

# Course Outline

Health Science and Medical Technology

REVISED: August/2017

**Job Title:**

Hospital Maintenance Technician

**79-75-65**

**Career Pathway:**

Healthcare Operational Support Services

## Hospital Maintenance Technician

**Credits:** 15

**Hours:** 200

**Industry Sector:**

Health Science and Medical Technology

**Course Description:**

This competency-based course prepares trainees for entry-level employment as hospital building maintenance technicians. Instruction includes employee responsibilities, appearance and personal hygiene, professionalism with staff and public, career knowledge, communications, safety, and the specific sanitary requirements of specialized hospital facilities. It also provides upgrade and prepares employees for promotion. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**O\*NET-SOC CODE:**

37-2011.00

**CBEDS Title:**

Fundamentals of Emergency Preparedness for Healthcare Facilities

**Prerequisites:**

Enrollment requires a 7.0 reading level as measured by the TABE D 9/10 and math skills equivalent to Math 2 (53-03-76) course.

**CBEDS No.:**

4252

**NOTE:** For Perkins purposes this course has been designated as a capstone course.

This course cannot be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-17

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>LOCATION</b>
<b>INSTRUCTIONAL STRATEGIES</b>	p. 19
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
<b>EVALUATION PROCEDURES</b>	pp. 19-20
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

## **ACKNOWLEDGMENTS**

Thanks to BRENDA VELA and LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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**CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**  
**Health Science and Medical Technology Industry Sector**  
**Knowledge and Performance Anchor Standards**

**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Health Science and Medical Technology academic alignment matrix for identification of standards.

**2.0 Communications**

Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

**3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

**4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

**5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

**6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

**7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Health Science and Medical Technology sector workplace environment and community settings.

**8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

**9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

**10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

**11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings and through the Cal-HOSA career technical student organization.

## ***Health Science and Medical Technology Pathway Standards***

### **D. Health Care Operational Support Services Pathway**

The standards for the Operational Support Services pathway apply to occupations or job functions necessary to provide an environment and support systems for the delivery of health care. Careers could include central supply, facility maintenance, food services, interior decorating, housekeeping, biomedical engineering, epidemiology, social worker, biomedical technician and others.

Sample occupations associated with this pathway:

- ◆ Clinical Simulator Technician
- ◆ Central Service Technician
- ◆ Hospital Management Engineer
- ◆ Materials Manager

- D1.0 Describe the process for monitoring clients' expectations by using plans to promote satisfaction and measurement tools to ensure sufficiency of products and delivery of services.
- D2.0 Assess basic operating procedures of support services.
- D3.0 Comply with legal regulations and facility standards for design, construction, maintenance, and improvement of health care facilities and environments.
- D4.0 Comply with protocols and practices necessary to maintain a clean and healthy work environment.
- D5.0 Use principles and techniques of resource management to make appropriate decisions.
- D6.0 Collect and distribute essential patient information to appropriate team members.
- D7.0 Assess and maintain materials for quality management.
- D8.0 Demonstrate handling and storage of materials, supplies, and equipment.
- D9.0 Analyze the business structure of supply and service management.
- D10.0 Demonstrate the ability to prepare, assemble, and deliver a nutritious, high-quality meal for the clients they serve.
- D11.0 Demonstrate and use the correct transport equipment.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Hospital Maintenance Technician Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION</p> <p>Know the duties of the environmental services technician.</p> <p>(14 hours: 6 classroom + 8 field work)</p>	<ol style="list-style-type: none"> <li>1. Understand the stated objectives of the class and program.</li> <li>2. Recognize work site/hospital and its role in the program.</li> <li>3. Understand the student/trainee’s role in the program.</li> <li>4. Identify the short-term course goals.</li> <li>5. Identify the long-term course goals.</li> <li>6. Know classroom and work site/hospital procedures, schedules, and policies.</li> <li>7. Demonstrate knowledge of work site/hospital parking procedures and rules.</li> <li>8. Demonstrate knowledge of work site/hospital lounge, restroom, and cafeteria facilities.</li> <li>9. Identify and locate site departments and personnel.</li> <li>10. Tour the work site/hospital facility for orientation.</li> <li>11. Recognize that demonstrating good human relations skills is an objective of this course.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 8, 10, 11</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2 Health and Safety: 6.2, 6.6, 6.8 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.2, 11.3, 11.4</p> <p><b>CTE Pathway:</b> D1.1, D2.1, D3.1, D11.3</p>
<p>B. EMPLOYEE RESPONSIBILITIES</p> <p>Understand a work schedule requirements and work site/hospital responsibilities.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate punctuality.</li> <li>2. Understand daily work schedules and the necessity of employer to make changes in schedules.</li> <li>3. Use accepted procedures for advance calling if late and/or sick.</li> <li>4. Present acceptable reasons for tardiness, absences, and requesting time off.</li> <li>5. Know employer policies on the following:             <ol style="list-style-type: none"> <li>a. punctuality</li> <li>b. lunch breaks</li> <li>c. time-keeping</li> <li>d. holidays</li> <li>e. vacations</li> <li>f. sick leave</li> <li>g. overtime</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 7, 8, 10, 12</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5 Health and Safety: 6.2 Responsibility and Flexibility: 7.2, 7.4, 7.7 Demonstration and Application: 11.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours: 2 classroom + 2 field work)	<ol style="list-style-type: none"> <li>6. Observe time limitations for breaks and lunch.</li> <li>7. Know employer policies about family members and friends visiting the work site/hospital.</li> </ol>	<p><b>CTE Pathway:</b> D1.1, D3.2, D6.2</p>
<p>C. APPEARANCE AND PERSONAL HYGIENE</p> <p>Demonstrate knowledge of appropriate work attire and proper personal hygiene techniques.</p> <p>(3 hours: 3 classroom)</p>	<ol style="list-style-type: none"> <li>1. Describe suitable work attire.</li> <li>2. Describe correct personal hygiene.</li> <li>3. Know work site/hospital policies and rules.</li> <li>4. Understand the effects of cleanliness and grooming habits on fellow employees, supervisors, patients, and visitors.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 6, 7, 8, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Health and Safety: 6.2, 6.6, 6.8 Ethics and Legal Responsibilities: 8.2, 8.4, 8.6 Technical Knowledge and Skills: 10.2</p> <p><b>CTE Pathway:</b> D1.1, D2.1, D2.3, D3.2, D4.2</p>
<p>D. PROFESSIONALISM: HUMAN RELATIONS SKILLS</p> <p>Demonstrate pride in self and performance.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the professional use of the following: <ol style="list-style-type: none"> <li>a. facial expressions</li> <li>b. tone of voice</li> <li>c. body language</li> </ol> </li> <li>2. Understand the importance of positive personality traits such as: <ol style="list-style-type: none"> <li>a. courtesy</li> <li>b. cooperation</li> <li>c. loyalty</li> <li>d. patience</li> <li>e. dependability</li> <li>f. fairness</li> <li>g. tact</li> <li>h. flexibility</li> <li>i. honesty</li> <li>j. sincerity</li> <li>k. optimism</li> <li>l. sense of humor</li> </ol> </li> <li>3. Understand the importance of being a team player.</li> <li>4. Demonstrate the following: <ol style="list-style-type: none"> <li>a. accuracy</li> <li>b. adaptability</li> <li>c. efficiency</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 6, 7, 8, 10</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5 Problem Solving and Critical Thinking: 5.2 Health and Safety: 6.2, 6.6, 6.8 Ethics and Legal Responsibilities: 8.2, 8.4, 8.5, 8.6 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours: 3 classroom)	<ul style="list-style-type: none"> <li>d. following directions</li> <li>e. using good judgment</li> <li>f. punctuality</li> <li>g. reliability</li> <li>h. trustworthiness</li> </ul> <ul style="list-style-type: none"> <li>5. Demonstrate successful on-the-job interpersonal relations.</li> <li>6. Demonstrate good work habits that assure job security.</li> <li>7. Comprehend the effects of individual employee's decisions on co-workers.</li> <li>8. Understand the positive and/or negative impact of participating in work other than employee's own area of responsibility.</li> </ul>	<p><b>CTE Pathway:</b> D1.1</p>
<p>E. HOSPITAL ENVIRONMENT</p> <p>Demonstrate knowledge of hospital environments</p>	<ul style="list-style-type: none"> <li>1. Recognize the importance of the history of health care in America.</li> <li>2. Identify the importance and current impact of the health care industry in America.</li> <li>3. Recognize the importance of following established procedures when working in a hospital environment.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 4, 7, 8, 10</p> <p><b>CTE Anchor:</b>  Communications: 2.1, 2.4, 2.5, 2.8  Career Planning and Management: 3.6  Problem Solving and Critical Thinking: 5.6  Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.8  Ethics and Legal Responsibilities: 8.3  Leadership and Teamwork: 9.1  Technical Knowledge and Skills: 10.1  Demonstration and Application: 11.1, 11.3</p> <p><b>CTE Pathway:</b> D1.1, D2.1, D3.3, D3.4, D4.1, D4.8, D4.9</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours: 3 classroom + 2 field work)	<ol style="list-style-type: none"> <li>4. Understand the importance and impact of environmental services technician to the facility, co-workers, supervisors, patients, and visitors.</li> <li>5. Identify job-related hospital vocabulary.</li> <li>6. Utilize hospital vocabulary essential for functioning in the workplace.</li> <li>7. Identify and describe tools and equipment by name and function.</li> <li>8. Identify purpose, dilution ratios, and emergency procedures relating to supplies and materials.</li> <li>9. Identify the proper location and placement of tools, supplies, materials, and equipment.</li> <li>10. Identify defects in tools, supplies, materials, and equipment that may render them unusable.</li> <li>11. Explain the use of various pieces of equipment.</li> <li>12. Explain written instructions for operating equipment.</li> </ol>	
<p>F. TASK-RELATED COMMUNICATION – PART I</p> <p>Demonstrate oral and written communication skills at the workplace.</p> <p>(3 hours: 3 classroom)</p>	<ol style="list-style-type: none"> <li>1. Respond appropriately to one-step instructions.</li> <li>2. Respond appropriately to multi-step instructions.</li> <li>3. Respond appropriately to work interruption and/or modification of original instructions.</li> <li>4. Respond appropriately to negative feedback.</li> <li>5. Explain written instructions for completing a task.</li> <li>6. Respond to directions to perform common job tasks: locating, cleaning, and/or assembling items.</li> <li>7. Read and respond to work orders.</li> <li>8. Acknowledge understanding of assigned tasks.</li> <li>9. Request additional instructions and clarification when instructions are not understood.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7, 8, 10</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.4, 2.5, 2.7 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4, 5.6 Responsibility and Leadership: 7.3 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> D1.1, D2.5, D3.4, D3.5</p>
<p>G. TASK-RELATED COMMUNICATION – PART II</p> <p>Demonstrate oral and written communication skills at the workplace.</p>	<ol style="list-style-type: none"> <li>1. Request the need for additional supplies and/or materials.</li> <li>2. Acknowledge and request the need for assistance with tasks.</li> <li>3. Report estimated time to complete a task.</li> <li>4. Acknowledge and request the need for additional time to complete a task.</li> <li>5. Report to supervisor upon completion of assigned task.</li> <li>6. Understand time sequences, timeliness, and deadlines.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7, 8, 10</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours: 2 classroom + 1 field work)	<ol style="list-style-type: none"> <li>7. Respond to requests from co-workers about assistance, information, tools, supplies, equipment, and instructions.</li> <li>8. Communicate suggestions that will help solve a problem.</li> <li>9. Communicate suggestions that will benefit the completion of a task.</li> <li>10. Communicate suggestions that will improve and/or enhance a standard operating procedure.</li> <li>11. Communicate ideas about improving productivity.</li> <li>12. Describe and rectify any misunderstandings.</li> <li>13. Describe and defend a situation, an action, a person, and/or a position.</li> <li>14. Express an apology with sincerity.</li> <li>15. Greet co-workers, supervisors, patients, and visitors in a friendly manner; offer assistance and information.</li> </ol>	<p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p> <p>Health and Safety: 6.2, 6.3</p> <p>Responsibility and Flexibility: 7.4, 7.7</p> <p>Ethics and Legal Responsibilities: 8.4</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> D1.1, D2.5, D3.1</p>
<p>H. SAFETY</p> <p>Demonstrate safe work habits.</p> <p>(10 hours: 6 classroom + 4 field work)</p>	<ol style="list-style-type: none"> <li>1. Understand federal, state, and local laws regarding employee's personal safety.</li> <li>2. Describe the Material Safety Data Sheet (MSDS) as it applies to the position of hospital maintenance technician.</li> <li>3. Identify hazardous conditions and first aid procedures.</li> <li>4. Use tools, materials, supplies, and equipment with safety.</li> <li>5. Demonstrate proper lifting techniques.</li> <li>6. Demonstrate proper use of fire extinguishers and emergency control valves.</li> <li>7. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8</p> <p><b>CTE Pathway:</b> D1.1, D3.3, D3.5, D4.1, D4.3, D4.4, D4.5, D4.7, D4.8, D4.9, D5.1</p>
<p>I. INFECTION CONTROL MAINTENANCE</p> <p>Demonstrate knowledge of infection control.</p>	<ol style="list-style-type: none"> <li>1. Identify infectious materials.</li> <li>2. Bag and seal using proper safety procedures.</li> <li>3. Transport and dispose of materials using proper safety procedures.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5</p> <p>Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours: 2 classroom + 3 field work)		<b>CTE Pathway:</b> D1.1, D3.3, D3.5, D4.1, D4.3, D4.4, D4.5, D4.7, D4.8, D4.9, D5.1
<b>J. WASTE-HANDLING MAINTENANCE</b>  Demonstrate knowledge of waste-handling.  (7 hours: 2 classroom + 5 field work)	<ol style="list-style-type: none"> <li>1. Identify chemotherapy, radiation, solid waste and medical waste materials.</li> <li>2. Bag and seal using proper safety procedures.</li> <li>3. Demonstrate proper procedures for spill management.</li> <li>4. Transport and dispose of materials using proper safety procedures.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 10  <b>CTE Anchor:</b> Communications: 2.4, 2.5 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8  <b>CTE Pathway:</b> D1.1, D3.3, D3.5, D4.1, D4.3, D4.4, D4.5, D4.7, D4.8, D4.9, D5.1
<b>K. DISCHARGE MAINTENANCE</b>  Demonstrate knowledge of discharge maintenance.  (22 hours: 3 classroom + 19 field work)	<ol style="list-style-type: none"> <li>1. Identify discharge maintenance call.</li> <li>2. Understand the time schedules designated for specific cleaning tasks.</li> <li>3. Perform patient's room and restroom maintenance within required length of time.</li> <li>4. Inspect completed maintenance.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 7, 10  <b>CTE Anchor:</b> Communications: 2.3, 2.4 Health and Safety: 6.7 Demonstration and Application: 11.1  <b>CTE Pathway:</b> D1.1, D2.1, D3.2
<b>L. STAT MAINTENANCE</b>  Demonstrate knowledge of stat maintenance.	<ol style="list-style-type: none"> <li>1. Identify STAT maintenance call.</li> <li>2. Understand the time schedules designed for specific cleaning tasks.</li> <li>3. Perform patient's room and restroom cleaning within required length of time.</li> <li>4. Inspect completed maintenance.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 7, 10  <b>CTE Anchor:</b> Communications: 2.4, 2.5, 2.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(23 hours: 3 classroom + 20 field work)		Health and Safety: 6.7  <b>CTE Pathway:</b> D1.1
<b>M. OPERATING ROOM AND LABOR/DELIVERY ROOM MAINTENANCE</b>  Demonstrate knowledge of maintaining operating rooms and labor/delivery rooms.  (6 hours: 2 classroom + 4 field work)	<ol style="list-style-type: none"> <li>1. Identify the operating and labor/delivery rooms.</li> <li>2. Understand the time schedule for completing cleaning.</li> <li>3. Perform operating room and labor/delivery room cleaning within required length of time.</li> <li>4. Inspect completed maintenance.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 7, 10  <b>CTE Anchor:</b> Communications: 2.4, 2.5 Problem Solving and Critical Thinking: 5.6 Health and Safety: 6.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> D1.1, D4.8, D4.9, D4.11
<b>N. NURSERY</b>  Demonstrate knowledge of maintaining the nursery area.  (3 hours: 1 classroom + 2 field work)	<ol style="list-style-type: none"> <li>1. Identify nursery rooms.</li> <li>2. Understand the time schedules designated for specific cleaning tasks.</li> <li>3. Perform both standard cleaning and additional specialized tasks for nursery and newborn infants unit within required length of time.</li> <li>4. Inspect completed maintenance.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 10  <b>CTE Anchor:</b> Communications: 2.4, 2.5, 2.7 Health and Safety: 6.7 Demonstration and Application: 11.1  <b>CTE Pathway:</b> D1.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>O. EMERGENCY ROOMS AND CRITICAL CARE UNITS</p> <p>Demonstrate knowledge of maintaining the emergency rooms and the critical care units.</p> <p>(8 hours: 2 classroom + 6 field work)</p>	<ol style="list-style-type: none"> <li>1. Identify emergency rooms and critical care units.</li> <li>2. Understand the time schedules designated for specific cleaning tasks.</li> <li>3. Perform both standard cleaning and additional specialized tasks for emergency room and critical care units.</li> <li>4. Inspect completed maintenance.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5, 2.7 Problem Solving and Critical Thinking: 5.6 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> D1.1, D4.8, D4.9</p>
<p>P. ISOLATION PATIENT ROOMS</p> <p>Demonstrate knowledge of maintaining isolation rooms.</p> <p>(6 hours: 2 classroom + 4 field work)</p>	<ol style="list-style-type: none"> <li>1. Identify isolation patient rooms.</li> <li>2. Understand the time schedules designated for specific cleaning tasks.</li> <li>3. Perform both standard cleaning and additional tasks specialized for isolation rooms within required length of time.</li> <li>4. Inspect completed maintenance.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p><b>CTE Pathway:</b> D1.1, D4.3, D4.9</p>
<p>Q. TERMINAL MAINTENANCE</p> <p>Demonstrate knowledge of performing terminal project maintenance.</p> <p>(20 hours: 2 classroom + 18 field work)</p>	<ol style="list-style-type: none"> <li>1. Define and identify terminal project maintenance.</li> <li>2. Perform all standard cleaning, including dusting, plus additional tasks specialized for fixtures, walls, lights, vents, windows, floors, and mirrors.</li> <li>3. Inspect completed maintenance.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p><b>CTE Pathway:</b> D1.1, D4.3, D4.9, D5.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>R. HARD FLOOR MAINTENANCE</p> <p>Demonstrate knowledge of hard floor maintenance.</p> <p>(8 hours: 4 classroom + 4 field work)</p>	<ol style="list-style-type: none"> <li>1. Identify resilient and non-resilient floor composition.</li> <li>2. Scrub floors.</li> <li>3. Strip floor.</li> <li>4. Apply floor finishes.</li> <li>5. Perform burnishing and spray buffing.</li> <li>6. Inspect completed maintenance.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> D1.1, D4.3, D4.9, D5.1</p>
<p>S. CARPET MAINTENANCE</p> <p>Demonstrate knowledge of carpet maintenance.</p> <p>(10 hours: 5 classroom + 5 field work)</p>	<ol style="list-style-type: none"> <li>1. Identify and remove spots and stains.</li> <li>2. Vacuum carpets.</li> <li>3. Clean carpets using dry foam, wet method, soil extractor, and spray method.</li> <li>4. Inspect completed maintenance.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> D1.1, D4.3, D4.9, D5.1</p>
<p>T. NON-PATIENT SANITARY FACILITY MAINTENANCE</p> <p>Demonstrate knowledge of non-patient sanitary facility maintenance.</p>	<ol style="list-style-type: none"> <li>1. Clean and sanitize restrooms, including all fixtures.</li> <li>2. Clean and sanitize drinking fountains.</li> <li>3. Clean and sanitize changing rooms and public and visiting areas.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>W. OFFICE MAINTENANCE</p> <p>Demonstrate knowledge of maintaining work site/hospital offices.</p> <p>(6 hours: 2 classroom + 4 field work)</p>	<ol style="list-style-type: none"> <li>1. Identify diverse office types.</li> <li>2. Know daily maintenance procedures.</li> <li>3. Dust fixtures.</li> <li>4. Sweep, mop, or vacuum floors.</li> <li>5. Identify misplaced office papers and supplies that are not to be discarded.</li> <li>6. Dispose of debris and trash using proper procedures.</li> <li>7. Inspect completed maintenance.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5, 2.6, 2.7, 2.8 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8</p> <p><b>CTE Pathway:</b> D1.1, D4.3, D4.9, D5.1</p>
<p>X. GROUNDS AND YARD MAINTENANCE</p> <p>Demonstrate knowledge of grounds and yard maintenance.</p> <p>(4 hours: 2 classroom + 2 field work)</p>	<ol style="list-style-type: none"> <li>1. Remove weeds from paved and unplanted areas.</li> <li>2. Operate a yard vacuum sweeper.</li> <li>3. Operate a yard backpack blower.</li> <li>4. Remove and dispose of litter.</li> <li>5. Clean trash and ash tray receptacles.</li> <li>6. Inspect completed maintenance.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5, 2.6, 2.7, 2.8 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 Demonstration and Application: 11.1, 11.2, 11.3, 11.4</p> <p><b>CTE Pathway:</b> D1.1, D4.3, D4.9, D5.1</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Technician Group Leader Orientation Manual, Cedars-Sinai Environmental Services Manual

Courtesy Ambassador Program, Service Masters Industries, Inc., Latest Edition.

### **RESOURCES**

Teacher prepared hand outs, transparencies.

Employer Advisory Board members

Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>

<http://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Demonstration, lecture and discussion
- B. Multimedia presentations
  - 1. Films
  - 2. Filmstrips
  - 3. Overhead transparencies
  - 4. Videos
- C. Individualized instruction
- D. Simulations

### **EVALUATION**

The following evaluations are modeled after the Revised Bloom's Taxonomy (RBT):

SECTION A – Orientation – Pass all assignments and exams on orientation with a minimum score of 80% or higher.

SECTION B – Employee Responsibilities – Pass all assignments and exams on employee responsibilities with a minimum score of 80% or higher.

SECTION C – Appearance and Personal Hygiene – Pass all assignments and exams on appearance and personal hygiene with a minimum score of 80% or higher.

SECTION D – Professionalism: Human Relations Skills – Pass all assignments and exams on professionalism: human relations skills with a minimum score of 80% or higher.

SECTION E – Hospital Environment – Pass all assignments and exams on hospital environment with a minimum score of 80% or higher.

SECTION F – Task-Related Communication – Part I – Pass all assignments and exams on task-related communication – part I with a minimum score of 80% or higher.

SECTION G – Task-Related Communication – Part II – Pass all assignments and exams on task-related communication – part II with a minimum score of 80% or higher.

SECTION H – Safety – Pass the safety test with 100% accuracy.

SECTION I – Infection Control Maintenance – Pass all assignments and exams on infection control maintenance with a minimum score of 80% or higher.

SECTION J – Waste-Handling Maintenance – Pass all assignments and exams on waste-handling maintenance with a minimum score of 80% or higher.

SECTION K – Discharge Maintenance – Pass all assignments and exams on discharge maintenance with a minimum score of 80% or higher.

SECTION L – Stat Maintenance – Pass all assignments and exams on stat maintenance with a minimum score of 80% or higher.

SECTION M – Operating Room and Labor/Delivery Room Maintenance – Pass all assignments and exams on operating room and labor/delivery room maintenance with a minimum score of 80% or higher.

SECTION N – Nursery – Pass all assignments and exams on nursery with a minimum score of 80% or higher.

SECTION O – Emergency Rooms and Critical Care Units – Pass all assignments and exams on emergency rooms and critical care units with a minimum score of 80% or higher.

SECTION P – Isolation Patient Rooms – Pass all assignments and exams on isolation patient rooms with a minimum score of 80% or higher.

SECTION Q – Terminal Maintenance – Pass all assignments and exams on terminal maintenance with a minimum score of 80% or higher.

SECTION R – Hard Floor Maintenance – Pass all assignments and exams on hard floor maintenance with a minimum score of 80% or higher.

SECTION S – Carpet Maintenance – Pass all assignments and exams on carpet maintenance with a minimum score of 80% or higher.

SECTION T – Non-Patient Sanitary Facility Maintenance – Pass all assignments and exams on non-patient sanitary facility maintenance with a minimum score of 80% or higher.

SECTION U – Specific Hospital Courtesy Programs – Pass all assignments and exams on specific hospital courtesy programs with a minimum score of 80% or higher.

SECTION V – Patient Room/Call Room Maintenance – Pass all assignments and exams on patient room/call room maintenance with a minimum score of 80% or higher.

SECTION W – Office Maintenance – Pass all assignments and exams on office maintenance with a minimum score of 80% or higher.

SECTION X – Grounds and Yard Maintenance – Pass all assignments and exams on grounds and yard maintenance with a minimum score of 80% or higher.

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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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