

Health Science Education: Clinical Update for Health Occupations

COMPONENT #: 2-204-001

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to evaluate the practices, technologies and the skills in specific areas of health occupations. Participants will identify clinical learning activities and agencies appropriate to teaching in health occupations. Additionally, participant will be able to analyze job descriptions and tasks and validate duties/tasks during work experiences.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction the principles presented in this workshop.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|---|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input checked="" type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify ten (10) of the new and emerging health occupations.
2. Describe the job responsibilities of ten (10) new health occupations.
3. Describe the impact on health institutions of the new health occupations.
4. Identify the job responsibilities and functions of health care workers in the new and emerging areas.
5. Describe the personality trait for specific health care workers.
6. Identify various health care services and occupations.
7. Identify and describe innovative strategies, techniques, and/or materials appropriate for implementation or utilization in a specific clinical situation.
8. Identify innovative techniques, strategies, and/or materials, and describe in writing how each can be adapted to support specific clinical objectives in health science.
9. Identify current research issues and developments in the field of instruction for health science educators.
10. Identify practical applications of the research in the clinical area including strategies that promote creative/critical thinking capabilities of students.
11. Develop activities that integrate technology into the clinical health science curriculum.
12. Develop activities that address the issues surrounding the diverse needs of learners.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participants will have a variety of experiences that will include, but are not limited to, a blended format to include:
 - o Presentation of current research
 - o Demonstration of best practices
 - o Web based resources
 - o Live online course sessions
 - o Hands-on applied learning activities
 - o Case studies
 - o Collaborative learning activities
2. Engage in discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1-12).
3. Use technology to research and list innovative strategies, demonstrate techniques for care, equipment for technology integration, and/or materials that can be used to support specific instructional objectives. (SLO 1 - 12).
4. Implement specific instructional strategies and activities that will address the needs of diverse learners. (SLO 7, 8 & 12).

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PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers. Students will provide direct patient care in the clinical area using the appropriate techniques learned in the classroom to address the specific allied health career, i.e. nursing medical assisting, medical laboratory, vision care, etc. Students will master industry certification exams.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Career & Technical Education

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