

National Tech Prep Network



2004 Exemplary Worksite Learning Award Winners

EWSLA competition sponsored by

CATERPILLAR

College Tech Prep Health Careers Academy Genesee Community College and Veterans Administration of WNY Health Care System, Batavia, New York

The College Tech Prep Health Careers Academy, formed from a partnership of Genesee Community College and the Veterans Administration of WNY Health Care System, is a course of study designed to provide secondary students with a broad knowledge of the health care industry. Students explore multidisciplinary health care professions and current biotechnology through on-site observations at local hospitals and other health care facilities. The overall objective of the academy is to provide participants with a rigorous academic program that incorporates hands-on applications.

Along with Genesee Community College and the Veterans Administration of WNY Health Care System, 19 secondary institutions, the Business Education Alliances/Council from Genesee, Livingston, and Wyoming Counties, the Livingston County Health Care Consortium, Rural Area Health Education Center (RAHEC), four hospitals, and numerous individual health care providers partnered to form the academy in 2000–2001.

Specific student objectives are:

1. Develop career plans based on knowledge gained through exploratory learning at worksites with health care professionals.
2. Plan and develop an individualized health career and educational sequence. Explore colleges offering these career programs.
3. Apply previously learned academic knowledge and skills to professional tasks and problems.
4. Demonstrate appropriate interpersonal skills and work ethic.
5. Acquire a base knowledge necessary for all health care careers.
6. Demonstrate leadership skills, motivation, independent learning, and problem solving techniques.
7. Give a sense of closure to high school education and directed transition to the next level of professional development.

Health Career Academy students spend half of each day at their home schools and half at the academy. During the fall semester, they spend two days a week at college, two days in the hospital classroom, and one day job shadowing. The spring semester leads to one day at college, two days in the hospital classroom, and long-term internships two days per week.

Secondary and postsecondary instructors meet regularly to monitor and adjust curriculum, participate in staff development and conferences, and collaborate with hospital administrators, department heads, and other key personnel.

Heart of Ohio Medical Tech Prep Program Lancaster High School and Fairfield Medical Center, Lancaster, Ohio

The Heart of Ohio Medical Tech Prep program, an initiative of Lancaster High School and Fairfield Medical Center, was implemented primarily to train a professional workforce in the medical field.

In the spring of 1999 an advisory committee of hospital personnel, the high school guidance counselor, a science teacher, a local school board member, and postsecondary educators was formed to develop the Heart of Ohio initiative. The partnership that resulted represents a community-based collaboration between the Medical Center and the school system to foster interest in the medical profession.

Fairfield Medical Center welcomed the program to its facilities by providing surplus equipment and supplies and allowing students to attend in-service training programs, eat lunch in the hospital cafeteria, and join personnel for seasonal parties.

The hospital also provided mentoring sites where, for the first quarter, senior students rotate through nine departments and learn first-hand from experts. Students are given tasks to complete and spend time with hospital staff. A medical Tech Prep instructor visits and evaluates students with the assistance of the department supervisor. During the last quarter of their senior year, students participate in a more intense mentoring program, spending two weeks in the lab, two weeks in respiratory therapy, and five weeks in their primary areas of interest.

Over the last four years the partnership with Fairfield Medical Center has allowed students to observe open-heart surgery, witness the birth of a baby, care for a neonate, participate in a “code” in the ER, and be a part of many other medical procedures. The goal is for students to graduate from their two- or four-year colleges and enter the medical field. Of the first graduates, 14 are enrolled in postsecondary programs that are related to the medical field, one went on to work on a missionary trip, one enlisted in the Army, and one did not seek further education but works as a nursing assistant. All current senior students passed the State Tested Nursing Aide exam.

Viking Branch Center of Finance Program St. Petersburg College and Pinellas County Teachers Credit Union, St. Petersburg, Florida

The Viking Branch Center of Finance developed from a partnership between St. Petersburg College and Pinellas County Teachers Credit Union. It introduces students to broad career opportunities in the financial services industry and equips students to make sound choices for the future through an integration of academics, technology, and a real credit union on campus.

The objective is to provide students with a basic understanding of the role of credit unions in the financial industry; provide the Pinellas County Teachers Credit Union (PCTCU) Viking Branch staff with basic information, tools, and direction upon which to build and acquire additional skills; and facilitate effective branch operations.

Students handle day-to-day operations, including dealing with members, opening savings and checking accounts, maintaining cash drawers, balancing the safe, auditing drawers, and developing marketing/promotional items and brochures. Classroom training consists of a combination of interactive instruction regarding relevant procedures and hands-on exercises in a training room environment. Paid internships, mentors, job shadowing, and worksite field trips are key factors in this process. Internships occur during the summer months of a student's senior year; students must complete 240 hours to receive credit toward high school graduation.

An articulation agreement with Johnson & Wales University and St. Petersburg College has been developed. Business partners include Catalina Marketing; Franklin Templeton; Heritage Asset Management; Identi-a-kid; Lighthouse Credit Foundation; Merrill Lynch; Morgan Stanley; Northwestern Insurance; PSCU Financial Services; Pinellas County Teachers Credit Union; Primerica; Raymond James Bank; Raymond James Financial; St. Petersburg Times; Sembler Company; Smith Barney; Wells, Houser, Schatzel & Thomas, PA; and Xerox Federal Credit Union. These partners, who make up the advisory board for the Center of Finance, meet six times a year. Their mission is to help teens acquire a greater understanding of and ability to manage their personal finances while providing an opportunity, through interaction, to gain working knowledge and experience in various aspects of business.

A curriculum committee meets four times a year to review state guidelines and industry trends, visit the program to assess the status of implementation, provide opportunities for teachers and students to become familiar with the industry (site visits, seminars, speakers, industry training programs, professional development, conferences), provide on-the-job curriculum-related experiences, and collect and make available classroom sets of materials relevant to courses.