2660 South Green Street

Henderson, KY 42420





October 26, 2017

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 in recognition of the outstanding program that has been developed to prepare the health science students as they embark on the next phase of their life. The tireless efforts in addressing and raising awareness regarding future plans prepare the students to determine their future path.

Throughout my employment with Methodist Hospital I have had the pleasure of working with the students and teachers. The experience gained during the clinical rotations help to prepare some students for college and gives others a direct line to enter the workforce with Methodist Hospital. During 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 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 Health Science program maintains an open relationship with its community partners. I have had the opportunity to participate in the advisory board meetings and CTE open house. In addition to these offerings the Health Science program provides community guest speakers for the students which give them an opportunity to ask questions and learn about different career paths.

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 very valuable asset to our community.

On behalf of Methodist Hospital, I would highly 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,

A handwritten signature in cursive script that reads 'Kristi Melton'.

Kristi Melton, MSN, RN, NE-BC

Vice President, Nursing

November 6, 2017

To whom it may concern:

Lucy Smith King Care Center, a hospice inpatient unit thru St. Anthony's Hospice, is one of many specialties that HCHS Health Science 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, HCHS Health Science 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. Due to liability purposes and reasoning, they are not allowed to perform or assist with feedings. 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.

Along with doing rotations on our unit, we have also had students complete volunteer applications for St. Anthony's Hospice. Volunteering can include many different things such as sitting with patients who may have little or no family, reading to patients, comforting patient when needed and offering emotional or spiritual support. We also offer a volunteer opportunity called "Eleventh Hour", which includes sitting with patients who are imminently dying, so that they do not die alone if there is no family support.

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 former students as a paid employee once they have graduated high school or while attending college. 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.

HCHS Health Science department works diligently in preparing their students for college courses and possible careers in health care. They offer two different types of certifications, SRNA & CMAA, 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.

Tina Eckels, RN

St. Anthony's Hospice
Director of Nursing
Green St. Office (270) 826-2326
Care Center Office (270) 631-2450
teckels@sahky.org



**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:

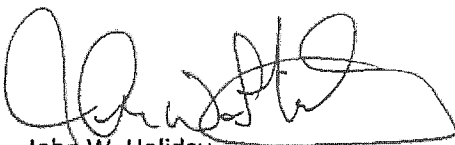
I am writing to in regard to the request by Henderson County High School and the Green River Area Development District Citizens Corps Council to acquire grant funding through Owensboro Health Community Benefit.

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,



John W. Holiday



Henderson Emergency Management Agency
Office of the Director

“Building a Disaster Resistant Community”

P.O. Box 983

Henderson, Kentucky 42419-0983

Office Phone (270) 831-1235

Larry Koerber, Director

Cell Phone (270) 860-5078

lkoerber@hendersonky.us

FAX (270) 831-1250

www.hendersonema.org

To Whom It May Concern:

March 21, 2016

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 Course Trainer. I have managed and coordinated nine (9) CERT classes, with approximately 140 trained CERT members. The 10th class is scheduled to be offered this fall (2016).

Jessica was one of my Basic 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.

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”.

The Teen CERT program 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.

The requests made for supplies and equipment, in this application, all qualify as part of the teaching and training supplies and tools needed to present an effective, professional, and organized delivery of Teen CERT goals and objectives.

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

Training materials and equipment are expensive. But, the reward in having trained CERT members in the community is invaluable. With the possibilities of saving lives, reducing injuries, and minimize damage, this is be a very wise and valuable community investment.

I, therefore, encourage you to approve this application to the fullest extent possible.

Sincerely,

Larry Koerber

Larry Koerber, Director

Henderson County Emergency Management Agency (EMA)



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
Caldwell, KY 42327
Phone: 270-273-3062
Fax: 270-273-9983

Ohio County
1336 Clay Street
Hartford, 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"

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

Fulkerson, Lori - HCH, Health Science

From: Fulkerson, Lori - HCH, Health Science
Sent: Thursday, April 28, 2016 8:47 AM
To: Jessica Cornelius
Cc: Alves, Dana - HCH, Health Science/Leadership Dynamics; Lisa Foster
Subject: Re: Graduating HOSA students

We are definitely excited about the opportunities you have for our students. I have been in touch with Janna and we are working on a time when she can come and talk to our students.

The EKG class sounds awesome! Is the class two full days? How often is it offered? How many students can attend each class?

Thanks,
Lori Fulkerson

From: Jessica Cornelius <jcornelius@methodisthospital.net>
Sent: Wednesday, April 27, 2016 8:30:23 AM
To: Fulkerson, Lori - HCH, Health Science
Cc: Alves, Dana - HCH, Health Science/Leadership Dynamics; Lisa Foster
Subject: Re: Graduating HOSA students

Lori- Sorry I have not gotten back to you sooner. I spoke with Janna Mays and she is interested in coming to speak to your class regarding the PCT positions here at Methodist Hospital and try to encourage students to apply after graduation. I have some talking points for her and she is very excited to start recruiting.

Also, Lisa Foster mentioned that you may be interested in teaching basic EKG rhythms to your class. Here at MH, we teach a two day EKG class and give an exam at the end. If you think you and your students would be interested, this would better prepare them for a PCT position. Although not all PCT's are required to have the class, it would definitely help them stand out in the interview process. I have an exam and power point we teach that I could send you.

Thanks again for your excitement! We hope to continue working closely with you to help students transition into positions here at MH. Let me know if there is anything you need from me.

Thanks,

Jessica Cornelius

From: "Lori Fulkerson - HCH, Health Science" <lori.fulkerson@henderson.kyschools.us>
To: "Lisa Foster" <lfoster@methodisthospital.net>, "Jessica Cornelius" <jcornelius@methodisthospital.net>
Cc: "Dana Alves - HCH, Health Science/Leadership Dynamics" <dana.alves@henderson.kyschools.us>
Sent: Wednesday, April 20, 2016 3:39:15 PM
Subject: RE: Graduating HOSA students

Hi Lisa and Jessica! We are excited to hear what kinds of things you have in mind. My number is 270-875-3532. I can be reached best after lunch. I look forward to hearing from you.

Thanks,
Lori Fulkerson

From: Lisa Foster [mailto:lfoster@methodisthospital.net]
Sent: Wednesday, April 20, 2016 10:18 AM
To: Jessica Cornelius
Cc: Fulkerson, Lori - HCH, Health Science; Alves, Dana - HCH, Health Science/Leadership Dynamics
Subject: Graduating HOSA students

Hello ladies,

I think I am missing an instructor, so please feel free to add her to this email.

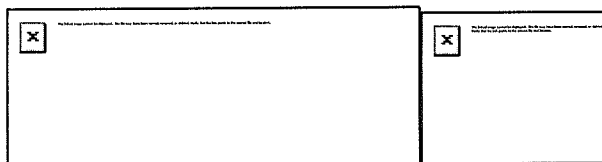
I am emailing you today because Jessica Cornelius, Clinical Coordinator of Telemetry, would like to reach out to your graduating class. Jessica has some exciting things she would like to put in place and would like to coordinate these things with you.

If you would please respond back to all and give her your number and a good time to reach you ladies, that would be amazing!

Thanks so much for all that you do.

Thank you,

Lisa Foster
Employment Specialist
Human Resources
Methodist Hospital
270-827-7542 Fax 270-827-7129



--
Thanks,

Jessica Cornelius, BSN, RN-BC
Clinical Coordinator of Telemetry
Methodist Hospital
(270)869-6171
jcornelius@methodisthospital.net

Praise for SRNA Co-op Students

Fulkerson, Lori - HCH, Health Science

From: Jackie Blandford <jblandford@redbanks.org>
Sent: Wednesday, November 8, 2017 7:06 AM
To: Fulkerson, Lori - HCH, Health Science
Subject: Survey

Lori,

As you know we had our annual survey last week, I am pleased to say that we are DEFICIENCY FREE. I want to extend a huge thank you to you and the girls for doing such a great job during survey. Being in long term care for 30 years I know that observation and managing the survey process is key, everyone was on their game including the students. I am going to meet with them and let them know how proud we are of them, but I wanted to extend my gratitude to YOUR program for having a great group to work with. I am proud of my staff but am just as proud of the students. The girls did GREAT

Sent from my iPhone

Henderson Community college for high school to college transition

Fulkerson, Lori - HCH, Health Science

From: Fulkerson, Lori - HCH, Health Science
Sent: Wednesday, October 4, 2017 9:05 AM
To: Mattingly, Carole N (Henderson); Lacer, Amanda - HCH, Vice Principal-CTE Unit
Cc: Donahoo, Lori M (Henderson)
Subject: Re: Meeting- HCHS pathway for Nursing at HCC

I can make either day work. It would be best for me if we could start at 8:00.

From: Mattingly, Carole N (Henderson) <carole.mattingly@kctcs.edu>
Sent: Tuesday, October 3, 2017 5:37:12 PM
To: Lacer, Amanda - HCH, Vice Principal-CTE Unit; Fulkerson, Lori - HCH, Health Science
Cc: Donahoo, Lori M (Henderson)
Subject: Meeting- HCHS pathway for Nursing at HCC

Amanda and Lori,

We've touched base informally with Ashley Bailey at the last HCC nursing advisory board meeting and again this fall while working on a solution for the nurse aide students at HCHS. We are interested in meeting with you to talk about how we can strengthen our relationship. We are interested in discussing how we can better communicate and facilitate a smooth transition for your students who are interested in nursing or one of our other allied health programs.

We would like to set up a meeting to collaborate on how we can work with you and your students earlier in their high school career. We would love to brainstorm with you about a pathway to support a more direct transition from high school into the nursing or allied health program they are interested in pursuing.

To get the conversation going, we wondered if it would be possible to set up a meeting early on the morning of either Tuesday 10/17/17 or Thursday 10/19/17. We would just need to be back on campus by 10:30 am.

We look forward to hearing from you.

Carole

*Carole Mattingly DNP, MSN, MBA, RN, FCN
Division Chair: Allied Health
Associate Professor of Nursing
Henderson Community College
2660 S. Green St.
Henderson, KY 42420
carole.mattingly@kctcs.edu
(w) 270-831-9786*

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.

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.



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!



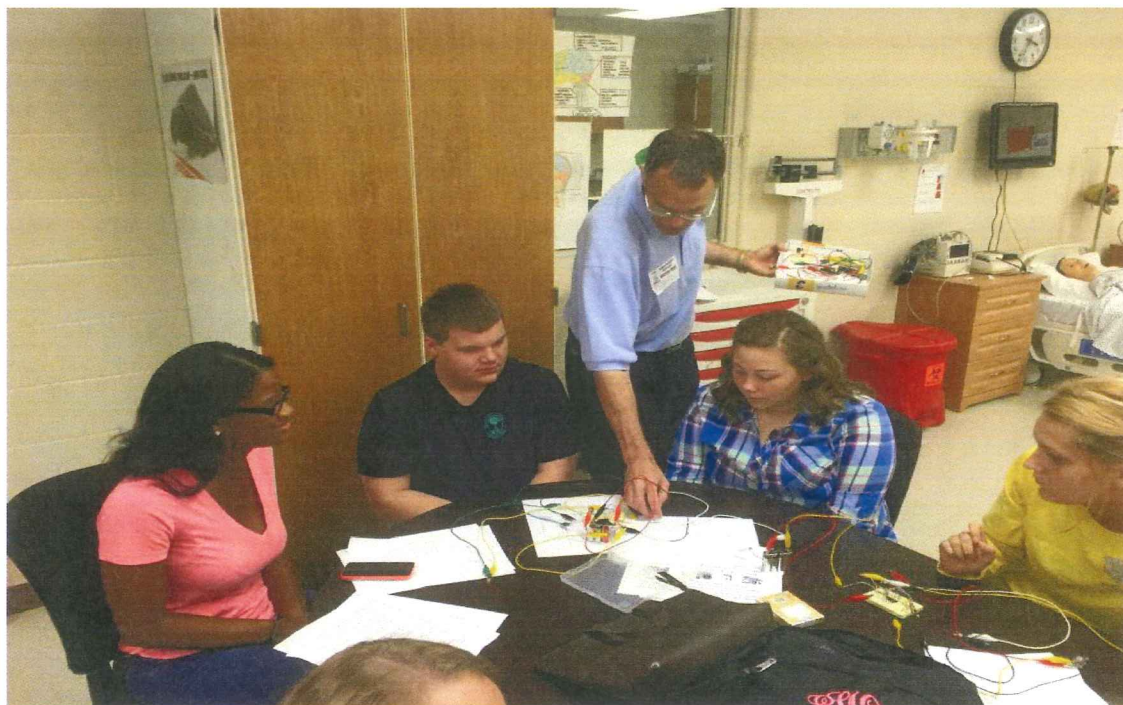
Henderson Fire Department provided a training on fire safety to our HCHS TEEN CERT students. Our students learned about fire safety and their role as a CERT member in the event of a fire. Students were able to learn the fire fighter's role in disaster preparedness, the gear, the fire truck, and build 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!!



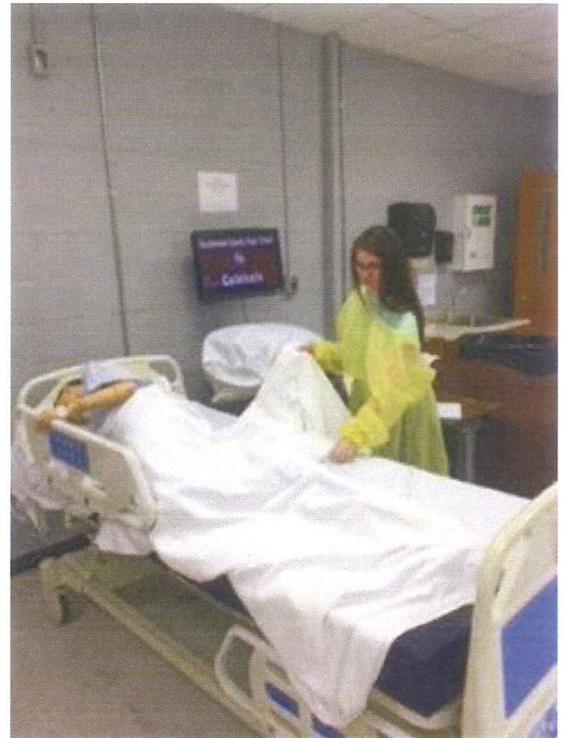
The month of February students from the Health Occupation Students of America (HOSA) program collected items and donations for the Henderson Humane Society. On February 28th students delivered the items to Humane Society and New Hope and did a volunteer work day at Humane Society that evening. The purpose 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!!!



HCHS 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.



Class activities!



CERT



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|---|---|
| ASHLEY A BAILEY HENDERSON, 42420 | ASHLEY A BAILEY License #: 1100936 License Type: RN Status: Active Expiration Date: 31-OCT-18 Original Date of KY Licensure: 20-MAY-03 This license has multistate practice privileges in compact states. No discipline information on file. Does not hold an active status as a State Registered Nurse Aide and is not listed on the Kentucky Office of the Inspector General (OIG) Nurse Aide Abuse Registry. Validation Date: 01-NOV-17 The Kentucky Board of Nursing certifies that it maintains the information for licensure validation from this website and considers this to be a secure, primary source for license validation. <u>Click on this link for a list of Compact states: https://www.ncsbn.org/nlc.htm</u> |

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|--|--|
| DANA S ALVES HENDERSON, 42420 | DANA S ALVES License #: 2033806 License Type: LPN Status: Active Expiration Date: 31-OCT-18 Original Date of KY Licensure: 19-FEB-99 This license has multistate practice privileges in compact states. No discipline information on file. Does not hold an active status as a State Registered Nurse Aide and is not listed on the Kentucky Office of the Inspector General (OIG) Nurse Aide Abuse Registry. Validation Date: 07-NOV-17 The Kentucky Board of Nursing certifies that it maintains the information for licensure validation from this website and considers this to be a secure, primary source for license validation. Click on this link for a list of Compact states: https://www.ncsbn.org/nlc.htm |

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|--|---|
| LORI RENAE FULKERSON SEBREE, 42455 | LORI RENAE FULKERSON License #: 1091665 License Type: RN Status: Active Expiration Date: 31-OCT-18 Original Date of KY Licensure: 08-JUL-99 This license has multistate practice privileges in compact states. No discipline information on file. Does not hold an active status as a State Registered Nurse Aide and is not listed on the Kentucky Office of the Inspector General (OIG) Nurse Aide Abuse Registry. Validation Date: 18-OCT-17 The Kentucky Board of Nursing certifies that it maintains the information for licensure validation from this website and considers this to be a secure, primary source for license validation. <u>Click on this link for a list of Compact states: https://www.ncsbn.org/nlc.htm</u> |

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| Identifier | Validation Result | |
|------------|--|---|
| 1095313 | <p>JESSICA LEIGH SHEFFER</p> <p>License #: 1095313 License Type: RN Status: Active Expiration Date: 31-OCT-18 Original Date of KY Licensure: 17-JAN-01</p> <p>This license has multistate practice privileges in compact states.</p> <p>No discipline information on file.</p> <p>JESSICA DOYLE</p> <p>SRNA #: 50031204 Status: Lapsed Expiration Date: 31-MAY-99</p> <p>Is not listed on the Kentucky Office of the Inspector General (OIG) Nurse Aide Abuse Registry.</p> <p>Validation Date: 06-NOV-17</p> <p>The Kentucky Board of Nursing certifies that it maintains the information for licensure validation from this website and considers this to be a secure, primary source for license validation.</p> <p>Click on this link for a list of Compact states: https://www.ncsbn.org/nlc.htm</p> | Download a Certified Copy |

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Allied Health Instructor
CERT Instructor

Google Certified Educator

LEVEL 1

This qualification is hereby granted to

Ashley Bailey

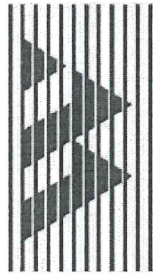
for demonstrating the advanced knowledge, skills, and competencies needed to implement and integrate Google for Education tools.

Certificate issued on
July 08, 2017

Certification valid through
July 08, 2020

Google for Education

Allied Health and Pre-nursing



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Certificate of Completion

This certificate certifies that

Dana Alves

has successfully completed

N1703 Death, Dying, and Bereavement: Essential Concepts

15.00 Contact Hours

License #: 2033806

Date of Online Completion: 30 October 2017

Verifier:

Accreditations Manager

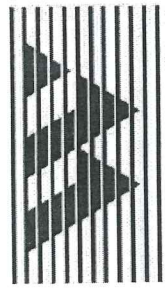


Western Schools is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

State Board Approvals: California Board of Registered Nursing (Provider #14367. This document must be retained by the licensee for a period of four years after the course concludes.), California Board of Vocational Nurses and Psychiatric Technicians (LVN Provider #V-10762, PT Provider #V-10760), District of Columbia Board of Nursing (Provider #50-2165), Florida Board of Nursing (Provider #50-2165), Iowa Board of Nursing (Provider #227), Kentucky Board of Nursing (Provider #7-0029, Exp. 12/31/17), Louisiana Board of Nursing (provider #LSBN10), West Virginia Board of Examiners for Registered Professional Nurses (provider #WV1996-0076RN)

Allied Health Instructor

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Certificate of Completion

This certificate certifies that

Lori Fulkerson

has successfully completed

N1810 Home Health Nursing: Standards, Assessment, Reimbursement, and Quality

License #: 1091665

15.00 Contact Hours

Date of Online Completion: 17 October 2017

Verifier:

Accreditations Manager



Western Schools is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation. State Board Approvals: California Board of Registered Nursing (Provider #14367, This document must be retained by the licensee for a period of four years after the course concludes.), California Board of Vocational Nurses and Psychiatric Technicians (LVN Provider #V-10762, PT Provider #V-10760), District of Columbia Board of Nursing (Provider #50-2165), Florida Board of Nursing (Provider #50-2165), Iowa Board of Nursing (Provider #227), Kentucky Board of Nursing (Provider #7-0029, Exp. 12/31/17), Louisiana Board of Nursing (provider #LSBN10), West Virginia Board of Examiners for Registered Professional Nurses (provider #WV1996-0076RN)

Allied Health and Pre-nursing instructor

Retain this certificate for your records.

Certificate of Attendance

THIS ACKNOWLEDGES THAT

Jessica Shuffert

ATTENDED A 6 HOUR "TRAIN THE TRAINER" PROFESSIONAL DEVELOPMENT ON
TRAUMA INFORMED CARE TRAINING

Jamie Like

KRIS MAYES, SCHOOL PSYCHOLOGIST
JAMIE LIKE, MENTAL HEALTH CONSULTANT
MARY BETH BEAN, GUIDANCE COUNSELOR
STACI RISLEY, GUIDANCE COUNSELOR
Henderson County schools

Date: December 7, 2016

Allied Health and CERT instructor



Certificate of Achievement

This training was based on information supplied by the National Fire Protection Association, National Association of Fire Equipment Distributors, Manufacturers or their Representatives and other Professional sources.

awarded to:

Jessica Sheffer

PORTABLE FIRE EXTINGUISHERS

2017 REVIEW

Date 10/06/17

Instructor Meaghan Brewer

Allied Health Instructor - CERT instructor



*Upon the recommendation of the faculty
has conferred upon*

Amy Dawn Smithhart

the certificate of

Medical Coding Specialist

*with all the rights, Honors and Privileges pertaining thereto.
In Witness Whereof, we hereunto affix the signatures of the
authorized officers. Given at Evansville in the state of Indiana
on this 25th day of March, 1995*

Cindy Andrews
Director

[Signature]
President

Medical Administrative Assistant Instructor

National Healthcareer Association™



Amy Gibson

has successfully completed the requirements set forth
by the NHA as a Certified Medical Administrative Assistant



Douglas Viehland
Douglas Viehland, CAE
Executive Director-Certifications

Certification #P3Y5A7J5

Please Note: All certifications are required to maintain CE Credits.

This certificate should only be used in conjunction with a validated NHA ID Card when used as proof of Certification.

Eff. Date 05/12/2016

Exp. Date 05/12/2018

Medical Administrative Assisting Instructor

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*

Education and Workforce Development Cabinet

CURRICULUM MAP

| | | | |
|-----------------------|---|------------------|------------------------------|
| School: | Henderson County High School | Program: | Health Science |
| Teacher: | Lori Fulkerson Dana Alves Jessica Sheffer | School Year: | 2016-17 |
| KCTCS Course Number: | HEA 102; AHS 100 | KDE Course Name | Principles of Health Science |
| Length of Course: | 171 days | Length of Period | 50 minutes |
| High School Credit(s) | 1 | | |

Example Curriculum map with activities & standards

12 total pages



| Date & Days | POS 17011 | Description | Core Content/Skill Standards |
|---------------------------|------------------|---|--|
| Date: _____ Days: 1-2 | #15 | <ul style="list-style-type: none"> • Explain syllabus • Explain rules and procedures • Discuss HOSA activities for the year • Getting to know you activity | Kossa Standards: NA National Health Science Standards: NA Ky Core Academic Standards: NA Common Core Standards: NA POS alignment: course 170111 #15 |
| Date: _____ Days: 3-7 | #1 | <ul style="list-style-type: none"> • Identify medical milestones that have lead to advances in healthcare • Identify historical figures in healthcare and explain the contributions of each | Kossa Standards: OF 1 National Health Science Standards: 3.11 Ky Core Academic Standards: 2.20 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #1 |
| Date: _____ Days: 8-12 | #2 | <ul style="list-style-type: none"> • Differentiate between types of private health care facilities • Explain the purpose of organizational structures in healthcare facilities | Kossa Standards: OS 1-4 National Health Science Standards: 3.11 Ky Core Academic Standards: 2.33 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #2 |
| | #4 | <ul style="list-style-type: none"> • Differentiate between various types of health care insurance plans • Identify factors that may affect the health care delivery system | Kossa Standards: OT 1-3 National Health Science Standards: |

| Date & Days | POS | Description | Core Content/Skill Standards |
|----------------------------|----------------|--|--|
| Date: <u>Days:13-17</u> | | | 3.11, 3.14 Ky Core Academic Standards: 2.33 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #4 |
| Date: <u>Days:18-21</u> | #9,12 | <ul style="list-style-type: none"> Compare the educational requirements for associate's, bachelor's and master's degrees Contrast certification, registration and licensure Define CEUs, entrepreneur | Kossa Standards: OD 1-2 National Health Science Standards: 4.31 Ky Core Academic Standards: 2.36 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #12 |
| Date: <u>Days:22-26</u> | #9, 12, 11, 18 | <ul style="list-style-type: none"> Differentiate between health care career clusters and specific health care careers Differentiation between specialty physicians | Kossa Standards: OD 1-2 National Health Science Standards: 4.32 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #12, 18 |
| Date: <u>Days:27-31</u> | #9,12, 18 | <ul style="list-style-type: none"> Identify skills needed for major health care careers Explore a health care related career (research and create power point) | Kossa Standards: OD 1-2 National Health Science Standards: 4.32 Ky Core Academic Standards: 1.12, 1.16, 2.36 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #12,18 |

| Date & Days | POS 17011 | Description | Core Content/Skill Standards |
|----------------------------|----------------------------|--|--|
| Date: <u>Days:32-36</u> | #14 | <ul style="list-style-type: none"> Describe all nine aspects of professional appearance in health care Explain how diet, rest, exercise, good posture and avoiding alcohol, tobacco and drugs contribute to good health | Kossa Standards: EC 1-5 National Health Science Standards: 4.11, 4.12 Ky Core Academic Standards: 2.31 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 1701111 #14 |
| Date: <u>Days:37-41</u> | #14 | <ul style="list-style-type: none"> Identify the 13 personal characteristics of healthcare workers Demonstrate the appropriate characteristics of a healthcare worker | Kossa Standards: EC 1-5 National Health Science Standards: 4.11, 4.12 Ky Core Academic Standards: 2.31 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 1701111 #14 |
| Date: <u>Days:42-46</u> | #13 | <ul style="list-style-type: none"> Describe the elements of effective communication Differentiate between subjective and objective observations Differentiate between the three main types of leaders (autocratic, laissez faire, democratic) | Kossa Standards: OA 1, OB 2-3 National Health Science Standards: 2.11, 2.12, 2.13, 2.14 Ky Core Academic Standards: 2.31 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 1701111 #13 |
| Date: <u>Days:47-51</u> | #6 | <ul style="list-style-type: none"> Differentiate between criminal and civil law Identify common torts in healthcare Dramatize a situation that may lead to legal action for each tort | Kossa Standards: OE 1-4 National Health Science Standards: 5.11 Ky Core Academic Standards: 3.4, 4.4 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 |

| Date & Days | POS 17011 | Description | Core Content/Skill Standards |
|-----------------------------------|----------------------------|---|--|
| | | | CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #6 |
| <u>Date:</u> <u>Days:52-55</u> | #6 | <ul style="list-style-type: none"> Identify the parts of a contract Define confidentiality and HIPPA Determine what information is considered confidential in a healthcare setting | Kossa Standards: OG 4, EB 4 National Health Science Standards: 5.21, 5.23, 5.24 Ky Core Academic Standards: 4.4, 3.5 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #6 |
| <u>Date:</u> <u>Days:56-60</u> | #5 | <ul style="list-style-type: none"> Define ethics and describe basic rules of ethics for healthcare personnel Differentiate between living will and POA Justify professional standards by explaining how they help meet legal/ethical requirements | Kossa Standards: EE 1-4 National Health Science Standards: 5.22, 5.23, 5.24, 5.25 Ky Core Academic Standards: 3.5, 4.4 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #5 |
| <u>Date:</u> <u>Days:61-65</u> | #3, 10 | <ul style="list-style-type: none"> Differentiate between physical, emotional, mental, and social development Describe physical, mental, emotional and social development during infancy Describe physical, mental, emotional and social development during early childhood | Kossa Standards: OH1, OH 4-5 National Health Science Standards: 6.22 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #3, 10 |

| Date & Days | POS | Description | Core Contents/Skill Standards |
|-----------------------------------|------------|--|---|
| Date: <u>Days:66-70</u> | #3, 10 | <ul style="list-style-type: none"> Describe physical, mental, emotional and social development during late childhood Describe physical, mental, emotional and social development during adolescence Describe physical, mental, emotional and social development during early adulthood | Kossa Standards: EA 1-6, EB 1-5, EC 1-5, OP 4, OQ1 National Health Science Standards: 4. 21, 1.13, 1.21 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.11-12.4 CCSS.ELA-Literacy.RST.11-12.2 POS alignment: course 170111 #3, 10 |
| Date: <u>Days:71-72</u> | #3, 10 | <ul style="list-style-type: none"> Describe physical, mental, emotional and social development during early adulthood Describe physical, mental, emotional and social development during middle adulthood Describe physical, mental, emotional and social development during late adulthood | Kossa Standards: OH 1, OH 4-5 National Health Science Standards: 6.22 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #3, 10 |
| Date: <u>Days 73-76</u> | #3, 10 | <ul style="list-style-type: none"> Describe the five stages of grieving that occur in the dying patient Identify the role of the healthcare provider during each stage of the grieving process Identify the purpose of hospice care Identify commonly used defense mechanisms | Kossa Standards: AA 1 National Health Science Standards: 6.22 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #3, 10 |
| Date: <u>Days 77-79</u> | #3 | <ul style="list-style-type: none"> Differentiate between culture, ethnicity and race Define bias, prejudice, and stereotype Create examples of how bias, prejudice, or stereotype can cause barriers to effective communication | Kossa Standards: EE1, EE 3-6, OI 1-2 National Health Science Standards: 6.21, 6.22 Ky Core Academic Standards: 4.5 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 |

| Date & Days | POS 17011 | Description | Core Content/Skill Standards |
|-----------------------------------|----------------------------|---|---|
| | | | CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #3 |
| Date: <u>Days 80-84</u> | #3 | <ul style="list-style-type: none"> Describe cultural differences that might interfere or cause barriers with providing appropriate health care Research specific customs of an assigned culture | Kossa Standards: EE 1, EE 3-6, OI 1-2 National Health Science Standards: 6.21, 6.22 Ky Core Academic Standards: 4.5 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #3 |
| Date: <u>Days 85-86</u> | #3 | <ul style="list-style-type: none"> Differentiate between facts and myths of aging Identify physical changes of aging in each body system Identify factors that cause psychosocial changes in aging | Kossa Standards: OQ 4-5 National Health Science Standards: 1.21, 1.22 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #3 |
| Date: <u>Days 87-89</u> | #3, 7, 14 | <ul style="list-style-type: none"> Describe methods you can use to assist elderly individuals with physical and psychosocial changes they may be experiencing Recognize the causes and effects of confusion in the elderly and create solutions to these problems | Kossa Standards: OQ 4-5 National Health Science Standards: 2.16 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #3, 7, 14 |

| Date & Days | POS 17011 | Description | Core Content/Skill Standards |
|-----------------------------|-----------|---|--|
| Date: <u>Days 90-93</u> | NA | <ul style="list-style-type: none"> Describe the effects of good and bad nutrition Identify the six groups of essential nutrients and describe their functions and sources Differentiate between digestion, absorption and metabolism | Kossa Standards: OV 2 National Health Science Standards: 9.11 Ky Core Academic Standards: 2.31, Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: NA |
| Date: <u>Days 94-97</u> | NA | <ul style="list-style-type: none"> Calculate BMI Identify, describe and explain the purpose of different therapeutic diets Given a scenario, identify which therapeutic diet a patient might be placed on and create a sample meal plan for that particular therapeutic diet | Kossa Standards: OV 2 National Health Science Standards: 1.31, 9.11 Ky Core Academic Standards: 2.31, 2.10 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 CCSS.Math.Content.6.EE.A.1 POS alignment: NA |
| Date: <u>Days 98-102</u> | #8 | <ul style="list-style-type: none"> Differentiate between types of transmission based precautions Identify proper precautions to take with each Demonstrate proper donning of PPE Given a scenario, identify what precautions should be taken and don appropriate PPE for your particular scenario | Kossa Standards: OJ 1-3 National Health Science Standards: 7.11, 7.12, 7.21, 7.31 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #8 |

| Date & Days | POS 17011 | Description | Core Content/Skill Standards |
|------------------------------|----------------------------|--|---|
| Date: <u>Days 103-107</u> | #8 | <ul style="list-style-type: none"> Demonstrate proper hand washing using aseptic technique Write a medical journal article on the proper use of PPE in healthcare | Kossa Standards: OJ 1-3 National Health Science Standards: 7.21, 7.31, 7.41, 7.42, 7.51 Ky Core Academic Standards: 2.3, 2.31 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #8 |
| Date: <u>Days 108-112</u> | #8 | <ul style="list-style-type: none"> Identify the five classes of microorganisms Describe the characteristics of each class of organisms Identify the 6 components in the chain of infection | Kossa Standards: OQ 2, OJ 1-3 National Health Science Standards: 7.11, 7.12 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #8 |
| Date: <u>Days 113-117</u> | #8 | <ul style="list-style-type: none"> Demonstrate the eight basic rules for using good body mechanics Describe safety standards established by OSHA | Kossa Standards: OI 1-5, ON 1-3 National Health Science Standards: 7.21, 7.31, 7.41, 7.42, 7.51 Ky Core Academic Standards: 2.3, 2.31 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #8 |
| Date: <u>Days 118-122</u> | #8 | <ul style="list-style-type: none"> Identify precautions to take to prevent the spread of blood borne pathogens and provide a rationale for each Identify safety practices for personal and patient safety in health care | Kossa Standards: OL 1-5, ON 1-3 National Health Science Standards: 7.21, 7.31, 7.41, 7.42, 7.51 Ky Core Academic Standards: 2.3, 2.31 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #8 |

| Date & Days | POS | Description | Core Content/Skill Standards |
|------------------------------|------------|--|--|
| Date: <u>Days 123-126</u> | #14, 18 | <ul style="list-style-type: none"> Identify job keeping skills and explain why these are essential Create a cover letter containing all required information and using correct form Prepare a resume | Kossa Standards: EA 1-6 National Health Science Standards: 4. 21 Ky Core Academic Standards: 2.37, 2.38 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #14,18 |
| Date: <u>Days 127-131</u> | #14, 18 | <ul style="list-style-type: none"> Complete a job application form Demonstrate how to participate in a job interview | Kossa Standards: EA 1-6 National Health Science Standards: 4. 21, 4.41, 4.42 Ky Core Academic Standards: 2.37, 2.38 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #14,18 |
| Date: <u>Days 132-136</u> | #13 | <ul style="list-style-type: none"> Identify commonly used abbreviations in health care Spell and pronounce commonly used medical terms | Kossa Standards: EA 1-6, EB 1-5, EC 1-5 National Health Science Standards: 2.22 Ky Core Academic Standards: 1.12 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: course 170111 #13 |
| Date: <u>Days 137-141</u> | #17 | <ul style="list-style-type: none"> Use household, metric and apothecary units to measure volume, weight and length Convert measurements within the metric system Convert measurements between metric units and household and apothecary units | Kossa Standards: AD 1-2 National Health Science Standards: 1.31 Ky Core Academic Standards: 2.10, 2.11 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 |

| Date & Days | POS 17011 | Description | Core Content/Skill Standards |
|------------------------------|-----------|---|---|
| | | | POS alignment: course 170111 #17 |
| Date: <u>Days 142-146</u> | #17 | <ul style="list-style-type: none"> Express time using 24 hour military clock Solve basic dosage calculations using ratio and proportion | Kossa Standards: AD 1-2 National Health Science Standards: 1.33 Ky Core Academic Standards: 2.10, 2.11 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 CCSS.Math.Content.7.RP.A.1 POS alignment: course 170111 #17 |
| Date: <u>Days 147-151</u> | NA | <ul style="list-style-type: none"> Label a diagram of the main parts of a cell Describe the basic function of each part of a cell | Kossa Standards: OP 1-2 National Health Science Standards: 1.11 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: NA |
| Date: <u>Days 152-156</u> | NA | <ul style="list-style-type: none"> Describe the basic function of each part of a cell Compare the four main types of tissue by describing the basic function of each type | Kossa Standards: OP 1-2 National Health Science Standards: 1.11 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: NA |

| Date & Days | POS | Description | Core Content/Skill Standards |
|------------------------------|-----|--|---|
| Date: <u>Days 157-161</u> | NA | <ul style="list-style-type: none"> Identify the planes and the directional terms related to the planes Identify the main body cavities | Kossa Standards: OP 3 National Health Science Standards: 1.12 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: NA |
| Date: <u>Days 162-167</u> | NA | <ul style="list-style-type: none"> Identify the main organs located in each body cavity Identify and locate the nine abdominal regions | Kossa Standards: Op 3-4 National Health Science Standards: 1.11, 1.12 Ky Core Academic Standards: 2.3 Common Core Standards: CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.4 POS alignment: NA |
| Date: <u>Days 167-171</u> | All | <ul style="list-style-type: none"> Review for finals/Finals | Kossa Standards: All previous standards National Health Science Standards: All previous standards Ky Core Academic Standards: All previous standards Common Core Standards: All previous standards |

Revised 8/16/13

Health Sciences 3 (4 hour co-op) Syllabus

Instructor: Lori Fulkerson RN

KCTCS Course-

CPR 100- CPR for Health Care Professionals
KHP 190- First Aid & Emergency Care
AHS 109-Basic Anatomy and Physiology

KY Tech\KDE Name-

Emergency Procedures
Medical Science
Advanced HCS/Practicum

Description: This course is sequenced to build upon those skills acquired in Health Sciences II. The students obtain work experience in a clinical health related facility. The work experience is supervised cooperatively by the classroom instructor and designated supervisor in the affiliating agency.

Course Outline and Clinical Rotation Areas:

- A. CPR/Safety & First Aid
- B. Skills Review
- C. Review of Health Occupations
- D. Review of the World of Work
- E. Student Organization-HOSA
- F. Medical Science

1.

Grading:

- 60% Clinical Evaluation Grades, Portfolio, Tests, Professional Journals, Culminating Project
- 40% Workbook Assignments, Journal Entries

Final Exam will count as 20% of students overall grade.

Late and Missing Work:

- Students will be given a warning on the first day an assignment is late. On the second day, the student will be assigned lunch detention each day until the assignment is turned in.

Materials Needed:

1. Flash Drive (May purchase from HCHS Bookstore)
2. Black Pen & No. 2 Pencil
3. Notebook Paper
4. Folder With Pockets
5. Uniform (to be determined by the student's employer)
6. Vehicle for Transportation to Clinical Sites (If no transportation is available, the student may ride a bus from the school to the clinical site unless this will not work with the student's employer).

Textbook:

American Heart Association BLS Healthcare Provider
Diversified Health Occupations, Louise Simmers, 6th or 7th edition

WORK Based Learning packet for SRNA certified seniors
(Pre-nursing) 11 total pages



Education Cabinet
Office of Career and Technical Education

☐ Coop ☐ Internship ☐ Mentoring ☐ Shadowing ☐ Other _____

Date: _____

Work-Based Learning Agreement/Plan

| | | | | | |
|--------------------|--|----------------|--------|-----|---------------------------|
| Student Last Name: | | First Name: | | MI: | |
| SID Number: | | Date of Birth: | | | |
| Address: | | | City: | | |
| Phone Number: | | | State: | | Zip: <input type="text"/> |

| | | | | | |
|---------------|--|--|--------|--|---------------------------|
| School | | | | | |
| Address: | | | City: | | |
| Phone Number: | | | State: | | Zip: <input type="text"/> |

| | | | | | |
|-------------------|--|------------------|--|--|--|
| Program Area: | | ILP Career Goal: | | | |
| Teacher Name: | | | | | |
| Coordinator Name: | | | | | |

| | | | | | |
|----------------------------------|--|--------|---------------------------------|------|----------------------|
| Company Name: | | | Phone: | | |
| Address: | | | E-Mail: | | |
| City: | | State: | | Zip: | <input type="text"/> |
| Contact: | | | Hours Per Week: | | |
| Title: | | | Start and End Dates: | | |
| Work Schedule (Days & Hours): | | | Hourly Wage: (if applicable) | | |

According to the WBL type, the student will observe, be trained and/or and complete the following tasks:

- 1: _____
- 2: _____
- 3: _____
- 4: _____
- 5: _____

Equal Employment and Education Opportunities M/F/D

Student:**School Year:****THE STUDENT AGREES TO:**

- Be courteous and considerate of the employer, co-workers and others.
- Keep the employer's interest in mind and to be punctual, dependable and loyal.
- Notify the employer and the coordinator as soon as possible if unable to go to work and/or school.
- Keep such records of work experience and wages (if applicable) earned as required by the school and to submit them on or before specified deadlines.
- Conform to the policies and regulations of the employer and the school.
- Maintain a satisfactory performance level on-the-job.
- Abide by the Training Plan Agreement developed by the teacher, coordinator and employer.

THE COORDINATOR, ON BEHALF OF THE SCHOOL, AGREES TO:

- Prepare, with the assistance of the training sponsor, a WBL Agreement/ Plan.
- Revise the Training Plan Agreement as needed to improve the student's work experience.
- Visit the student on the job as often as appropriate to the WBL experience to determine instructional needs and to ensure that the student receives job training and supervision as well as variety of job experiences.
- Recognize that much of the information gathered at the company is confidential.
- Prior to the WBL experience, prepare the student to be successful.

THE PARENT OR GUARDIAN AGREES TO:

- Accept responsibility for the student's safety and conduct while traveling to and from school, place of employment and/or home.
- Support the concepts of work-based learning experiences.

THE EMPLOYER AGREES TO:

- Take an active part in the training and supervision of the student while providing on-the-job instruction in accordance with the WBL Agreement/Plan.
- Assist the coordinator in evaluating the student's performance on the job by completing the evaluation form when required.
- Provide close supervision by an experienced and qualified person to avoid subjecting the student to unnecessary or unusual hazards.
- Notify the parent and the school immediately in case of accident, sickness or any other serious problems
- Permit and expect the coordinator to visit periodically to discuss the progress of the student and to observe him/her on the job.
- Give the same consideration to the student as given to other employees in regard to safety, health, general employment conditions and other regulations to the business.
- Comply with all regulations prohibiting discrimination on the basis of race, color, national origin, sex, disabilities, religion, marital status or age.

If this agreement is for a paid work-based learning placement the employer certified that this student is covered by Worker's Compensation Insurance and that the policy is now in force and registered with the Department of Workers Claims in Frankfort, KY as prescribed by law (KRS 342.630) (or with the appropriate agency if outside of Kentucky.)

| Signatures | | Date | Signatures | | Date |
|------------|--|------|---------------------------------------|--|------|
| Employer: | | | WBL Coordinator: (when applicable) | | |
| Principal: | | | Teacher: | | |
| Student: | | | Parent/Guardian: | | |

The Kentucky Office of Career and Technical Education complies with all federal regulations prohibiting discrimination on the basis of race, color, national origin, sex, disabilities, religion, mental status or age.
Equal Education and Employment Opportunities M/F/D

**Henderson County High School
Career and Technical Education
Medical Authorization**

Should it be necessary for my child to have medical treatment while participating in the coop program, I hereby give the school district and or work-site personnel permission to use their best judgment in obtaining medical services for my child, and I give permission to the physician selected to render whatever medical treatment he/she deems necessary and appropriate.

___ Yes ___ No

Permission is also granted to release emergency contact/medical history to the attending physician or to work-site personnel if needed.

___ Yes ___ No

Student's Name: _____

Date of Birth: _____

Address: _____

Daytime Phone for Parent or Guardian: _____

Contact other than Parent or Guardian: _____

Relation to Student: _____

Phone: _____

Family Doctor: _____

Phone: _____

Preferred Hospital: _____

Medical Insurance Company and Policy #: _____

Does your child require any special accommodations due to medical limitations, allergies, disabilities, dietary constraints, or other restrictions? Please explain any that are required.

Signature of Parent / Guardian

Date

Driving Permission Form
Henderson County Schools
Work Based Learning

I hereby state by completion of this form that I am the legal guardian of _____ and as such, give my permission for him/her to drive the vehicle listed below, to and from his/her assigned work place. I understand that ride sharing is not allowed. Failure to follow safe driving procedures, school driving rules or ride sharing could result in removal from class without a grade.

Make of car _____

Year _____

Insurance Company _____

Policy Number _____ Exp. Date _____

Drivers License Number of **Student** _____

Signature of Legal Guardian _____

Work-based Learning Non-Disclosure Agreement

This agreement is made by and between Henderson County Schools and the student whose signature appears below. In consideration of the work experience provided by the businesses participating in our program. I agree:

1. That I will not, without prior approval of the business, publish or disclose in any manner confidential information pertaining to the affairs of the business or resulting services performed for the business by me. I will not disclose any information relating to the business customers or patients. Upon completion of assignment, I will return to the business all records and papers which contain confidential information.
2. That any rights and obligations under this agreement will continue beyond the completion of my assignment with the business and/or by participation in the class.

Student

Date

Parent

HENDERSON COUNTY SCHOOLS

Henderson County High School

Instructor

Principal

WORK STUDY PROGRAM PARENTAL CONSENT FORM

I agree to allow my son/daughter to engage in the education work-study program. I understand that he/she will be allowed to leave school during the afternoons to work. I have looked over the completed employers' agreement and understand that my son/daughter will be working in the job described in it. Therefore, I give my approval to the work study arrangements that have been made.

Legal Guardian

Henderson County High School

Work-Based Learning Guidelines

(Cooperative Education)

Cooperative Education is an educational program that combines in-school instruction with on-the-job work experience at a local business or industrial company. These planned experiences are supervised by the school and the employer. The students work experience contributes to the student's Individual Graduation Plan and Career Major Clusters.

The purpose of this program is to prepare students for employment in the career major of their choice. Cooperative education can lead to full time entry-level employment and give the students valuable experience for transition to work. Students enrolled in this program will obtain an understanding of employment opportunities and responsibilities from their direct on-the-job experience.

Students enrolled in Cooperative Education will:

- Acquire attitudes, skills, and knowledge necessary for success
- Develop a greater sense of responsibility and dependability
- Learn both in class and in the job
- Develop self-confidence and self-esteem
- Obtain on-the-job training that can lead to full-time employment for the student after graduation from high school or postsecondary education
- Develop employability skills that are better taught in the workplace
- Achieve a positive attitude toward work

Requirements for Cooperative Education:

Students must:

- Be enrolled in a related class during the current school year.
- Must comply with special labor laws if under 18.
- Have a current resume, cover letter, and list of references.
- Have teacher approval to participate in the co-op program
- Be an active member of a program related organization.
- Students must maintain at least a C average in all classes, and receive a satisfactory evaluation from their employer.
- Meet with parents and co-op coordinator prior to student starting work.
- May not attend co-op if he/she does not attend school the same day.
- Notify employer and co-op coordinator when absent
- Consult with the classroom teacher and co-op coordinator before quitting a job.
- If a co-op student is fired from their job, then they will be removed from the co-op program.
- Co-op will provide employment opportunities for all students regardless of race, color, national origin, sex, disability, religion, or marital status.

Attendance Policy

Business and industry expects their employees to be at work and on time. Attendance at school is an expectation. This especially applies to co-op and work-based learning students. In order to maintain integrity with the employers, we must insist on good attendance. **Students who miss school or are late to school may not report to their jobs.**

Students participating in a cooperative learning experience are held to a higher standard of attendance. Punctual attendance not only demonstrates good work habits, employers expect it as a condition of employment. Work Based Learning students begin accruing progressive consequences on the 2nd unexcused absence. On the 1st unexcused absence the student will receive a warning. On the 2nd unexcused absence the student will receive a.m. or p.m. detention. On the 3rd unexcused absence the student will receive Saturday School. On the 4th unexcused absence the student will receive 2 Saturday school assignments. Any additional unexcused absences may result in the student's removal from the course and loss of credit. (Absences are counted on a "per semester" basis).

Skipping:

A student will receive automatic Saturday school on their first offense if they skip a clinical or coop. If the student has a 2nd offense of skipping, they may be removed from the program.

School related trips approved by the principal and death of a member of the student's immediate family (mother, father, sister, brother, grandparents, legal guardian) are exempt. As well as assigned court, hospitalization and surgery. **Students who are suspended, serving a full day in school suspension or who are placed at Central Learning Center may be removed from the work-based learning program.**

Note: Students employed in a work based learning position must also adhere to their employer's attendance policy. Consequences for violating an employer's attendance policy are beyond the control of HCHS.

Guidelines

Work Schedule: The co-op experience is part of the school day. Students are expected to be at work Monday-Friday as soon after class dismissal as feasible. All students must have all paperwork signed by parents and employers before beginning work.

Evaluation: Grades will be based on classroom work, job performance, and attendance. Employers will be asked to evaluate students on a regular basis. Students who receive an unsatisfactory evaluation may be removed from the work-based learning program with loss of credit.

Work Sites: All employment must be related to the class and approved by the instructor and the Career and Technical Education advisory committee. Students, parents and employer must sign a training agreement. Students are expected to follow the policies set forth by the employer. Students and employers must not be in violation of any state or federal employment law.

Additional Policies: Teachers in each co-op, school-to-work program, and clinical experience may create other policies and rules pertaining to work-based learning. Students who do not abide by the directive of the teacher and who **persistently violate school rules** will be removed from work-based learning and may lose credit.

I have read and understand these rules and regulations. I agree to abide by these policies as well as those established by my classroom teacher. I understand that school personnel have the right to make decisions and take action on any and all situations which arise that are not specifically covered in this written policy and those of the classroom teacher.

Student Signature

Date

Parent Signature

Date

Academic Probation Policy

Henderson County High School's Work Based Learning guidelines state that students must maintain at least a "C" average in order to participate in any work based learning program. Students have an obligation to maintain a "C" average in ALL high school classes. If students fail to meet this requirement, they will be placed on academic probation.

Once placed on academic probation, students will be given a letter to take home to their parents. Their grades will be monitored closely after that for several weeks. If the student's grades do not improve, they will be removed from their work based learning site. The student will be placed in in-house each day instead of going to their work based learning site. Students will use this time to complete missing assignments or make up work.

Failure to show improvement may result in complete removal from the work based learning program.