

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Health Science

Program Name: Health Professions and Related Clinical Sciences, Other CIP: 519999

Effective 8/09

National Standard: National Health Science Technology Education Standards

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
Understand the structure and function of the bio/psycho/social being and the effects of pathology on the human body as they relate to wellness, disease, disorders, therapies, care and rehabilitation	1. Describe basic structures and functions of bio-molecules, the biochemistry of the body, cells, tissues, organs and systems as they relate to homeostasis of the body. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:LS1:11:2.1/R *S:LS1:8:2.4/T *S:LS1:8:1.2/T *S:LS1:11:2.8/T S:LS4:11:1.1,2/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
	2. Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, care, and rehabilitation. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:LS4:8:2.1-2/R *S:LS4:8:2.4/T *S:LS1:11:2.8/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
3. Discuss the biopsychosocial aspects of human needs and behavior.	S:LS4:8:1.3/R S:LS4:6:3.1/R S:LS5:6:3.3/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

Reviewed by Industry 2/6/09

Reviewed by Postsecondary 1/30/09

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	4. Discuss common treatments related to the problems of each stage of the lifecycle. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.	S:LS5:6:3.1/R S:LS5:8:3.3/R S:LS4:11:2.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	5. Use medical terminology accurately within scope of practice in order to interpret, transcribe, and communicate information, data, and observations. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:LS5:11:1.1.2/R S:LS5:12:1.1/R *S:LS4:11:2.6/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand the fundamentals of wellness and prevention of disease processes to practice and education for preventive health behaviors among the clients	6. Describe normal growth patterns and developmental tasks related to each stage of the lifecycle. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.	S:LS4:11:3.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	7. Explain and model behaviors that promote health and wellness.						
Understand the health care system and the importance of technology in order to promote health and wellness	8. Discuss a health care delivery system model. AAI 2. Management: Discuss the different forms of management and ownership within this industry.	S:LS5:11:3.2/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
9. Discuss the impact of healthcare system changes on facilities. AAI 6. Labor Issues: Explain the employees' and employers' rights and responsibilities in this industry. AAI 7. Community Issues: Discuss the ways a company can impact its community and the ways a community can impact practice.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	10. Discuss and explain (or compare and contrast) the relationship of the Health Science and Technology Career Pathways to the delivery of quality health care. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company. AAI 3. Finance: Explain the key components of financial management of a company.	S:LS5:11:4.1/R S:LS5:12:4.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	11. Evaluate impact of enhanced technology on health care delivery systems.	S:SPS:6:3.1/R S:LS5:12:3.3/R S:LS5:12:1.1/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	12. Discuss the effects of new and emerging technologies on the health care system.	S:LS5:12:3.3/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand responsibilities of individual members of the health care team and the importance of teamwork in providing comprehensive health	13. Develop leadership skills.	S:SPS4:8:6.1/T S:SPS3:8:1.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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care							
	14. Evaluate leadership styles appropriate for the workplace.	S:SPS3:8:1.2	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	15. Discuss and explain the characteristics of effective teams.	S:SPS3:8:1.3/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	16. Demonstrate teamwork skills.	S:SPS3:6:1.2/T S:SPS3:6:1.3/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand the legal responsibilities of health care providers within the health-care delivery setting in order to perform according to the regulations, policies, laws, and legislated rights of clients	17. Use problem-solving techniques when confronted with legal dilemmas or issues.	S:SPS4:12:3.1/R S:SPS4:12:7.2/R S:SPS4:12:6.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	18. Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<p>19. Comply with policies and requirements for documentation and recordkeeping.</p>	<p>S:SPS3:11:2.3/R S:SPS3:8:2.1/R S:SPS1:12:4.3/T S:SPS1:11:4.1/T S:SPS1:11:3.3/T S:SPS4:8:8.1//T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<p>20. Comply with established risk management criteria and procedures.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	<p>21. Perform duties according to regulations, policies, laws, and legislated rights of clients. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<p>22. Maintain client's rights according to the Patient's Bill of Rights.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<p>23. Maintain confidentiality and follow HIPAA regulations.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	24. Discuss and explain licensure and certification requirements for professional practice						
Understand accepted ethical practices with respect to cultural, social, and ethnic differences of individuals in order to meet diverse needs	25. Differentiate between morality and ethics and the relationship of each to health care outcomes.	S:SPS:8:1.4/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	26. Differentiate between ethical and legal issues impacting on health care.	S:SPS4:8:9.2/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
27. Discuss and explain advanced directives and hospice care.	S:SPS1:4:3.1/R S:LS1:4:3.3/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
28. Demonstrate professionalism in all interactions.	S:LS5:8:4.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	29. Demonstrate respect for individual cultural, social, and ethnic diversity within the health care environment.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand how employment opportunities are broadened by applying skills, and staying abreast of current procedures/trainings in order to succeed in the health care field	30. Adapt to the dynamics of change.	S:SPS4:8:8.1/R S:SPS2:6:4.1/R S:SPS4:12.7.2/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	31. Adopt personal appearance and hygiene habits appropriate to the health care environment and industry expectations.	S:LS4.2.2.2,3/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
32. Identify personal and professional goals.	S:SPS4:12:7.2/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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33. Develop strategies to balance work and personal life.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	34. Develop a personal portfolio demonstrating employability skills, theoretical knowledge, and technical skills. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS4:8:8.1/R S:SPS4:12:5.1/R S:SPS4:12:2.1-3/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand the importance of personal growth and leadership to enhance career success	35. Demonstrate personal growth, self advocacy, community leadership, democratic principles and social responsibility by participating in activities/events such as those offered through student organizations (HOSA).	S:SPS4:8:8.2/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand various methods of giving and obtaining information both orally and in writing to ensure effective intervention	36. Demonstrate active listening skills using reflection, restatement, and clarification techniques.	S:SPS4:8:2.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	37. Employ verbal and nonverbal behavior cues and appropriate communication.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	38. Demonstrate the use of information technology applications required within all career specialties. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.	S:SPS4:8:1.1/T S:SPS4:8:2.1/T S:SPS4:8:9.1/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	39. Demonstrate use of appropriate interventions to health care applications.		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	40. Distinguish between subjective and objective data.	S:SPS1:12:4:1/T S:SPS3:11:2.4/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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Understand the common technical skills required for all career specialties	41. Use subjective and objective data to make client assessments.	S:SPS1:11:4.1/R S:SPS2:11:1.4/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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	42. Demonstrate skills in collecting, analyzing, reporting, and recording data.	S:SPS4:12:1.1-3/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table>	1	2	3	4
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Understand the existing and potential hazards to clients, co-workers, and self in order to prevent injury or illness	43. Follow emergency procedures when fire, unusual incidents, or disaster occur.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
44. Demonstrate safety procedures to protect clients, co-workers, and self.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
Understand the necessary employability and college readiness skills in order to achieve future success	45. Decision-Making & Problem-Solving: Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.	S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1-2/R S:SPS4:8:7.1/R S:SPS4:8:8.1/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:7.1,2/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: - create an outline - create a troubleshooting log - make class presentation - develop and test strategies or options that work - provide examples of the strategies or options tested or tried - compare and analyze pros and cons of identified strategies or options - through teamwork, arrive at a decision or determine a solution that is well suited to the task - independently arrive at a decision or determine a solution that is well suited to the task - communicate in a clear format how the solution was formed - justify or describe how and why a particular solution option was chosen	1	2	3	4
1	2	3	4				

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Reviewed by Postsecondary 1/30/09

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Health Science

Program Name: Health Professions and Related Clinical Sciences, Other CIP: 519999

Effective 8/09

National Standard: National Health Science Technology Education Standards

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	<p>46. Self-Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible and following through on commitments. AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.</p>	<p>S:SPS3:8:1,4/R S:SPS4:12:7.2/R S:SPS4:12:3.1/T</p>	<table border="1" style="float: right; margin-bottom: 5px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - have a written test on applicable policies and procedures - assess student orientation knowledge through instructor observations and written unit test - review student handbook - adhere to regulations in school, classroom, and everyday settings - build trust by being consistent, dependable, and verbally positive with others - ask questions and listen to others - keep track of assignments and/or responsibilities - have work done on time - respond positively to constructive feedback - show respect for others and their points of view - set individual goals and document progress toward achieving those goals - take initiative to pursue learning - adapt as necessary to create a positive outcome for self and others - advocate appropriately for himself/herself 	1	2	3	4
1	2	3	4				

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	<p>47. Communication Skills: Demonstrate and apply effective communication skills using appropriate grammar and sentence structure: verbal, written, visual and listening.</p>	<p>S:SPS3:8:1,4/R S:SPS4:8:2.1/T S:SPS4:8:5.1/T S:SPS4:12:2.1-3/T S:SPS4:12:5.1,2/T S:SPS4:12:6.2/T</p>	<table border="1" style="float: right; margin-bottom: 10px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - be given a work order that contains written instructions of a specific job and complete the work order - create a power point presentation - participate in a debate - perform mock interviews - develop a topic - include details to support a main point - use appropriate grammar and sentence structure - organize writing and/or presentation materials - use constructive feedback to improve skill - participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context - conduct a motivational interview - use varied vocabulary for clarity and effectiveness - support his/her ideas in a public forum using the appropriate visual/audio aides - select and use the appropriate media and method(s) to communicate the subject effectively - adapt writing, speaking, and/or visual presentations effectively to a particular audience - act on or respond appropriately to verbal and non-verbal cues from the audience 	1	2	3	4
1	2	3	4				

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	<p>48. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others.</p>	<p>S:SPS4:8:6.1-3/R S:SPS4:8:9.1/R S:SPS3:8:1.1-4/T S:SPS4:12:6.1,2/T S:SPS4:12:8.1/T S:SPS4:12:9.1/T</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - role play a situation in which there is a conflict which must be resolved - compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards - conduct an interview with a manager and share report with classmates - demonstrate knowledge of individual strengths he/she brings to a group - demonstrate knowledge of and respect for cultural and individual differences - demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view - demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others - demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback - demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes - apply his/her individual strengths to enhance a group's performance - assume responsibilities within a group - demonstrate the use of group skills in a way that enhances a group's performance - demonstrate skills in conflict management by describing, justifying, and applying a resolution process and reflecting on the outcome 	1	2	3	4
1	2	3	4				

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	<p>49. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology.</p>	<p>S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1,2/R S:ESS4:8:1.2/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:9.1/T S:SPS4:12.5.2,3/T S:ESS4:11:1.1/T S:PS4:12:1.1/T S:LS5:12:1.1/T</p>	<table border="1" style="float: right; margin-bottom: 10px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - do a research project and develop a presentation for the class - keep a daily notebook - show use of a plan for gathering information - gather information from a variety of sources, using a variety of technologies - use sources that are current and appropriate to the topic - evaluate sources for correct and trustworthy information - document sources of information appropriately - demonstrate and apply the skills in using software applications (MS Office) - use a filing/organization system for information, such as notebook, disk, etc. - justify the use of a particular organizational system for a particular product - demonstrate effective communication skills (written, oral, listening) - effectively present a thesis, supporting evidence, and a conclusion using a variety of media 	1	2	3	4
1	2	3	4				

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	<p>50. Mathematical Concepts: Demonstrate mathematical and computation skills including use of the metric system, ratios, and conversions as applied to real world situations.</p>	<p>S:ESS4:8:1.2/R S:ESS4:8:2.1,2/R S:PS4:8:2.1/R S:SPS4:8.7.1/R S:SPS4:12.1.3/R S:SPS1:8:1.2/T S:SPS4:12.4.2/T S:SPS4:12.8.2/T S:PS4:12:3.1/T S:LS5:12:3.3/T</p>	<table border="1" style="float: right; margin-bottom: 5px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals - collect, interpret, organize and display relevant data for solving a mathematics problem - translate real world problems into mathematical representations - express and present mathematical ideas clearly in everyday written and oral language - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom - use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information - approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events 	1	2	3	4
1	2	3	4				

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	<p>51. General Safety: Demonstrate and apply safe practices and procedures in the workplace. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.</p>	<p>S:SPS4:12:4.2/T</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - develop scenarios of hazards and accidents using publications and the internet - be observed by teacher - take written quizzes/written tests - demonstrate knowledge of safety and sanitation practices and procedures - identify and report hazardous conditions and safe working procedures - use personal protective equipment and clothing - participate in safety training - complete safety checklist - take teacher exam - be observed by teacher: including good body mechanics, infection control procedures, medical and surgical aseptic techniques - demonstrate knowledge of the Chain of Infection on test and lab application **Obtain Cardiopulmonary Resuscitation (CPR) certification **Obtain First-Aid certification 	1	2	3	4
1	2	3	4				

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	<p>52. Career Development: Demonstrate personal/career development skills by completing a career plan.</p>	<p>S:SPS4:12:7.2/R S:LS5:8:4.1/R S:LS5:12:4.1/R</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - complete a self-awareness inventory - develop a career portfolio - use a career software, such as Choices, to measure their aptitudes and abilities for particular careers - use available resources (college catalogs and websites) to research information about postsecondary educational opportunities - select a career in the field and outline educational and skill requirements, expected job growth, and salaries - review with teacher software printout to assess their aptitudes and abilities - make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work - plan a senior experiential project to review and evaluate a variety of career choices 	1	2	3	4
1	2	3	4				

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