

CONNECT2 Health Careers Academy

Course Information

Instructors:

Crystal Sivia – Connect2 Health Careers Coordinator
DeAnn Nixt – Adult Literacy Digital Coordinator
Barb Glessner – Adjunct Instructor from HCC Main Campus
Raji Sljivo – Representative of IowaWORKS
Tammy Levy – Health Sciences Instructor and Nurse
Teresa Culpepper – STC Lab Tutor and Nurse

Dates and Time:

June 9, 2014 to June 13, 2014
9:00 a.m. to 2:30 p.m.

Those students interested in additional help are invited to stay with Crystal after class to continue working on the Workforce Connects website, prepare a resume, apply for jobs, and ask questions.

Location:

Monday, Tuesday, Wednesday, and Friday – Metro Center Rm. F
Thursday – Hawkeye Community College – Main Campus, Grundy Hall
***Transportation will be provided for those students who need assistance.
Friday – Metro Center Rm. 112

Objectives:

- Navigate software for career exploration
- Explore health care employment options
- Increase readiness for Certified Nurse Aide (CNA) course
- Review basic resume, job search skills, professionalism
- Complete training in: Mandatory Reporter, Infection Control, and HIPPA/OSHA

Learning Activities:

- Classroom and small group discussion
- Workforce Connects Software
- Panel of guest speakers
- Low fidelity training experiences
- Campus Tour

Breaks/Lunch:

- You will be provided with two 15-minute breaks throughout the day. Please no food in the classrooms.
- Hawkeye Community College will provide a working lunch all five days.

CONNECT2 HealthCareers Class Expectations

Yours: STUDENT

- Be on time EVERYDAY
- Call if you know you will not be able to attend class: illness, sick child, car
- Be prepared for class (notebook, pens, pencils, cell phones OFF)
- Do not disrupt those trying to learn
- Complete your background checks prior to the first day of class
- If you decide this class is not for you, please call and let the instructor know you will no longer be attending
- Follow Substance Abuse Policy
- Practice personal hygiene

Mine: INSTRUCTOR

- Be on time everyday
- Be prepared for lessons everyday
- Answer questions in a timely manner
- I will not discuss student's personal information in class
- I will be available before and after class to the students

Ours: TOGETHER

- We will learn in a way that is comfortable for the whole class
- We will be a team
- If someone needs help, we will all pitch in
- We will practice together
- TOGETHER we can succeed

Emergency Contact Information

(This information is kept for emergency purposes only)

Date: _____

1st Emergency Contact Name: _____

Relationship: _____

Cell Phone: _____

Day Phone: _____

Evening Phone: _____

2nd Emergency Contact Name: _____

Relationship: _____

Cell Phone: _____

Day Phone: _____

Evening Phone: _____

I understand in the event a participant becomes injured while participating in Hawkeye Community College's and the Bridges2Healthcare program, staff will assist the participant by calling 911 or any other necessary function at that time.

(Participant's Signature)

(Date)

HAWKEYE COMMUNITY COLLEGE DISCLOSURE AND RELEASE FORM

As part of the application process for acceptance into the Health and Human Services Program at Hawkeye Community College (HCC), I understand that its agents may conduct an investigation of my personal information. This investigation may include, but is not limited to; criminal history records (from private, city, state, and federal sources), social security number and/or fingerprint trace, residence history, and sex offender and child/dependent adult abuse registries. I understand these records may be used to determine my eligibility and acceptance into HCC's healthcare, police science, and early childhood programs; plus clinical agency and practicum activities. I authorize without reservation the full release of these records to HCC and/or its agents contacted to obtain information.

Additionally, I release and discharge HCC and all of its agents and associates any expenses, losses, damages, liabilities, or any other charges or complaints for the investigative process. I authorize the full release of the information described above, without reservation, throughout the duration of my enrollment at HCC. I also certify that to the best of my knowledge all information is correct on this application. Any false statements will be considered just cause for dismissal. Upon request, HCC will supply me a copy of my report as pursuant to my rights covered under the Fair Credit Reporting Act.

< < < PLEASE PRINT LEGIBLY > > >

Health & Human Services Program Title: _____

APPLICANT INFORMATION (Please provide your full name, and all personal information)

LAST NAME FIRST NAME MIDDLE NAME

Maiden or alternative last name used for identification purposes: _____

Date of Birth: _____ mm _____ dd _____ yy Gender: M F

Social Security Number: _____ Phone Number: _____

Current Address: _____
Street

City State Zip Code

Have you ever been convicted of a crime or a record of founded child or dependent adult abuse?

Misdemeanor: NO / YES Explain: _____

Felony: NO / YES Explain: _____

Abuse: NO / YES Explain: _____

Signature: _____ Date: _____

HAWKEYE COMMUNITY COLLEGE

Attn: Elizabeth Cummings

1501 E. Orange Road, PO Box 8015, Waterloo, IA 50704-8015

Phone: 319-296-2329 ext. 1256 / Fax: 319-296-1674

CONNECT2HealthCareers Attendance Policy Acknowledgment Form

I acknowledge that I have read and received a copy of the CONNECT2HealthCareers Academy Attendance Policy and the expectations of the policy have been reviewed with me.

By signing this I agree to abide by the policy laid out on CONNECT2HealthCareers Attendance policy. Failure to comply with this policy can result in termination from this program.

Program dates: From _____ to _____

Class Days: _____

Starting time will be at _____. Ending time will be at _____. Please reference the class dates and timew that accompany this form.

Student's Name (Please print)

Student's Signature

Date

Instructor's Signature

Date

CONNECT2HealthCareers Attendance Policy

During this one week course students are allowed expected:

Absences-0

Your attendance and ability to be on time in class is an indicator of what your attendance at work will be. Employers will not allow excuses. They need to have you at work and on time. Your attendance for this course may be shared with potential employers when considering you for a position in their business. If it is not perfect, it could disqualify you from a good employment opportunity.

Tardies- 0

Class begins at 9am sharp. Please call ahead for any circumstances and let us know what is happening.

If you are not in class and have not called to let us know, you will be considered a **No Call, No Show**. In the healthcare field, this can be considered a *voluntary quit* of a person's job. Don't become a statistic before even getting into the workplace.

Snow Days/Cancellations-

In the event that we need to cancel class due to weather, ??

Make-up assignments due to weather conditions??

CONNECT2 Health Careers Academy

Course Outline

Day 1 – Metro Center Rm N116 (Barb Glessner and DeAnn Nixt)

9:00 AM to 10:30 AM –

- Demographic Intake Form with Jacki Doolittle
- Introductions, Course Information, Expectations, Attendance Policy, Emergency Contact Form, and Agenda
- Content Pre-Test
- Students receive Lumen’s profiles with Liz Cummings

10:30 AM – 10:45 AM - Break

10:45 AM to 12:00 PM – Introduce the Workforce Connects website

12:00 PM to 12:45 PM – Why Are You Continuing Your Education survey. (working lunch)

12:45 PM to 1:00 PM – Break

1:00 PM to 1:30 PM – Goal Setting

1:30 PM to 2:15 PM – Time Management

2:15 PM to 2:30 PM – Questions

2:30 PM to 3:30 PM – Additional practice

Day 2 – Metro Center - Rm N116 (Barb Glessner and DeAnn Nixt)

9:00 AM - Attendance

9:05 AM to 10:00 AM – Continue with the Workforce Connects website

10:00 AM to 10:30 AM - Review homework assignment

10:30 AM to 10:45 AM – Break

10:45 AM to 11:30 AM – Communications Activity

11:30 AM to 12:00 PM – Math Skills in Healthcare

12:00 PM to 12:45 PM - Team Player Video (working lunch)

12:45 PM – 1:15 PM – Team Player Activity

1:15 PM to 1:30 PM – Break

1:30 PM to 2:00 PM – Test Taking Tips

2:00 PM – 2:20 PM - Prep students for Panel of Employees

2:20 PM – 2:30 PM – Questions

2:30 PM to 3:30 PM – Additional practice

Day 3 – Metro Center N116 (Kristy Dees and DeAnn Nixt) “AM I JOB READY?”

9:00 AM – Attendance/Introductions

9:05 AM to 9:30 AM – Healthcare Entry Level Jobs – what are they and where are they?

9:30 AM to 10:15 AM – How is my attitude?

- Types of change
- Transitions in career/life
- Strategies for coping

10:15 AM to 10:30 AM - Break

10:30 AM to 11:00 AM - What kind of job am I looking for?

- Discuss assessment results from previous day, identify job zone differences
- Discuss pay range and labor market information for CNA, Home Health Aid, and Dental Assistants

11:00 AM to 11:45 AM - Am I prepared to job search?

- Listing contact information (do's and do not's)
- Define a “working resume”
- Job searching strategies
- The job application process

11:45 AM to 12:30 PM - Am I prepared to interview?

- Researching the company
- Practice
- Interview pitfalls

12:30 PM to 12:45 - Healthcare Entry Level Jobs, continued (working lunch)

12:45 PM to 1:00 PM – Break

1:00 PM to 2:00 PM – Healthcare Panel

2:00 PM to 2:30 PM - Healthcare Entry Level Jobs – job application, continued

2:30 PM to 3:30 PM – Additional practice.

Day 4 – Metro Center N116 (Tammy Levy, Teresa Culpepper, and DeAnn Nixt)

9:00 AM – Attendance/Introductions

9:05 AM to 10:30 AM – Confidentiality/HIPPA-patient obligations

10:30 AM to 10:45 AM – Break

10:45 AM to 11:45 AM – Confidentiality/HIPPA-patient obligations, continued

11:45 AM to 12:00 PM – Break

12:00 PM to 2:15 PM – Mandatory Reporter Training (working lunch)

2:15 PM to 2:30 PM – Questions/Review

2:30 PM to 3:30 PM – Additional practice

Day 5 – Main Campus – Grundy Hall Rm 122 (Tammy Levy and DeAnn Nixt)

9:00 AM – Attendance

9:05 AM to 9:45 AM – Tour Hawkeye Community College Labs

9:45 AM to 11:00 AM – Safety

- Safety Demo: Lifting and moving
- Power Point: Safety
- Class activity: 2 person move up in bed
- Power point: Lifting and moving
- Movie: Transferring from a bed to a wheelchair with a transfer belt
- Transferring from a bed to a stretcher

11:00 AM to 11:15 AM - Break

11:15 AM to 12:00 PM – Infection Control

- Power point: Infection control
- Power point: Personal cares
- Movie: Assisting with undressing and dressing
- Movie: Hand washing
- Black light germ activity
- Power Point: Infection control, pathogen, and OSHA

12:00 PM to 2:00 PM - Vital Signs (working lunch)

- Power point: temperature, pulse, respiration
- Practice taking temperature, pulse, and respiration
- Movie: Basic vitals – blood pressure
- Practice taking blood pressure

2:00 PM to 2:15 PM – Break

2:15 PM – 2:30 PM – Content Post Test and Program Evaluation

CONNECT2 Health Careers Academy

Content Pre-Test

Name _____

1. **If I am having problems doing my math assignment, I should**
 - a. forget about it until class time tomorrow.
 - b. get tutoring help in the STC lab or math lab.
 - c. copy a friend.
 - d. skip class.
2. **Learning information is one of the main goals of attending college. Learning the material well is**
 - a. completed out of class (80% or more).
 - b. completed in class.
 - c. done the day before a test.
 - d. never the responsibility of the student.
3. **Each student should set goals for themselves. These goals should be**
 - a. not measurable.
 - b. difficult to reach.
 - c. undesirable.
 - d. should challenging but achievable.
4. **Which of the following would be the best idea to use to get homework completed?**
 - a. Procrastinate until the last minute.
 - b. Start it the night before it is due.
 - c. Expect someone else to do it for you.
 - d. Start immediately after class.
5. **Test taking strategies include:**
 - a. read through the test first.
 - b. answer questions you know the answers to first.
 - c. read the directions and follow them.
 - d. all of the above.
6. **Helpful study strategies include:**
 - a. taking Cornell notes, using SQ3R, using acronyms.
 - b. only reading chapter headings.
 - c. memorizing all material in the chapter.
 - d. paraphrasing and plagiarizing.
7. **How long should a person wash their hands for?**
 - a. 3 minute vigorous scrubbing
 - b. Don't need to if you have hand sanitizer instead
 - c. 5 minutes of vigorous scrubbing without soap
 - d. 15 seconds of vigorous scrubbing with soap and water
8. **The health care team involves who?**
 - a. Doctor
 - b. Nurse
 - c. Nurse Aide
 - d. All of the above
9. **You see a nursing assistant hitting a patient. What should you do?**
 - a. Mind your own business
 - b. Tell the nurse
 - c. Hit the nursing assistant
 - d. Watch and see what else the nursing assistant is going to do?
10. **You share information about a patient with another patient. This would be a violation of what?**
 - a. OSHA
 - b. HIPAA
 - c. MSDA
 - d. None of the above
11. **What is the number one injury health care providers suffer from when not practicing safe body mechanics that also causes loss of work?**
 - a. Knee and hip injury
 - b. Neck and back injury
 - c. Shoulder and elbow injury
 - d. Foot and ankle injury

CONNECT2 Health Careers Academy
Content Pre/Post-Test Answer Key

1. B

2. A

3. D

4. D

5. D

6. A

7. D

8. D

9. B

10. B

11. B

Why Have You Decided to Continue Your Education?

Why did you decide to come to college?¹ Not the *actual* school you are currently attending, but why did you decide to continue your education at *any* school?

Rate the following reasons for attending college on a scale from zero (not at all) to five (a huge factor for attending college). Circle the numbers that most closely apply to you. *Reflect* on each item and honestly respond.

<u>Reasons I am attending college now</u>	<u>0 (not at all) to 5 (huge reason)</u>
1. ___ I need career training.	0---1---2---3---4---5
2. ___ I plan on earning a lot of money.	0---1---2---3---4---5
3. ___ I want to explore different areas of interest.	0---1---2---3---4---5
4. ___ I want to find a life partner.	0---1---2---3---4---5
5. ___ I want to participate in college-level athletics.	0---1---2---3---4---5
6. ___ My parents want me to attend.	0---1---2---3---4---5
7. ___ My friends are going to college.	0---1---2---3---4---5
8. ___ I want a better life for myself.	0---1---2---3---4---5
9. ___ I want to make a better life for my family.	0---1---2---3---4---5
10. ___ I want to be the first one in my family to attend.	0---1---2---3---4---5
11. ___ I am divorced and need to support myself.	0---1---2---3---4---5
12. ___ I want to party.	0---1---2---3---4---5
13. ___ I need to experience life away from home.	0---1---2---3---4---5
14. ___ All my children have left home--it's my turn!	0---1---2---3---4---5

15. ___ It has been my lifetime dream to earn
a degree.

0—1—2—3—4—5

16. ___ I need college courses for my current job.

0—1—2—3—4—5

17. ___ It beats getting a "real" job.

0—1—2—3—4—5

18. ___ Other _____

0—1—2—3—4—5

19. ___ Other _____

0—1—2—3—4—5

20. ___ Other _____

0—1—2—3—4—5

Review the numbers you circled. In the "reason" column you will find a short blank line. Put a check mark on the line of each reason that you rated a "4" or a "5." These represent your major reasons for enrolling in college.

Reflect for a moment and then write your thoughts about your answers. In what ways do these rankings surprise you?

Based on your rankings above, write one or two complete sentences as to why you are attending college classes.

Goal Setting Notes

Types of Goals:	Personal ----- physical, emotional, spiritual Academic-----identify school, major, courses Community ---neighborhood, involvement with
Format of goals:	Mental -- check lists Written -- more specific, contract with self
How to write:	Clearly written -- includes what, when and how Specific and measurable--- define date, amount Realistic -- challenging without frustration, not too high Practical --- actions steps (how get there & reachable) Anticipates potential problems & obstacles---resources needed Includes incentives---intrinsic motivations & rewards (past extrinsic) Ending guides --- date, identify know when reached
Length of goals:	Short term -- more challenging to develop, specific, detailed, affects here & now (within hours, day) Long term --- easier to develop, ends in 6 month or more
Be aware:	Expect mistakes – learn and build from, skill levels can change Don't blame obstacles for lack of ability --- “No use trying...” May need to change environment to reach --- say “No”

Why set goals : Doing the same thing, the same way and expecting different results will not get anyone anywhere.

Getting Your Work Done On Time

1. You have a patient that needs to have an x-ray done at 10:45 AM. The radiology department is clear across the hospital. It takes you 20 minutes to get from your floor to radiology. What time do you need to leave with your patient?
2. It is your responsibility to get 3 patients into the dining room. Lunch will be served at 11:30 AM. One patient will need to be lifted into his wheel chair and wheeled into the dining room, which will take 15 minutes. The other two patients will use a walker, which will take 10 minutes per patient. What time do you need to start taking patients into the dining room?
3. You are scheduled to work a 10 hour shift. Unfortunately, the CNA who is to take your place, once your shift is over, called to say she will be coming in late by 3 hours. What time will you get off work, if your shift started at 7:30 PM?

4. Before you can leave work there is a list of duties to complete. It is currently 5:30 PM. You are scheduled to get off work at 8:00 PM. Read the list of things to get done and calculate what time you will get your chores complete. Will you be able to get off work at 8:00 PM?

- Remove meal trays from 5 patient bedrooms. (each patient room takes 4 minutes)
- Dress 5 patients for bed. (each patient takes 20 minutes to dress)
- Take and record vital signs for 5 patients. (each patient takes 5 minutes)
- Assist each patient into the bathroom. (2 patients take 5 minutes and 3 patients take 10 minutes)
- Serve medications to 2 patients. (each patient takes 5 minutes)
- Tuck each of your 5 patients into bed. (each patient takes 3 minutes)
- Take 10 minutes to update the CNA taking over your shift about each of your patients.

5. You have a patient that needs to be monitored closely. The supervising nurse told you that you needed to record this patient's temperature every 25 minutes for 6 hours. Complete the form that lists the times you took the patient's temperature.

Patient Name:	Jasmine Williams
Date:	3/10/2013
CNA:	
9:20 PM	100.1
	100.0
	100.0
	100.0
	101.3
	101.0
	100.5
	100.1
	98.9
	99.2
	98.6
	98.7
	98.7
	98.8
	99.0

Course Title: Job Interview Skills for the Work Place

Day 1:

- The teacher will present the Job Interview Tips PowerPoint. Students are encouraged to discuss questions or concerns during the presentation.
- Slides 2 and 17 are video clips of job interviews gone wrong and right. Class discussion should arise.
- Students should take one copy of each hand out on pages 33, 34, 35, and 36. Teacher is responsible for explaining the contents of the Job Interview handouts.
- Students will prepare for their mock interviews by partnering with another student. Students are to practice handshakes, introducing themselves to an interviewer, thanking an interviewer, etc.
- Students will be expected to write answers to possible job interview questions to also prepare them for the mock interview.

Day 2: Mock interview

- Each student will take a turn being interview by the instructor. Other students will be in the audience takes notes to strengths and weaknesses of the interview.
- Students will complete a reflection assignment. The reflection is to help students identify what are their strengths and weaknesses.

Course Title: Keyboarding Skills for College and the Work Place

Time:

Day 1:

- This class is no longer available. Students are given a keyboarding assessment at the beginning of each six week session. The goal is to have all students typing at 15-20 words per minute before they take their computer base Writing GED test. Students are asked to come to the computer lab during open lab hours to practice their keyboarding skills.

Course Title: Job Application and Resume Writing for the Work Place

Day 1: Resume Preparation

- Present the Resume Writing PowerPoint to help students understand the information they will need in order to complete a resume. Students are encouraged to discuss questions or concerns during the presentation.
- Hand out the Job Application and Resume Writing folders to all students.
- Explain pages 1-15. Pages 7-15 will help students complete the Personal Fact Sheet.
- Students are to take a copy of the Personal Fact Sheet handout, on page 6.
- Students are to complete the Personal Fact Sheet handout.
- Students are to use the internet, phone book, teacher, etc. to find addresses, phone numbers, correct spelling, etc.

Day 2: Typing the Resume

- Students should take out their Personal Fact Sheet handout.
- Students should turn to page 16. This is the resume format the teacher will be demonstrating today. Page 17 is Iowa Work Force's resume guide. Students have the option to follow along with the teacher or create the resume to their own style.
- Teacher demonstrates how to type the resume by using Microsoft Word. Students are able to view the teacher through the LCD projector. Students are encouraged to type their own resume along with the teacher.
- Completed resumes need to be printed off and the teacher will make suggestions to improve the resume for tomorrow.

Day 3: Paper / Pencil Job Applications

- Teacher presents the Job Application Tips PowerPoint. Students are encouraged to discuss questions or concerns during the presentation. Students are to take a copy of the Job Application Tips outline found on page 23.
- Students are to turn to page 27 to view the Job Application sample. The teacher will read through the application and point out common mistakes.
- Students are to turn to page 24 to pull out a copy of a job application. Students are to complete the job application, using their Personal Fact Sheet, and hand it in to the teacher. The teacher will mark suggestions for improvement.
- Students are to take home the other Job Applications on pages 25 & 26 and complete them for Thursday.
- The remaining class period is directed toward making corrections to the resumes typed yesterday. Students are to print their resume for further correcting.

Day 4: Online Job Applications

- Students hand in the Job Applications they filled in during their own time. The teacher will mark improvement suggestions.

- Teacher will hand back the graded Job Application #1, #2, and #3. Students are to view their mistakes and ask any questions.
- Everyone will connect to the internet. The teacher will provide a website that has an online job application. The teacher will demonstrate how to fill out the application and the students will follow along. Once completed the students can submit the application or close out of the site.
- The remaining class period is directed toward editing resumes. Final resume copies should be printed by the end of the class period.

Course Title: Microsoft Office – Word Processing Skills for College and the Work Place

Day 1: Basics of Microsoft Word

- The teacher briefly explains the purpose of Microsoft Word and provides several Word documents examples for the students to see the various options with this program. Students are encouraged to ask questions.
- The teacher will demonstrate how to complete the following tasks: (students are encouraged to mimic the steps to learn each skill)
 - Open, save, and print a document.
 - Change font size and font style
 - Complete assignment #1
 - Bold, italicize, and underline
 - Change alignment
 - Check for spelling and grammar
 - Complete assignment #2
 - Create bullets
 - Complete assignment #3
 - Edit bullets
 - Complete assignment #4

Day 2: Being Creative with Microsoft Word

- The teacher will demonstrate how to complete the following tasks: (students are encouraged to mimic the steps to learn each skill)
 - Create shapes
 - Change background color, line color, line design, and shape effects of a shape
 - Change size, location, and rotation of a shape
 - Move shapes forward or behind other shapes
 - Complete assignment #1
 - Insert Word Art and Textboxes
 - Insert and position clipart
 - Insert and position pictures
 - Complete assignment #2

Course Title: Email Skills for College and the Work Place

Day 1:

- The teacher presents the Email PowerPoint, which provides a basic list of email vocabulary terms. Throughout the presentation students are encouraged to ask questions.
- The teacher will demonstrate how to create a yahoo email account. Students are to follow along. Those students who already have an email account are asked to help those students who are completing the email account application.
- Once everyone has created an email account they will practice completing the following tasks as guided from the teacher:
 - Log In and Log Out of his/her email account
 - Create a new email message
 - Send and forward an email message
 - Delete an email message
 - Develop an address book
 - Identify and filter SPAM
 - Attach a document to an email message

Computers for College and the Work Place

Course Descriptions

<p style="text-align: center;">Computer Orientation (Prerequisite)</p> <ul style="list-style-type: none"> • Course Syllabus • Computer Background Survey • Identify the External parts of a Computer • Identify the parts of a Desktop 	<p style="text-align: center;">Internet Skills for College and the Work Place</p> <ul style="list-style-type: none"> • Identify parts of a webpage • Identify various Search Engines • Demonstrate how to operate a Search Engine • Demonstrate how to utilize websites useful for daily life, including job seeking websites.
<p style="text-align: center;">Email Skills for College and the Work Place</p> <ul style="list-style-type: none"> • Create individual email accounts • Demonstrate how to complete the following tasks: <ul style="list-style-type: none"> ○ Send and Forward an email message ○ Reply to an email message ○ Delete an email message ○ Identifying and Removing SPAM ○ Attach a document to an email message ○ Developing an Address Book 	<p style="text-align: center;">Job Application and Resume Writing Skills for College and the Work Place</p> <ul style="list-style-type: none"> • Demonstrate how to accurately complete a job application on paper and online. • Create a personal resume while operating the Microsoft Office Word program. • Identify the proper etiquette when completing a job application or resume. • The Microsoft Office – Word Processing Skills for College and the Workplace course is a prerequisite to attend this course.
<p style="text-align: center;">Microsoft Office – Word Processing Skills for College and the Work Place</p> <ul style="list-style-type: none"> • Identify how to : Open, Save, & Print a Document • Change Font: Size, Style, Bold, Italicize, & Underline • Change Alignment: Left, Center, or Right • Create Bullets • Cut, Copy, & Paste text • Identify how to insert graphics • Spell Check 	<p style="text-align: center;">Job Interview Skills for College and the Work Place</p> <ul style="list-style-type: none"> • Identify preparation tips for a job interview. • Identify job interview etiquette. • Identify possible job interview questions from an employer and appropriate questions to ask an employer. • Complete mock interviews.

Course Title: Internet Skills for College and the Work Place

Day 1: Basic Operation of the Internet

- The teacher presents the Internet PowerPoint, which teaches students how to connect to the internet and demonstrates where to insert a website address and how to use a search engine.
- Throughout the presentation students are encouraged to participate in the review games and mimic the steps given during demonstrations.
- After the demonstration students are encouraged to complete the Search Engine Practice worksheet.
- The teacher will walk around to check for understanding and provide further instruction as needed.

Day 2: Using the Internet in our everyday lives.

- Students are given a list of Useful Websites. Students are encouraged to visit each of the websites and follow along as the teacher demonstrates how to navigate through each website. Students are typically given 5-10 minutes with each website to explore.

Course Title: Computer Orientation

Day 1:

- The teacher will read the course syllabus out loud to the class. Students are encouraged to read along and ask questions.
 - Students need to write their signature on the back of the syllabus and hand in the syllabus to the teacher. The teacher will also sign the form as she collects them.
- A list of **vocabulary terms** will be provided as a guide for students to follow along with the lesson. Students are encouraged to take notes as needed.
- The teacher will present the Parts of a Computer PowerPoint.
 - Students are encouraged to participate in the review game.
 - Students are encouraged to complete the Parts of a Computer activity worksheet.
 - The teacher reads through the answers to the activity worksheet.
- The teacher will present the Parts of the Desktop PowerPoint.
 - Students are encouraged to participate in the review game.
 - Students are encouraged to complete the Parts of a Desktop activity worksheet.
 - The teacher reads through the answers to the activity worksheet.

Goal Journal

Goal Journal Entry (Make as many copies of this sheet as needed.)

Week _____ of the _____ Semester

Long-term Goals for the Next Three Years

1. _____

2. _____

3. _____

Short-term Goals for This Semester

1. _____

2. _____

3. _____

Short-term Goals for Next Week

1. _____

2. _____

3. _____

Short-term Goals for This Week

1. _____

2. _____

3. _____

How have your short-term goals for this week helped you achieve your long-term goals? _____

How will your short-term goals for next week help you achieve your long-term goals? _____

What challenges, if any, have you experienced in achieving your short-term goals this week? _____

What will you do next week to achieve your short-term goals? _____

How will your short-term goals for this week and next support your goals for the semester? _____

How Well Do You Plan?

DIRECTIONS: FOR EACH QUESTION, CIRCLE THE NUMBER THAT BEST DESCRIBES YOU.

	Never	Seldom	Sometimes	Often	Always
How often do you plan in an effort to keep life from running out of control?	1	2	3	4	5
Do you put daily plans on paper?	1	2	3	4	5
Do you allow flexibility in your plans?	1	2	3	4	5
How often do you accomplish all you plan for a given day?	1	2	3	4	5
How often do you plan time for what matters most to you?	1	2	3	4	5
How often is your daily plan destroyed by urgent in-	5	4	3	2	1

Study
Tips

Why Test?

Tests have many purposes. Tests should be for the benefit of the student.

1. To Identify What Students Have Learned

after the completion of a lesson or unit. When the classroom tests are tied to effectively written lesson objectives, the teacher can analyze the results to see where the majority of the students are having problems with in their class.

2. To Identify Student Strengths and Weaknesses

effective example of this is when teachers use pretests at the beginning of units in order to find out what students already know and where the teacher's focus needs to be.

3. To Provide a Method for Awards and Recognition

determine who will receive awards and recognition.

4. To Gain College Credit

exams can provide students with the opportunity to earn college credit after successfully completing a course and passing the exam with high marks.

5. To Provide a Way to Measure a Teacher and/or School's Effectiveness

Fitting the Leave No Child Behind criteria

6. To Provide a Basis for Entry into an Internship, Program, or College

used as a way to judge a student based on merit. Additionally, students might be required to take additional exams to get into special programs or be placed properly in classes. TEAS is an example for nursing program entrance.

Study Tips & Study Skills

Students with better study methods and strategies score higher on their exams.

Everyone is different. Different methods work for different people. the following are only suggestions on improving upon your current studying techniques.

It is best to review the material right after class when it's still fresh in your memory.

Don't try to do all your studying the night before the test. Instead space out your studying. review class materials at least several times a week. focusing on one topic at a time.

Have all of your study material in front of you. lecture notes, course textbooks, study guides and any other relevant material.

Find a comfortable and quiet place to study with good lighting and little distractions (try avoiding your own bed. it is very tempting to just lie down and take a nap).

Start out by studying the most important information.

Learn the general concepts first, don't worry about learning the details until you have learned the main ideas.

Take notes and write down a summary of the important ideas as you read through your study material.

Take short breaks frequently. Your memory retains the information that you study at the beginning and the end better than what you study in the middle.

Space out your studying, you'll learn more by studying a little every day instead of waiting to cram at the last minute. By studying every day, the material will stay in your long-term memory but if you try to study at the last moment, the material will only reside in your short-term memory that you'll easily forget.

Make sure that you understand the material well, don't just read through the material and try to memorize everything.

If you choose to study in a group, only study with others who are serious about the test.

Test yourself or have someone test you on the material to find out what your weak and strong areas are. You can use the review questions at the end of each chapter, practice tests that the teacher may give out or other pertinent materials.

Listening to relaxing music such as classical or jazz on a low volume can relieve some of the boredom of studying.

The following tips and hints can be used **AFTER** studying has taken place; not in place of the studying.

Multiple Choice Test Taking Tips

Read the question before you look at the answer.

Come up with the answer in your head before looking at the possible answers, this way the choices given on the test won't throw you off or trick you.

Eliminate answers you know aren't right.

Read all the choices before choosing your answer.

If there is no guessing penalty, always take an educated guess and select an answer.

Don't keep on changing your answer, usually your first choice is the right one, unless you misread the question.

In "All of the above" and "None of the above" choices, if you are certain one of the statements is true don't choose "None of the above" or one of the statements are false don't choose "All of the above".

In a question with an "All of the above" choice, if you see that at least two correct statements, then "All of the above" is probably the answer.

A positive choice is more likely to be true than a negative one.

Usually the correct answer is the choice with the most information.

True-False Test Tips-Help

Usually there are more true answers than false on most tests.

If there is no guessing penalty, then guess. You have a 50% chance of getting the right answer.

Read through each statement carefully, and pay attention to the qualifiers and keywords.

Qualifiers like "never, always, and every" mean that the statement must be true all of the time. Usually these type of qualifiers lead to a false answer.

Qualifiers like "usually, sometimes, and generally" mean that the statement can be considered true or false depending on the circumstances. Usually these type of qualifiers lead to an answer of true.

If any part of the question is false, then the entire statement is false but just because part of a statement is true doesn't necessarily make the entire statement true.

Short Answer Test Tips-Help

Use flashcards; write the key terms, dates and concepts on the front and the definition, event, and explanations on the back.

Try to anticipate questions that will be asked on the test and prepare for them. Usually, what your instructor emphasizes in class will be on the test.

Try not to leave an answer blank. Show your work/write down your thoughts, even if you don't get the exact answer, partial credit is usually awarded.

If you don't know the answer, come back to it after you finish the rest of the test and make an educated guess. Other parts of the test may give you clues to what the answer may be.

If you can think of more than one answer for a question, ask the instructor what to do.

Read the question carefully and make sure that you answer everything that it asks for. Some short answer questions have multiple parts.

Essay Test Tips-Help

Read the directions carefully. Pay close attention to whether you are supposed to answer all the essays or only a specified amount (e.g. "Answer 2 out of the 3 questions).

Make sure that you understand what the question is asking you. If you're not, ask your instructor.

Make sure that you write down everything that is asked of you and more. The more details and facts that you write down, the higher your grade is going to be.

Budget your time, don't spend the entire test time on one essay.

If the question is asking for facts, don't give your personal opinion on the topic.

When writing your essay, try to be as neat as possible, neater papers usually receive higher marks.

Make an outline before writing your essay. This way your essay will be more organized and fluid. If you happen to run out of time, most instructors will give you partial credit for the ideas that you have outlined.

Don't write long introductions and conclusions, the bulk of your time should be spent on answering the question(s) asked.

Focus on one main idea per a paragraph.

If you have time left at the end, proofread your work and correct any errors.

Budget your time. If you have an hour to write 3 essays, spend no more than 20 minutes on each essay, then if you have time left over at the end go back and finish any incomplete essays.

If you aren't sure about an exact date or number, use approximations e.g. "Approximately 5000" or "In the late 17th century."

If you make a mistake, simply draw a line through it, it is much neater and quicker than erasing it.

Open Book Test Taking Tips

Spend an equal or greater amount of time preparing as you would for a normal test. The open book test will most likely be harder than if it were a closed book exam.

Familiarize yourself with the book and relevant materials.

If it's allowed, write down all the important formulas and key information on a separate sheet so you don't have to search through your book for it.

Focus on learning the main ideas and get a feel for where they are located in the book, learn the details later if there's still time.

Highlight important points, use post-it notes, bookmarks and make notes in your book, if it is allowed.

Bring all the resources that your professor or teacher allows.

Answer the easy questions that you know off the top of your head first, then go back and answer the questions where you need to reference your book.

Use quotations from the book to support your view, but don't over-quote, be sure to give your own insight and commentary.

Here are a few practice test sample questions for the CNA certification exam:

Which of the following is a correct measurement of urinary output?

- (A) 40 oz
- (B) 2 cups
- (C) 300 cc
- (D) 1 quart

Is it appropriate for a nurse aide to share the information regarding a client's status with?

- (A) any one the nurse aide sees fit
- (B) the client's family members
- (C) the client's roommate
- (D) the staff on the next shift

The nurse aide is looking after a client who is mentally agitated. The nurse aide must:

- (A) speak loudly so the client can hear the instructions
- (B) ask to reassign the care of this client
- (C) talk in a slow, calm, reassuring manner
- (D) tell the client to be quiet

The Heimlich maneuver (abdominal thrust) is used for a client who has:

- (A) a blocked airway
- (B) a bloody nose
- (C) fallen out of bed
- (D) impaired eyesight

BEFORE taking the oral temperature of a client who has just finished a cold drink, the nurse aide should wait:

- (A) 10 to 20 minutes
- (B) 25 to 35 minutes
- (C) 45 to 55 minutes
- (D) at least 1 hour

When a client has left-sided weakness, what part of a sweater is put on first?

- (A) Both sleeves
- (B) Left sleeve
- (C) Client's choice
- (D) Right sleeve

When helping a client who is recovering from a heart attack to walk, the nurse aide should assist?

- (A) on the client's strong side
- (B) on the client's weak side
- (C) from behind the client
- (D) with a wheelchair

Exercises that move each muscle and joint are called:

- (A) adduction
- (B) range of motion
- (C) abduction
- (D) rotation

When moving a resident, most of the resident's weight should be supported by the cna:

- (A) Shoulders
- (B) Wrists
- (C) Back
- (D) Legs

Which of the following is an early sign of a pressure sore?

- (A) Numbness
- (B) Coolness
- (C) Swelling
- (D) Discoloration

Aside from increased activity and exercise, which of the following is helpful in preventing constipation?

- (A) Low-fiber diet
- (B) Regular mealtimes
- (C) Sufficient fluid intake
- (D) High-protein diet

Which of the following situations is not considered an example of abuse or neglect?

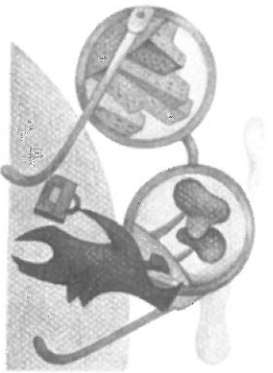
- (A) Leaving a resident in a wet and soiled bed
- (B) Leaving a resident in the bathtub alone
- (C) Restraining a resident according to the orders of a physician
- (D) Making threats about withholding a resident's meals if he or she does not follow instructions

Answers and Explanations

1. C: A CNA could be charged with assault if she threatens or tries to touch a patient (provide care) without the patient's consent. It does not matter if she actually touches the patient or provides the treatment; the patient just needs to be afraid that she will do it. Battery refers to the actual act of touching the patient in a threatening manner or in a way that the patient has not consented to. In the situation outlined in the question, the CNA could be charged with both assault and/or battery, depending on the specific circumstances surrounding the incident.
2. D: The CNA could be charged with negligence because she performed a task in a way that was inconsistent with her training. Only a professional with advanced training or one who needs to maintain a license, such as a doctor or nurse, can be charged with malpractice. A CNA can't because they only need to maintain a certification, not a license. Assault and battery do not apply because the CNA is not behaving in a threatening manner.
3. B: The CNA should follow the chain of command when determining who to report the behavior to. It is inappropriate to contact the physician in charge of the patient's care because he does not have any authority to deal with this type of nursing situation. It is inappropriate to go directly to the nursing supervisor or president of nursing without following the guidelines set in place by the institution.
4. A: The CNA should immediately report the suspected abuse to the charge nurse so she can determine how best to proceed. It is possible that the suspicions have already been addressed, which is why it is not appropriate to directly report the suspected abuse to the police or confront the potential abuser. The behavior should not be ignored, however, because of the potential for the patient being harmed.
5. B: The most important member of the health care team is the patient. His or her needs—medical, spiritual, and emotional—are the most important. The patient must ultimately consent to and be actively involved in their plan of care. What the physician, nurse, and CNA need, recommend, or want takes a back seat to the needs and wishes of the patient.
6. B: The CNA should complete a minimum of 12 hours of continuing education each year to keep her skills up to date. Additional continuing education hours may be necessary, depending on the skill level and needs of the CNA. Her employer should provide some of the continuing education credits, but it is ultimately the responsibility of the CNA to maintain her certification.
7. D: During a code, the CNA should promptly retrieve emergency equipment or other supplies according to the needs of the physicians and nurses. That may include blood from the blood bank, needles, syringes, etc. Documenting the events and administering medications is the responsibility of the nurse, and is outside the scope of practice of the CNA. The CNA should not answer medical questions from the family, but may be able to provide comfort or support if necessary.
8. C: In cases where the patient will be going home to be cared for by the family, it is definitely appropriate for family members to begin to assist in the patient's care. The CNA should allow the daughter to participate in her mother's care, but should be available to supervise and assist as necessary.
9. A: The CNA should prepare the room, ensuring that linens, personal protective equipment, and other medical supplies are present. The CNA should also help orient the patient to the unit and take vital signs. The nurse should complete the admission interview and assessment and coordinate all aspects of care. This includes contacting the pharmacy and ensuring the correct medications are received.
10. C - A serious disagreement with the patient's family is not a reason to refuse an assignment. The CNA must find a way to work professionally with her patient and the family. If the disagreement begins to interfere with the care the patient is receiving, the CNA should speak with her nurse supervisor about the steps that will need to be taken. The other answer choices are all valid reasons for refusing an assignment.

CONNECT-TO- HEALTH

1. WHAT KIND OF JOB AM I LOOKING FOR?



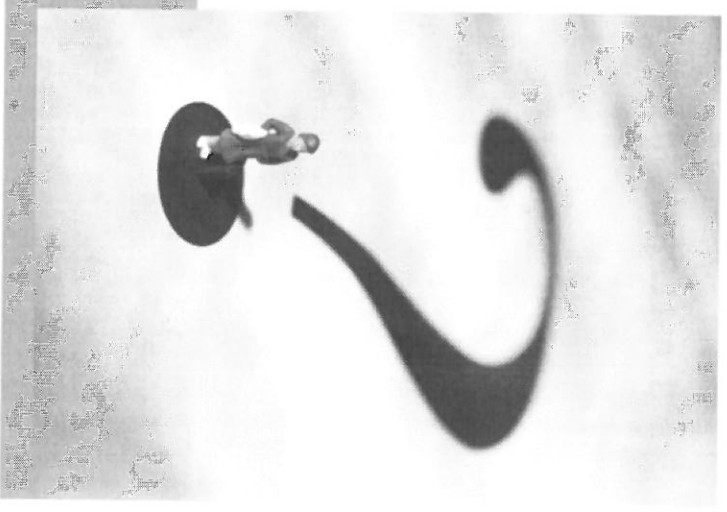
- What kind of job fits my personality?
- What pay range do I need to support myself/my family?
- What jobs match with my qualifications and requirements?

2. AM I PREPARED TO JOB SEARCH?

- Contact Information Correct and Professional?
- A working resume? "ok" or GREAT?
- Knowledge of how to Find the Job?
- Knowledge of how to Apply for the Job?

Am I
"Job Ready"?

?????



3. AM I PREPARED TO INTERVIEW?



Research the company/position!

Practice interview questions!

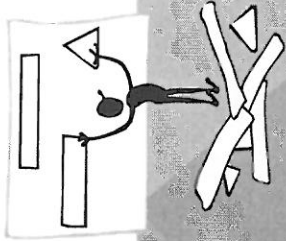
Avoid interview pitfalls!



4. HOW IS MY ATTITUDE?



Types of Change
Transitions in Career
Strategies for Coping

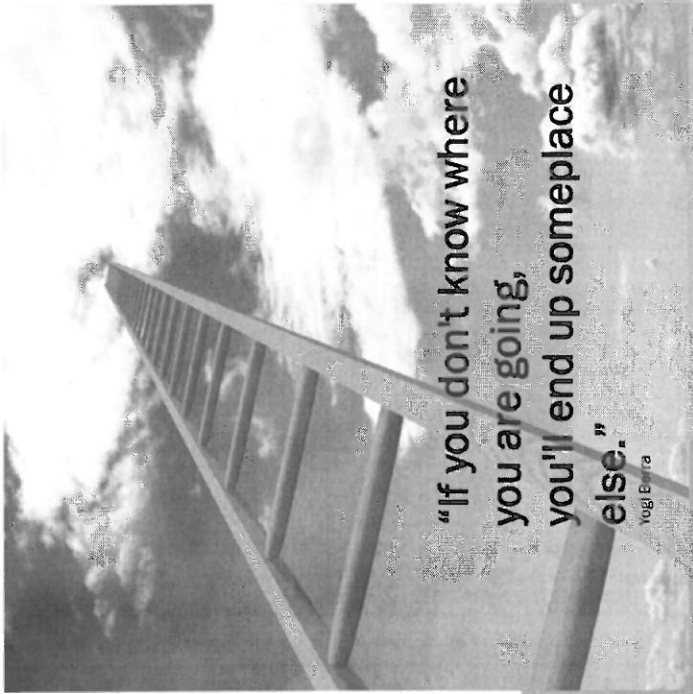


RESOURCES TO HELP YOU PREPARE.....

Workshops available to
IowaWorks Members

National Career Readiness
Testing

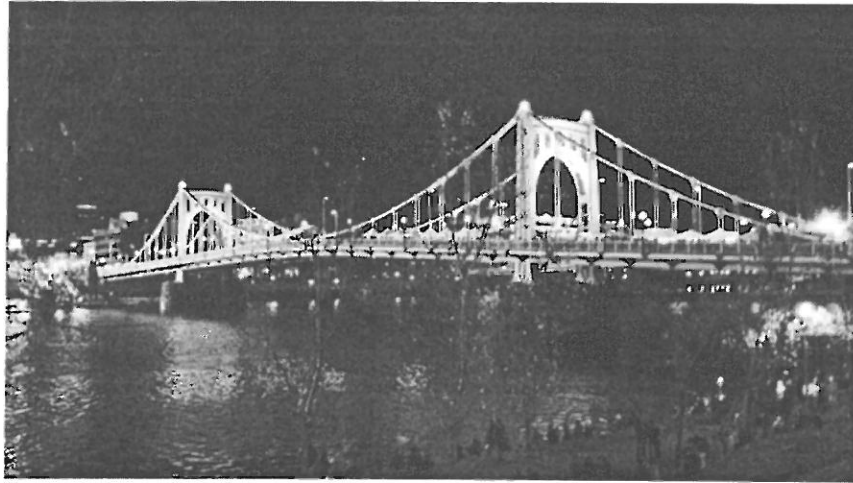
www.iowajobs.gov



"If you don't know where you are going, you'll end up someplace else."

Yogi Berra

Bridges To Health Care



OSHA



- Occupational Safety and Health Administration (OSHA)
 - Part of the Department of Labor
 - Two main standards
 - ✦ Occupational exposure to Hazardous Chemicals Standard
 - ✦ Blood Borne Pathogen Standard

OSHA Standards



- Occupational Safety and Health Act of 1970
 - Passed to keep workers safe and free from harm
 - ✦ Workplace safety
 - ✦ Health standards

Has been amended several times

Responsibilities of Employers



- Must follow all OSHA safety and health standards
- Must correct any breach of standards
- Must provide on-going training about OSHA and health standards
- Notify OSHA if major event occurs
- Provide PPE free to employees
- Keep record of all work related injuries
- Post OSHA citations
- Do not retaliate or discriminate toward workers exercising their rights

Employee Rights

- Safe working environment
- Information and training
- Review work related material/records/test results/surveys
- File complaints with OSHA
- Not be discriminated or retaliated against for exercising rights

Question #1

- Employees have the right to work in what type of environment
 - A. A safe work environment
 - B. An environment that is adapted around his/her needs
 - C. An environment where education is offered only at the time of hiring
 - D. All the above

Answer A.

Employer Responsibility



- **Written exposure control plan**
 - To minimize or eliminate exposure to blood borne pathogens and/or OPIM
- **Update plan annually**
 - To comply with new regulations and technologies
- **Require use of universal precautions**
 - Treating all OPIM (other potentially infectious materials) and blood borne pathogens as infectious

Chemical Hazard



- **Requires that employers inform employees of all chemicals and hazards in the workplace**
- **Must provide Material Safety Data Sheets (MSDS's)**
 - Includes the hazardous product and ingredients
 - Instructions for use
 - Special precautions/protection
 - Spill/waste procedures
 - Health Hazard Data (first-aid)

Occupational Exposure to Hazardous Chemicals Standard



- Includes:
 - Identifying the types and locations of all chemicals or hazards
 - Locating and using the MSDS manual
 - Reading and interpreting chemical labels and hazard signs
 - Using personal protective equipment (PPE)
 - Locating cleaning equipment and following correct methods of managing spills and/or disposal of chemicals
 - Reporting accidents or exposures and documenting any incidents that occur

Question #2

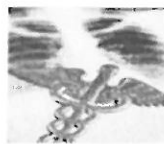


- Material Safety Data Sheets (MSDS) include
 - A. Ingredients to all hazardous products and instructions for use
 - B. Special precautions, protections, and health hazard data
 - C. Spill, waste, or clean up directions
 - D. All of the above
 - Answer All of the above

Who Needs To Be Careful

- Everyone in health care!

- Dentists
- Doctors
- Aides
- Nurses
- Dental professionals
- Respiratory
- OT/PT/ST
- Everyone in between (housekeeping, laundry, dietary, etc.)



Blood borne Pathogen Standard

- Mandates to protect health care providers from diseases caused by exposure to body fluids
- Example:
 - ✦ Blood, blood components
 - ✦ Urine/stool
 - ✦ Semen/vaginal secretions
 - ✦ Cerebrospinal fluids
 - ✦ Saliva/mucus

It was just a few drops of blood...but it happened!



- Link:
<http://www.youtube.com/watch?v=B4TG1PgXPhc>



Accidental Exposure



- While accidental exposure occurs as evidenced by the video on the previous slide approximately 800,000 needle sticks occur each year.
- Prevention is the key
- Equipment training
- Proper equipment disposal



Question #3



- Healthcare workers most often become exposed to hepatitis B, hepatitis C, and HIV through accidental needle sticks?
- True
- False
- True

If an Exposure Occurs



- Wash area immediately!
- Report the incident
- Fill out incident report
- Possible testing
- Possible treatment
- If protocol is followed- employer is responsible for the employee's care
- Some facilities have spill stations

Blood borne Diseases

- Hepatitis B (Can survive outside the body for a week. **Vaccination to Prevent**)
- Hepatitis C (Can survive outside the body for almost 4 days and is the most common chronic blood borne infection in the US- **NO CURE**)
- HIV/AIDS (cannot live outside the body and is the disease with the most misconceptions related to transmission- **NO Cure**)
 - Four modes of transmission specific for these three diseases:
 - × Sex
 - × Body Secretions
 - × Sharing Needles
 - × Blood Transfusions

Other Locations of Pathogens

- Semen
- Vaginal secretions
- Cerebrospinal fluid
- Synovial fluid
- Pleural fluid
- Pericardial fluid
- Peritoneal fluid
- Amniotic fluid
- Saliva in dental procedures
- Unfixed tissues or organs (living or dead)

Question #4



- Fortunately, there are vaccines available to prevent hepatitis B and hepatitis C, and HIV?
- True
- False (Vaccination to prevent B)
- False

HIPAA



Privileged communications

- HIPAA (Health Insurance Portability and Accountability Act 1996)
 - Security Rule- protect electronic records/faxes
 - Privacy Rule-protect identifiable health information
- Protected Health Information (PHI) is privileged information
- Must be kept confidential
 - Health care records
 - Protects patient, patient information, health care providers, prevents fraudulent use of sensitive information
 - Hospitals, all health care personnel, health insurance companies, financial providers, etc..

Rights of the Patient

- You have the right to keep your health information private
- You must sign an authorization to have your information shared with others
- You can ask to know who your information has been shared with
 - In some cases you information must be shared with the police, CDC, etc..
- You have a right to look at your chart and ask for copies
- Right to file a complaint if violation occurs

Question #5



- Patients have the right to have all personal health information kept private except when mandated by law?
- True
- False
- True

Does NOT Protect or Prevent



- Protect employee records
- Prevent employers for asking for a doctor's note if you are sick
- Protect when a state or federal law mandates that certain health information must be reported
- Protect when public health situations arise (CDC & FDA)
- Protect when government officials request for information
- Prevent incidental disclosures that are an unavoidable by-product of permitted uses or disclosures

How to protect patient information



- Don't gossip
- Don't repeat
- Learn codes of ethics
- Be aware of scope of practice
- Keep charts in a safe place
- Keep computers locked because health care records are privileged information
- Inform patients about confidentiality rights
- Initial and date all information and sign name

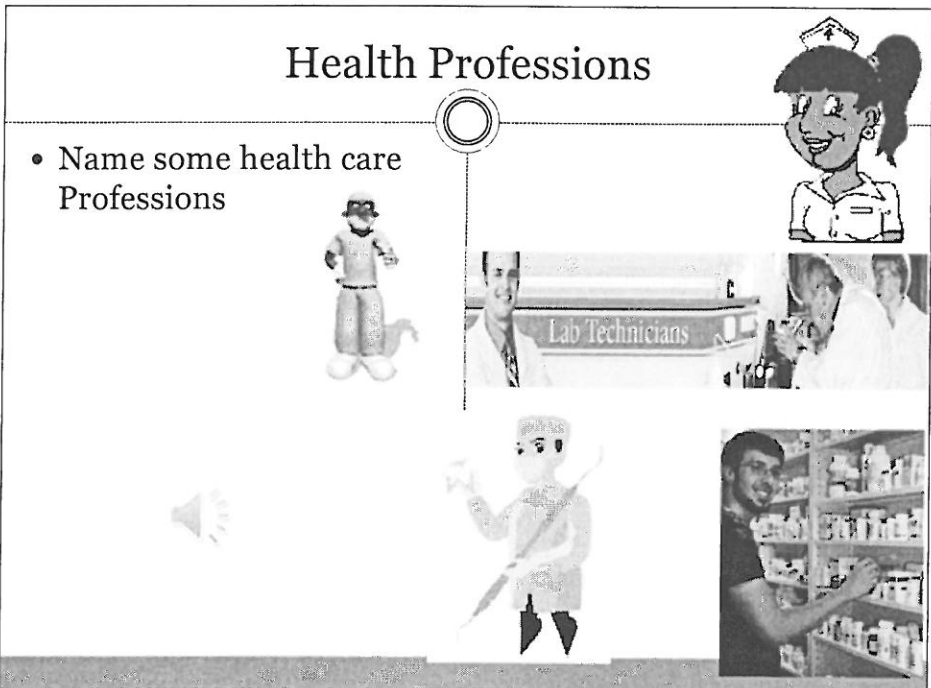
The HIPAA Song



- <http://youtu.be/6wRDorQ73Ng>

Health Professions


- Name some health care Professions




The collage features several images: a cartoon nurse with a stethoscope, a person in a lab coat, a person in a lab coat with 'Lab Technicians' written on the wall behind them, a person in a lab coat holding a stethoscope, and a person in a pharmacy setting.

Health Professions

- Nursing
 - CNA, CMA, LPN, RN, Nurse Practitioner, Nurse Midwife, Nurse Educator, Nurse Anesthetist
- Emergency Medical Services
 - EMT, First Responder
- Mortuary Careers
 - Funeral Director, Embalmer, Mortuary Assistant
- Dietary Services
 - Dietitian, Dietetic Technician, Dietetic Assistant
- Veterinary Careers
 - Veterinarian, Veterinary Technician, Veterinary Assistant



- Mental and social Services careers
- Psychiatrist, Psychologist, Psychiatric/mental health technician, Social Worker/ Sociologist, Genetic Counselor
- Vision Services
 - Ophthalmologist, Optometrist, Optician
- Medical Careers
 - ,Physician (May pick a specialty) Physician Assistant, Medical Assistant
- Therapeutic Services
 - Occupational Therapist, Occupational Therapy Assistant, Physical Therapy, Physical Therapy Assistant, Pharmacist, Pharmacy Technician, Massage Therapist, Recreational Therapist, Recreational Therapist, Respiratory Therapist, Respiratory Therapy Technician, Speech-Language Therapist/pathologist and /or Audiologist, Surgical Technician, Art/Music/Dance Therapist, Athletic Trainer, Dialysis Technician, Counseling



- Diagnostic Services Careers
 - Cardiovascular Technologist, Electrocardiograph (ECG), Electroencephalographic (EEG) Medical Laboratory, Phlebotomist, Radiologic Technologist, Medical Imaging
- Health Informatics Careers
 - Health Information Administer, Health Information Technician, Medical Transcriptionist, Admitting Officer/Clerk, Unit Secretary/Ward Clerk, Epidemiologist, Medical Interpreter/Translator, Medical Illustrator, Medical Librarian

Safety with Moving

- Because of the type of task and the frequency Health Care workers are put at risk for Injuries.
- What is the number one injury Health care workers suffer when not practicing safe body mechanics?

Neck and Back injuries

Using Body Mechanics

- Refers to the way in which the body moves and maintains balance while making the most efficient use of all its parts.
- Helps prevent undue strain and helps with muscle strength



Eight Basic Rules

- Maintain a broad base of support
- Bend from the hips and knees and get close to the object while keeping your back straight
- Use the strongest muscles to do the job
- Use the weight of your body to help
- Carry heavy objects close to the body
- Avoid twisting
- Avoid bending for long periods
- If patient or object too heavy-
GET HELP!



Medical Asepsis

- Definition: the practice which helps reduce the number and transfer of pathogens from one place and/or person to another
- Reason for practicing medical asepsis:
 - ✦ Micro-organisms are always present in the environment (although some normal). Some micro-organisms can cause illness in certain people (especially those who are immunocompromised)

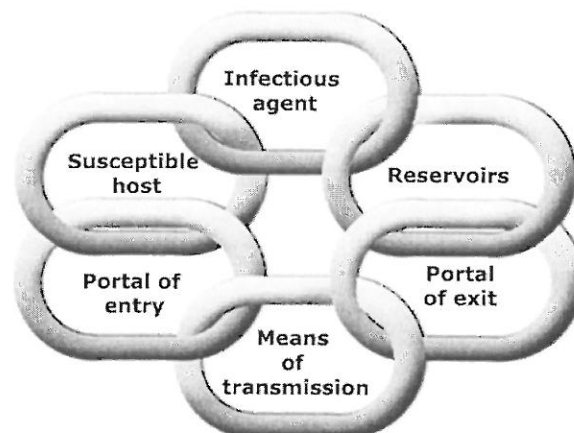


Aseptic Techniques



- Disinfection- (chemical) bleach/Lysol
 - Process of destroying harmful organisms
 - Can kill up to 99.9% of bacteria
- Sterilization- (heat) autoclaves
 - Destruction of **ALL** microorganisms
 - Important for surgical procedures, wound care, catheterization, etc...

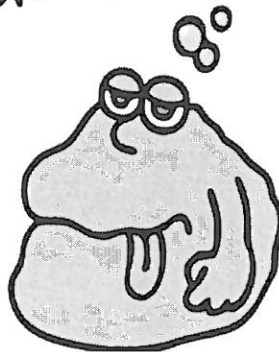
Break the Chain of Infection



Your part as a CNA

- Wash your hands
- Clean resident area
- Disinfect equipment
- Disposing of contaminated articles
- Cleanliness of self
- Use gloves
- Environmental contamination
- Do not work when ill

GOT A VIRUS?



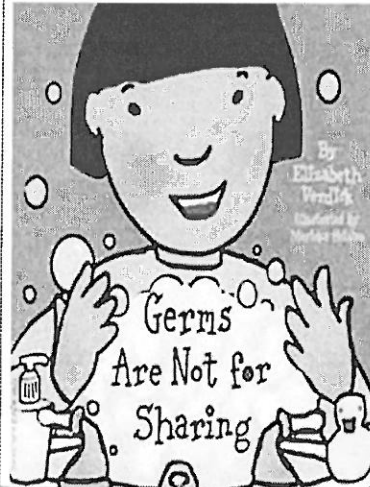
Hand Washing



- Regular
- Surgical scrub
- Hand sanitizer

Why wash hands

- Everything has germs on it
- We use our hands constantly
- You can carry germs from resident to resident
- The single most effective way to stop the spread of infection



Hand washing

- Wet hands completely
- Apply soap
- Hold hands lower than elbows
- Work up a good lather
- Clean your nails
- Use a rotating, rubbing motion all surfaces
- At least 20 seconds of vigorous scrubbing with soap and water

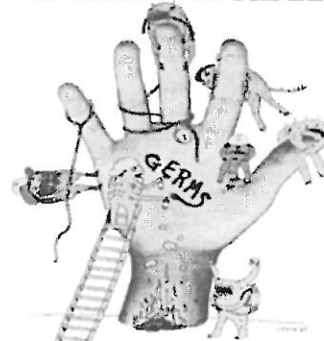


Hand washing

- Wash at least 2 inches above wrists
- Rinse
- Dry hands with paper towel
- Discard paper towel
- Take a dry paper and turn off faucet
- Discard paper towel

Practice

Germ Farm




Scrub'em!
www.1st-in-handwashing.com

Vitals

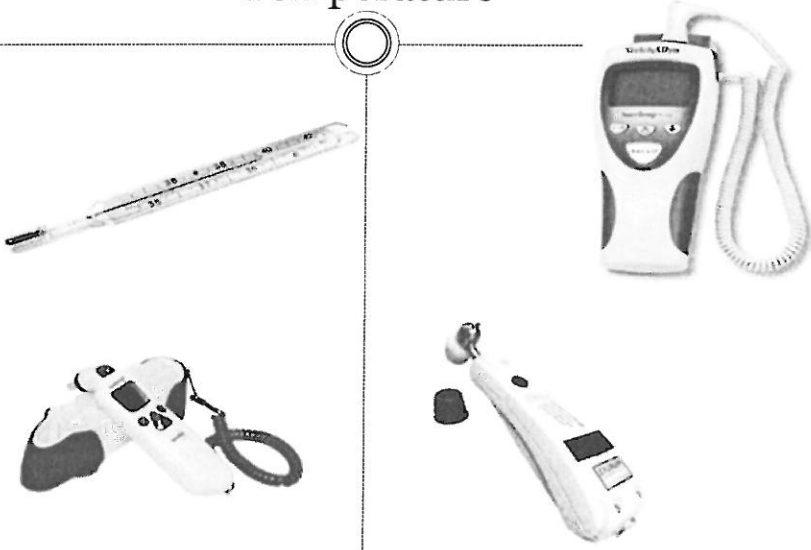
- Temperature
- pulse
- Respiration
- Blood pressure
- pain

Temperature

- The amount of heat in the body



Temperature

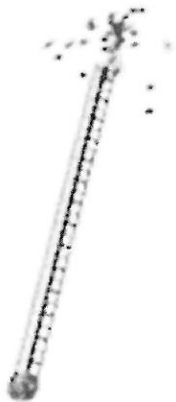


Temperature



- Assemble equipment
- Explain procedure
- Wash hands
- Ask if the resident has ate or drank anything hot or cold
- Place probe cover on probe
- Insert probe into mouth under tongue
- Hold probe
- Wait for
- Alarm to beep
- Remove from residents mouth

Temperature



- Discard the used probe cover
- Read the thermometer
- Record
- Report (if)
- Put away equipment
- Wash hands

Temperature

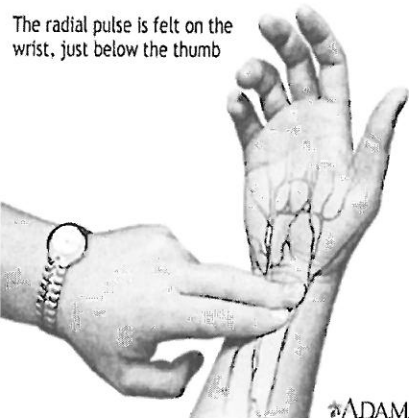


- Assemble equipment
- Explain procedure
- Wash hands
- Place cover on probe
- Pull ear pinna up and back, insert probe securely in ear
- Depress activation button and hold in ear
- Remove from ear
- Read
- Eject and dispose of cover
- Record
- Report (if)
- Put away equipment
- Wash hands

pulse

- Explain procedure
- Wash hands
- Find the pulse by placing fingertips on the palm side of the resident wrist over the radial artery
- Count the pulse for one full minute or sixty seconds
- Record
- report

Practice



Respirations

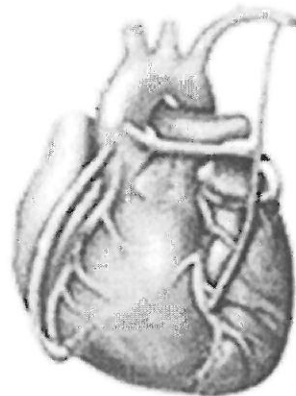


- Continue to hold the residents wrist
- Count each rise and fall of the chest as one respiration
- Count the pulse for one full minute or sixty seconds
- Record
- report
- Wash hands

Practice

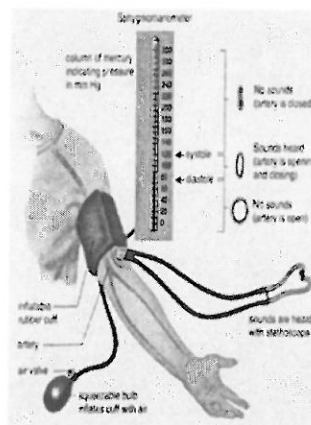
Blood Pressure

- Assemble equipment
- Explain procedure
- Wash hands
- Wipe off earplugs and diaphragm of stethoscope with antiseptic pad
- Bare residents arm
- Have in comfortable position
- Unroll cuff and loosen the valve
- Squeeze the compression bag to deflate completely



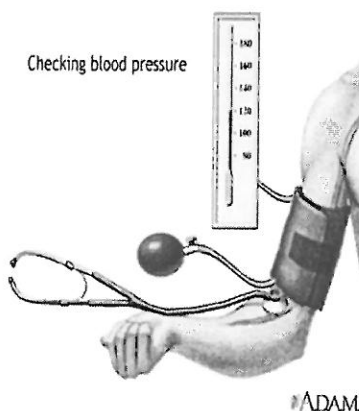
Blood Pressure

- Wrap cuff around the residents arm
- Be sure you can see the manometer
- With your finger tips find the residents brachial pulse
- Correctly place the earplugs of the stethoscope in your ears
- Tighten the thumbscrew of the valve to close it (clock wise)



Blood Pressure

- Place the stethoscope over the brachial artery
- Inflate cuff to a reading of at least 170
- Slowly open the valve (counter clockwise)
- Note the numbers that the pointer passes as you hear the first sound (this is the systolic pressure)
- Note the numbers that the pointer passes as you hear the Last sound (this is the diastolic Pressure)



Blood Pressure

- Deflate the cuff completely
- Record
- Clean and Put back equipment
- Make resident comfortable
- Wash hands



practice

Review

- OSHA
- HIPPA
- Mandatory reporter
- Vitals
- Infection control
- Personal cares
- Hand washing

- Questions



END

Math Skills in Healthcare

Day 2: 11:30 AM – 12:00 PM

Supplies: Getting Your Work Done On Time worksheet and marker board

Goals: ¹Students will recognize some of the entry-level math skills needed in healthcare.

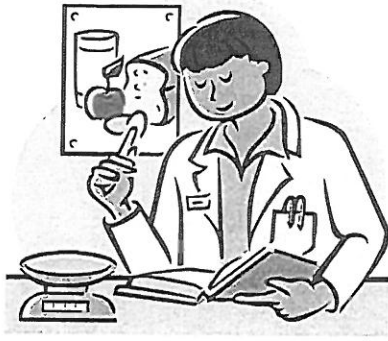
1. Activity: Getting Your Work Done On Time worksheet
 - a. The instructor will read each story problem.
 - b. Students are encouraged to work as a team or individually to solve the story problems.
 - c. Once the worksheet is complete, students will explain how they solved each story problem. Story problems will be solved on the marker board.

CONNECT2 Health Careers Academy

Content Post-Test

Name _____

1. **If I am having problems doing my math assignment, I should**
 - a. forget about it until class time tomorrow.
 - b. get tutoring help in the STC lab or math lab.
 - c. copy a friend.
 - d. skip class.
2. **Learning information is one of the main goals of attending college. Learning the material well is**
 - a. completed out of class (80% or more).
 - b. completed in class.
 - c. done the day before a test.
 - d. never the responsibility of the student.
3. **Each student should set goals for themselves. These goals should be**
 - a. not measurable.
 - b. difficult to reach.
 - c. undesirable.
 - d. should challenging but achievable.
4. **Which of the following would be the best idea to use to get homework completed?**
 - a. Procrastinate until the last minute.
 - b. Start it the night before it is due.
 - c. Expect someone else to do it for you.
 - d. Start immediately after class.
5. **Test taking strategies include:**
 - a. read through the test first.
 - b. answer questions you know the answers to first.
 - c. read the directions and follow them.
 - d. all of the above.
6. **Helpful study strategies include:**
 - a. taking Cornell notes, using SQ3R, using acronyms.
 - b. only reading chapter headings.
 - c. memorizing all material in the chapter.
 - d. paraphrasing and plagiarizing.
7. **How long should a person wash their hands for?**
 - a. 3 minute vigorous scrubbing
 - b. Don't need to if you have hand sanitizer instead
 - c. 5 minutes of vigorous scrubbing without soap
 - d. 15 seconds of vigorous scrubbing with soap and water
8. **The health care team involves who?**
 - a. Doctor
 - b. Nurse
 - c. Nurse Aide
 - d. All of the above
9. **You see a nursing assistant hitting a patient. What should you do?**
 - a. Mind your own business
 - b. Tell the nurse
 - c. Hit the nursing assistant
 - d. Watch and see what else the nursing assistant is going to do?
10. **You share information about a patient with another patient. This would be a violation of what?**
 - a. OSHA
 - b. HIPAA
 - c. MSDA
 - d. None of the above
11. **What is the number one injury health care providers suffer from when not practicing safe body mechanics that also causes loss of work?**
 - a. Knee and hip injury
 - b. Neck and back injury
 - c. Shoulder and elbow injury
 - d. Foot and ankle injury



CONNECT2Health Careers

Day 3: Am I Job Ready?




NURSING ASSISTANTS: IOWA

Occupation Description

Provide basic patient care under direction of nursing staff. Perform duties such as feed, bathe, dress, groom, or move patients, or change linens. May transfer or transport patients. Includes nursing care attendants, nursing aides, and nursing attendants. Excludes "Home Health Aides", "Orderlies", "Personal Care Aides", and "Psychiatric Aides".

State and National Wages

The wage occupation *Nursing Aides, Orderlies, and Attendants* aggregates data for these 2 occupations: **Nursing Assistants** ----- **Orderlies** .


[Wage Table](#)

[Hourly Wage Chart](#)

[Yearly Wage Chart](#)

Location	Pay Period	2011				
		10%	25%	Median	75%	90%
United States	Hourly	\$8.68	\$9.98	\$11.63	\$14.07	\$16.91
	Yearly	\$18,100	\$20,800	\$24,200	\$29,300	\$35,200
Iowa	Hourly	\$9.53	\$10.19	\$11.27	\$13.16	\$14.57
	Yearly	\$19,800	\$21,200	\$23,400	\$27,400	\$30,300

[Occupation Wages FAQs](#)

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State and National Trends

United States	Employment		Percent Change	Job Openings ¹
	2010	2020		
Nursing Aides, Orderlies, and Attendants	1,505,300	1,807,200	+20%	49,610
Iowa	Employment		Percent Change	Job Openings ¹
	2008	2018		
Nursing Aides, Orderlies, and Attendants	23,390	27,870	+19%	680

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Occupation Specific Tasks:

- Administer medications or treatments, such as catheterizations, suppositories, irrigations, enemas, massages, or douches, as directed by a physician or nurse.
- Answer patient call signals, signal lights, bells, or intercom systems to determine patients' needs.
- Apply clean dressings, slings, stockings, or support bandages, under direction of nurse or physician.
- Assist nurses or physicians in the operation of medical equipment or provision of patient care.
- Change bed linens or make beds.
- Clean and sanitize patient rooms, bathrooms, examination rooms, or other patient areas.
- Collect specimens, such as urine, feces, or sputum.
- Communicate with patients to ascertain feelings or need for assistance or social and emotional support.
- Document or otherwise report observations of patient behavior, complaints, or physical symptoms to nurses.
- Exercise patients who are comatose, paralyzed, or have restricted mobility.
- Explain medical instructions to patients or family members.
- Feed patients or assist patients to eat or drink.
- Gather information from caregivers, nurses, or physicians about patient condition, treatment plans, or appropriate activities.
- Lift or assist others to lift patients to move them on or off beds, examination tables, surgical tables, or stretchers.
- Measure and record food and liquid intake or urinary and fecal output, reporting changes to medical or nursing staff.
- Observe or examine patients to detect symptoms that may require medical attention, such as bruises, open wounds, or blood in urine.
- Position or hold patients in position for surgical preparation.
- Prepare or serve food trays.
- Provide information such as directions, visiting hours, or patient status information to visitors or callers.
- Provide physical support to assist patients to perform daily living activities, such as getting out of bed, bathing, dressing, using the toilet, standing, walking, or exercising.
- Record height or weight of patients.
- Record vital signs, such as temperature, blood pressure, pulse, or respiration rate, as directed by medical or nursing staff.
- Remind patients to take medications or nutritional supplements.
- Restock patient rooms with personal hygiene items, such as towels, washcloths, soap, or toilet paper.
- Review patients' dietary restrictions, food allergies, and preferences to ensure patient receives appropriate diet.
- Set up treating or testing equipment, such as oxygen tents, portable radiograph (x-ray) equipment, or overhead irrigation bottles, as directed by a physician or nurse.
- Stock or issue medical supplies, such as dressing packs or treatment trays.
- Supply, collect, or empty bedpans.
- Transport patients to treatment units, testing units, operating rooms, or other areas, using wheelchairs, stretchers, or moveable beds.
- Transport specimens, laboratory items, or pharmacy items, ensuring proper documentation and delivery to authorized personnel.
- Turn or reposition bedridden patients.
- Undress, wash, and dress patients who are unable to do so for themselves.
- Wash, groom, shave, or drape patients to prepare them for surgery, treatment, or examination
- administer enemas, irrigations, or douches to patients
- administer medications or treatments
- assist patient in walking or exercising
- assist patient with dressing, undressing, grooming, or bathing
- change linen
- clean rooms or work areas
- collect specimens from patients
- feed patients



- follow dental or medical office procedures
- instruct patient in use of supportive device
- instruct patients in methods to improve functional activities
- inventory medical supplies or instruments
- lift or transport ill or injured patients
- maintain dental or medical records
- observe patient condition
- position patient for therapy
- prepare medical treatment room
- prepare patients for tests, therapy, or treatments
- set up patient care equipment
- take vital signs
- use clinical sterilizing technique
- use massage therapy procedures
- use respiratory equipment
- weigh patients
- work with persons with mental disabilities or illnesses

HOME HEALTH AIDES: IOWA

Occupation Description

Provide routine individualized healthcare such as changing bandages and dressing wounds, and applying topical medications to the elderly, convalescents, or persons with disabilities at the patient's home or in a care facility. Monitor or report changes in health status. May also provide personal care such as bathing, dressing, and grooming of patient.

State and National Wages


Wage Table

Hourly Wage Chart

Yearly Wage Chart

Location	Pay Period	2011				
		10%	25%	Median	75%	90%
United States	Hourly	\$7.89	\$8.63	\$9.91	\$11.52	\$14.20
	Yearly	\$16,400	\$18,000	\$20,600	\$24,000	\$29,500
Iowa	Hourly	\$8.17	\$9.31	\$10.64	\$12.32	\$14.56
	Yearly	\$17,000	\$19,400	\$22,100	\$25,600	\$30,300

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State and National Trends

United States	Employment		Percent Change	Job Openings
	2010	2020		
Home Health Aides	1,017,700	1,723,900	+69%	83,750
Iowa	Employment		Percent Change	Job Openings
	2008	2018		
Home Health Aides	10,420	14,890	+43%	550

¹ Job Openings refers to the average annual job openings due to growth and net replacement.

Occupation Specific Tasks:

- Accompany clients to doctors' offices or on other trips outside the home, providing transportation, assistance, and companionship.
- Administer prescribed oral medications, under the written direction of physician or as directed by home care nurse or aide, and ensure patients take their medicine.
- Care for children who are disabled or who have sick or disabled parents.
- Care for patients by changing bed linens, washing and ironing laundry, cleaning, or assisting with their personal care.
- Change dressings.
- Check patients' pulse, temperature, and respiration.
- Direct patients in simple prescribed exercises or in the use of braces or artificial limbs.
- Entertain, converse with, or read aloud to patients to keep them mentally healthy and alert.
- Maintain records of patient care, condition, progress, or problems to report and discuss observations with supervisor or case manager.
- Massage patients or apply preparations or treatments, such as liniment, alcohol rubs, or heat-lamp stimulation.
- Perform a variety of duties as requested by client, such as obtaining household supplies or running errands.
- Plan, purchase, prepare, or serve meals to patients or other family members, according to prescribed diets.
- Provide patients and families with emotional support and instruction in areas such as caring for infants, preparing healthy meals, living independently, or adapting to disability or illness.
- Provide patients with help moving in and out of beds, baths, wheelchairs, or automobiles and with dressing and grooming.

Generalized Work Activities:

- **Assisting and Caring for Others** - Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- **Documenting/Recording Information** - Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Communicating with Supervisors, Peers, or Subordinates** - Providing information to supervisors, coworkers, and subordinates by telephone, in written form, e-mail, or in person.
- **Monitor Processes, Materials, or Surroundings** - Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- **Establishing and Maintaining Interpersonal Relationships** - Developing constructive and cooperative working relationships with others, and maintaining them over time.

Detailed Work Activities:




- administer enemas, irrigations, or douches to patients
- administer medications or treatments
- assist patient in walking or exercising
- assist patient with dressing, undressing, grooming, or bathing
- attend to or care for children
- change linen
- clean rooms or work areas
- collect specimens from patients
- cook meals
- entertain patients
- feed patients
- instruct patients in methods to improve functional activities
- lift or transport ill or injured patients
- maintain dental or medical records
- observe patient condition

DENTAL ASSISTANTS: IOWA

Occupation Description

Assist dentist, set up equipment, prepare patient for treatment, and keep records.

State and National Wages


Wage Table

Hourly Wage Chart

Yearly Wage Chart

Location	Pay Period	2011				
		10%	25%	Median	75%	90%
United States	Hourly	\$11.10	\$13.44	\$16.42	\$19.62	\$22.80
	Yearly	\$23,100	\$28,000	\$34,200	\$40,800	\$47,400
Iowa	Hourly	\$11.95	\$14.55	\$17.28	\$20.23	\$22.25
	Yearly	\$24,900	\$30,300	\$35,900	\$42,100	\$46,300

[Occupation Wages FAQs](#)

National Data Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey

State Data Source: [Iowa Wages and Income](#)

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State and National Trends

United States	Employment		Percent Change	Job Openings [†]
	2010	2020		
Dental Assistants	297,200	388,900	+31%	15,400
Iowa	Employment		Percent Change	Job Openings [†]
	2008	2018		
Dental Assistants	2,880	3,770	+31%	140

JOB SEARCH TIPS

Is your job search off to a slow start or getting stuck? Here are some quick time-saving job search tips that will help your hunt for a new job go smoothly.

Be Prepared. Have a voice mail system in place and sign-up for a professional sounding email address. Consider getting a separate [email account](#) to use for your job search, so you can stay organized. Put your cell phone number on your resume so you can follow up in a timely manner. This [job search toolkit](#) will help you get everything you need set for your job search.

Be More Than Prepared. Always have an up-to-date [resume](#) ready to send - even if you are not currently looking for work. You never know when an opportunity that is too good to pass up might come along. If you're not on LinkedIn yet, create a [LinkedIn Profile](#) and start making connections who can help you job search.

Don't Wait. If you are laid-off, file for [unemployment benefits](#) right away. You will most likely be able to file online or by phone. Waiting could delay your benefits check.

Get Help. Utilize [free or inexpensive services](#) that provide career counseling and job search assistance such as college career offices, state Department of Labor offices or your local public library. Many libraries provide workshops, programs, classes, computers and printers you can use, and other resources to help you with your job search. Here's more on getting [job search help at the library](#).

Create Your Own Templates. Have copies of your [resume](#) and [cover letter](#) ready to edit. That way you can change the content to match the requirements of the job you're applying for, but, the contact information and your opening and closing paragraphs won't need to be changed. Microsoft Word users can download [free templates](#) for resumes, cover letters and email messages which can be personalized for your own correspondence.

Review Samples. It's always a good idea to look at sample letters and resumes to get ideas for your own job search materials. Take a look at our collection of [resume, cv, and letter samples](#).

Use Job Search Engines. Search the [job search engines](#). Use the job search engine sites to search the major job boards, company sites, associations, and other sites with job postings for you - fast. You will be able to search all the jobs posted online in one step.

Jobs by Email. Let the jobs come to you. Use [job alerts](#) to sign up and receive job listings by email. All the major job sites have search agents and some websites and apps specialize in sending announcements.

Time Savers. Strapped for time? Consider getting professional [help](#) writing or editing your resume.

References Ready. Have a list of three references including name, job title, company, phone number and email address ready to give to interviewers. Print a copy of your reference list and bring it with you to interviews. Here's how to create a [list of references](#).

Use Your Network. Be cognizant of the fact that many, if not most, job openings aren't advertised. Tell everyone you know that you are looking for work. Ask if they can help.

Get Social. Social networking sites like Facebook and Twitter can be a good way to get job listings before they are listed elsewhere. Plus, you can promote your candidacy using the social media tools that are readily available for free for job seekers and companies are increasingly using social media for recruiting. Here's how to [get started with social networking](#).

Don't Stop. Don't limit your job searching to the top sites like Monster or CareerBuilder. Check the smaller niche sites that focus on a particular [geographic location](#) or [career field](#) and you will find plenty of job listings. Networking works, too. Tap into your [network of contacts](#) to see who might be able to help you with job leads or a referral.



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