Health Science Education

Health Science Education Associate:
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General Information and Guidelines for Instruction

For purposes of the pandemic interruption all courses in the Health Science Pathway may be offered in a traditional, blended, or distance learning setting. In addition to the SCDE guidelines additional information specific to the Health Science Cluster is provided in this document. Coursework in all settings should hold students accountable to the same rigor and skill assessment. Skill assessment will be flexible for all types of learning during this pandemic interruption. Priority standards are in place for this unique time in our lives and are posted on the SCDE Health Science web page under each pathway.

Traditional (face to face, f2f) and Blended Learning

Provide adequate, usable, and appropriate training, education, and informational material about classroom/lab functions, student health and safety, proper hygiene practices and the use of any workplace controls (including, but not limited to, appropriate safety attire).

- ➤ Safety attire may include, facemasks, goggles, gloves, face shields, and gowns
    - o All f2f learning, at minimum, should require students to wear face masks *and* socially distance.
    - o In all F2F learning students will demonstrate proper hand hygiene, proper use of a mask, and gloving; including removal and disposal.
    - o Training should include when to use PPE, how to properly don and doff PPE, and how to properly dispose of used PPE.
    - o All disposable equipment (e.g. gloves, face shields, lung bags, gauze, bandages, etc.) must be single use only per student and per instructor.
- ➤ Follow SC DHEC and CDC guidelines for cleaning and drying materials and shared equipment in a simulated "work place setting" like our classrooms (including shared classroom supplies, handles, sinks, knobs, etc.).
    - o All equipment used for skills training will be used in a 1:1 ratio.
    - o Equipment must be cleaned and disinfected immediately after each use and in between users.
    - o Equipment may include, but is not limited to, items such as manikins/backboards/splints/ and CPR/ AED equipment.
    - o In f2f CPR instruction students must have their own pocket mask with one way valves.
    - o An alternate online CPR certification course is also appropriate and acceptable during this pandemic interruption.

- ➢ Limiting class size to 16 or less is recommended. Districts will be responsible for the final limitations of class size while following the SCDE, DHEC, and CDC guidelines.
- ➢ Group activities should be avoided, especially if it requires person to person contact or diminishing social distancing guidelines.
  - o This may require ordering additional supplies and equipment (manikins, blood pressure arms, stethoscopes, extra PPE, etc.).
- ➢ When contact is necessary, special considerations, approved waivers and protective measures should be in place for work-based learning scenarios in medical settings, school labs, and for athletic trainer student aides working with sporting events.
- ➢ As a last resort if group or partner work cannot be avoided during training, the student should always remain with the same small pod of students, or partner, for the duration of the training.

In the event of future school closures during the middle of f2f instruction:
- ➢ Students will convert to distance learning instruction
- ➢ Having students complete their hours/testing for credentialing or skills attainment is solely left up to the discretion of the credentialing agency, student, parent, and school district.
- ➢ All questions about completion of credentials should be directed to the certifying agency/vendor. For example: Nurse Aide – DHHS. The CTE office does not coordinate credentialing requirements or changes. See credentialing contacts below.

Emergency Lesson Plans
- ➢ Teachers should prepare two weeks of lesson plans for substitutes or for unknown changes to current teaching situation.
  - o Lesson plans should be inclusive of f2f, blended or distance learning.
  - o Project-based plans work well across all course pathways.
    - • Projects planned around career paths, healthcare history, HOSA competitive events, or body systems and disease are a good place to start.
    - • Assignments and activities should vary in rigor and content based on the course level.
    - • A project could culminate at the end of each week or the two week period.
- ➢ Substitutes will find it most helpful to have explicit directions, and assignments, in both printed and virtual forms that incorporate student instructions and student/school expectations.

Distance and Blended Learning
Distance learning formats must adhere to completion of "priority" standards posted for each health science pathway.
- ➢ Consideration of having students use a different or online platform for BLS CPR and First Aid certification is acceptable during this interruption to our "normal" pattern.

- Health Science students in distance learning must still demonstrate essential skills as required.
  - Teachers can accomplish this through the use of various communication tools and online platforms such as "google classroom", Zoom, Webex, "Flipgrid", etc.
- When specific equipment is not available to students (including virtual access) teachers must make sure that students have printed resources for students to visualize a demonstration of the skill, and recognize the important components and concepts.
  - After learning skills, students must be able to demonstrate, verbalize, or "test out" of the procedure, step by step, via paper or virtual options (example: vital signs-HS2).
- If possible, distance learners should have disposable PPE, or other supply, "kits" to use at home for practice and demonstration.
- Keep in mind, for this pandemic interruption, online virtual classroom platforms/vendors/textbooks may be used as **_supplemental_** material for Health Science instruction but **_not as a self-paced course_**.
  - A virtual platform/textbook may not take the place of teacher instruction and guidance.
  - All courses must cover our priority standards.
- Students wishing to take HS 1, Medical Terminology, and Human Structure & Function (Health Science 3) are recommended to take these courses through the **SCDE Virtual SC** platform.
  - Contact virtual SC to offer this at your school.
  - The courses through SCDE Virtual SC are approved to use in the completer pathway for the Health Science Cluster courses.
- Project Lead the Way –biomedical science courses will follow the distance guidelines and platforms of PLTW.

CTSO – Health Science Student Organization – SC HOSA
Resources are available for use in the classroom through virtual links and competitive event guidelines. There is a Health Science page on the SC HOSA website that houses resources and other pertinent information. There are also teacher resources on the national HOSA site. Student memberships are still vital to keep students involved with opportunities to participate in virtual conferences, skill enhancement, and to network with other students across the state and the nation. www.schosa.org & www.hosa.org

Health Science Resources
1. **For foundational standards, priority standards, program updates**, and additional resources please visit the Health Science link on the SCDE website: https://www.ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/career-clusters/health-science-education/
2. **SC Health Science Resources:** http://www.schosa.org/health-science/
3. **Join (State Level) SCACTE** – Health Science Educators division for additional resources: http://www.scacte.com/

4. **Visit the NCHSE website** (National Consortium for Health Science Education) for instructional webinars, curriculum enhancements, national teacher organization membership, and additional resources visit: https://www.healthscienceconsortium.org/
5. **Join "*SC Health Science Educators/HOSA Advisors*" Facebook page** for a platform to ask questions, interact and network with fellow SC health science educators.
6. **SC Remote Learning** – CTE Resources: https://scremotelearning.com/teachers/career-and-technical-education/
7. **SCDE Guidelines**: https://ed.sc.gov/newsroom/covid-19-coronavirus-and-south-carolina-schools/
8. **Priority Standards:** https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/priority-standards/

Credentialing Contacts:

Nurse Aide (CNA)-SCDHHS
http://www.dhhs.state.sc.us
Email: SCNAR@scdhhs.gov
Contact: Alexus Martin
Phone: 803-898-2590

NHA – National Healthcareer Assoc
https://www.nhanow.com/
Email: Tammy.stine@nhanow.com
Contact: Tammy Stine
Phone: 913-225-5869

Kaduceus-Hands on Career Training
www.KaduceusInc.com
Email: nmallini@kaduceusinc.com
Contact: Nancy Mallini
Phone: 832-428-4466
Toll Free: 877-523-8238

PassAssured –Pharmacy Tech
https://passassured.com/
Email: admin@passassured.com
Contact: David Dubose
Phone: 409 - 883-4041
Toll Free: 866- 863-4212

American Medical Certification Association
https://www.amcaexams.com/exam-candidates/certification-exam/

CPR & FA
American Heart Association
https://cpr.heart.org/
https://cpr.heart.org/en/training-programs/blended-learning-and-elearning-guide

American Safety & Health Institute
https://emergencycare.hsi.com/cpr-and-first-aid-courses

American Red Cross
https://www.redcross.org/

Temporary – Online Course and Certification -Allowable for Pandemic Interruption
ProCPR: https://www.procpr.org/course_details/16-healthcare-bls-first-aid
American CPR Care Association: https://cprcare.com/course/healthcare/
National CPR Foundation: https://www.nationalcprfoundation.com/courses/healthcare-provider-cpr-aed-5/

SC DHEC Guidelines for Schools
https://www.dhec.sc.gov/infectious-diseases/viruses/coronavirus-disease-2019-covid-19/schools-childcare-centers-covid-19

Frequently asked questions:
http://www.scdhec.gov/sites/default/files/media/document/School%20COVID-19%20FAQ_FINAL_8.14.20.pdf

General COVID19 Information:
https://www.dhec.sc.gov/infectious-diseases/viruses/coronavirus-disease-2019-covid-19

CDC Information
Information for schools:
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html