

MIDDLE SCHOOL INSTRUCTIONAL FORM

Area Orientation and Exploration of Health & Public Service Occupations

Gail Stout (Chairman)

I. PROGRAM PHILOSOPHY

The Orientation and Exploration of Health & Public Service Occupations should serve as a means of acquainting the student to career opportunities and job requirements in Health and Public Service Occupations. The courses included within are not designed to prepare the student for a specific occupation. More importantly, the purpose is to assist the student to become aware of careers in the broad career cluster and be able to make informed choices in course work at the high school level in insure career goal attainment.

II. PROGRAM GOALS

To provide instructional experiences at the middle school level to acquaint student with careers in health and public service occupations, and the types of tasks performed by workers in these positions. Information concerning the practices for promoting good health is included.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs occurs through vocational classroom instruction and applied laboratory procedures of practice.

III. PROGRAM ACTIVITIES

Special projects that are related to occupational clusters are provided, including making dental molds, designing of eye glasses, fingerprinting, and role playing activities of daily living as a handicapped individual, developing an emergency evacuation plan for their own home, menu planning, and visualizing X-rays. Also included are role playing activities related to specific careers, operating the microscope, making orthopedic casts, and specific lab procedures. Team teaching and integration of the curriculum with English, Math and Science is encouraged.

Student activities include:

- A. Comparing and describing medical progress from early times to present.
- B. Describing the relationship between self awareness and satisfying career choices.
- C. Identifying occupations aimed at promoting optimal health.
- D. Demonstrating basic communication skills.
- E. Calculating and converting common weights, measures, and volumes to metric as applied to health care settings.
- F. Applying science principles to the health care field.
- G. Performing basic health care skills.
- H. Discussing occupational safety issues.

IV. ORGANIZATIONAL NOMENCLATURE

Teacher-Student Ratio 1:24 Student Capacity per Period 24

Total No. of Teachers 1

Total No. of Aides N/A (if applicable)

Grade Levels or Age Levels for Which Program is Intended 6-8

Hours per Day Space Will Be Used 5 periods per day

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V. FACILITIES LIST

Fish Code	No. of Spaces	Description of Areas	No. of Students	Net Sq. Feet	Gross Sq. Foot - Total
250	1	Laboratory	0	1104	1104
809	1	Material Storage	0	90	90
0	1	Material Storage	0	395	395
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	VARIANCE OF SPACES	0	0	0
0	0	0	0	0	0
0	1	Laboratory / Material Storage	0	1589	1589
0	0	0	0	0	0

V. INNOVATIONS, EXPERIMENTAL IDEAS, OTHER PLANNED USES

VIII. PROGRAM FURNITURE AND EQUIPMENT REQUEST FORM

1	Teacher chair-standard
1	Teacher desk-standard
1	Side chair-standard
1	File cabinet-standard
2	File cabinets
1	Teacher Station-Standard
30	Student chairs
8	Rectangle tables
1	Hospital bed
1	Over bed table
1	Bedside table
4	Computers
2	Printers
4	Computer Tables
2	Manikins-CPR
1	Manikin-patient care
5	Microscopes
20	Stethoscopes
1	Wheel chair
1	Anatomical model
1	Skeleton with stand
20	Blood pressure cuffs
1	scale, physician's style
20	Sphygmomanometers
21	Digital thermometers

IX. SPECIAL CONSIDERATIONS

(1) Heating/Cooling/Ventilation

Climate control all spaces.

(2) Acoustical

Standard.

(3) Floor

VCT in all spaces.

(4) Walls

Standard.

(5) Ceiling

Standard.

(6) Lighting

Energy-efficient fluorescent lighting.

(7) Windows

Window treatments (vertical blinds, shades, etc.) will be provided for all exterior windows.

(8) Doors

Interior passage door to have window.

(9) Water

Sink with hot and cold water to be built-in base cabinetry for clean-up and projects requiring water supply in lab.

(10) Communications

One standard clock and two way intercom in lab. Television conduit from media center to lab. Television should be wall mounted. Phone line. Also provide wiring for computer terminals and peripherals in lab.

(11) Electrical

Provide all lab walls with 110v outlets; on the wall with sink and storage cabinets above counter.

(12) Gas and Air

N/A

(13) Safety

N/A

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(14) Fencing

N/A

(15) Service Drives

N/A

(16) Parking

N/A

(17) Built-ins

A. Built-in work counter

Lab to have 36"h x 24"d x length of one wall counter with base cabinet and sink. Base cabinet to have adjustable shelving within and lockable. Counter top to have Formica type surface that is easily cleanable.

B. Built-in cabinets/shelving

N/A

C. Built-in Instructional Aids

Lab to have one whiteboard, two 4'x6' tack boards, and one AV screen, ceiling or wall mounted.

TV to be wall mounted.

1 - 4' tack board located outside school store for display.

D. Other Built-ins

N/A

(18) Other Considerations

N/A

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