

Career Preparation Coordination



Health Science



CAREER AND TECHNICAL EDUCATION
TEXAS EDUCATION AGENCY

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Government and Public Administration
Health Science
Law, Public Safety, Corrections and Security
Marketing
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For more information about Health Science please visit: <http://cte.unt.edu/>.

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Career Preparation Coordination for Health Science

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SECTION A

NOTE: This section contains resources representative of local use. Within policies and standards, local districts should adjust as appropriate to meet local needs.

Health Science Instructional Arrangements

The Health Science curriculum may be delivered by several different instructional arrangements.

In *Principles of Health Science and Health Science* the student experiences a broad exposure to health careers and learns the basic skills of a multi-skilled health care worker. Career shadowing, field trips, and guest speakers should be important components of this classroom instructional arrangement. Students should master the essential knowledge and skills of these foundation courses before the student is enrolled in any career preparation instructional class.

Health Science may also be taught as an unpaid work-based instruction component.

Practicum in Health Science may be taught by several instructional arrangements, such as laboratory, unpaid work-based instruction, paid work-based instruction, or apprenticeship. Each instructional arrangement is composed of classroom instruction using the TEKS as the curriculum framework and a paid or unpaid work-based instruction component.

Laboratory is a method of instruction designed to provide knowledge and skills training in a specific career/occupation. The instruction is provided in a school-based laboratory setting utilizing tools, equipment, technology, and processes relevant to the career/occupation.

Unpaid work-based instruction is designed to provide unpaid work-based instruction where a student explores a number of health careers in a variety of clinical settings:

- An affiliation agreement between the school and each health care facility is required
- A training agreement between the student, parent, facility, and school must be on file before a student can begin the work-based learning experience
- Students must have direct, professional supervision during unpaid work-based learning experiences
- Students must clearly be identified as a "Student" with an appropriate nametag

Unpaid work-based instruction experiences are NOT subject to the Fair Labor Standards Act (FLSA), i.e., wages are not paid, the student is not employed, and Federal child labor laws do not apply, if all of the following criteria are met:

- Training, even though it indicates actual operation of the facilities of the employer, is similar to that which would be given in a vocational school
- Training is for the benefit of the trainees or students
- The training or students do not displace regular employees, but work under their close observation

- The employer that provides the training derives no immediate advantages from the activities of the trainees or students, and on occasion, operations may actually be impeded
- The trainees or students are not necessarily entitled to a job at the conclusion of the training period
- The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training

Work-based instruction is designed to provide paid work-based education and training and is subject to the Fair Labor Standards Act and the Federal Child Labor Laws. The student is provided the opportunity to receive school-based instruction and occupationally-specific work-based training under the supervision of an employer. This method requires a written work-based learning training agreement with a business/industry training sponsor, the student, a parent/guardian, and the school. The student's occupationally-specific learning experiences must be planned and supervised by the school and training sponsor so that each contributes to the student's education and employability skills.

- Students must be a minimum age of 16 in order to enroll in a paid career preparation work-based learning experience
- For two units of credits, students must have an average of 1 hour of classroom instruction each day and an average of 10 hours of work-based instruction per week
- For three units of credit, students must have an average of 1 hour of classroom instruction each day and an average of 15 hours of work-based instruction per week
- A training plan must be on file within 15 instructional days of the student's enrollment date
- Teachers must visit each student's training site at least six times each school year
- If a student is absent in the morning but attends afternoon work based training, the student is counted absent for the entire day

Apprenticeship programs are designed to provide education and training instruction registered with the Bureau of Apprenticeship and Training (BAT) that is conducted or sponsored by an employer, group of employers, or a joint industry committee. The Bureau of Apprenticeship and Training Officially Recognized Apprenticeable Occupations List identifies the following health occupations:

- Biomedical Equipment Technician
- Dental Assistant
- Dental Laboratory Technician
- Laboratory Assistant
- Laboratory Technician
- Medical Secretary
- Medical Laboratory Technician
- Podiatric Assistant

For more information contact:
Texas Workforce Commission
101 E. 15th Street
Austin, TX 78778
512-463-9767

Career Preparation I and II

Career Preparation I and II courses develop essential knowledge and skills through a combination of classroom technical instruction and paid employment in an approved business and industry training area. These Career Preparation courses are considered multi-cluster courses, because student training options include those approved for any career and technical education content area across all sixteen career clusters. Each Career Preparation course is a two to three-credit course recommended for students in Grades 11-12. Career Preparation courses may be taught by any teacher certified in Texas to teach career and technical education courses.

Note: Career Preparation I and II courses replace the previous student assignment designation called Diversified Career Preparation (DCP).

The goal of Career Preparation courses is to prepare students with a variety of skills for a fast-changing workplace. The instructional arrangement should be an advanced component of a student's individual program of study. Career Preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Per the course descriptions for Career Preparation I and II, the following are emphases for the respective courses:

- **Career Preparation I:** employability skills, including job-specific skills applicable to the student's training site; job interview techniques; communication skills; financial and budget activities; human relations; and portfolio development
- **Career Preparation II:** skills for lifelong learning; employability; leadership; management; work ethics; safety; and communication

The materials in this handbook will be helpful in the planning and implementation of Career Preparation I and II courses; applicable examples include general terminology, information on managing classroom instruction and on-the-job training, training plans, and tools that have been developed by teachers for management, reporting, and evaluation. However, since this handbook has been tailored for health science content, it does not cover specific information related to all career clusters. Refer to additional resources available through the Texas Education Agency for information specific to Career Preparation I and II.

Terms and Acronyms Related to Health Science Career Preparation

Advanced Technical Credit (ATC) — Program which gives high school students a chance to receive credit at participating community colleges across Texas for taking certain enhanced technical courses during high school. The statewide articulated courses and their equivalent college courses are listed in the ATC Course Crosswalk. Participating community colleges have agreed to offer students credit for these courses, provided the college offers the course and the students meets certain criteria. For a high school to offer an ATC course to its students, the teacher of the course must meet the ATC teacher requirements, go through ATC training, and teach the high school course so that it is enhanced to meet the content of the equivalent college course. Information about the ATC program, participating community colleges, student criteria, and teacher requirements and training may be found online at <http://www.atctexas.org/>.

Advisory Committee — A group of local citizens representing parents, business/industry, and education who advise and support the teacher-coordinator and school administration on the operation of practicum arrangements; students may be included or serve as resources. See page B-49 for information about establishing an advisory committee.

All Aspects of an Industry — Approach that provides strong experience in, and comprehensive understanding of, the industry for which the individual is preparing; focuses on the total industry, rather than a narrowly defined or single job. Opportunities are provided for gaining understanding and experiences in planning, management, finances, technical and production skills, labor and community issues, and health, safety, and environmental issues within said industry. Also addressed are academic and problem-solving skills, career development and employability, technological change, and economic development associated with the industry.

Apprenticeship — An education and training program registered with the Bureau of Apprenticeship and Training (BAT) that is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and labor, and that meets all terms and conditions related to the qualifications, recruitment, selection, employment, and training of apprentices. For additional information, see the Web site of the Office of Apprenticeship with the United States Department of Labor at <http://oa.doleta.gov>.

Articulation Agreement — A formal agreement developed cooperatively between a school district and a postsecondary institution. The plan ensures the coordination of courses and majors to eliminate unnecessary duplication of coursework and to streamline the educational process. The articulation plan may include provisions for students who have completed specified requirements at the secondary level to qualify for the award of agreed upon credit hours when continuing their career preparation at the postsecondary institution.

Career Cluster — A grouping of occupations and broad industries based on commonalities.

Career and Technical Education (CTE) — Organized educational programs offering course sequences that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills in preparation for further education and careers. Such programs lead to technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; they include competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

Career and Technical Student Organization (CTSO) — An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

Career and Technical Education for Students with Disabilities (CTED) — A method of instruction designed for students with disabilities such that precludes integration into a regular career and technical education class. It is a more restrictive placement for students receiving services through special education classes. Curriculum and/or equipment are modified to meet individual student needs as identified by the ARD Committee.

Career Clusters — The sixteen federally defined Career Clusters that group occupations and broad industries based on commonalities. The sixteen Career Clusters provide a way of organizing curricula, instruction, and assessment around specific occupational groups. Although family and consumer sciences content is found in most of the sixteen clusters, practicum courses with the most extensive family and consumer sciences content fall under the following five Career Clusters: Architecture and Construction; Arts, A/V Technology and Communications; Education and Training; Hospitality and Tourism; and Human Services. Information and links to career cluster resources are available from www.achievetexas.org or the States' Career Clusters Web site at www.careerclusters.org.

Career Preparation I and II — Two courses that develop essential knowledge and skills through a combination of classroom technical instruction and paid employment in an approved business and industry training area. These Career Preparation courses are considered multi-cluster courses, because student training options include those approved for any career and technical education content area across all sixteen career clusters. Each is a two to three-credit course recommended for students in Grades 11-12. Career Preparation courses may be taught by any teacher certified in Texas to teach career and technical education courses. The Career Preparation courses replace the student assignment designation previously called Diversified Career Preparation (DCP).

Coherent Sequence of Courses — An educational plan consisting of two or more career and technical education courses for three or more credits, focused on knowledge and skills necessary for a selected career goal. Flexibility exists to create sequences based on local need and electives available, and courses in a sequence can be a combination of courses from different clusters.

Career Preparation/Paid Work-Based Learning — A paid work-based learning instructional arrangement in career and technical education for individuals who, through written agreements (training plans) between the school and the employer (training sponsor), receive instruction by alternation of study in school with on-the-job training in an approved program area for paid employment. Paid work experiences build upon the academic and occupational competencies previously developed through a student's general education courses and other components of a program of study in career and technical education. The daily (or equivalent) classroom instruction and work-based instruction must occur each week for the entire school year and be planned and supervised by the teacher-coordinator and the employer (training sponsor) so that each contributes to the student's education and employability skills.

Clinical Rotation — A health science cluster work-based learning educational and training environment that requires a written cooperative arrangement with business and industry where a student is provided the opportunity with or without pay to understand the functions and procedures practiced within the health professions. Students should cycle through all aspects of the health care industry to acquire full appreciation of all elements in the health professions environment.

College and Career Readiness Standards — These standards specify what students must know and be able to do to succeed in entry-level courses at postsecondary institutions in Texas.

Coordination of Work-Based Learning — The process by which the teacher-coordinator, in cooperation with the training sponsor, supervises each student's work-based instruction and coordinates work-based learning experiences and classroom instruction to develop the essential knowledge and skills identified for the chosen training area.

Dual credit — A process by which a high school junior or senior enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school.

English Language Proficiency Standards (ELPS) — Outline English language proficiency level descriptors and student expectations for English language learners (ELLs).

General Related Instruction — Sometimes referred to as general employability skill training, it is the portion of the classroom instruction component of a practicum that provides the student with individual or group instruction related to knowledge and skills

necessary for securing, terminating, managing, and advancing in employment related to a chosen career goal.

Health Occupations Student Organization (HOSA) — A nonprofit national career and technical student organization (CTSO) for young men and women in health science education in public and private school, grades 7-12. HOSA helps young men and women become leaders. See the Web site for the HOSA, Texas Association, at www.texashosa.org.

Health Science Cluster — Focuses on careers in planning, managing and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.

Individualized Education Plan (IEP) — A course of study developed by the ARD Committee for each student served in special education.

Individualized instruction — Instruction related to a specific occupational area in which the student will participate in work-based learning experiences.

Internship — A work-based instructional arrangement in career and technical education for individuals who, through written cooperative training agreements between the school and the training sponsor, receive training without pay in an approved program area. The teacher-coordinator provides classroom instruction coordinated with student training experiences at a business/industry site to develop the essential knowledge and skills for the chosen program area.

Job Shadowing — A work-based instructional arrangement in career and technical education where a student is provided the opportunity to accompany a mentor to observe the processes and practices involved in a job assignment. Job shadowing is an unpaid training opportunity, may include limited hands-on training for the student, and can be utilized to supplement training provided through other instructional delivery arrangements.

Laboratory — A method of instruction designed to provide specific training in a specific career/occupation. The training is provided in a school-based laboratory setting utilizing tools, equipment, and processes utilized in the career/occupation.

Mentorship — A work-based instructional arrangement in career and technical education where a student is provided the opportunity to interview or otherwise obtain specific career preparation information from a mentor in business/industry. Mentorships provide students with unpaid training opportunities and can be utilized to supplement other occupationally specific instruction provided through other instructional delivery arrangements.

Partners — Health care professionals, representatives from institutions of higher learning, the local health care industry, parents, counselors, teachers, and administrators who provide support, commit to specific goals and activities intended to

communicate high expectations for students, and increase the health science student's academic performance.

PEIMS Code — Eight-digit code for use in identifying on the Training Plan Agreement the CTE course practicum in which each student is enrolled.

Practicum Courses — The culminating courses for CTE programs of study in each career cluster. Through practicum courses, students in grades 11-12 apply acquired knowledge and skills by participating in learning experiences that combine classroom instruction with industry work experiences. Practicum work experiences may be structured through laboratory-based, paid, or unpaid work experiences for students.

Programs of Study — Secondary CTE programs of study, based on the Recommended High School Program or Distinguished Achievement High School Program in order to effectively prepare students for college and career success. Each program of study includes a rigorous 4x4 core academic foundation (4-English language arts, 4-mathematics, 4-science, and 4-social studies) that is enhanced with relevant CTE career-related courses. The state-recognized programs of study help students understand the importance of their secondary and postsecondary education in relation to their career goals. Programs of study also serve to better engage students in their learning so they make informed decisions, successfully graduate from high school, and enroll in and complete college. Model state-recognized programs of study aligned with the 16 career clusters are posted at www.achievetexas.org.

Rotation/Preceptorship/Internship — A method of instruction designed to provide work-based instruction and training which requires a written affiliation with business and industry where the student is provided the opportunity without pay to explore a variety of health careers in a number of training sites.

Scope and sequence — Scope refers to the number and content of instructional units in a course of study; sequence refers to the order of presentation.

Special Populations — As defined by Perkins IV are: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Specific Related Instruction — Sometimes called individualized instruction; it is the portion of the classroom instruction component of a practicum that provides the student with closely supervised instruction directly related to the student's work-based instruction and chosen career goal.

Student-Learner Permit — Authorization under the Fair Labor Standards Act that allows training sponsors to pay subminimum wages – wages less than the federal minimum wage – to student-learners in bona-fide vocational education programs after

making application to the U.S. Department of Labor. The subminimum wage for student-learners may not be less than 75% of the applicable minimum. Information about this program is posted on the CTE Web site.

Teacher-Coordinator — Teacher who directs classroom instruction and coordinates work-based instruction of students in career and technical education courses.

Texas Education Agency (TEA) — The funding and administrative agency for all public schools. <http://www.tea.state.tx.us/>

Texas Administrative Code (TAC) — A compilation of all state agency rules in Texas. There are 16 titles in the TAC. Each title represents a subject category and related agencies are assigned to the appropriate title. The State Board of Education oversees the TAC rules for education in Texas (Title 19).

Texas Health Occupations Association (THOA) — The state professional association for teachers of Health Science. <http://www.thoainc.org>

Training Plan Agreement — A written agreement between the school and the training sponsor for each student enrolled in a work-based instruction component of a practicum course. The training plan shall ensure that each student will receive classroom instruction coordinated with work-based instruction to develop the essential knowledge and skills identified for the chosen training area. Work-based instruction may be provided through paid work experiences, internships, and/or apprenticeships and may be enriched with job shadowing and/or mentoring experiences.

Training Site — The business/industry site where the student is placed for work-based instruction. The student is provided occupationally specific training experiences in accordance with the training plan agreement, under the guidance and supervision of a qualified training sponsor, and under the coordination and supervision of the teacher-coordinator.

Training Sponsor — The person serving as the student's supervisor at the work-based training site. The training sponsor confers regularly with the teacher-coordinator to plan, conduct, and evaluate student training experiences in order to develop the knowledge and skills required in the student's chosen occupational training area.

Wage and hour report — A form for recording hours worked and wages earned by the student during paid learning experiences.

Work-Based Instruction — In addition to classroom instruction, occupationally specific instruction and training, either paid or unpaid, is provided by business/industry in cooperation with the school. Written agreements between the school and a representative of the business/industry training site and also agreed upon by the student and a parent or guardian, guide the coordinated classroom instruction and work-based occupational instruction.

Relevant Acronyms

ARD	Admission, Review, and Dismissal Committee
ATC	Advanced Technical Credit
HOSA	Health Occupations Students of America
CTE	Career and Technical Education
CTED	Career and Technical Education for Students with Disabilities
CTSO	Career and Technical Student Organization
PEIMS	Public Education Information Management System
SBEC	State Board for Educator Certification
SBOE	State Board of Education
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills
THOA	Texas Health Occupations Association

Getting Started

Things to consider:

✓ Hold preliminary discussions with campus administrators.

✓ Develop a plan/proposal.

✓ Review district timelines.

✓ Build relationship with industry partners.

✓ Secure campus administrative support.

✓ Identify and follow local procedures.

✓ Seek district administrative approval for course offering.

✓ Assemble advisory committee.

✓ Make curriculum decisions.

✓ Recruit students.

✓ Participate in staff development and training opportunities.

✓ Develop appropriate forms according to district policies and guidelines.

✓ Develop program evaluation tools.

✓ Build a resource library.

- Attend a Career Preparation/Practicum workshop at a professional development conference
- Contact TEA for appropriate assistance
- Investigate industry partner/training site options
- Identify appropriate number of training sites
- Prepare a timeline, allowing ample time for deadlines, recruitment publications, and pre-registration
- Investigate funding options
- Explore community college and university partnership/articulation options
- Interview/observe an experienced educator to obtain guidance for a quality program

Discuss issues such as the following:

- Vision
- Personnel
- Curriculum
- Marketing
- Funding (revenue, expenses for instructional resources and equipment as well as teacher travel, including reimbursement for mileage and parking fees at training sites, etc.)
- Transportation/district risk management policies
- District insurance policies

Be aware of costs involved in developing a quality program. Industry partners and district administrators will make judgments based on perceived program quality.

- Sell program to the following:
 - Career and Technical Education Director
 - Career Counselors
 - School Academic Counselors
 - Students and Parents
- Gather materials to help market the program:
 - brochure describing the program
 - business cards for teacher
- Plan a special event to promote the program
- Solicit sponsors (industry, others) to help with expenses for promotional material and special events.
- Provide tours of training site facilities
- Provide one-on-one counseling for students

Student Certifications and Licensures

Earning an industry certification has many benefits. It gives students a sense of accomplishment, a highly valued professional credential, and helps students become more employable with higher starting salaries. Valid reliable certifications are also evidence of technical skill attainment.

Before offering certifications, districts should consult with local business and industry partners to determine which certifications or licensures would be most valued by local employers.

Below is a list of common end-of-program industry certifications, but is by no means inclusive.

Certified Coding Assistant (CCA) - <http://www.ahima.org>
Dental Assistant (CDA) - <http://www.danb.org>
Dental Radiography (RHS) - <http://www.danb.org>
Emergency Care Attendant (ECA) - <http://www.dshs.state.tx.us/emstraumasystems/default.shtm>
Emergency Medical Technician (EMT) - <http://www.dshs.state.tx.us/emstraumasystems/default.shtm>
Licensed Vocational Nurse (LVN) - <http://www.bon.texas.gov/>
Massage Therapy (CMA) - <http://www.dshs.state.tx.us/massage/default.shtm>
Medical Assistant (CMA) - www.aama-ntl.org
Nurse Aide (CNA) - <http://www.dads.state.tx.us/providers/NF/credentialing/NATCEP/index.html>
Pharmacy Technician (CPhT) - www.tsbp.state.tx.us
Phlebotomy Technician (CPT) - <http://www.nationalphlebotomy.org>
Sterile Processing Technician - <http://www.sterileprocessing.org/>

Overview of Policies and Standards

Effective operation and management of practicum courses requires personnel to utilize the authority for local autonomy and control of schools while remaining in compliance with applicable federal and state laws and regulations. Further, local decision making is guided by rules and policies of the State Board of Education, State Board for Educator Certification, and Texas Education Agency. Some of the major policies which influence coordination of practicum courses are addressed in the following policy overview. It is a district's prerogative to set more stringent local policies than dictated by applicable state and federal regulations.

Note: This overview reflects current policies, which are subject to change. Many referenced policies are stipulated in the *Student Attendance Accounting Handbook*; the most current version of this document, which can be found on the TEA Web site, should be consulted annually for updates and changes.

Student Enrollment

Age — In order to maintain full funding eligibility, 16 is the minimum age for enrollment in a class which includes paid work-based instruction. Local districts should set minimum age requirements for students who will be involved in unpaid work-based training in light of applicable labor laws, advisability for students, and training station requirements; 16 is often used.

Grade — The recommended student grade level for practicum courses as adopted in the TEKS is 11-12. This recommendation facilitates prior student enrollment in courses within a program of study for which the practicum course can be a rigorous application and culmination of related knowledge and skills. While State Board of Education policy allows courses to be taught at grade levels lower than adopted in the TEKS (providing the level of rigor is not lowered), consideration should be given to factors, such as student maturity level, effect on training effectiveness through a coherent sequence of courses, and safety and liability issues.

Prerequisites — Prerequisites for practicum courses are recommended, but not required. The recommended prerequisites are stated in the TEKS for the respective practicum courses. The recommended prerequisites include technical courses with content preparatory for maximizing the education and training opportunities available through each practicum course.

Career Goal — Student enrollment in a specific practicum should take into account career interests, aptitudes, and goals. Career preparation inconsistent with these factors is inappropriate. The design of the practicum course will dictate whether training opportunities for one or multiple career goals will be made available. Practicum courses with family and consumer sciences content that have been approved by the State Board

of Education (SBOE) in conjunction with the Texas Essential Knowledge and Skills (TEKS) are listed on the following table.

Coherent sequence of courses — For PEIMS coding purposes, a participant in a coherent sequence of courses is defined as a student in grades 9-12 who is enrolled in a sequential course of study, which develops occupational knowledge, skills, and competencies relating to a CTE program of study. The student must have a 4-year plan of study to take two or more CTE courses for three or more credits. Flexibility is allowed to create sequences based on local need and electives available, and courses in a sequence can be drawn from different career clusters.

Years of enrollment — Students may enroll in a practicum course for up to two years. The Public Education Information Management System (PEIMS) provides separate codes to record enrollment for year I and year II, as shown on the above table of practicum courses for family and consumer sciences.

Students with disabilities — Local districts are encouraged to include students with disabilities, when appropriate, into all career and technical education courses. Accommodations as identified by the Admission, Review, and Dismissal (ARD) Committee should be made to facilitate student success. Students whose disabilities, because of severity, prevent their being appropriately served in inclusive CTE courses, even with documented modifications, may be served in specialized, self-contained CTE for Students with Disabilities (CTED). Course content, instruction, credit, and grade level as approved by the State Board of Education may be adjusted to accommodate the needs of students in specialized CTED per specifications of the ARD Committee.

Credit

Amount of credit — The State Board of Education approved amounts of credit as part of the TEKS adoption process; practicum courses for family and consumer sciences were approved for 2-3 credits per year for a maximum of two years. The *Student Attendance Accounting Handbook* specifies the time requirements for class instruction and work-based instruction necessary for each amount of credit.

Partial course credit — While the amount of credit the State Board of Education adopted for the practicum courses reflects that they were not intended as semester courses, a separate Board rule, TAC 19 §74.26 Award of Credit, allows the local district to develop policies governing the award of partial, proportional credit to students who successfully complete only one semester of a full year course. The [Student Attendance Accounting Handbook](#), Section 5, states that a student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.

Management and Instruction

Class instruction and work-based instruction — Practicum courses include classroom instruction coordinated with work-based instruction and training experiences.

Time requirements for funding eligibility — Based upon the amount of credit the student is to be awarded, the *Student Attendance Accounting Handbook* specifies the time requirements for class instruction and work-based instruction necessary for funding eligibility. A practicum course using the paid work-based learning delivery arrangement must span the entire school year, and classroom instruction must average one class period each day for every school week. An additional 10 hours of work-based instruction per week (average) is required to award 2 credits or 15 hours of work-based instruction per week (average) to award 3 credits. A practicum using an unpaid work-based learning arrangement must provide a combination of class instruction and work-based instruction totaling an average of 2 hours per day to award 2 credits or 3 hours per day to award 3 credits.

Alternative class schedules — Schools have significant latitude in designing their daily class schedule. However, the *Student Attendance Accounting Handbook* provides specifications of time requirements and other policies which must be met in order to protect funding eligibility.

Training plan agreements — The *Student Attendance Accounting Handbook*, as an eligibility stipulation for contact hour funding, provides for written training agreements with the training sponsors of each student participating in work-based instruction; Training Plan Agreements for both paid and unpaid work-based instruction can be found on the TEA Web site at <http://www.tea.state.tx.us>. Training agreements for students in unpaid work-based instruction must be filed before students begin instruction at the training site. A student in paid work-based instruction may be counted for contact hours from the first day of enrollment, provided a training plan agreement has been completed, signed, and filed by the fifteenth day following enrollment. If students change paid training placements during the school year, schools use the same fifteen day allowance from the end of the last placement to the filing of the new training plan agreement. The student's approved program area, as noted on the training plan agreement, provides the basis for placement at a training site and for determining class and work-based instruction to be reflected on the training plan.

Placement timelines — For contact hour funding eligibility from the date of enrollment, the *Student Attendance Accounting Handbook* specifies that students participating in paid work-based instruction be placed and in training within 15 days of enrollment; the training plan must also be filed by that date. If students change paid training placements during the school year, schools use the same fifteen day allowance from the end of the last placement until completion of the process of placement and training plan filing for the new training site. Training site availability and the training experiences they can provide may result in unpaid training sites being used for a portion or all of the student's

work-based instruction. The [Student Attendance Accounting Handbook](#) does not specify placement timelines for unpaid work-based training providing the total instructional time requirement (stated as a per day average for the combination of classroom instruction and work-based instruction) is being met with classroom instruction.

Supervision/visitation — For contact hour funding eligibility, the [Student Attendance Accounting Handbook](#) stipulates that teacher-coordinators visit each student training site at least six times each school year; a minimum of one training site visit during each student grading period is required. Additional training site visitation should be completed as needed for planning, supervising, and coordinating classroom instruction and work-based training experiences.

Utilizing multiple instructional methods — State Board of Education rules provide that instruction for practicum courses may be delivered through a range of work-based delivery arrangements including paid work experiences or unpaid work experiences, such as internships, mentorships, apprenticeships, and job shadowing. While either paid work experiences, internships, or apprenticeships will be utilized as primary, long-term arrangements for work-based training, job shadowing and mentorships can be utilized for short-term, supplemental/enrichment experiences consistent with the student's occupational objective. Multiple instructional methods may be utilized without funding penalty provided all applicable [Student Attendance Accounting Handbook](#) requirements for paid or unpaid work-based training are met (i.e. written training agreements, time requirements, placement requirements, coordination visits, classroom instruction, etc.)

Wage and Labor Information

Students enrolled in practicum courses must be treated in accordance with all labor laws, including wage and hour requirements. Students participating in paid work-based training shall receive fair and equitable wages. The training sponsor makes the decision about beginning wages and whether the student worker should have wage increases during the training period. Most students begin training at the minimum wage. A training sponsor may choose to utilize the youth minimum wage or a student learner permit for subminimum wage, if requirements can be met. Students may be involved in unpaid internships, apprenticeships, job shadowing, or mentorships if the requirements for wage exemption are met. Refer to the following general information and references.

General Labor Information

The federal Fair Labor Standards Act (FLSA) is a law that governs wage and hour practices including minimum wage, overtime pay, recordkeeping, and child labor standards affecting full-time and part-time workers in the business/industry and government settings. The federal Fair Labor Standards Act (FLSA) is administered through the Wage and Hour Division, U.S. Department of Labor (DOL).

<<http://www.dol.gov/whd/flsa/index.htm>>

The law defines the size and nature of business operations covered by its provisions. For simplicity, assurance, and the promotion of consistent standards, many schools set the FLSA provisions as expectations for all training sites. A variety of provisions in the law are applicable to students enrolled in CTE practicum classes with a work-based instruction component, including those for family and consumer sciences. The Fair Labor Standards Act provides the following definitions that are applicable to occupationally specific training:

Student-Learner — Under regulations issued by the Wage and Hour Division, a student-learner is a student who is at least sixteen years of age (or at least eighteen years of age if employed in an occupation that the Secretary of Labor has declared to be particularly hazardous); who is receiving instruction in any accredited school, college, or university; and who is employed by an establishment on a part-time basis, pursuant to a bona fide vocational training program. Employers wishing to employ student-learners at subminimum wages under section 14(a) – at rates not less than 75 percent of the applicable minimum wage under section 6(a) of the FLSA – must first complete and submit [Form WH-205](http://www.dol.gov/whd/forms/fts_wh205.htm). <http://www.dol.gov/whd/forms/fts_wh205.htm>

Apprenticeship — Apprenticeship is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs are sponsored by joint employer and labor groups, individual employers, and/or employer associations. <<http://www.doleta.gov/jobseekers/apprent.cfm>>

Bona fide vocational training program — The Wage and Hour Division of the DOL defines a bona fide vocational training program as one authorized and approved by a state board of career and technical education or other recognized educational body that provides for part-time employment training which may be scheduled for a part of the work day or work week, for alternating weeks, or for other limited periods during the year, supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a regular part of the student-learner's course by an accredited school, college, or university.

The Fair Labor Standards Act provides that wages must be paid for work performed. The FLSA contains provisions for individuals in training, under certain circumstances, to be exempt from wage requirements. Unpaid work-based training provided through rotation, preceptorship, and internship programs in career and technical education can qualify for exemption from the wage requirements. All six of the following criteria must be met to qualify for an exemption:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
2. The training is for the benefit of the trainees or students;
3. The trainees or students do not displace regular employees, but work under their close observation;
4. The employer that provides the training derives no immediate advantages from the activities of the trainees or students, and on occasion operations may actually be impeded;
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Employment of Student-Learners at Subminimum Wages

Employers who desire to employ student-learners at subminimum wages (not less than 75% of the applicable minimum wage) must apply by submitting an application on official FLSA forms for authority to do so from the regional office of the Employment Standards Administration that serves the employer's respective geographic area. The application should be filed 15 to 30 days before the student learner is to be employed at subminimum wages. No authorization is granted to employ a student-learner at subminimum wages before the application is forwarded to the wage and hour division. Employers must meet specific conditions to be granted approval to employ student-learners at subminimum wages. A partial listing of those conditions includes:

1. The student-learner must be at least 16 years of age (or older as may be required pursuant to Hazardous Occupation Order of the Secretary of Labor);

2. The student-learner must be at least 18 years of age if employment is to be in any activity prohibited by virtue of a Hazardous Occupation Order of the Secretary of Labor; and
3. Any training program under which the student-learner will be employed must be a bona fide career and technical education training program.

Youth Minimum Wage

The 1996 Fair Labor Standards Act Amendments authorized a youth minimum wage. The law allows employers to pay employees under 20 years of age a lower wage for a limited period (90 consecutive calendar days beginning with and including the first day of work for the employer). The law allows employers to pay a youth minimum wage of not less than \$4.25 an hour to eligible youth, unless prohibited by state or local law. Employers do not have to meet any training requirements in order to pay the youth wage to an eligible employee. Refer to U.S. Department of Labor Wage and Hour Division — [Fact Sheet #32: Youth Minimum Wage - Fair Labor Standards Act](#) for further information.

Age Restrictions

The Fair Labor Standards Act identifies 16 as the basic minimum age for employment. An individual at 16 years of age may be employed in any occupation other than a nonagricultural occupation declared hazardous by the Secretary of Labor. Eighteen is identified as the minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor. Further information may be found in Child Labor Bulletin 101 (WH-1330), —[Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act](#). <www.dol.gov/whd/regs/compliance/childlabor101_text.htm>

Hazardous and Non-Hazardous Occupations

The Fair Labor Standards Act provides a minimum age of 18 years for nonagricultural occupations which the Secretary of Labor — shall find and declare to be hazardous or detrimental to their health and well-being for individuals ages 16 and 17. There are seventeen hazardous occupations in effect that are applicable either on an industry basis or on an occupational basis. Identified hazardous occupations (HO) are as follows:

- HO 1. Manufacturing and storing of explosives
- HO 2. Driving a motor vehicle and being an outside helper on a motor vehicle
- HO 3. Coal mining
- HO 4. Logging and sawmilling
- HO 5. Power-driven woodworking machines
- HO 6. Exposure to radioactive substances
- HO 7. Power-driven hoisting apparatus
- HO 8. Power-driven metal-forming, punching, and shearing machines
- HO 9. Mining, other than coal mining

- HO 10. Meat-packing or processing, including use of power-driven meat slicing machines
- HO 11. Power-driven bakery machines
- HO 12. Power-driven paper-product machines, including scrap paper balers and paper box compactors
- HO 13. Manufacturing brick, tile, and related products
- HO 14. Power-driven circular saws, band saws, and guillotine shears
- HO 15. Wrecking, demolition, and shipbreaking operations
- HO 16. Roofing operations and all work on or about a roof
- HO 17. Excavation operations

Some of the hazardous occupations have limited exceptions that allow individuals 16 and 17 years old to perform specified tasks. Additional information may be located on the Department of Labor Web site; two helpful sites are the following:

- What Jobs Can Youth Do?
<http://youthrules.dol.gov/jobs.htm>
- Prohibited Occupations for Non-Agricultural Employees
www.dol.gov/elaws/esa/flsa/docs/haznonag.asp

Helpful Department of Labor Information

The Department of Labor has a number of informational publications that guide the interpretation and application of the laws that the agency administers. Those publications can be obtained by contacting a district office. More immediate information can be gained by utilizing the department's extensive Web site located at <http://www.dol.gov>. The site contains a wide range of forms, fact sheets, posters, regulation text, and frequently asked questions. Specifically applicable are sites for [Youth & Labor](#) and for the [Wage and Hour Division \(WHD\)](#). Additionally, [elaws—Employment Law Advisors](#), is a searchable site that is helpful in determining correct interpretations of labor regulations.

U.S. Department of Labor Wage and Hour Division (WHD) Field Offices

The field offices shown under each district office will provide an indication of the geographic area for which that district office is responsible. Up-to-date contact information for WHD district office locations that serve Texas may be found on the Wage and Hour Division Website at <http://www.dol.gov/whd/america2.htm#Texas>. Telephone directory listings are under the United States Government listings as "Labor, Department of."

WHD Field Offices Serving Texas

Dallas District Office US Dept. of Labor Wage & Hour Division The Offices @ Brookhollow 1701 E. Lamar Blvd., Suite 270, Box 22 Arlington, TX 76006-7303	Phone: (817) 861-2150 1-866-4-USWAGE (1-866-487-9243)	Abilene Texarkana Fort Worth Tyler Longview Waco Wichita Falls
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Houston District Office US Dept. of Labor Wage & Hour Division 8701 S. Gessner Drive, Suite 1164 Houston, TX 77074-2944	Phone: (713) 339-5525 1-866-4-USWAGE (1-866-487-9243)	Beaumont Bryan Corpus Christi Galveston
San Antonio District Office US Dept. of Labor Wage & Hour Division Northchase 1 Office Building 10127 Morocco, Suite 140 San Antonio, TX 78216	Phone: (210) 308-4515 1-866-4-USWAGE (1-866-487-9243)	Austin Harlingen Laredo McAllen
Albuquerque District Office Mailing Address: US Dept. of Labor Wage and Hour Division P.O. Box 907 Albuquerque, NM 87103-0907 Physical Address: 500 Gold, SW - Suite 12000 Albuquerque, NM 87102	Phone: (505) 248-6100 1-866-4-USWAGE (1-866-487-9243)	Amarillo El Paso Lubbock Midland San Angelo

Transportation

The work-based instruction component of practicum courses is of paramount importance in providing students rich and effective career training opportunities. With the work-based instruction occurring at business/industry sites within the community, the availability of dependable transportation of students to these work-based instruction sites is a necessary planning consideration. The method of transportation and funding source may vary based on local policies within state-defined parameters.

State-Funded, School-Provided Transportation

State law allows state transportation funds to be expended to transport students to a remote site for career and technical education courses. Transportation to multiple training sites is allowable provided multiple students are involved at each site. State-funded transportation may be provided regardless of the paid or unpaid status of the students' work-based training experiences. However, the scheduling variations and multiplicity of sites inherent to paid work-based training arrangements have typically resulted in schools requiring those students to assume responsibility for their transportation to the training sites.

Student-Provided Transportation

In those instances in which the school makes no provision for student transportation to the work-based training sites, transportation becomes the responsibility of the students and their parents/guardians. Because of the necessity that students be punctual and dependable in compliance with the schedule for work-based training, the importance of reliable transportation cannot be overstated. Options most often considered include the students using a personal vehicle, adults providing transportation for their student, use of public transportation, students riding with other students, or a combination of options. A backup contingency plan should also be identified by students and their parents/guardians. Regardless of the transportation arrangements, it is important that those plans be the basis of a written transportation agreement between the parents/guardians, the student, and the school; preferences and permission for a backup contingency plan should be included.

Insurance

The possibility of student injury while participating in work-based training experiences raises the issue of insurance, liability, and parent agreements. If the student is participating in paid work-based training, the training sponsor may have workers' compensation insurance or another arrangement for assuming liability in the event of work-related employee injury. Employer verification of provided insurance can be determined as part of the teacher-coordinator's process of evaluating the suitability of a business being utilized as a paid work-based training site. If there is no form of insurance covering liability for employee injury, procedures for otherwise assuring student insurance coverage should be considered.

Since students receiving unpaid work-based instruction are not employees of the business serving as the training station, workers' compensation or other forms of employee liability coverage would likely not cover students injured while participating in internship, job shadowing, unpaid apprenticeship, or mentoring experiences. The issue of insurance should be discussed as part of the teacher-coordinator's process of evaluating the suitability of a business being utilized as an unpaid work-based training site. Unless the business has insurance that would cover unpaid student trainees, other alternatives for insurance coverage should be investigated.

There are several alternatives often considered for providing insurance coverage for student trainees not covered by workers' compensation or comparable insurance. Some school districts have group coverage that can include the students in work-based training experiences. Some school districts arrange for insurance that can be purchased for students by their families; while often initially provided to cover injuries related to athletics or other extracurricular activities, these insurance policies have been structured to accommodate work-based training injuries. Some school districts rely upon students' proof of insurance coverage provided by their families to provide the security net in event of injury. In any case, clear explanation and written agreements between the training sponsor, parent, student, and school are important to prevent misunderstanding of responsibility for liability and insurance. One sample of a student insurance waiver form follows.

Waiver of Student Insurance

I hereby give permission for my child, (*Name of Student*), to participate in (*Title of Practicum Course*) at (*Name of School*). Please check one of the following:

- ☐ I am interested in the school's group student insurance for my son/daughter.
- ☐ I hereby waive participation in the school's group insurance for my son/daughter. I understand that I/we, the parent/guardian will be totally responsible for all medical/hospitalization bills relating to any injury occurring while my child is participating in (*Title of Course*) at (*Name of Business Training Site*) and other training sites. The (*Name of School District*) and the business training sites do not assume any legal liability for any injury which may result from a student's participation in practicum course experiences.

Parent/Guardian Signature: _____ Date _____

Note: This is a sample form only. Forms to be used locally should be finalized in consultation with necessary district policymakers and legal counsel.

Follow-up, Reporting, and Record Retention

Requirements related to reporting and record retention should be well understood by teachers assigned to teach career preparation courses. Although course coordination will involve a variety of reports, agreements, applications, etc., those records and reports that are required in conjunction with state and federal funding will be the focus of this discussion.

Public Education Information Management System (PEIMS) Reports

The Public Education Information Management System (PEIMS) uses a computerized database for the Texas Education Agency to gather information from school districts on students such as course enrollment, attendance, training program completion, participation in a career and technical education coherent sequence of courses or tech-prep arrangement, and information on special programs; district finances; staff; and student dropouts. Information gathered through the PEIMS database is utilized in statewide program planning, management, and evaluation as well as dissemination of funds. Local school districts determine personnel and procedures needed for completing PEIMS reports.

Program Evaluation

Title 19, Texas Administrative Code, §75.1025 Program Evaluations, states that each district and consortium shall annually evaluate its career and technical education programs. Districts are required to provide a Program Effectiveness Report by September 1. Districts are not in compliance with grant conditions and requirements until this report is received by TEA. Local school districts determine the procedures and personnel needed for attaining compliance with the program evaluation regulation. The completed evaluation is submitted through the eGrants system.

Funding Application and Expenditure Reports

The eGrants application for career and technical education was discussed previously in regard to the acquisition of federal funding for career and technical education programs. Local districts that wish to utilize funds from this source must determine the process and personnel who will be involved in planning, evaluating, and budgeting for local programs as a basis for preparing the annual application for funds for the following school year. Likewise, the district should determine the personnel responsible for fund accounting in order to submit to TEA the required quarterly or annual expenditure reports to initiate the district's reimbursement for funds expended.

Retention of Records

As a general minimum guideline, career and technical education records should be retained for seven years following the project year. Records pertaining to individual students (such as training plans, student rating forms, progress reports, and records of a student's achievements related to career and technical education training) should be retained from the end of enrollment plus seven years. Local school districts have the option to choose longer time periods and additional guidelines for record retention if desired.

SECTION B

NOTE: This section contains resources representative of local use. Within policies and standards, local districts should adjust as appropriate to meet local needs.

Health Science

Unpaid Work-Based Instruction

Unpaid work-based instruction provides students with the opportunity to explore a variety of health careers, develop knowledge and skills related to health care, and transition from student to professional. Students rotate among various departments of local health care facilities in the community to develop an awareness of the many career opportunities available in health care. Unpaid work-based instructional opportunities must be planned and supervised cooperatively by the local education agency and the training sponsor. In the classroom or training site, students are expected to master the essential knowledge and skills for Health Science or Practicum in Health Science.

Steps in establishing an unpaid work-based instruction:

1. Create an advisory group composed of industry leaders, community officials, administrators, and parents to develop program standards, policies, and procedures such as: transportation, uniforms, liability insurance, behavior issues, OSHA standards, and CDC guidelines.
2. Contact key people in local health care facilities to develop a commitment for unpaid work-based instruction sites and opportunities for students to rotate through various departments to observe/assist professionals at work.
3. Prepare an Affiliation Agreement clearly stating the responsibilities of the facility, district, teacher, and students. Neither the facility nor the school shall discriminate or deny participation on the basis of race, color, national origin, sex, or disability

Facility: Provide career specific unpaid work-based instruction experiences for students during designated times and assign professional mentors to facilitate the unpaid work-based instruction experiences.

School: Provide liability insurance coverage for students and instructor, require health history screening or physical examinations for students prior to unpaid work-based instruction experience, and provide students with the knowledge and skills to have a positive unpaid work-based instruction experience.

Parent/Guardian: Provide permission for TB skin testing, Influenza vaccination and proof of immunization for any relevant health conditions, that may be required by the health care facility, or waiver of liability as required by unpaid work-based instruction sites and school district. Provide reliable transportation if required by the district.

4. Develop an unpaid work-based instruction application process for screening and selecting students for work-based instruction programs. The following are recommended:
 - a. regular attendance
 - b. interest and aptitude assessment
 - c. academic requirements
 - d. strong communication and interpersonal skills
 - e. parent/guardian support
 - f. willingness to comply with program rules/standards
 - g. reliable transportation
 - h. honest, reliable, dependable
 - i. self-pride (neat, clean, polite)
5. Identify materials, resources, and equipment necessary for implementation of unpaid work-based instruction.
6. Develop classroom instructional objectives and unpaid work-based instruction training site competencies.
7. Establish an effective communication process with administration, personnel, parents, and students.
8. Develop Performance Evaluation instruments.
9. Determine guidelines for unpaid work-based instruction orientations and supervision of students. Students must have direct, professional supervision during rotations. Health Science instructors should be available either in person or by electronic means to facilitate and monitor unpaid work-based instruction experiences.

Suggested Guidelines for Unpaid Work-Based Instruction:

1. The number and length of rotations will vary depending on the program goals, student interest, and industry partnerships. There should be an appropriate balance of classroom and work-based instruction hours to support the program goals. The work-based instruction component should provide the student with a variety of learning experiences that will give the student the broadest possible understanding of the industry.
2. Students should have a clear understanding of what they are and are not permitted to do, regardless of the unpaid work-based learning site. They must know their scope of practice.
3. Written training agreements must be on file for all students participating in unpaid work-based instruction opportunities. Unpaid Training Plans must be filed before students begin participating in training at the work site.

4. Student unpaid work-based instruction experiences should be monitored with the Activity Task Lists for each rotation.
5. The selection of training stations shall be dependent on the following:
 - a. number of health care facilities/agencies willing to accept students;
 - b. number of willing professionals available for direct supervision;
 - c. type of service provided by the station;
 - d. patient/client/resident rights;
 - e. interest and aptitude of students;
 - f. distance from school to facility; and
 - g. transportation arrangements.
6. Students usually spend 3-6 weeks in class at the beginning of the year for unpaid work-based instruction orientation. During that time, students should master the following essential knowledge and skills prior to unpaid work-based instruction experiences:
 - a. communication skills;
 - b. safety and body mechanics;
 - c. professional ethics and confidentiality;
 - d. patient/client/resident rights;
 - e. legal responsibilities;
 - f. CPR and vital signs; and
 - g. infection control / standard precautions
7. After the initial orientation period, students usually spend the remainder of the course in a balance of classroom and work-based learning time. Classroom learning should correlate with unpaid work-based instruction experiences.

Coordination of Unpaid Work-Based Instruction Experiences

The unpaid work-based instruction teacher assumes a number of responsibilities in addition to the preparation and delivery of classroom instruction. The affiliation with unpaid work-based instruction facilities requires that the instructor establish and maintain working relationships with healthcare partners and appropriate communications among facilities.

1. Assure that students have successfully mastered the essential knowledge and skills of Principles of Health Science prior to being accepted into work-based instruction experiences.
2. Establish guidelines defining student responsibilities and fees (such as HOSA dues, uniform/scrubs, nametag, textbooks, and liability insurance).
3. Establish policies for transportation, PPD testing for TB, vaccinations as well as criminal background check

4. The number of hours of classroom instruction versus unpaid work-based instruction experience should be determined by the advisory group.
5. Students should rotate through a minimum of 5 different areas of interest.
6. Enlist cooperation of unpaid work-based instruction staff in the development and achievement of unpaid work-based instruction objectives. Unpaid work-based instruction areas which do not support the objectives should not be used.
7. Students should have individualized units of instruction related to the rotations.
8. Students may not receive any compensation during unpaid work-based instruction experiences.
9. Develop and maintain a plan for coordinating all unpaid work-based instruction activities.
10. Develop schedule of student rotations and document student experiences.
11. Radiation monitoring may be required where exposure to radiation is possible, such as diagnostic imaging unpaid work-based learning areas.
12. During each rotation, students should have a Task Sheet, Individualized Assignments, Journal, and Performance Evaluation.
13. Students should use a time sheet or punch card to document attendance and punctuality. The student must inform the unpaid work-based instruction site and teacher if an absence is necessary for illness or required school functions.
14. A written procedure for dealing with accidental injury, illness, or incident must be established. Procedures should include:
 - a. Call teacher, parent, or 911 if necessary
 - b. Assist student, administer first aid
 - c. Complete accident/incident report
15. Monitor student performances, attendance, professional dress.

Sample Grading Plans

Unpaid Work-based Instruction Grades

Daily Work	20%
Evaluation	30%
Tests/Exams	25%
Six-weeks Exams	15%
Notebooks	10%
Evaluation	30%

Unpaid Work-based Instruction Grades

Task Sheets	20%
Journal	10%
Assignments	10%
Quizzes/Tests	10%
Projects	20%

Unpaid Work-based Instruction Grades

Daily Work	20%
Tests	20%
Evaluation	20%
Class Activities	20%
Self-Study	20%

Unpaid Work-based Instruction Grades

Tests	25%
Evaluation	25%
Assignments	25%
Daily Grades	25%

Affiliation Agreement for Unpaid Work-Based Instruction

This agreement is by and between _____ Independent School District and _____ health care facility for the coordination of unpaid work-based instruction experiences.

The _____ Independent School District agrees to assume the following responsibilities:

1. Comply with all policies and procedures of the health care facility,
2. Provide qualified students for the unpaid work-based instruction experience,
3. Provide a certified Health Science teacher to facilitate the work-based instruction experiences,
4. Communicate directly with clinical personnel to maintain program goals,
5. Provide clinical personnel with student learning objectives,
6. Assign students to specific clinical areas and facilitate learning process,
7. Assure that students fully understand ethical and legal responsibilities, especially confidentiality,
8. Monitor student activities and progress, and
9. Maintain student records of unpaid work-based learning experiences.
10. Provide proof of negative PPD testing and updated immunization record including current influenza protection.
11. Perform and verify a criminal background check clearance on each student.

The _____ health care facility agrees to assume the following responsibilities:

1. Provide orientation for students to all facility policies and procedures,
2. Provide direct supervision of all student activities by qualified health care professionals,
3. Maintain total responsibility for the welfare and care of clients/patients,
4. Evaluate student performance and progress during unpaid work-based instruction experience.

The school and the health care facility each have a distinct, yet cooperative responsibility for the education of each student. The facility will communicate any concerns regarding student attitude, behavior, or performance. The facility shall retain the right to request reassignment or removal of a student.

This agreement provides for continuing communication between the facility and the school as necessary to provide an optimal work-based learning experience. An annual evaluation and review of this agreement is expected.

Either party may discontinue this agreement at the end of an academic year. The party desiring the termination shall arrange for an exit conference with the other participating agency.

All career and technical education opportunities will be offered without regard to race, color, national origin, sex, or disability. No student shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity included herein.

Signature of health science teacher

Date

Signature of school district official

Date

Signature of facility official

Date

Health Science

Unpaid Work-Based Instruction Application

Instructions: 1. Complete this form and return it to your counselor or health science teacher
2. Get parent/guardian signature and return the Agreement Form
3. Attach three Teacher Recommendation Forms

Name _____ Date of Birth _____

Home address _____ City, Zip _____

Name of parent/guardian _____

List grades earned in the following courses:

Principles of Health Science	_____
Health Science	_____
Biology	_____
_____	_____
(other relevant course)	

List your activities (including extracurricular): _____

I understand that I must provide my own reliable transportation to and from clinical sites.

Yes _____ No _____

Describe any previous experience related to health care _____

What are your current career goals? _____

Student Signature _____ Date _____

Student home phone _____ Cell _____

Parent/Guardian Signature _____ Date _____

Attendance Record _____

Verification Signature _____

Health Science Teacher Recommendation Form

Student _____

Health Science Teacher _____

To the teacher: This student is applying for the unpaid work-based program where students are placed in health care clinical facilities. Please evaluate the student and return this form to the health science teacher. This is a confidential report. At no time will the student be allowed to view this evaluation. Thank you for your professional assessment.

Please evaluate the following citizenship/character traits:

	Outstanding	Good	Fair	Poor
dependability	_____	_____	_____	_____
honesty/integrity	_____	_____	_____	_____
confidentiality	_____	_____	_____	_____
ability to follow instructions	_____	_____	_____	_____
follows rules	_____	_____	_____	_____
attitude	_____	_____	_____	_____
maturity	_____	_____	_____	_____
personal grooming	_____	_____	_____	_____
punctuality	_____	_____	_____	_____
cooperates with others	_____	_____	_____	_____
verbal communication	_____	_____	_____	_____
writing skills	_____	_____	_____	_____
sets realistic goals	_____	_____	_____	_____
problem-solving skills	_____	_____	_____	_____

Do you have any concerns about this student doing a health care clinical program?
Please comment.

Teacher Signature

Date

All Career & Technical Education programs are offered without regard to race, color, national origin, sex or handicap as required by the Title VI and Title IX of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973, as amended.

Health Science Student Data Sheet

Name: Last, First, M. _____ Student I.D. # _____

Grade Level _____ Date of Birth/Year/Age _____

Parent/Guardian (Last, First) _____

Street Address _____

City / Zip Code _____

Student Cell Phone # _____ Home phone # _____

Parent Cell Phone # _____ Parent Work # _____

Social Security # _____

Extracurricular Activities _____

Student Classroom Schedule

Period	Subject/ Teacher	Room	Period	Subject/ Teacher	Room
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Health Science Student/Parent Agreement for Unpaid Work-Based Instruction

Student Name (Print)

Social Security #

I, _____, agree to abide by the following rules and regulations during unpaid work-based instruction /classroom experiences and all other class-related activities:

1. Complete all required course work during unpaid work-based instruction experience.
2. Provide reliable transportation to/from unpaid work-based instruction areas or the school bus waits for no one!
3. Be punctual for all classes and clinical experiences.
4. Notify the unpaid work-based instruction supervisor and my instructor immediately if I am tardy or absent. The school policy on tardiness will apply. (After 10 minutes, a tardy is considered an absence.) Unpaid work-based instruction experience cannot be made up, therefore absences and tardies will affect my unpaid work-based instruction grade.
5. I understand that my unpaid work-based instruction experiences are a part of the educational program and I may not receive any type of compensation.
6. I will make it my responsibility to know, understand, and adhere to the guidelines and procedures of each unpaid work-based instruction site. I will be courteous, efficient, and accurate in all the tasks to which I am assigned in order to protect the patient, health care team, and myself.
7. I understand that I will be evaluated during each unpaid work-based instruction rotation by the clinical staff. I will be open to the constructive evaluation process so that I may develop positive professional traits and behaviors. Because the evaluation is an unpaid work-based instruction grade, any concerns regarding the evaluation process will be discussed with my instructor. The clinical staff members are not to be contacted by students or parents at any time.

8. I understand that I may not go to any unpaid work-based instruction training facility except during the specified unpaid work-based instruction times without prior approval from my instructor.

9. I agree to the following **DRESS CODE**:

- a. I will wear the required uniform specified by the unpaid work-based instruction program to ALL clinical facilities. The uniform is to be clean, neatly pressed, and appropriately worn during clinical activities.
- b. I will wear my nametag at ALL unpaid work-based instruction times, and will promptly replace any lost or damaged tag. I understand for liability reasons that I may not participate in unpaid work-based instruction if I do not have the student nametag worn appropriately.
- c. White shoes and white hose/socks must be worn with the uniform.
- d. I will wear no other jewelry except a watch with a second hand.
- e. Hair will be of collar length or shorter, or neatly pulled back and secured. I understand that extreme hairstyles are not acceptable.
- f. I will practice good personal hygiene, wear NO perfumes/cologne, moderate cosmetics.
- g. I will not eat, drink, chew gum, or smoke while at the unpaid work-based instruction site.
- h. I will keep my nails clean, neatly trimmed and manicured. I understand that artificial nails are prohibited at the training site as they are an infectious risk to patients.
- i. I understand that I may be asked to cover any visible body piercing or tattoos.

10. I agree to the following **CODE OF CONDUCT**:

- a. I will comply with any instruction from the unpaid work-based instruction supervisor immediately and without question while at the clinical setting.
- b. I will not visit other units, nor will I leave the unit to which I am assigned unless authorized.
- c. I will not discuss my private life while in the presence of patients.
- d. Illnesses and conditions I have observed will not be discussed with or in the presence of patients.

- e. I will respect and properly care for all equipment and unpaid work-based instruction supplies.
- f. I will not make personal telephone calls, nor answer the telephone in clinical areas unless so instructed. I understand that students are prohibited to carry cell phones to clinical units.
- g. I will observe strict infection control measures and will follow all facility safety rules.

11. I agree to the following **CODE OF ETHICS**:

- a. I will keep all patient information confidential. I will not discuss patient information with others at home, in school, or anywhere outside the facility.
- b. I will respect the rights of my peers and health professionals. I will conduct myself in a professional manner that reflects loyalty to the clinical facility.
- c. I will perform ONLY those procedures for which I have been trained and am legally permitted to do.
- d. I will treat all patients equally regardless of race, religion, social or economic status, sex and nationality. I will provide care for all individuals to the best of my ability.
- e. I will be honest and trustworthy with equipment, money, and time. I will report all errors immediately to my supervisor or instructor, and NEVER hide or fail to report any mistakes.
- f. I will maintain a professional attitude at all times. I realize that my behavior and appearance is a reflection on me, my school, and the Health Science Program.

12. I understand that if my conduct, performance, and/or attitude are not satisfactory, my participation in this program will be terminated.

Student Signature

Date

Parent/Guardian Signature

Date

Health Science Summary of Fees for Unpaid Work-Based Instruction

Fee	Rationale	Due Date
	HOSA membership dues, Local, State, National: fundraising participation is encouraged to defray costs for group activities, competitive events, and community service projects.	
	Uniform and personal equipment required for program participation.	
	Liability Student Insurance: health care facilities require students to carry liability insurance to participate in any work-based instruction.	
	Nametag: required for liability reasons; a student cannot go to any work based instruction site without the student nametag visible. Student must replace lost/damaged tag.	
	Textbooks, if applicable	
	Certification fees, if applicable	
	Field trips/transportation, if applicable	

Unpaid Work-Based Instruction is a wonderful experience, and I think you will be pleased with the opportunities available to you. Please sign and return one copy of this form to indicate your agreement to the financial commitment.

Student Signature

Date

Parent/Guardian Signature

Date

Health Science

Unpaid Work-Based Instruction

Medical History Health Screening

Student _____ School _____

SS # _____ Age _____ Height _____ Weight _____

Please answer the following questions to the best of your ability. This medical history is necessary to provide the best unpaid work-based instruction environment for students and patients. Any material omission or falsification of this report will be reasons for dismissal from the program.

Have you had, or do you now have, any of the conditions listed below? Please check Yes or No. If Yes, indicate your age at the time the condition occurred and whether hospitalized, and if you were previously or presently under the care of a physician.

Condition	Yes	No	Age	Details
Arthritis				
Asthma/Hay Fever				
Back trouble/Pain				
Blood disease/Anemia				
High blood pressure				
Bone/Joint deformity				
Bones Broken/Dislocated				
Shortness of Breath				
Cancer/Cyst/Growth/Tumor				
Chest Pain/Pressure				
Chronic Cough				

Diabetes _____

Dizziness/Fainting Spells _____

Ears, Hearing/Injury _____

Epilepsy/Seizures _____

Eye Trouble/Injury _____

Foot Trouble/Swelling _____

Gall Bladder Trouble _____

Heart Trouble _____

Headaches, Frequent/Severe _____

Hernia _____

Jaundice _____

Joints, Tricky/Painful _____

Kidney Stones/Blood in Urine _____

Malaria _____

Nervous breakdown _____

Nervousness _____

Neuritis/Neuralgia _____

Paralysis, Polio/Stroke _____

Pleurisy _____

Pneumonia _____

Rheumatic Fever _____

Rheumatism _____

Sinus Trouble _____

Skin Disease/Chronic Rash _____

Tuberculosis _____

Ulcers/Stomach Trouble _____

Varicose Veins _____

Venereal Disease _____

Please answer the following:

Have either of your parents or siblings ever had cancer, diabetes, hypertension, stroke, nervous breakdown, epilepsy, TB, kidney disease, or heart disease? Explain. _____

Has your weight changed in the last year? Gain or Loss? How many Pounds? _____

Have you ever had any serious ill effects from any activities/work you have done? Explain. _____

Have you had any accidents, injuries, or surgery in the past year? Explain. _____

Are you now in sound health and without physical or mental defects or infirmities? _____

I certify that these answers are true and complete and that I am aware that any omission or falsification is reason for dismissal from the program. I further agree to take any health examination that is deemed necessary before participation in Unpaid Work-Based Learning.

I certify that I am legally competent to grant such authorization.

Parent/Guardian Signature

Date

Health Science Unpaid Work-Based Instruction Health Clearance

Student Name _____ ID# _____

SS# _____ Date _____

Immunization Verification

Proof of immunity for the following: (either current vaccination or proof of history of illness)

Hepatitis B _____

Measles _____

Mumps _____

Rubella _____

Varicella _____

TDAP _____

Annual Flu shot (within one month of availability) _____

School Nurse or Clinical Instructor Signature

Date

PPD Skin Testing

Date administered _____

Date test results read _____

Results verified by _____

Date chest x-ray (if required) _____

Results _____

Results verified by _____

Health Science

Release of Liability for Travel

School-Sponsored Trips

I request that my son/daughter be allowed to travel to and from school-sponsored events during this school year and to participate in school-sponsored events. I fully understand and my son/daughter fully understands that participation in and transportation to and from the school-sponsored events could create risk to the health or safety of my son/daughter. I, the undersigned, assume full and complete responsibility for any injury or accident that may occur to my son/daughter in his/her travel to and from and participation in the school-sponsored activities. In consideration of the _____ School District's allowing my child to participate in the school-sponsored activities and other good and valuable consideration, the receipt of which is acknowledged, I hereby release and waive all claims that I or my son/daughter may have against the _____ School District, its Board of Trustees, employees, agents, and representatives and all participating health care agencies resulting, in whole or part, from my son/daughter traveling to and from the events attended by the school-sponsored group or from my son/daughter participating in the activities of the school-sponsored group. The release and waiver shall be binding on my heirs, legatees, administrators, and assigns.

Signature of Parent or Legal Guardian

Date

Signature of Student

Date

- * Student Medical/Emergency Information Card must be on file in the school office.
- * Student must obey all traffic regulations and the rules of the school regarding driving and parking vehicles.

Health Science Unpaid Work-Based Instruction

Confidentiality Statement

The undersigned hereby acknowledges his/her responsibility under applicable federal law and the Agreement between _____ School District and _____ facility to keep confidential any information regarding patients, as well as all confidential information of the _____ facility. The undersigned agrees, under penalty of law, not to reveal to any person or persons except authorized clinical staff and associated personnel any specific information regarding any patient, and further agrees not to reveal to any third part any confidential information of the _____ facility.

Statement of Responsibility

For and in consideration of the benefit provided the undersigned in the form of experience in evaluation and treatment of patients of the _____ facility, the undersigned, and his/her heirs, successors and/or assigns does hereby covenant and agree to be solely responsible for any injury or loss sustained by the undersigned while participating in the Unpaid Work-Based Instruction Program operated by the _____ School District and the _____ facility unless such injury or loss arises solely out of the _____ facility's gross negligence or willful misconduct.

Student Participant (Print Name)

Date

Student Signature

Date

Parent/Guardian Signature

Date

Health Science Instructor/Coordinator

Date

Health Science Unpaid Work-Based Instruction Hepatitis B Form

I understand that due to occupational exposure to blood and other potentially infectious materials, _____ may be at risk of acquiring hepatitis B virus (HBV) infection.

I acknowledge that the above student has been trained:

- a. in accordance with the Occupational Safety and Health Administration's (OSHA) Occupational Exposure to Bloodborne Pathogens Final Rule 29 CFR Part 1910.1030;
- b. in the modes of transmission , epidemiology and symptoms of Hepatitis B virus (HBV) and Human Immunodeficiency (HIV) and other bloodborne pathogens;
- c. in the methods of control that prevent or reduce exposure including universal precautions, appropriate engineering controls, work practices, and personal protective equipment;
- d. in the efficacy, safety, method of administration, benefits of being vaccinated with the hepatitis B vaccine;

I have been encouraged to provide vaccination for the above student, however, I decline hepatitis B vaccination at this time for the above named student. I understand that by declining this vaccine, the above named student will continue to be at risk of acquiring hepatitis B, a serious disease.

Parent/Guardian Signature

Date

Student Signature

Date

Because I understand the risk of acquiring hepatitis B virus infection, I have initiated the hepatitis B vaccination series #1 on _____, #2 on _____, #3 on _____ for the above named student.

Parent/Guardian Signature

Date

Student Signature

Date

Health Science Parental Consent Form

Influenza Immunization

This section to be completed by parent/legal guardian

Influenza Immunization

I give my permission for _____ to receive an influenza immunization. I understand that health care facilities require a current immunization of all students for participation in the unpaid work-based instruction program.

Parent/Guardian Signature

Date

In case of emergency, notify _____

Phone # _____

Health Science Parental Consent Form for PPD

This section to be completed by parent/legal guardian

PPD Test/Chest X-Ray

I give my permission for _____ to receive PPD testing for TB. I understand that my student must have a chest x-ray (at student/parent expense) if he/she has a positive PPD test.

I understand that the health care facility requires this of all students for participation in the unpaid work-based learning program.

Parent/Guardian Signature Date

In case of emergency, notify _____

Phone # _____

This section to be completed by Registered Nurse

History of Positive PPD skin test? yes _____ no _____

PPD Test # 1: given _____ read _____ results _____

PPD Test # 2: given _____ read _____ results _____

Chest X-Ray performed (if necessary) _____ Results _____

Registered Nurse signature _____

Employing Agency _____

Texas License Number _____ Expiration Date _____

Training Site Visits

The coordination and oversight of students' work-based training is accomplished largely through the teacher-coordinator's visits to the training sites. Suggested objectives of the teacher coordinator for training site visits include the following:

- Orient the prospective training sponsor (or new personnel) as to objectives and operations of the health science course.
- Become familiar with management, policies, and procedures of the training site.
- Initially, become acquainted with the student's projected training assignments.
- Coordinate development of the training plan.
- Develop an attitude of cooperation with the training sponsor to insure being contacted should a problem with the student arise.
- Determine training achievements, current assignments, and any training difficulties.
- Obtain information that would strengthen the student's classroom assignments.
- Prevent any student-employer problems from becoming serious.
- Assure that each student is treated with respect.
- Each grading period, obtain the training sponsor's evaluation of the practicum student.
- Encourage training sponsors to continue accepting practicum students for training.
- Discover and secure new training sites.

The local district determines the amount and schedule of time (in addition to the standard conference/planning period) during the school day that a teacher will be provided for coordination of career preparation placements. Factors that may impact these decisions include the number of students being served, the number and proximity of training sites utilized, and the teacher-coordinator's other class or duty assignments. If there are multiple teachers with career preparation assignments, some comparability of schedules is likely and desirable. Follow local policies for personnel leaving campus on school business, such as training site visits.

For most effective use of time, the teacher-coordinator should schedule training site visits during time provided for coordination during the school day. However, consideration must also be given to the training sponsor's availability at that time. Other arrangements will be necessary if a teacher's coordination time coincides with a time that will be consistently busy or otherwise obligated for the training sponsor (i.e., lunch rush, children's drop/pick-up times, shift changes, etc.). Ideally, coordination time would be scheduled to avoid major conflicts that can be anticipated.

The frequency and length of visits to each training site will be affected by various factors, such as the number of students placed at that site, the number of persons at the site who are involved in training and supervision, any difficulties which may surface, and the specific arrangements of the work-based training agreement. For example, coordination activities at a site where a student has a two-week job shadowing placement would be very different from coordination activities at a hospital where an

entire class is assigned to a training rotation schedule involving eight hospital departments over the entire school year.

The teacher-coordinator has the responsibility to visit each training site as needed to promote maximum student achievement in effectively coordinated work-based instruction and class instruction. There must be at least one visit to each student's training site each grading period and a minimum of six visits per school year to be eligible for maximum state funding. (See the most recent version of the [Student Attendance Accounting Handbook](#) for guidelines related to funding.) While telephone and e-mail contacts with the training sponsor are certainly useful, they supplement rather than substitute for actual visits to training sites.

As a follow-up to the training site visit with the training sponsor, the teacher-coordinator should document information obtained during the visit. This could become part of a consolidated record of work-based training coordination for each student. Follow local district procedures for documenting the visit for the purpose of reimbursement for mileage traveled and any other requirements.

Suggested Dos and Don'ts When Visiting the Training Site

DO:

1. Be well-groomed and properly prepared for the visit.
2. Be alert. Observe what is going on without appearing to snoop.
3. Make an effort to remember the names of persons at each training site.
4. Be friendly with everyone without fraternizing with them.
5. Express appreciation to persons at the training site for the training given to the student.
6. Show an interest in the work in progress. Be curious; ask questions as appropriate.
7. Take notes (after leaving) on items that may be used for a conference with the student or study assignments.
8. Be quick to sense the training sponsor's desire to terminate a conference.

DON'T:

1. Call attention to errors, bad practices, or unsafe conditions while visiting the training site. Do so in private conferences with the student or training sponsor, as appropriate.
2. Try to demonstrate to a student how to do an assigned task.
3. Pose as an expert or authority on any matter concerning the work in progress.
4. Request a conference with the training sponsor when she or he is obviously busy.
5. Interrupt or interfere with the student's training experiences.
6. Appear to be loafing or just passing the time.

Health Science Training Site Information

Facility

Name_____

Address_____

City, TX Zip _____

Web site_____

Contact Person

Name_____

Title_____

Phone_____ e-mail_____

Resources and Services Available

Title_____

Description_____

Title_____

Description_____

Title_____

Description_____

Title_____

Description_____

Training Plan Agreements

Due to the combination of class instruction and work-based training experiences at business/industry sites, effective course coordination is based on an organized plan called the Training Plan Agreement. The Training Plan Agreement can be explained as follows:

The Training Plan Agreement is a written agreement between the school and the training sponsor for each student enrolled in work-based training as part of a work-based training course. The training plan shall ensure that each student will receive coordinated classroom instruction and work-based training to develop the essential knowledge and skills identified for the approved cluster program area. Work-based training may be provided through unpaid, work-based learning, paid work-based learning experiences, internships, and/or apprenticeships and may be enriched with job shadowing and/or mentoring experiences.

Written training agreements must be prepared and filed locally in accordance with the Texas Education Agency's [*Student Attendance Accounting Handbook*](#). To facilitate training plan preparation, the essential knowledge and skills and study assignments for each approved cluster program area should be listed on the respective training plan master for the course.

The training plan is developed cooperatively by the training sponsor and the teacher-coordinator before or soon after the student placement at the training site. The "Training Plan Agreement for Paid Work-Based Training" is a suggested format designed for use with the paid work-based learning instructional arrangement. The "Training Plan Agreement for Unpaid Work-Based Training" is a suggested format designed for use with the clinical rotation, internship, apprenticeship, mentorship, or job shadowing instructional arrangements. The training plan is an agreement, not a contract. The training plan should be used throughout the school year. A training plan consists of the following:

- overview of basic expectations and agreement of student, parent/guardian, training sponsor, and teacher-coordinator
- essential knowledge and skills for the approved cluster program area
- study assignments correlated with the essential knowledge and skills
- documentation of work-based training experiences
- documentation of class instruction experiences

Purpose of Training Plan Agreement

The Training Plan Agreement is designed to fulfill the following purposes:

- to communicate basic expectations and points of agreement between the student, parent/guardian, training sponsor, and teacher-coordinator
- to serve as a guide to the teacher-coordinator, training sponsor, and student in coordinating the occupational training at the business/industry site and the technical studies in the classroom

- to provide a record of the student's progress in work-based training experiences
- to provide a record of the student's progress in related study assignments
- to be maintained in the proper manner in order to serve as an auditable document for funding purposes

Training Plan Agreement – Unpaid Work-Based Instructions

Page one. The front page of the Training Plan Agreement should be completed in its entirety in order to evidence student compliance with Child Labor Laws and Texas Education Agency funding eligibility. The local schools are responsible for keeping training plans on file.

1. The student must be placed at a training site at the time the Training Plan Agreement is prepared. The training plan is an agreement of expectations and understanding between the student, parent/guardian, training sponsor, and teacher-coordinator (representing the school). It is not a contract.
2. In order to meet conditions for funding, the training plan should be prepared and signed by all parties within 15 instructional days of enrollment for students placed in paid work-based training. A new training plan must be prepared (with all signatures) if a student changes training sites during the school year; placement and completion of the training plan should be accomplished within 15 instructional days of the end of assignment at the previous training site.
3. Since students enrolled in a practicum course with an unpaid work-based training component may, at the beginning of the school year, be involved in class instruction for the total time allotment, the date the training plan must be completed and signed should be within 15 instructional days of the beginning of placement at the training site rather than from actual enrollment. A new training plan must be prepared (with all signatures) if a student changes training sites during the school year; completion of the training plan should be accomplished within 15 instructional days of beginning the new placement.
4. Separate training plans must be prepared for each student in the practicum course.
5. Complete information about the student's grade, age, gender, and class time.
Note: Students must be 16 at the time of enrollment to be eligible for funding for paid work-based training experiences.
6. Student Name – Provide as shown for other school records (typically last name followed by the first name).
7. All students must have a Social Security number according to federal law. If a student has an identification number from the Immigration and Naturalization Service, the student may be in an unpaid learning experience in one of the practicum courses.
8. 2-3 Credit CTE Course Name – Insert the name of the practicum course. The work-based training opportunities at the training site should coincide with the essential knowledge and skills for the practicum course, consistent with the student's goals, interests, and abilities.
9. PEIMS Code – Insert the 8-digit PEIMS code approved for reporting the student's Career and Technical Education course.
10. Program Area – Indicate the Career Cluster under which the specific practicum course falls.
11. Complete information about school campus, district, and the company name where the student is gaining experience.

12. Wages (for paid work-based training) -- Generally, the wage that is paid to a beginning worker performing similar functions would be paid to the practicum student in paid work-based training. There may be instances when the training sponsor has been granted authority to employ the student at subminimum wage (75% of minimum wage) during the student training period, or the training sponsor chooses to pay the youth minimum wage (\$4.25) for up to 90 calendar days. (See the section beginning on page A-24 for information on labor laws.)
13. Date – the beginning date of the training period should be the date the student began placement at the training station and extend through the ending date of training. The probationary period depends on the policy of the company.

Page two. A description of specific and related occupational training is on the second page of the Training Plan Agreement. The teacher-coordinator works with the student's training sponsor to develop this portion of the training plan. When the purpose of the training plan is explained to the training sponsor, the following major points should be discussed:

- A. State Adopted Texas Essential Knowledge and Skills – The TEKS for the course are written in the left hand column.
- B. Work-Based Instruction and Class Instruction Columns – This space is used to indicate the respective instruction sites where knowledge and skills will be addressed, as indicated by inserting check marks. When this record of training is kept up-to-date for both work-based and classroom instruction, the teacher-coordinator can tell at a glance which training experiences the student has performed, which have had repetition contributing to mastery, and which ones the student has yet to experience.
- C. Related Study Assignments – The related study assignments are tasks assigned to the student to supplement work-based and classroom instruction for the respective TEKS.
- D. Additional Occupationally Specific Knowledge and Skills – Space is provided to record additional knowledge and skills not otherwise identified that may be deemed related to the occupational objective and are to be included in the student's work-based and class instruction. The employer and the teacher-coordinator collaborate on these knowledge and skills for the student in training. Occupationally specific knowledge and skills can be work-based instruction or class instruction. The related study assignments would be agreed upon by the employer and teacher.

The Training Plan Agreement will serve not only as a useful tool in guiding effective student training, it will satisfy certain requirements related to authorization, notification, documentation, and funding eligibility. Training plans should be typed to display a professional, businesslike appearance.

The student, parent or guardian, training sponsor, and teacher-coordinator must sign the agreement. Signatures required should be original, and all signing participants should be provided a signed copy of the training plan. A copy of the training plan will be needed in a file for student access, as well as a copy for the permanent student file.

Grade _____
Age _____
Sex: M _____ F _____

TRAINING PLAN AGREEMENT
Unpaid Work-Based Instruction

Time of day related CTE class meets _____

STUDENT _____ SOCIAL SECURITY NUMBER _____

SCHOOL DISTRICT _____ CAMPUS NAME _____

TRAINING OBJECTIVE _____ COMPANY NAME _____

Career Cluster Focus

CTE course title

PEIMS Code

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in the attached training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and teacher-coordinator.

It is understood that the work-based training experiences will be unpaid. In order to qualify for an exemption from wage requirements, all six of the following criteria must be met: 1) training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a career-technology program; 2) training is for the benefit of the students; 3) the students do not displace regular employees, but work under their close observation; 4) the employer that provides the training derives no immediate advantages from the activities of the students, and on occasion operations may actually be impeded; 5) the students are not necessarily entitled to a job at the conclusion of the training period; and 6) the employer and the students understand that the students are not entitled to wages for the time spent in training.

The training period begins the _____ day of _____, 20____, and extends through _____, _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued.

This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: YES _____ NO _____

If Yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or the website at www.dol.gov/esa/whd listed in the Guides.

It is the policy of _____ School District not to discriminate on the basis of race, color, national origin, sex or handicap in its Career-Technology programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de _____ Distrito Escolar no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Emiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

SIGNATURE APPROVALS

(Student) Date

(Training Sponsor) Date

(Parent or Guardian) Date

(Teacher-Coordinator) Date

(Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the students permanent record, and for

The occupational essential knowledge and skills listed below are provided as a convenience to promote quality standards in work-based training. Additional space is available to add specific training opportunities not otherwise identified as essential knowledge and skills. NOTE: Occupational training objectives having no state adopted essential knowledge and skills will require the training plans to be individually developed.

Essential Knowledge and Skills For Training Objective	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments

Health Science Student Performance Evaluation

Student

Clinical Site

Please evaluate the student's performance during the clinical experience using the following scale:

4=outstanding 3=above average 2=average 1=needs improvement

Attendance & Punctuality	4	3	2	1
Demonstrates Enthusiasm	4	3	2	1
Communication Skills	4	3	2	1
Seeks Opportunities to Learn	4	3	2	1
Positive Attitude & Cooperation	4	3	2	1
Respectful of Others	4	3	2	1
Follows Directions	4	3	2	1
Promotes Safety	4	3	2	1
Demonstrates understanding of Medical Ethics & Confidentiality	4	3	2	1
Professional Attire & Grooming	4	3	2	1
Uses Time Effectively	4	3	2	1

Mentor

Date

Health Science Student Performance Evaluation

Student _____ Date _____

Training Site _____

Please evaluate the student by circling the appropriate number. The scale proceeds from a high of 5 to a low of 1. If an item does not apply, please circle NA.

Personal Qualities

Attitude / Enthusiasm	5	4	3	2	1	NA
Professional Ethics	5	4	3	2	1	NA
Professional Grooming	5	4	3	2	1	NA
Emotional Maturity	5	4	3	2	1	NA
Intellectual curiosity	5	4	3	2	1	NA

Human Relations

Communication skills	5	4	3	2	1	NA
Co-worker relations	5	4	3	2	1	NA
Patient/Guest relations	5	4	3	2	1	NA
Ability to follow directions	5	4	3	2	1	NA
Acceptance of constructive critique	5	4	3	2	1	NA

Professional Skills

Listening and observation skills	5	4	3	2	1	NA
Ability to organize assignments	5	4	3	2	1	NA
Dependability in completing tasks	5	4	3	2	1	NA
Productive use of time	5	4	3	2	1	NA
Ability to adapt to environment	5	4	3	2	1	NA
Demonstrates initiative during rotation	5	4	3	2	1	NA

Mentor Signature

Date

Student Signature

Date

Health Science Unpaid Work-Based Instruction Performance Evaluation

Student _____ Dates _____

Training Station/Area _____ Supervisor _____

Directions: Please read each description and then enter the RATE for each factor that you think closest indicates the student's progress for the current rotation period.				
Factor	10-9	8-6	5-1	RATE
Appearance	Always appropriately dressed and groomed	On occasion fails to be dressed and groomed appropriately	Frequently not appropriately dressed and groomed	
Attendance	Always on time; excellent attendance	Punctual; seldom absent; and rarely tardy	Frequently tardy and/or absent	
Communication	Uses appropriate language and medical terminology	Uses some slang; often fails to use good medical vocabulary	Uses slang and inappropriate medical vocabulary	
Cooperation	Cooperates fully in all matters, seems to appreciate training	Usually cooperates and easy to work with when things are okay	Sometimes hard to work with, resists constructive criticism	
Dependability	Projects and tasks always done to satisfaction	Projects and tasks often completed , some wasted time in completion process	Projects and tasks not completed, negative attitude toward tasks	
Initiative	Shows initiative without supervision	Can work with supervision, down time occurs without supervision	Tends to hold back, afraid to make mistakes, waits for total supervision	
Skills	Has made exceptional use of time to learn new skills	Has made adequate use of time and has expanded some skills	Has made poor use of time and training	
Comments:				
Mentor Signature			Date	

Health Science

Unpaid Work-Based Instruction

First Six Weeks - Spelling/Vocabulary

- WEEK 1:
1. gerontology
 2. rehabilitation
 3. restoration
 4. hospice
 5. resident
 6. assessment
 7. diagnosis
 8. therapeutic
 9. grievances
 10. confidentiality
 11. disorientation
 12. dependability
 13. aspiration
 14. hemorrhage
 15. nosocomial
 16. communicable
 17. congenital
 18. etiology
 19. exacerbation
 20. remission
 21. metastasize
 22. prognosis
 23. chronic
 24. anorexia
 25. contagious

- WEEK 2:
1. acquired
 2. trauma
 3. immunodeficiency
 4. Medicare
 5. Medicaid
 6. deteriorate
 7. rapport
 8. manipulative
 9. Alzheimer's
 10. dementia
 11. delusions
 12. anxiety
 13. ataxia
 14. quadriplegia
 15. quadrant
 16. atrophy
 17. subluxation
 18. disability
 19. flaccid
 20. decubiti
 21. debride
 22. ambulate
 23. gait belt
 24. restraint
 25. mitered

WEEK 3:

1. anemia
2. angina pectoris
3. infarction
4. capillaries
5. arteriosclerosis
6. atherosclerosis
7. diaphoresis
8. hypoxia
9. diastole
10. systole
11. ascites
12. orthopnea
13. ischemia
14. dyspnea
15. nitroglycerin
16. ventricle
17. syncope
18. thrombus
19. embolus
20. sphygmomanometer
21. stethoscope
22. cyanotic
23. expectorate
24. sputum
25. tuberculosis

WEEK 4:

1. regurgitate
2. tachypnea
3. alveoli
4. emphysema
5. axilla
6. halitosis
7. dilate
8. perineal
9. dentures
10. petechiae
11. caries
12. diathermy
13. Sitz bath
14. emesis
15. peripheral
16. accuracy
17. adrenaline
18. asepsis
19. apathy
20. debilitating
21. endotracheal
22. enteric
23. equilibrium
24. inflammation
25. frequency

WEEK 5:

1. incontinent
2. hemorrhoids
3. dehydration
4. enema
5. feces
6. impaction
7. diarrhea
8. flatus
9. suppository
10. colostomy
11. urethra
12. prostate
13. meatus
14. urinalysis
15. retention
16. oliguria
17. polyuria
18. micturition
19. voiding
20. catheter
21. peristalsis
22. sphincter
23. defecation
24. gavage
25. flatulence

WEEK 6:

1. graphic
2. comatose
3. mottling
4. rigor mortis
5. post-mortem
6. moribund
7. denial
8. acceptance
9. bargaining
10. anger
11. grieving
12. jaundice
13. mediastinum
14. temperature
15. neoplasm
16. receive
17. pharynx
18. peritoneum
19. pathogen
20. rapport
21. senescent
22. sterilization
23. transmission
24. aneurysm
25. attitude

Health Science Unpaid Work-Based Instruction Schedule

Student _____

Class Time _____

Rotation	Week	Dates	Task Sheet	Supervisor	Assignments
1	1				
	2				
	3				
	4				
	5				
	6				
2	1				
	2				
	3				
	4				
	5				
	6				
3	1				
	2				
	3				
	4				
	5				
	6				
4	1				
	2				
	3				
	4				
	5				
	6				
5	1				
	2				
	3				
	4				
	5				
	6				

Health Science Unpaid Work-Based Instruction Schedule (Individual Student)

WEEKS	Medical Nursing			Surgical Nursing			Obstetrics			Newborn Nursery			Geriatrics			Intensive Care			Rehab			Cardiology			Emergency Care			Dentistry			Veterinary			Medical Lab		
1																																				
2																																				
3																																				
4																																				
5																																				
6																																				
7																																				
8																																				
9																																				
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24																																				
25																																				
26																																				
27																																				
28																																				
29																																				
30																																				

Health Science Unpaid Work-Based Instruction Report

Student _____ Dates _____

Site _____ Supervisor _____

This report is due the Monday of each week immediately after the unpaid work-based instruction dates.

What were your responsibilities or duties this week?

What new knowledge or skill did you learn this week?

What was the best thing that happened at the unpaid work-based instruction site this week?

What was the worst thing that happened at the unpaid work-based instruction site this week?

If the “worst” was a mistake, how was it corrected?

This week was: GOOD FAIR BAD DISASTROUS
Why?

Health Science Unpaid Work-Based Instruction Experience Record

Student _____ Dates _____

Area/Site _____ Times _____

Technology observed:

Diagnostic procedures observed:

Therapeutic procedures observed:

Diseases/disorders observed:

Medical terminology/abbreviations encountered:

Other:

Supervisor Signature

Date

Health Science Unpaid Work-Based Instruction Experience Journal

The unpaid work-based instruction journal should be a narrative of the experience and include the following:

- I. Assessment of the Environment
 - Personnel
 - Services provided
 - Equipment
 - Technology utilized
- II. Observation
 - Health care professionals
 - Teaming skills
 - Communication skills
 - Safety procedures
 - Therapeutic / Diagnostic procedures
- III. Knowledge
 - New information learned
 - Medical Terminology
 - Skills learned
- IV. Evaluation
 - Personal Experience
 - Educational Value
 - Professional Value

Student _____ **Rotation** _____ **Dates** _____

Unpaid Work-Based Instruction Summary

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Health Science Unpaid Work-Based Instruction Accident/Incident Report

School _____ Date _____

Student _____ ID# _____

Student Cell # _____ Guardian cell # _____

Address _____ City, TX Zip _____

Place where accident/incident occurred _____

Date of incident _____ Time _____

Details of accident/incident

Witnesses _____

Unpaid Work-Based Learning Supervisor _____

Parent/Guardian Notification _____

Resulting Action

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

Health Science

Unpaid Work-Based Instruction

One major grade in unpaid work-based instruction each six-weeks will be EITHER 5 current events or 1 book report. The due dates are indicated in the syllabus. Spelling and grammar always count!

Current Event Guidelines

1. **Heading:** Name of Newspaper, Internet Article or Medical Journal
 Title of Article
 Date the Article Appeared, if using Internet include site information
2. **Summary:** Write a brief summary (two or more paragraphs) of the contents of the article using your own words.
3. **Relevance:** State how the information presented is relevant to you as a health care consumer OR as a health care provider.
4. **Application:** Indicate how you intend to utilize the information learned from the article.
5. **Accountability:** Attach a copy of the article to the write-up.

Book Report Guidelines

The book report must be a minimum of two pages in length. There should be an introductory paragraph, 2-3 paragraphs summarizing the book, and a concluding paragraph. The introductory paragraph must include the title of the book and the author's name. The concluding paragraph must contain 1-2 sentences which explain how or why the book is relevant to your interest in health careers. Each paragraph must contain a minimum of 4 sentences.

Health Science Current Events

Objective: To enable students to utilize current health information

Introductory Information:

The technology “boom” that we are experiencing in today’s world has an unavoidable effect on our lives. Modern medicine becomes obsolete within a five-year period. Because new discoveries occur as a matter of routine, and because learning is not limited to the classroom, you as the learner should utilize resources outside of the classroom to enhance your education.

1. To complete this assignment, you will need to read an article pertaining to health or scientific breakthroughs.
2. You may use the daily newspaper, internet site or a monthly magazine, either professional or technical, but not classroom copies.

Procedure:

1. Select an article of appropriate content.
2. Provide source of article and date, if using the internet give site information.
3. Write a summary of the article; be prepared to share it orally.
4. Be able to discuss the implications of the article in relation to
 - you the individual;
 - effects on your family;
 - effects on society; and
 - legal, medical, and ethical aspects.

Criteria:

Points

Possible

Title of article, author, source, and length	10
Summary of article	40
Learning points	20
Use/application	15
Reactions and reasons chosen	<u>15</u>
Total Possible Points	100

Health Science Current Event Abstract

Name: _____

Due date: _____

Name of publication: _____

Date of publication: _____

Title of article: _____

Author of article: _____

Your evaluation of article and why: _____

Briefly summarize 3 facts that the author uses to support his/her conclusions:

1. _____

2. _____

3. _____

Progress Chart for Unpaid Work-Based Instruction Assignments

Grading Period _____ **Semester** 1 2 (Circle one)

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SECTION C

NOTE: This section contains resources representative of local use. Within policies and standards, local districts should adjust as appropriate to meet local needs.

Health Science

Paid Work-Based Instruction

Paid work-based instruction provides students with the opportunity to gain career specific knowledge and skills through a paid work-based instruction experience. Students receive instruction by participating in occupationally specific classroom instruction and work-based instruction experiences.

Advantages

Student:

- Assists in selecting and obtaining a training job related to personal interests
- Classroom assignments related to job training and employability
- Offers students a hands-on work-based instruction experience
- Enhances students' knowledge and skills and increases employability options
- Provides opportunity to discover the need for additional education and training

School:

- Creates community partnerships in education and training
- Keeps school aware of employment needs in the community
- Contributes to reducing dropout rate

Employer:

- Provides additional supervision and training for employees
- Provides both a present and future source of employees
- Opportunities to participate in education partnerships

Responsibilities

Student:

- Priority should be learning rather than earning
- Select an occupational objective based on interest and ability
- Conform to policies and procedures of school and work place
- Demonstrate improvement and proficiency in school and at work

School:

- Select and screen students based on occupational interest and ability
- Provide ongoing supervision of student
- Provide classroom instruction to enhance work-based learning

Employer:

- Provide an entry-level job that requires on-the-job training
- Provide instruction and supervision for student
- Evaluate student performance and progress periodically
- Develop training plan and learning objectives with the school
- Communicate with teacher regarding student's progress

Steps in establishing a paid work based instruction experience:

1. Contact community health care professionals regarding the opportunities available for employing students. Explain the goals and objectives of the program.
2. Develop paid work-based instruction application and interview standards.
3. Meet with counselors to explain program goals and objectives.
4. Survey students who will be completing the Health Science course.
5. Organize an advisory group. Secure the assistance of the group in establishing program policies and procedures.
6. Develop a process for screening and selecting students.
7. Identify materials, resources and equipment necessary for implementation.
8. Develop classroom instructional objectives, units of instruction, paid work-based instruction training site competencies, and individualized units of instruction.
9. Establish an effective ongoing communication process for administrators, counselors, employers, parents, and students.

Rules for Paid Work-Based Instruction:

1. Students must be a minimum age of 16 to be enrolled in a *paid* career preparation work-based instruction experience.
2. Work-based instruction must be planned and supervised cooperatively by the local education agency and the training sponsor.
3. Students must be employed an average of 10 hours per week to earn 2 units of credit or be employed 15 hours per week to earn 3 units of credit.
4. Paid work-based instruction must consist of an average of one class period of instruction per day *for the entire school year* in addition to an assignment at a work-based training site.
5. Employment at an approved work-based training site must begin within 15 instructional days after enrollment. If employment does not begin by the 16th day, the student may be placed at an unpaid work based training site for the remainder of the school year. A Paid Training Plan for work-based learning must be completed, signed and in the student's file within 15 instructional days.
6. Teachers must visit each student work site at least six times each school year.
7. Texas Child Labor Laws and the federal Fair Labor Standards Act (FLSA) apply to paid work-based learning. (1-800-832-9243) Max penalty per violation is \$10,000.
<http://capitol.tlc.state.tx.us/statutes/codes/LA000004.html>

Coordination of paid work-based instruction experiences

The paid work-based instruction coordinator must assume a number of responsibilities in addition to the preparation and facilitation of classroom instruction. The partnership with health care facilities and agencies requires that the coordinator establish and maintain working relationships and appropriate communications among all paid work-based instruction partners.

1. Set course prerequisites to assure that students have mastered the essential knowledge and skills of Principles of Health Science and Health Science prior to being accepted into work-based instruction experiences.
2. Program guidelines should be developed to clearly define expectations for student responsibilities, transportation, fees, professional attire, ethical and legal behavior, rules, etc.
3. Develop work-based instruction objectives with employers. The work based training component should provide the student with a variety of learning experiences that will give the student the broadest understanding of the health care industry. Training sites that do not support the program and student learning objectives should not be utilized.
4. Complete Training Plans and have in student file within 15 instructional days.
5. Document student wages and hours of employment. If a student is absent in the morning but attends afternoon work-based training, the student is counted absent for the entire day.
7. Document student work-based performance by periodic employer evaluations.
8. Document paid work-based instruction training site visits (at least 6 times per school year).
9. Document student skill development by student portfolio or competency lists.

Sample Grading Plans

Classroom Grades

Daily Work	20%
Tests/Exams.....	25%
Individualized Studies.....	15%
Projects	10%
Work-based learning grades	30%

Work-based learning Grades

Employer Evaluation.....	50%
Special Projects.....	50%

Health Science

Application for Paid Work-Based Instruction

Name _____ Social Security # _____

Date of Birth _____ Age _____ Current Grade _____

Home Address _____ City, TX Zip _____

Home Phone # _____ Student Cell # _____

Student's email _____

Parents/Guardian _____

Work phone # _____ Parents/Guardian Cell # _____

Parent/Guardian email _____

I understand that I must provide my own reliable transportation to and from work.

Yes _____ No _____

Describe any previous experience related to health care _____

What are your current career goals? _____

School Information:

days absent this year ____ # times tardy this year ____ current GPA _____

Extracurricular activities _____

List previous Health Science courses taken:

Course/Grade	Teacher	Semester
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Current employment _____ length of employment _____

Employer's name _____ Phone # _____

All Career & Technical Education programs are offered without regard to race, color, national origin, sex or handicap as required by the Title VI and Title IX of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973, as amended.

Health Science Paid Work-Based Instruction Student/Parent Agreement

1. The Health Science teacher is responsible for job approval and determining the appropriateness of current jobs.
2. Students are responsible for the appointment, resume, application and interview. Acceptance into the course is not a guarantee of job placement.
3. The student and parent are responsible for reliable transportation to and from the paid work-based learning training site.
4. Membership and participation in HOSA, the student professional leadership organization, is expected and strongly encouraged.
5. Students will remain in the same training station the entire school year. Failure to gain employment by the 15th school day may result in the student being removed from the paid work-based instruction program.
6. Students must conform to all policies, procedures, and rules of the health care facility and school.
7. Students must notify both the employer and teacher prior to any scheduled absence or at least one hour prior to scheduled work time in the case of illness or emergency.
8. A student will earn a failing grade and may be removed from the Paid Work-based Instruction Program for any of the following reasons:
 - a. termination by the employer or quitting without prior approval by the teacher
 - b. reporting to the training station on a day of school absence without permission
 - c. excessive tardiness or absences
9. Students must do credible work both at the training station and school to receive credit for the course.

We agree to the guidelines above and authorize the student to participate in the Health Science paid work-based instruction program.

Student

Date

Parent/Guardian

Date

Health Science Student Data Sheet

Student Name _____ Grade _____ Cell _____

Class Schedule:

Period	Subject	Teacher	Room
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____

Organizations:

Name	Sponsor	Room
_____	_____	_____
_____	_____	_____

Employment Schedule and Hours:

Day	Regular	Alternate
Sunday	_____	_____
Monday	_____	_____
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____
Saturday	_____	_____

Health Science Student Employment Data

Student Name _____ Contact number _____

INTERVIEWS

1.

Date	Company	Interviewer	Phone
------	---------	-------------	-------

Results

2.

Date	Company	Interviewer	Phone
------	---------	-------------	-------

Results

3.

Date	Company	Interviewer	Phone
------	---------	-------------	-------

Results

EMPLOYMENT

Company	Supervisor	Phone #
---------	------------	---------

Address

Date Employed	Date Terminated
---------------	-----------------

Comments

Health Science Student Record

School: _____	Teacher: _____
School Address: _____	Phone: _____

Student: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> Last First Middle </div>	Social Security No.: _____ Date of Enrollment: _____
Student's Home Address: _____	Date of Birth: _____ Age _____
Home phone _____	Cell Phone _____ Sex: M F
Ethnicity: _____	Special Needs: _____
In Case of Emergency:	
Contact: _____	Bus. Phone: _____
Address: _____	Home Phone: _____
OR: _____	Phone: _____
Address: _____	Home Phone: _____
Family Physician: _____	Phone: _____
Insurance Company: _____	Policy No.: _____
Special Medical Needs: _____	

PRIOR WORK EXPERIENCE AND PAID WORK-BASED LEARNING TRAINING

Dates of Employment	Job Title	Employer	Supervisor	Address of Employer	Phone

Health Science

Paid Work-Based Instruction Education

Confidentiality Statement

The undersigned hereby acknowledges his/her responsibility under applicable federal law and the Agreement between _____ Independent School District and the _____ to keep confidential any information regarding patients/clients, as well as any information regarding the _____. The undersigned agrees, under penalty of law, not to reveal to any person or persons except authorized staff and associated personnel any specific information regarding any patient/client, and agrees not to reveal to any third party any confidential information of _____.

Statement of Responsibility

For and in consideration of the benefits provided the undersigned in the form of experience in evaluation of patients/clients of _____, the undersigned, his/her heirs, successors and/or assigns does hereby covenant and agree to be solely responsible for any injury or loss sustained by the undersigned while participating in the paid work-based learning education program of the _____ independent School District at _____ unless such injury or loss arises solely out of _____'s gross negligence or willful misconduct.

Dated this _____ day of _____, 20_____.

Student Signature

Date

Parent/Guardian Signature

Date

Training Site Visits -- Introduction

The coordination and oversight of students' work-based training is accomplished largely through the teacher-coordinator's visits to the training sites. Suggested objectives of the teacher coordinator for training site visits include the following:

- Orient the prospective training sponsor (or new personnel) as to objectives and operations of the health science course
- Become familiar with management, policies, and procedures of the training site
- Initially, become acquainted with the student's projected training assignments
- Coordinate development of the training plan
- Develop an attitude of cooperation with the training sponsor to insure being contacted should a problem with the student arise
- Determine training achievements, current assignments, and any training difficulties
- Obtain information that would strengthen the student's classroom assignments
- Prevent any student-employer problems from becoming serious
- Assure that each student is treated with respect
- Each grading period, obtain the training sponsor's evaluation of the practicum student
- Encourage training sponsors to continue accepting practicum students for training
- Discover and secure new training sites

The local district determines the amount and schedule of time (in addition to the standard conference/planning period) during the school day that a teacher will be provided for coordination of career preparation placements. Factors that may impact these decisions include the number of students being served, the number and proximity of training sites utilized, and the teacher-coordinator's other class or duty assignments. If there are multiple teachers with career preparation assignments, some comparability of schedules is likely and desirable. Follow local policies for personnel leaving campus on school business, such as training site visits.

For most effective use of time, the teacher-coordinator should schedule training site visits during time provided for coordination during the school day. However, consideration must also be given to the training sponsor's availability at that time. Other arrangements will be necessary if a teacher's coordination time coincides with a time that will be consistently busy or otherwise obligated for the training sponsor (i.e., lunch rush, children's drop/pick-up times, shift changes, etc.). Ideally, coordination time would be scheduled to avoid major conflicts that can be anticipated.

The frequency and length of visits to each training site will be affected by various factors, such as the number of students placed at that site, the number of persons at the site who are involved in training and supervision, any difficulties which may surface, and the specific arrangements of the work-based training agreement. For example, coordination activities at a site where a student has a two-week job shadowing placement would be very different from coordination activities at a hospital where an entire class is assigned to a training rotation schedule involving eight hospital departments over the entire school year.

The teacher-coordinator has the responsibility to visit each training site as needed to promote maximum student achievement in effectively coordinated work-based instruction and class instruction. There must be at least one visit to each student's training site each grading period and a minimum of six visits per school year to be eligible for maximum state funding. (See the most recent version of the [Student Attendance Accounting Handbook](#) for guidelines related to funding.) While telephone and e-mail contacts with the training sponsor are certainly useful, they supplement rather than substitute for actual visits to training sites.

As a follow-up to the training site visit with the training sponsor, the teacher-coordinator should document information obtained during the visit. This could become part of a consolidated record of work-based training coordination for each student. Follow local district procedures for documenting the visit for the purpose of reimbursement for mileage traveled and any other requirements.

Suggested Dos and Don'ts When Visiting the Training Site

DO:

1. Be well-groomed and properly prepared for the visit.
2. Be alert. Observe what is going on without appearing to snoop.
3. Make an effort to remember the names of persons at each training site.
4. Be friendly with everyone without fraternizing with them.
5. Express appreciation to persons at the training site for the training given to the student.
6. Show an interest in the work in progress. Be curious; ask questions as appropriate.
7. Take notes (after leaving) on items that may be used for a conference with the student or study assignments.
8. Be quick to sense the training sponsor's desire to terminate a conference.

DON'T:

1. Call attention to errors, bad practices, or unsafe conditions while visiting the training site. Do so in private conferences with the student or training sponsor, as appropriate.
2. Try to demonstrate to a student how to do an assigned task.
3. Pose as an expert or authority on any matter concerning the work in progress.
4. Request a conference with the training sponsor when she or he is obviously busy.
5. Interrupt or interfere with the student's training experiences.
6. Appear to be loafing or just passing the time.

Health Science Training Site Information

Facility

Name_____

Address_____

City, TX Zip _____

Web site_____

Contact Person

Name_____

Title_____

Phone_____ e-mail_____

Resources and Services Available

Title_____

Description_____

Title_____

Description_____

Title_____

Description_____

Title_____

Description_____

School Year

E/93

Training Plan Agreements -- Introduction

Due to the combination of class instruction and work-based training experiences at business/industry sites, effective course coordination is based on an organized plan called the Training Plan Agreement. The Training Plan Agreement can be explained as follows:

The Training Plan Agreement is a written agreement between the school and the training sponsor for each student enrolled in work-based training as part of a work-based training course. The training plan shall ensure that each student will receive coordinated classroom instruction and work-based training to develop the essential knowledge and skills identified for the approved cluster program area. Work-based training may be provided through unpaid, work-based learning, paid work-based learning experiences, internships, and/or apprenticeships and may be enriched with job shadowing and/or mentoring experiences.

Written training agreements must be prepared and filed locally in accordance with the Texas Education Agency's *Student Attendance Accounting Handbook*. To facilitate training plan preparation, the essential knowledge and skills and study assignments for each approved cluster program area should be listed on the respective training plan master for the course.

The training plan is developed cooperatively by the training sponsor and the teacher-coordinator before or soon after the student placement at the training site. The "Training Plan Agreement for Paid Work-Based Training" is a suggested format designed for use with the paid work-based learning instructional arrangement. The "Training Plan Agreement for Unpaid Work-Based Training" is a suggested format designed for use with the clinical rotation, internship, apprenticeship, mentorship, or job shadowing instructional arrangements. The training plan is an agreement, not a contract. The training plan should be used throughout the school year. A training plan consists of the following:

- overview of basic expectations and agreement of student, parent/guardian, training sponsor, and teacher-coordinator
- essential knowledge and skills for the approved cluster program area
- study assignments correlated with the essential knowledge and skills
- documentation of work-based training experiences
- documentation of class instruction experiences

Purpose of Training Plan Agreement

The Training Plan Agreement is designed to fulfill the following purposes:

- to communicate basic expectations and points of agreement between the student, parent/guardian, training sponsor, and teacher-coordinator

- to serve as a guide to the teacher-coordinator, training sponsor, and student in coordinating the occupational training at the business/industry site and the technical studies in the classroom
- to provide a record of the student's progress in work-based training experiences
- to provide a record of the student's progress in related study assignments
- to be maintained in the proper manner in order to serve as an auditable document for funding purposes

Preparing the Training Plan Agreement Paid Work-Based Instructions

Page one. The front page of the Training Plan Agreement should be completed in its entirety in order to evidence student compliance with Child Labor Laws and Texas Education Agency funding eligibility. The local schools are responsible for keeping training plans on file.

1. The student must be placed at a training site at the time the Training Plan Agreement is prepared. The training plan is an agreement of expectations and understanding between the student, parent/guardian, training sponsor, and teacher-coordinator (representing the school). It is not a contract.
2. In order to meet conditions for funding, the training plan should be prepared and signed by all parties within 15 instructional days of enrollment for students placed in paid work-based training. A new training plan must be prepared (with all signatures) if a student changes training sites during the school year; placement and completion of the training plan should be accomplished within 15 instructional days of the end of assignment at the previous training site.
3. Since students enrolled in a practicum course with an unpaid work-based training component may, at the beginning of the school year, be involved in class instruction for the total time allotment, the date the training plan must be completed and signed should be within 15 instructional days of the beginning of placement at the training site rather than from actual enrollment. A new training plan must be prepared (with all signatures) if a student changes training sites during the school year; completion of the training plan should be accomplished within 15 instructional days of beginning the new placement.
4. Separate training plans must be prepared for each student in the practicum course.
5. Complete information about the student's grade, age, gender, and class time. Note: Students must be 16 at the time of enrollment to be eligible for funding for paid work-based training experiences.
6. Student Name – Provide as shown for other school records (typically last name followed by the first name).
7. All students must have a Social Security number according to federal law. If a student has an identification number from the Immigration and Naturalization Service, the student may be in an unpaid learning experience in one of the practicum courses.
8. 2-3 Credit CTE Course Name – Insert the name of the practicum course. The work-based training opportunities at the training site should coincide with the essential knowledge and skills for the practicum course, consistent with the student's goals, interests, and abilities.
9. PEIMS Code – Insert the 8-digit PEIMS code approved for reporting the student's Career and Technical Education course.

10. Program Area – Indicate the Career Cluster under which the specific practicum course falls.
11. Complete information about school campus, district, and the company name where the student is gaining experience.
12. Wages (for paid work-based training) -- Generally, the wage that is paid to a beginning worker performing similar functions would be paid to the practicum student in paid work-based training. There may be instances when the training sponsor has been granted authority to employ the student at subminimum wage (75% of minimum wage) during the student training period, or the training sponsor chooses to pay the —youth minimum wage (\$4.25) for up to 90 calendar days. (See the section beginning on page A-24 for information on labor laws.)
13. Date – the beginning date of the training period should be the date the student began placement at the training station. The —extends through date should be the ending date of training. The probationary period depends on the policy of the company.

Page two. A description of specific and related occupational training is on the second page of the Training Plan Agreement. The teacher-coordinator works with the student's training sponsor to develop this portion of the training plan. When the purpose of the training plan is explained to the training sponsor, the following major points should be discussed:

1. State Adopted Texas Essential Knowledge and Skills – The TEKS for the course are written in the left hand column.
2. Work-Based Instruction and Class Instruction Columns – This space is used to indicate the respective instruction sites where knowledge and skills will be addressed, as indicated by inserting check marks. When this record of training is kept up-to-date for both work-based and classroom instruction, the teacher-coordinator can tell at a glance which training experiences the student has performed, which have had repetition contributing to mastery, and which ones the student has yet to experience.
3. Related Study Assignments – The related study assignments are tasks assigned to the student to supplement work-based and classroom instruction for the respective TEKS.
4. Additional Occupationally Specific Knowledge and Skills – Space is provided to record additional knowledge and skills not otherwise identified that may be deemed related to the occupational objective and are to be included in the student's work-based and class instruction. The employer and the teacher-coordinator collaborate on these knowledge and skills for the student in training. Occupationally specific knowledge and skills can be work-based instruction or class instruction. The related study assignments would be agreed upon by the employer and teacher.

The Training Plan Agreement will serve not only as a useful tool in guiding effective student training, it will satisfy certain requirements related to authorization, notification,

documentation, and funding eligibility. Training plans should be typed to display a professional, businesslike appearance.

The student, parent or guardian, training sponsor, and teacher-coordinator must sign the agreement. Signatures required should be original, and all signing participants should be provided a signed copy of the training plan. A copy of the training plan will be needed in a file for student access, as well as a copy for the permanent student file.

Grade _____
Age _____
Sex: M _____ F _____

TRAINING PLAN AGREEMENT
Paid Work-Based Instruction

Time of day Specific Related Class meets _____

STUDENT _____ SOCIAL SECURITY NUMBER _____

SCHOOL DISTRICT _____ CAMPUS NAME _____

TRAINING OBJECTIVE _____ COMPANY NAME _____

Career Cluster Focus

CTE course title

PEIMS Code

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in the attached training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order to provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and teacher-coordinator.

In addition to providing practical instruction, the training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

- 1) The beginning wage will be \$ _____ per _____ for _____ hours per school week.
- 2) Periodically, the training sponsor and teacher-coordinator will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the _____ day of _____, 20____, and extends through _____, _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued.

This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: YES _____ NO _____

If Yes, any exemption(s) for student-learners or apprentices will apply as described in the *Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101* or *Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102*. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or the website at www.dol.gov/esa/whd listed in the Guides.

It is the policy of _____ School District not to discriminate on the basis of race, color, national origin, sex or handicap in its Career-Technology programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de _____ Distrito Escolar no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Emmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

SIGNATURE APPROVALS

(Student) Date

(Training Sponsor) Date

(Parent or Guardian) Date

(Teacher-Coordinator) Date

(Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record, and for students with disabilities, the Individual Transition Plan.)

Description of Specific and Related Occupational Training

The occupational essential knowledge and skills listed below are provided as a convenience to promote quality standards in work-based training. Additional space is available to add specific training opportunities not otherwise identified as essential knowledge and skills. NOTE: Occupational training objectives having no state adopted essential knowledge and skills will require the training plans to be individually developed.

Essential Knowledge and Skills for Training Objective	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments

NOTE: The above should serve as a suggested format. Space allowances should be expanded to accommodate inclusion of appropriate information.
R09/10

Student Name: _____ **Training Station:** _____ **Month:** _____

Total Hours for the Month: _____ **Hourly Wage:** _____ **Total Wages for the Month** _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	_____
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	_____
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	_____
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	_____
Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	Date _____	_____

I verify that the hours above are true and correct for the month.

Student Signature _____ **Date** _____

Health Science Student Performance Evaluation

Student	Training Site	Supervisor
Instructor	Program	School

Instructions: Please rate the factors which most describe the student by entering the corresponding **NUMBER** in the appropriate column.

Student Employee Traits	90-100 (A) Outstanding	80-89 (B) Better than Average	75-79 (C) Average	70-74 (D) Needs Much Improvement	Grading Period		
					Date		
					1st	2nd	3rd
Job Knowledge	Appears to understand most of the profession; is willing to research and explore unknown information	Moderate knowledge; can answer most questions	Lacks knowledge about the profession	Apathetic toward cooperative experience			
Quality of Work	Thorough and exact in all respects	Mistakes are negligible; neat and thorough	Usually thorough; needs little or no supervision	Performs only limited portion of job satisfactorily			
Initiative and Follow-Through	Completes assignments/tasks efficiently and accurately; actively seeks new knowledge	Often shows initiative in planning and completing assignments/tasks	Sometimes requires help or follow-up to complete assignments/tasks	Needs constant supervision or follow-up			
Cooperation	Continually promotes goodwill; cooperates fully	Cooperates effectively; definitely pleasant to deal with	Cooperates willingly when asked	Cooperates reluctantly			
Attitude	Takes a keen interest in assignments/tasks; takes the initiative to learn - goes that "extra step"	Shows interest in assignments/tasks and has desire to learn	Seems to enjoy assignments but does not actively seek information or new activities	Seems to resent assignments; has no desire to learn tasks			
Dependability and Attendance	Very industrious; tardiness and absences unusual; plans ahead and communicates in advance	Meets obligations with very little supervision; always reports	Usually prompt and regular in attendance; tends to business; normal dependability	Chronically tardy, absent or otherwise unavailable for work			
Ability to get along with people	Tactful and understands how to deal with people; able to get along with everyone	Usually poised, courteous, and tactful with others	Average ability to get along with others	Sometimes lacks poise and understanding; seems indifferent			
Personal Appearance	Always presents appropriately; well-groomed, professional appearance	Usually is very careful of appearance	Has acceptable appearance; could make some improvements	Often neglects to take care of personal and professional appearance			
* 0-69 (F) indicates unacceptable work and/or possible grounds for dismissal.							

Supervisor Signature			
Student Signature			

Health Science

Student Performance Evaluation

Student _____ Date _____

Please evaluate the student employee according to the following criteria:

5=outstanding 4=above average 3=average 2=poor 1=needs improvement

1. Dependability	5	4	3	2	1	NA
2. Initiative & enthusiasm	5	4	3	2	1	NA
3. Teamwork / leadership	5	4	3	2	1	NA
4. Professional attire/grooming	5	4	3	2	1	NA
5. Attitude toward job	5	4	3	2	1	NA
6. Efficiency & productivity	5	4	3	2	1	NA
7. Organizational skills	5	4	3	2	1	NA
8. Technical knowledge & skills	5	4	3	2	1	NA
9. Work ethic	5	4	3	2	1	NA
10. Attendance & punctuality	5	4	3	2	1	NA
11. Communication skills	5	4	3	2	1	NA
12. Time management skills	5	4	3	2	1	NA

Comments:

Employer/Supervisor Signature

Date

Student Signature

Date

Health Science

Student Performance Evaluation

Student _____ Training Station _____ Date _____

Your student-trainee's grade is based on a combination of his/her performance in the classroom and at the work site. Please circle the appropriate number in each category below to indicate the level of mastery or performance of your student-trainee.

- | | | | |
|---|---|--|--|
| 1. Knows job responsibilities:
1-2
doesn't know overview | 3-4-5
knows overview only | 6-7-8
knows most details | 9-10
knows all |
| 2. Quality of work done on routine tasks:
1-2
never neat &/or accurate | 3-4-5
sometimes neat &/or accurate | 6-7-8
usually neat & accurate | 9-10
always neat & accurate |
| 3. Enthusiasm for job:
1-2
dislikes job | 3-4-5
indifferent to job | 6-7-8
interested in job | 9-10
much enthusiasm |
| 4. Supervision required on routine tasks:
1-2
needs constant supervision | 3-4-5
needs some supervision | 6-7-8
finishes assignments with little supervision | 9-10
finishes assignments & takes initiative |
| 5. Judgment shown on the job:
1-2
poor and lacks confidence | 3-4-5
usually correct but with confidence | 6-7-8
usually correct and for level of training | 9-10
clearly outstanding |
| 6. Use of human relations skills:
1-2
seldom tactful, lacks poise | 3-4-5
tries to be tactful, poised | 6-7-8
often tactful, poised | 9-10
always tactful, poised |
| 7 Appearance and grooming:
1-2
never cheerful, neat | 3-4-5
sometimes cheerful, neat | 6-7-8
usually cheerful, neat | 9-10
always cheerful, neat |
| 8. Response to suggestions made by your supervisor:
1-2
rejects suggestions | 3-4-5
accepts suggestions | 6-7-8
welcomes suggestions | 9-10
asks for suggestions |
| 9. Results of suggestions:
1-2
no improvement | 3-4-5
slow improvement with supervision | 6-7-8
steady improvement with supervision | 9-10
steady improvement without supervision |

Signature of Training Sponsor/Evaluator _____

Health Science Student Performance Evaluation

Student Name: _____

Employer's Name: _____ Department _____

Student Job Title: _____

Dates of Work Experience: From _____ to _____ No. Hrs. Completed _____

Absences: _____

WORK PERFORMANCE RATING SCALE

Directions: Evaluate the student-employee by circling the appropriate number. The scale proceeds from a LOW of 1 to a HIGH of 5. If an item does not apply, do not circle.

Personal Qualities

- | | |
|----------------------------|-----------|
| 1. Appearance | 1 2 3 4 5 |
| 2. Stamina | 1 2 3 4 5 |
| 3. Standards of sanitation | 1 2 3 4 5 |
| 4. Emotional maturity | 1 2 3 4 5 |
| 5. Enthusiasm | 1 2 3 4 5 |
| 6. Intellectual curiosity | 1 2 3 4 5 |
| 7. Attitude toward job | 1 2 3 4 5 |

Human Relations

- | | |
|--|-----------|
| 1. Relationships with employer or supervisor | 1 2 3 4 5 |
| 2. Relationships with fellow employees | 1 2 3 4 5 |
| 3. Relationships with public | 1 2 3 4 5 |
| 4. Ability to accept and follow directions | 1 2 3 4 5 |
| 5. Ability to accept criticism | 1 2 3 4 5 |
| 6. Ability to communicate | 1 2 3 4 5 |

Work Performance

- | | |
|---|-----------|
| 1. Attendance and punctuality | 1 2 3 4 5 |
| 2. Efficiency and productivity | 1 2 3 4 5 |
| 3. Initiative | 1 2 3 4 5 |
| 4. Adaptability | 1 2 3 4 5 |
| 5. Dependability in completing assigned tasks | 1 2 3 4 5 |
| 6. Gets good results (products) | 1 2 3 4 5 |
| 7. Creativity (if applicable) | 1 2 3 4 5 |

Technical Skills

- | | |
|--|-----------|
| 1. Improvement of skills | 1 2 3 4 5 |
| 2. Accuracy of performance | 1 2 3 4 5 |
| 3. Ability to develop & use work simplification techniques | 1 2 3 4 5 |
| 4. Increased knowledge | 1 2 3 4 5 |

Date

Supervisor's Signature

Health Science

Student Performance Evaluation

Student _____

Site _____

Please evaluate the student's performance during the preceding six weeks period of time. This grade will represent one-fourth of the student's grade in Health Science at _____ High School for this six weeks period. Please do not hesitate to contact me by _____ if you have any concerns regarding the student performance evaluation.

Directions: Mark the appropriate box in each division. Please return the form by _____.

Dependability:	
• Requires supervision and direction to complete tasks	
• Ordinarily takes care of job tasks	
• Usually requires little supervision to complete tasks	
• Exceptionally dependable at completing tasks	
Personal Habits:	
• Sometimes untidy and careless	
• Generally neat and clean; satisfactory attire	
• Careful about personal appearance; appropriate attire	
• Exceptionally well groomed & neat; appropriate attire	
Attitude:	
• Negative response to suggestions and criticism	
• Ordinarily accepts supervision and suggestions	
• Adjusts to changes well	
• Interested in and enthusiastic about work	
Relations with People	
• Sometimes blunt, discourteous	
• Pleasant and friendly	
• Usually polite, outgoing and willing to help	
• Always courteous, friendly, establishes good will	
Initiative	
• Difficulty in adapting to new methods	
• Some problem solving skill	
• Adapts to new methods	
• Finds solutions before coming to management	

Training Ability	
• Requires more than average instructions and explanations	
• Grasps instruction with average ability	
• Usually quick to understand and learn	
• Exceptionally keen and alert	
Planning Ability	
• Generally disorganized	
• Sometimes organizes well	
• Usually organized, gets the job done	
• Always well organized; has time to help others	
Productivity	
• Does just enough to get by	
• Average volume of work	
• Usually industrious; does more than is required	
• Superior work production record; enthusiastic	
Technical Knowledge	
• Lacks knowledge of some phases of job	
• Moderate knowledge; can answer most questions	
• Usually understands all phases of job	
• Has exceptional understanding of all phases of job	
Judgment and Reasoning	
• Occasionally makes sound decisions	
• Ordinarily makes sound decisions	
• Usually has confidence and skill in decision making	
• Has exceptional ability to make sound decisions	

Remarks:

Please circle the appropriate term:

Tardies this six weeks?	None	Few	Many
Days absent this six weeks?	None	Few	Many

Supervisor Signature _____

Date _____

Student Signature _____

Date _____

Health Science

Progress Chart for Assignments

Student _____ **Class** _____

Grading Period _____ Semester 1 2 (Circle one)

[illegible]

Health Science

Paid Work-Based Instruction

Employment Project

Name _____

Date _____

Employment _____

Supervisor _____

Basic Facts

Employment Site: _____

Address _____

City, TX Zip

Phone _____ Fax _____

Supervisor Name _____

Employment Department _____

The following staff work in my department (or business)

	<u>Name</u>	<u>Job Title (or primary responsibility)</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

Business hours are: Opening time: _____ Closing Time: _____

My working hours are:

Sunday	from	_____	to	_____
Monday	from	_____	to	_____
Tuesday	from	_____	to	_____
Wednesday	from	_____	to	_____
Thursday	from	_____	to	_____
Friday	from	_____	to	_____
Saturday	from	_____	to	_____

Rules and Regulations of My Employer

Write a complete statement of your employer's rules for the following topics. Add other rules that are unique to your employment site.

Signing in (reporting to work) _____

Checking out (leaving for the day) _____

Leaving the facility for short periods during regular working hours _____

Meal hours _____

Rules governing break time _____

Personal items (where are they kept – coat, purse, backpack) _____

Procedure in case of tardiness _____

Procedure in case of absence _____

Rules regarding personal phone calls _____

Pay (how and when I receive wages) _____

How should employees be addressed (first name, last name, prefix, Mr/Ms/Mrs/Miss) _____

Use of gum or tobacco _____

Consumption of soft drinks/food during work _____

Handling of lost & found items _____

What is the procedure to follow in case of accident/incident _____

Location of office/department message center (where located and what's usually there) _____

Department meetings (where, when, frequency) _____

Benefits of full time vs. part time employees (parking, vacation, sick leave, etc.)

Employee evaluations _____

Rules unique to my employer _____

History of My Employment Site

When founded _____

By whom _____

Former/other locations _____

Early challenges and opportunities _____

Number of employees when founded _____

Number of employees now _____

Mission of the company _____

Other interesting facts about the company _____

My Duties

Make a complete and detailed list of things you do on the job. Arrange them in chronological order, if possible, and identify the percentage of time spent on each task.

PERCENTAGE

TASK LIST

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Organizational Chart

Prepare an organizational chart for your employment or department. Use a flow chart style format.

Visual Presentation

Take a minimum of twelve pictures/photographs and create a visual display of your employment site depicting your training station and duties. Obtain permission from your supervisor before taking pictures and discuss any rules related to photography specific to your employer.

Adapted from a project developed by Belinda Mahone, Duncanville High School.

SECTION D

NOTE: This section contains resources representative of local use. Within policies and standards, local districts should adjust as appropriate to meet local needs.

HEALTH SCIENCE

Job Shadowing

Goals of Job Shadowing

1. Provides for realistic exploration of specific health careers
2. Assists the student in assessing personal interests, aptitudes, abilities, and comparing those with personal career choices
3. Allows the student to reevaluate and redirect career choice
4. Provides students in comprehensive courses with opportunities to experience the world of health care in a controlled learning situation

Knowledge and skills needed prior to a job shadowing experience

1. Strong communication skills, especially the ability to listen and follow directions
2. Professional ethics/confidentiality
3. Client's Rights
4. Infection Control/Standard Precautions
5. Safety
6. Professional grooming/appearance
7. Interviewing skills

Facilitating the Job Shadowing Experience

1. Students should prioritize their choices for a shadowing experience
2. Teacher/student matches career choices with available shadowing sites
3. Students research careers/site prior to shadowing experience
4. Teacher/student arranges time for shadowing experience
5. Parent/teacher arranges transportation for shadowing experience
6. Teacher/student facilitates communication with shadowing sponsors
7. Students complete all forms required for the shadowing experience
8. Shadowing mentor facilitates experience and completes student evaluation form
9. Students write thank-you notes after shadowing experience
10. Students present oral/written report of shadowing experience

Student Responsibilities

1. Discuss goals of the job shadowing experience with parent/guardian
2. Prioritize career experience options
3. Use protocol procedures for contacting potential career shadowing mentor:
 - a. introduce yourself
 - b. explain purpose for call
 - c. ask for permission to shadow
 - d. gather details such as:
 - i. mentor's name, business address and phone number
 - ii. date and arrival/departure time of shadowing experience
 - iii. appropriate dress and type of shoes needed
 - iv. lunch arrangements, if appropriate
4. Plan with parent/guardian for transportation
5. Return signed permission form to teacher
6. Research information related to the job shadowing experience
7. Confirm appointment two days prior to the job shadowing experience
8. Arrive on time. If for any reason you cannot attend your scheduled experience, you must notify your mentor and the school prior to designated date and time
9. Have mentor complete the Student Evaluation and Attendance Verification Form
10. Write thank-you note to mentor

Interview Information and Questions

1. How did you decide to become a _____?
2. What education and training is required?
3. How did you get your first job in this career?
4. What do you enjoy most about your career?
5. What do you enjoy least about your career?
6. What specific skills are essential for this career?
7. Career specific information:
 - a. description/responsibility
 - b. opportunities for advancement
 - c. salary range for career
 - d. professional association for the career
 - e. future employment outlook
8. What is going to happen in this career in the next ten years?
9. How is this career related to new and emerging careers?
10. What technology is being used in this career?
11. What can I do now to begin preparing for this career?

HEALTH SCIENCE JOB SHADOWING CONSENT FORM

Name _____ Date _____

Job Shadowing site _____ Mentor _____

Address _____ City, State, Zip _____

Job Shadowing Date _____ Duration/Time _____

PARENT/GUARDIAN CONSENT

_____ has my permission to participate in the Health Science job shadowing experience. I understand that it is my responsibility to provide transportation to and from the shadowing experience. I also understand that the student must provide the school with appropriate documentation of the job shadowing experience to be excused from school.

I hereby release any and all liability from _____ and
_____ job shadowing site
_____ school district during travel to and from and participation
in the job shadowing experience.

Parent/Guardian Signature

Date

HEALTH SCIENCE

Job Shadowing Experience

Student Evaluation

Student Name _____ **Date of Job Shadowing** _____

Thank you for your valuable assistance and participation with the Job Shadowing Experience for students exploring health careers. Please evaluate the student's performance during the shadowing experience using the following scale:

4 = Outstanding	3 = Above Average	2 = Average	1 = Needs Improvement
-----------------	-------------------	-------------	-----------------------

Attendance & Punctuality	4	3	2	1
Willingness to Participate	4	3	2	1
Able to communicate with others	4	3	2	1
Seeks opportunities to learn	4	3	2	1
Positive attitude	4	3	2	1
Follows Directions	4	3	2	1
Respectful of others	4	3	2	1
Demonstrates understanding of safety	4	3	2	1
Demonstrates understanding of Professional ethics/confidentiality	4	3	2	1
Appropriate clothing and grooming	4	3	2	1

Comments:

Mentor signature

Date

Job Shadowing agency/site

SECTION E

NOTE: This section contains resources representative of local use. Within policies and standards, local districts should adjust as appropriate to meet local needs.

HEALTH SCIENCE FIELD TRIPS

Field trips can be one of the most valuable experiences for students, but advance planning is critical to the success of this educational tool. The ideal field trip is comprised of 11-12 students per site visited. Arranging for three or four sites simultaneously helps accommodate larger groups. The following checklist will be helpful:

- A. Planning
 - 1. Call or visit site to plan and get commitment for the field trip
 - 2. Determine the number of students, distance from school, cost factor
 - 3. Calculate time at each site and total travel time
 - 4. Decide if a meal or snack will be part of the field trip; determine site
- B. Transportation -- determine the means of transportation based on district policy
 - 1. school bus/school van
 - a. budget for cost of driver/per mile cost, etc.
 - b. request as far in advance as possible
 - c. develop a time schedule -- including driving time, stops, lunch
 - d. provide maps, addresses and phone numbers of sites
 - 2. charter bus
 - 3. private vehicles -- either parent or student driven
- C. Recruit Chaperones
 - 1. teachers, counselors, administrators, parents
 - 2. for each chaperone provide
 - a. roster of students on the trip (alphabetical)
 - b. permission slips for students
 - c. chaperone nametag
 - d. name, address, phone number of site and contact name
 - e. itinerary including departure and arrival times, meal/snack information
- D. Student Preparation
 - 1. inform students of the field trip opportunity and detailed plans
 - 2. parent permission slip (per district policy)
 - 3. student nametag
 - 4. discuss expectations for behavior and dress code
 - 5. discuss any assignments or journaling required before or after the trip
- E. Send follow-up thank you letters, and include a small gift for the facility contact if possible. Let them know that you are interested in planning another field trip in the future!

FIELD TRIP POSSIBILITIES

Acute Care Hospital/County Hospital/VA Hospital
Ambulance Service/Local EMS System
Assisted Living Facility
Blood Bank
Burn Center
Cancer Clinic/Center
Care Flight
Cardiac Rehabilitation
Children's Hospital
Clinical Laboratory
Community Health Clinic
Coroner's Office/Medical Examiner
Dialysis Center
Health Maintenance Organizations
Hospice Center
Local Community College/University - Allied Health Programs
Long Term Care Facility
Medical Supply
Operating Room (evening tours)
Pharmaceutical Manufacturing
Prosthetics and Orthotics
Public Health Office
Radiology Laboratory
Research Facility
Surgical Center
Veterinary Clinics/Hospitals
Wellness/Fitness Clinic

SECTION F

NOTE: This section contains resources representative of local use. Within policies and standards, local districts should adjust as appropriate to meet local needs.

CHILD LABOR LAWS
Texas Workforce Commission,
Labor Law Department, Child Labor Enforcement
U. S. Department of Labor
Wage and Hour Division

For further information about Texas' child labor laws, call:

1-800-832-9243

TDD 1-800-735-2989

This poster provides some guidelines to the Texas child labor laws, but it is not complete. Chapter 51, Texas Labor Code, governs the employment of children under Texas state law. MINIMUM AGE FOR EMPLOYMENT IS 14; however, state and federal laws provide for certain exceptions. Please call TWC's Labor Law department for a complete copy of the law or for answers to questions about labor law. The Fair Labor Standards Act (FLSA) governs federal laws and guidelines pertaining to child labor. For information concerning federal child-labor laws, consult your local listing for the nearest office of the U.S. Department of Labor, Wage and Hour Division.

The following are prohibited occupations for 14- through 17-year old children:

Prohibited occupations are the same for both federal and state law. The minimum age applies even when the minor is employed by the parent or a person standing in place of the parent. The hazardous occupations designated by an asterisk (*) have provisions for employment of persons below the age of eighteen (18), provided applicable apprentice or student-learner certification has been obtained. Persons desiring specific information about these exceptions should contact the nearest office of the U.S. Department of Labor.

Occupations declared particularly hazardous or detrimental to the health or wellbeing of all children 14 through 17 years of age include occupations:

- (1) in or about plants or establishments which manufacture or store explosives or articles containing explosive components other than retail establishments.
- (2) involving the driving of motor vehicles and outside helpers
 - A on any public road or highway
 - B in or about any place where logging or sawmill operations are in progress, or
 - C in excavations.(Under certain conditions driving a motor vehicle for a commercial purpose is NOT considered a hazardous occupation under state law.)
- (3) connected with coal mining.
- (4) including logging operations and sawmill occupations.
- (5) *operating power-driven woodworking machines.
- (6) involving exposure to radioactive substances and to ionizing radiations.
- (7) operating power-driven hoisting apparatus such as elevators, cranes, derricks, hoists, high-lift trucks.
- (8) *operating power-driven metal forming, punching, and shearing machines.
- (9) in connection with mining, other than coal.
- (10) *operation of power-driven meat processing machines, and occupations including slaughtering, meat packing, processing, or rendering with the exception of the killing and processing of poultry, rabbits, or small game in areas separated from the killing floor.
- (11) operating power-driven bakery machines.
- (12) *operating power-driven paper product machines.
- (13) manufacturing brick, tile, and kindred products.
- (14) *operating power-driven circular saws, band saws and guillotine shears, with the exception of machines equipped with full automatic feed and ejection.
- (15) wrecking, demolition, and ship breaking operations.
- (16) *involving roofing operations.
- (17) *connected with excavation operations.

Additional prohibited occupations that apply only to 14- and 15-year olds:

Occupations declared particularly hazardous or detrimental to the health or well-being of 14- and 15-year old children include:

- (1) Mining.
- (2) Manufacturing.
- (3) The performance of any duties in workrooms or workplaces where goods are manufactured, mined or otherwise processed.
- (4) Public messenger service.
- (5) The operation or tending of hoisting apparatus or any power-driven machinery other than office machines.
- (6) Occupations in connection with:
 - A Transportation of persons or property by rail, highway, air, water, pipeline, or other means. However, office or sales work is permitted except on vehicles and other transportation conveyances or at the actual construction site.
 - B Warehousing and storage
 - C Communications and public utilities.
 - D Construction including demolition and repair.
- (7) Any of the following occupations in a retail food service or gasoline service establishment:
 - A Work performed in or about boiler or engine rooms.
 - B Work in connection with maintenance or repair of the establishment, machines or equipment.
 - C Outside window washing that involves working from window sills, and all work requiring the use of ladders, scaffolds or their substitutes.
 - D Cooking (except at soda fountains, lunch counters, snack bars, or cafeteria serving counters) and baking.
 - E Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery-type mixers.
 - F Work in freezers and meat coolers and all work in preparation of meats for sale (except wrapping, sealing, labeling, weighing, pricing and stocking when performed in other areas.)
 - G Loading and unloading goods to and from trucks, railroad cars or conveyors.
 - H. All occupations in warehouses, except office and clerical work.

Work times for 14- and 15-year olds

State Law – A person commits an offense if that person permits a child 14 or 15 years of age who is employed by that person to work:

- (1) more than 8 hours in one day or more than 48 hours in one week.
- (2) between the hours of 10 p.m. and 5 a.m. on a day that is followed by a school day or between the hours of midnight and 5 a.m. on a day that is not followed by a school day if the child is enrolled in school.
- (3) between the hours of midnight and 5 a.m. on any day during the time school is recessed for the summer if the child is not enrolled in summer school.

Federal Law – The FLSA further regulates hours of employment for children:

- (1) no more than eight hours on a non-school day or 40 hours during a non-school week.
- (2) no more than three hours on a school day, 18 hours during a school week.
- (3) Children may work only between 7 a.m. and 7 p.m. during the school year. However, between June 1 and Labor Day, they may work between the hours of 7 a.m. and 9 p.m.

Certificate of Age/Child Actors

The Texas Labor Code does not require a certificate of age. However, applications for certificates are available by phone by calling the 1-800 number above or from your local office of the Texas Workforce Commission.

- (1) A child who is at least 14 years of age may apply to the Texas Workforce Commission for a certificate of age.
- (2) TWC may authorize the employment of a child younger than 14 as an actor or performer in a motion picture or in a theatrical, radio or television production.

PENALTIES:

State of Texas – An offense under Chapter 51, Texas Labor Code, is a Class B misdemeanor, except for the offense of employing a child under 14 to sell or solicit which is a Class A misdemeanor. If the Commission determines that a person who employs a child has violated this Act, or a rule adopted under this Act, the Commission may assess an administrative penalty against that person in an amount not to exceed \$10,000 for each violation. The attorney general may seek injunctive relief in district court against an employer who repeatedly violates the requirements established by this Act relating to the employment of children.

Federal – The FLSA prescribes a maximum administrative penalty of \$10,000 per violation and/or criminal prosecution and fines.

Hazardous Occupational Orders

U. S. Department of Labor

The following are conditions deemed hazardous for the employment of minors between 16 and 18 years of age.

Occupations with an * are exempt from child labor laws for apprentices and student learners under the conditions (e.g. incidental to the training, intermittent and for brief periods of time, under close supervision, etc.) set forth on the first page of the training plan. Exemptions do not apply to student learners under age 16.

1. Manufacturing, storing, handling or transporting explosives or articles containing explosives (ammunition, black powder, blasting caps, fireworks, high explosives primers, smokeless powder). Exceptions are retail establishments and non-explosive areas.
2. Engage as a motor-vehicle driver or outside helper (in the use of an automobile, truck, truck-tractor, trailer, semitrailer, motorcycle or similar vehicle on a public road, highway, near a mine, near logging or sawmill, or in an excavation) except incidental and occasional driving.
3. Engaged in coal mining, including all work underground, in open-pit, or at surface contributing to extraction, grading, clearing or other handling. Exceptions are picking slate or other refuse at a table or chute in a tippie or breaker, working in surface offices or maintenance or repair shops.
4. Work in all logging occupations or in the operations of any sawmill, lath mill, shingle mill, or cooperage stock mill. Exceptions include work in offices or in repair or maintenance shops: construction, operations, repair, or maintenance of living and administrative quarters; work in timber cruising, surveying or logging-engineering parties; repair or maintenance of roads, railroads or flumes; clearing fire trails or roads, piling and burning slash; maintaining fire-fighting equipment; constructing and maintaining telephone lines; acting as fire lookout or fire patrolman away from logging operations; peeling of fence posts, pulpwood, chemicalwood, excelsior wood, cordwood, or similar products when not done in conjunction with and at the same place as logging functions; and feeding or caring for animals. (Note: Exceptions shall not apply to the felling or bucking of timber, the collecting or transporting of logs, the operations of power-driven machinery, the handling or use of explosives and work on trestles.)
- *5 Operating power-driven woodworking machines (feeding material into fixed or portable machines used or designed for doing any of the following to wood or veneer: cutting, shaping, forming, surfacing, nailing, stapling, wirestitching, fastening, otherwise assembling, pressing, printing, or removal of materials directly from the point of operations of circular saws and guillotine-action veneer clippers.
- 6 Exposure to radioactive substances and to ionizing radiations. Includes storing or using radium; making, using, storing, processing, or packaging self-luminous compounds and incandescent mantles; and exposure to other radioactive substances and ionizing radiations that exceed federal standards.
- 7 Operating or assisting in the operation of power-driven hoisting apparatus (elevator, crane, derrick, hoist, and high-lift truck), including functions performed by crane hookers, crane chasers, and riggers. Exceptions include operating an unattended automatic passenger elevator or electric or air-operated hoist not exceeding one-ton capacity, and riding on a freight elevator operated by an assigned operator.

- *8 Operating power-driven metal forming, punching and shearing machines (*metal-working machines* [e.g. dies, rolls, knives mounted on rams, plungers], *rolling machines* [e.g. beading, straightening, corrugating, flanging, bending, hot or cold rolling mills], *pressing and punching machines* [e.g. full automatic feed & ejection punch presses with fixed barrier guards, power presses, plate punches], *bending machines*, [e.g. apron brakes, press brakes, hammering machines, drop hammers, power hammers, shearing machines, guillotine shears, squaring shears, alligator shears, rotary shears].)
- 9 Engaged in mining, other than coal. Exceptions are work in an office, warehouse, supply house, change house, laboratory, repair or maintenance shop not under ground. Other exceptions include operating and maintaining living quarters, surveying, road work, general clean-up outside the mine; building and maintaining railroad track when no mining or hauling is ongoing; surface placer operations other than dredging and hydraulic; metal millwork other than mercury recovery or using cyanide; operating jigs, sludge tables, flotation cells, drier filters; hand sorting at picking table or belt.
- *10 Operating power-driven meat processing machines (meat patty forming machines, meat and bone cutting saws, knives, head-splitters, guillotine cutters, snoutpullers and jawpullers, skinning machines, horizontal rotary washing machines, casing-cleansing machines, crushing machines, stripping machines, finishing machines, grinding machines, mixing machines, chopping machines, hashing machines, or presses machines.)
- 11 Operating bakery machines (dough mixer, batter mixer, bread dividing, rounding, or molding machine; dough brake; dough-sheeter, combination bread slicer/wrapper, cake cutting band saw; setting up or adjusting [only] cookie or cracker machine).
- *12 Operating, assisting with, setting up or maintaining power-driven paper-products machines (arm-type wire stitcher or stapler, circular or band saw, corner cutter or mitering machine, corrugating and single or double-facing machine, envelope die-cutting press, guillotine paper cutter or shear, horizontal bar scorer, laminating or combining machine, sheeting machine, scrap paper baler, vertical slotters, hand feed platen die-cutting, platen printing and punch presses.)
- 13 Manufacturing of brick, tile, and kindred products. Exceptions include work in offices, laboratories and storerooms, storage and shipping, and drying departments for sewer pipe.
- *14 Operating circular saws, band saws and guillotine shears. (Note: Apprentices and student learners restricted to machines equipped with full automatic feed and ejection.)
- 15 Engaged in wrecking, demolition and shipbreaking, including cleanup and salvage done at razing, demolishing, or dismantling of buildings, bridge, steeple, tower, chimney, other structure, ship, other vessel.
- *16 Engaged in roofing (applying weatherproofing materials and substances to roofs, the installation of roofs [including flashing], alterations, additions, maintenance, or repair [including painting and coating]. (Note: Apprentices and student learners also may engage in gutter and downspout work, construction for sheathing or base of roofs, installation of television antennas, air conditioners, exhaust and ventilating equipment and similar appliances.)
- *17 Engaged in excavation (working in or backfilling trenches, building excavations, tunnels or shafts). (Note: Apprentices and student learners restricted to depths of no more than four feet, excavations whose side walls are shored or sloped to the angle of repose, and tunnels or shafts after all driving or sinking and shoring operations are complete.)

Student's Evaluation of Personal Achievement

1. When you enrolled in this course, what did you expect or want to learn? Explain your opinion about the extent to which this has been accomplished this year.
2. State three things that you learned from taking this course. Of the three listed, which do you feel will be most beneficial to you in the future? Why?
3. What is one thing that you had expected to learn that was not covered during the year?
4. On the back, write a letter to next year's students describing some tips that they should follow in order to be successful in this class next year.

Parent Meeting Invitation

Invitation

There will be a meeting
of parents and guardians
whose son/daughter has been accepted into

(Insert Name of Practicum Course)

_____ High School

Room _____

(Date)

(Time)

The purpose of the meeting is to acquaint you with the practicum
course experience and to answer any questions you may have.

RSVP by calling _____.

Sample Letter to Students Accepted in a Practicum Course

(Date)

To: (Name of Applicant)

I am pleased to inform you that you have been approved for enrollment in *(Practicum Course Title)* for the *(Year)* school year. In addition to classroom instruction, students in the practicum will also receive work-based instruction at a business site in our community. I will work with you to coordinate your placement at an approvable work-based training site.

I will be contacting you by telephone or mail regarding your training status and your schedule for registration. It is very important that you are prompt and responsible in completing all steps for registration in order to have a class schedule that will be compatible with your practicum experience.

It is imperative that we find the best possible work-based training placement for you. It is possible that you may be given the opportunity for training placement interviews during the summer. If so, it will be important for you to have notified me if your address or telephone number changes or if you plan to be out of town for an extended time during the summer. You must have reliable transportation for your interviews and especially when you begin training. It is very difficult to meet training responsibilities if you have to depend on someone to take you and pick you up from your training site.

Before school begins, I will be sending your parents/guardians an invitation to participate in an orientation for the practicum course. Attendance at this meeting is vitally important. Also, please share this letter with your parents/guardians.

I hope you have a successful ending of school and a great summer. I look forward to having you in *(Practicum Course Title)* next school year.

Sincerely,

(Name of Teacher-Coordinator)

Practicum Teacher-Coordinator

Sample Letter to be Sent to Training Sponsors Immediately After Student Placement

(Date)

(Name of Training Sponsor)

(Address of Training Sponsor)

Dear

Thank you for agreeing to provide work-based training for *(Student's Name)*, a student in *(Practicum Course Title)* at *(Name of High School)*. I look forward to working with you during this school year as you provide training in *(Skill/Training Area)*. You are to be commended for enabling the student to learn specific occupational skills, to develop self-responsibility, and to become a better citizen.

It is my responsibility to provide classroom instruction that, in coordination with work-based instruction from your training site, strengthens occupational skills, instills a good work ethic, and provides an opportunity for leadership development. Through the practicum course, students receive credits toward graduation for this work-based instruction.

Excellent attendance is crucial for quality of training both at school and the training site. A practicum student who is absent from school should acquire my permission to report to work-based instruction that day. I may call you if a student has been absent from school. From your position as training sponsor, encouragement for excellent school attendance is very helpful.

Thank you for working with my student in this cooperative effort. I look forward to visiting with you to finalize the plans for coordinating the classroom instruction and work-based instruction in order that *(Student's Name)* can most effectively be prepared for a career in your industry. These coordination efforts, coupled with student evaluations, will continue throughout the school year. Any time I can be of help to you, or if any problems arise concerning my student, please call me at *(Phone Number)*.

Sincerely,

(Name of Teacher-Coordinator)
Practicum Teacher-Coordinator

Sample Letter to Prospective Training Sponsors (when starting a new program)

(Date)

(Name of Potential Training Sponsor)

(Name of Business)

(Address)

Dear

The *(Name of School District)* would like to inform you that *(Name of Campus)* is adding a new area of instruction: work-based training through practicum courses. This program includes classroom instruction along with work-based learning experiences in selected program areas/career clusters. The students are high school juniors and seniors and are sixteen years of age or older.

Practicum courses provide an opportunity for our students to experience training toward their career goals while completing requirements for high school graduation. Because of training sponsors who provide placements for work-based instruction, students have the opportunity to acquire specific occupational skills, strengthen their work ethic, learn about the world of work, and become responsible citizens.

Students enrolled in a practicum course participate in classroom instruction on occupationally specific information that enhances their performance in work-based training experiences. The teacher-coordinator will work carefully with the students and the training sponsor to assure that the classroom instruction and work-based instruction are appropriate and coordinated to meet occupational training objectives. Businesses that agree to provide training sponsorship receive the benefit of a better trained workforce.

As teacher-coordinator of a practicum covering health science content, I will be contacting you in the near future to answer any questions you might have and give you further details. I look forward to the possibility of your business agreeing to work in partnership with the school system to provide this mutually beneficial educational opportunity.

Sincerely,

(Name of Teacher-Coordinator)
Practicum Teacher-Coordinator

Sample Letter to Parents/Guardians (at start of school year)

(Date)

Dear Parents or Guardians of Practicum Students:

I would like to welcome your student back to *(Name of High School)* and to the *(Practicum Course Title)* course. It will be an exciting year!!

I will be sending guidelines, permission slips, and training plans home to be signed. Also, I would like to make you aware of some expenses. Leadership is an integral part of the practicum course experience. Students are provided opportunities to gain additional leadership experience and provide service to others in our community through the youth organization, HOSA. The yearly membership dues are *(Dollar Cost)*. Another expense will be the cost of two tickets to the Training Sponsor Banquet. The cost is *(Dollar Cost)*. The HOSA dues and the banquet tickets can be paid in installments or all at one time. Fund-raising projects will be available to help students with the cost of HOSA membership and the banquet.

The banquet is a very important event in the practicum course. This year the banquet is scheduled for *(Calendar Date)* at *(Time)*. It usually lasts about two hours. Young women will be advised to wear a nice dress. Young men will wear slacks, shirt and tie, or a suit. At the banquet, scholarships and senior certificates will be awarded. Each student will also present his/her training sponsor with a certificate of appreciation. Scholarships will be awarded to outstanding practicum students. Last year we were able to award *(Number)* scholarships of *(Dollar Amount)* each.

As stated in our guidelines, students attend school for their scheduled classes, including *(Practicum Course Title)*, in addition to going to their assigned training sites for work-based instruction. This year, I will place a great deal of emphasis on responsibility. Please contact me if you feel there are problems with the training site or if the work-based instruction seems to be interfering with the student's other school work. My first priority is for students to be successful in all aspects of their high school education. I am here to guide and assist students with that goal in mind. A student who is ill or cannot come to school for some reason should make three phone calls:

1. Teacher-Coordinator -- *(Phone Number)*
2. School Attendance Office -- *(Phone Number)*
3. Training Sponsor, if absence occurs on a day of scheduled work-based instruction

Please feel free to call me if I can help in any way. I look forward to a successful year.

(Teacher-Coordinator's Name)

(Address)

(Phone Number)

Signed:

Parent/Guardian _____

Student _____

Resources

Career and Technical Education. (n.d.). Retrieved from <http://www.tea.state.tx.us/>

Practicum Coordination for Family and Consumer Sciences. (2010, July 1). Retrieved February 6, 2013, from <http://cte.sfasu.edu/wp-content/uploads/2014/03/Practicum-Coordination-Handbook.pdf>

Texas Child Labor Law. (n.d.). Retrieved from <http://www.twc.state.tx.us/ui/lablaw/texas-child-labor-law.html>