Designing and implementing a Big Sky Pathway requires collaboration at every level of the process. Based on your local community and the specific Career Pathway you wish to implement, you should assemble a team that includes academic and CTE Teachers, District or School CTE Advisors, Business and Industry Representatives, Postsecondary Partners and Faculty, Education Administrators, relevant local community leaders, or recent program of study graduates.

**Select College**

Flathead Valley CC

**Select Career Cluster**

Health Science

**List High School**

Thompson Falls High School

**List Cluster and College Degree or Credential**

Health Science Cluster Health Occupations C

---

**Pathway Checklist**

1. Pathway includes all state and local graduation requirements preparing students for entry into a postsecondary program
   - yes
   - no

2. Pathway identifies appropriate secondary CTE, academic, and recommended elective courses offered by the high school which will best prepare the student for college-level courses without remediation
   - yes
   - no

3. Pathway outlines a non-duplicative sequence of courses from grades 9-12 and from secondary to postsecondary education
   - yes
   - no

4. Pathway leads to an industry-recognized credential, a postsecondary degree, or employment
   - yes
   - no
5. The secondary and postsecondary institutions have discussed and, where appropriate, aligned curriculum, using industry recognized standards, with input of local/regional business and industry, or by utilizing a gap analysis document.

○ yes
○ no
○ in process

6. List National Standards or Local/Regional Businesses involved in curriculum alignment here:

Health Sci

7. Pathway includes dual enrollment, opportunities for industry-recognized credentials, and work-based learning experiences, CTSO participation, and other enrichment opportunities, when applicable

○ yes
○ no
○ in exploration

8. The pathway is included on a web-based career advising system, such as Montana Career Information System, and/or information regarding the pathway is available on the institution's website.

○ yes
○ no
<table>
<thead>
<tr>
<th>Team Signatures</th>
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<tbody>
<tr>
<td><strong>OPI Specialist Name</strong></td>
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<tr>
<td>Renee Harris</td>
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<tr>
<th><strong>BSP Coordinator</strong></th>
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<tr>
<td>Beth Romain</td>
<td>Signature: Beth Romain (Jul 20, 2016)</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Email: <a href="mailto:eromain@fvcc.edu">eromain@fvcc.edu</a></td>
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<tr>
<th><strong>High School CTE Instructor</strong></th>
<th><strong>Signature</strong></th>
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<tr>
<td>Eric Nygaard</td>
<td>Signature: Eric Nygaard (Jul 25, 2016)</td>
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<tr>
<td>Responsibility</td>
<td>Email: <a href="mailto:enygaard@blackfoot.net">enygaard@blackfoot.net</a></td>
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<tr>
<th><strong>High School Administration</strong></th>
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<tr>
<td>Jodi Morgan</td>
<td>Signature: Jodi M. Morgan (Jul 25, 2016)</td>
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<tr>
<td>Responsibility</td>
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<th><strong>College Faculty</strong></th>
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<tr>
<td>Myrna Ridenour</td>
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</table>
College Administration
Responsibility

Business/Industry
Responsibility

OCHE Pathways Manager
Amy Williams

Signature: Amy Williams
Email: amy.williams12@montana.edu

Responsible for final review and approval of pathway.
### Cluster Overview:
Careers in Health Science involve planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

### Pathway Options:
- Health Occupations CT
- Certifications available: Phlebotomist; Emergency Medical Technician; Certified Nursing Assistant

### Occupation Examples:
ER Tech; Scribe; Phlebotomist, Certified Nursing Assistant, Emergency Medical Technician, and more

*For a complete listing, go to: [http://online.onetcenter.org/find/career?c=8&g=Go](http://online.onetcenter.org/find/career?c=8&g=Go)*

### SUGGESTED HIGH SCHOOL COURSES

<table>
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<tr>
<th>Grade</th>
<th>Graduation Requirements</th>
<th>Recommended CTE Pathway Courses:</th>
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<tbody>
<tr>
<td>9th</td>
<td>Workforce/2-Year College Prep, English 9, Algebra 1, Health Enhancement 1 &amp; 2, Computer applications (can be taken any year), Physical Science, World History</td>
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<tr>
<td></td>
<td>4-Year MT College/Univ Prep (Rigorous Core), Geometry English 9, Health Enhancement 1 &amp; 2, Computer applications (can be taken any year), Physical Science, World History</td>
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<tr>
<td></td>
<td>CTE and/or Electives Any available elective, recommend Fine Arts - Language Arts - Social Studies or electives</td>
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<tr>
<td>10th</td>
<td>Workforce/2-Year College Prep, English 10, Health Enhancement 3 &amp; 4, Geometry, Biology</td>
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<td>4-Year MT College/Univ Prep (Rigorous Core), English 10, Health Enhancement 3 &amp; 4, Algebra 2, Biology</td>
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<td></td>
<td>CTE and/or Electives Medical Training</td>
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<td>11th</td>
<td>Workforce/2-Year College Prep, English 11, United States History, Algebra 2, Chemistry</td>
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<td>4-Year MT College/Univ Prep (Rigorous Core), English 11, United States History, Pre-Calculus, Chemistry, AP Psychology or AP Government (AP courses 11th or 12th grade)</td>
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<td>CTE and/or Electives Anatomy and Physiology</td>
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<td>4-Year MT College/Univ Prep (Rigorous Core), English 12, American Government, Electives, Calculus, AP Psychology or AP Government (AP courses 11th or 12th grade)</td>
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<tr>
<td></td>
<td>CTE and/or Electives Anatomy and Physiology</td>
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### ADVANCED LEARNING OPPORTUNITIES

**High School to College/Career Linkages**

**CTE START courses:**

**Advanced Placement or IB courses:** AP Psychology (alternating years 2016) AP Government (alternating years 2017)

**Dual Enrollment courses:**

**Online courses:** AHMS-105 Health Care Delivery, AHMS-144 Medical Terminology, HTH-101 Opportunities in Health Professions

**Career & Technical Student Organization(s):** GEAR Up

**Career & Technical Student Organization(s):** GEAR Up
## POSTSECONDARY PROGRAM OF STUDY

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<th>Semester</th>
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<th>English</th>
<th>Major</th>
<th>Other</th>
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<td>13</td>
<td>AHMS-100 Math Applications for Allied Health Professionals</td>
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<td>- HTH-101 Opportunities in Health Occupations;</td>
<td>- AH-117 Medical Setting Customer Care and Privacy;</td>
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<td></td>
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<td></td>
<td>- AH-155 Essentials of Electronic Health Records;</td>
<td>- AHMS-144 Medical Terminology</td>
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<td></td>
<td>- AHMA-220 Phlebotomy, or ECP-130 Emergency Medical Technician, or</td>
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<td>- NRSG-106 Nursing Assistant Course;</td>
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<td>- AHMS-105 Health Care Delivery</td>
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## MONTANA POSTSECONDARY OPPORTUNITIES

**Montana University System Degree and Program Inventory:** [http://www.homepage.montana.edu/~mus/drginv/](http://www.homepage.montana.edu/~mus/drginv/)

**Your Guide to Montana’s Certificate and Associate Degree Programs:** [http://mus.edu/twoyear/YourGuide.html](http://mus.edu/twoyear/YourGuide.html)

### MSU Two Year Colleges and Programs:
- City College MSUB—Billings (CC); Great Falls College MSU—Great Falls (GFC); Helena College UM—Helena (HC) Highlands College MT Tech—Butte (HC-Tech); Missoula College UM—Missoula (MC); Gallatin College MSU—Bozeman (GC)

### Community Colleges:
- Dawson Community College (DCC)
- Flathead Valley Community College (FVCC)
- Miles Community College (MCC)

### Tribal Colleges:
- Aaniiih Nakoda College (ANC)
- Blackfeet Community College (BCC)
- Chief Dull Knife College (CDKC)
- Fort Peck Community College (FPCC)
- Little Big Horn College (LBHC)
- Stone Child College (SCC)
- Salish Kootenai College (SKC)

### Four Year Colleges/Universities:
- MSU—Bozeman
- MSUB—Billings
- MSUN—Havre
- MT Tech—Butte
- UM—Missoula
- UMW—Dillon

### MILITARY
- Requires diploma or GED
- 17 with parental consent; 18 without
- Air Force, Air Guard, Army, Coast Guard, Marines, and Navy
- For more information: [http://todaysmilitary.com](http://todaysmilitary.com)

### PROFESSIONAL CERTIFICATE
- Requires diploma or GED
- Less than 30 credits; little/no general ed credits
- Complete in one year or less
- Certified Nursing Assistant—HC Tech, DCC, MCC, FVCC
- Diagnostic Medical Sonography—HC Tech
- EMT-B-FVCC
- Emergency Dispatcher-FVCC
- Health Informatics Tech—GFC
- Patient Relations Specialist-FVCC
- Pharmacy Technology—FVCC, GFC
- Phlebotomy-FVCC
- Medical Receptionist—MCC
- Health Occupations-FVCC

### APPRENTICESHIP
- Requires diploma or GED
- Must be at least 18
- Minimum 2,000 hours of supervised experience
- Pharmacy Technician
- Respiratory Therapist
- See the MT Dept of Labor website for more information: [http://wsd.dli.mt.gov/apprenticeship/default.asp](http://wsd.dli.mt.gov/apprenticeship/default.asp)

### CERTIFICATE OF APPLIED SCIENCE
- Requires diploma or GED
- 30-45 credits; limited general education credits
- Complete in one year or less
- Dental Assistant — GFC, SKC
- EMT/Paramedic — GFC
- Health Information Coding Specialist — GFC
- Medical Billing Specialist — GF
- Medical Transcription — GFC, FVCC
| ASSOCIATE'S OF APPLIED SCIENCE DEGREE | Medical Billing & Coding — CC  
Nursing-Practical — HC, FVCC, CC and BCC  
Pharmacy Technology — MC |
|--------------------------------------|----------------------------------|
| **BACCALAUREATE DEGREE**            | Dental Assistant — SKC  
Dental Hygiene — GFC  
EMT/Paramedic — GFC, CC, FVCC  
Paramedicine-FVCC  
Emergency Management-FVCC  
Health Information Coding Specialist — MC  
Health Information Technology — GFC  
Health Care Office Management-FVCC  
Medical Assistant — GFC, HC Tech, FVCC  
Medical Transcription — GFC  
Medical Billing & Coding — GFC, FVCC  
Registered Nursing (RN) — HC, MC, CC, MSUN, MCC, SKC, FVCC, BCC, GFC. (This is actually an Associate of Science Nursing or Associate Degree Nursing not an associate of applied science. Maybe needs to be in box by itself.)  
Physical Therapist Asst — GFC, FVCC  
Radiologic Technology — MC, CC, GFC, HC Tech, FVCC  
Respiratory Care — GFC, MC  
Surgical Technology — FVCC, GFC, MC, CC, HC Tech |

- Requires diploma or GED  
- 60-72 credits; includes 15-25 general ed credits  
- Complete in two years *(if prepared academically in math and English)*

- Requires 4-year college prep for admission  
- 128 credits (approximately)  
- Complete in four years

*Degree and Program Inventory above may not be all inclusive*
Based on the NATIONAL HEALTH SCIENCE STANDARDS (May 2015)

The National Health Science Standards provide a clear and consistent understanding of industry and post-secondary expectations for teachers and students. These standards are designed to provide the essential knowledge common across health professions to prepare

**Foundation Standard 1: Academic Foundation**
Understand human anatomy, physiology, common diseases and disorders, and medical math principles.

1.1 **Human Anatomy and Physiology**
1.11 Identify basic levels of organization of the human body.
   a. Chemical
   b. Cellular
   c. Tissue
   d. Organs
   e. Systems
   f. Organism

1.12 Identify body planes, directional terms, cavities, and quadrants.
   a. Body planes (sagittal, mid-sagittal, coronal/frontal, transverse/horizontal).
   b. Directional terms (superior, inferior, anterior/ventral, posterior/dorsal, medial, lateral).
   c. Cavities (dorsal, cranial, spinal, thoracic, abdominal, and pelvic).
   d. Quadrants (upper right, lower right, upper left, and lower left).
1.13 Analyze basic structures and functions of human body systems (skeletal, muscular, integumentary, cardiovascular, lymphatic, respiratory, nervous, special senses, endocrine, digestive, urinary, reproductive systems).

a. Skeletal (bone anatomy, axial and appendicular skeletal bones, functions of bones, ligaments, types of joints)
b. Muscular (microscopic anatomy of muscle tissue, types of muscle, locations of skeletal muscles, functions of muscles, tendons, directional movements)
c. Integumentary (layers, structures and functions of skin)
d. Cardiovascular (components of blood, structures and functions of blood components, cardiovascular system, conduction system of the heart, movement of lymph fluid)
e. Lymphatic (structures and functions of lymphatic system, movement of lymph fluid)
f. Respiratory (structures and functions of respiratory system, physiology of respiration)
g. Nervous (structures and functions of nervous tissue and system, organization of nervous system)
h. Special senses (structures and functions of eye, ear, nose and tongue, identify senses for sight, hearing, smell, taste, touch)
i. Endocrine (endocrine versus exocrine, structures and functions of endocrine system, hormones, regulation of hormones)
j. Digestive (structures and functions of gastrointestinal tract, chemical and mechanical digestion, structures and functions of accessory organs)
k. Urinary (structures and functions of urinary system, gross and microscopic anatomy, renal system, process of urine formation, urine composition, homeostatic balance)
l. Reproductive (structures and functions of male and female reproductive systems, formation of gametes, hormone production and effects, menstrual cycle, and conception)

1.2 Diseases and Disorders

1.21 Describe common diseases and disorders of each body system (such as: cancer, diabetes, dementia, stroke, heart disease, tuberculosis, hepatitis, COPD, kidney disease, liver disease, etc.)

a. Etiology
b. Pathology
c. Diagnosis
d. Treatment
e. Prevention

1.22 Discuss research related to emerging diseases and disorders (such as: autism, VRSA, antibiotic resistance, COVID-19, etc.)

1.23 Describe biomedical therapies as they relate to the prevention, pathology, and treatment of disease.

a. Gene testing
b. Gene therapy
c. Human proteomics
d. Cloning
e. Stem cell research

1.3 Medical Mathematics

1.31 Demonstrate competency in basic math skills and mathematical conversions as they relate to healthcare.

a. Metric system (such as: centi, milli, kilo)
b. Mathematical (average, ratios, fractions, percentages, addition, subtraction,
c. Conversions (height, weight/mass, length, volume, temperature, household

1.32 Demonstrate the ability to analyze diagrams, charts, graphs, and tables to interpret
1.33 Demonstrate use of the 24-hour clock/military time.

**Foundation Standard 2: Communications**

Demonstrate methods of delivering and obtaining information, while communicating

**2.1 Concepts of Effective Communication**
2.11 Model verbal and nonverbal communication.
2.12 Identify common barriers to communication.
   a. Physical disabilities (aphasia, hearing loss, impaired vision)
   b. Psychological barriers (attitudes, bias, prejudice, stereotyping)
2.13 Identify the differences between subjective and objective information.
2.14 Interpret elements of communication using basic sender-receiver-message-feedback
2.15 Practice speaking and active listening skills.
2.16 Modify communication to meet the needs of the patient/client and be appropriate

**2.2 Medical Terminology**
2.21 Use common roots, prefixes, and suffixes to communicate information.
2.22 Interpret medical abbreviations to communicate information.
   a. Common abbreviations
   b. Joint Commission official “Do Not Use List”

**2.3 Written Communication Skills**
2.31 Utilize proper elements of written and electronic communication (spelling, grammar,
2.32 Prepare examples of technical, informative, and creative writing.

**Foundation Standard 3: Systems**

Identify how key systems affect services performed and quality of care.

**3.1 Healthcare Delivery Systems**
3.11 Compare healthcare delivery systems.
   a. Non-profit and for profit (such as: hospitals, ambulatory facilities, long-term care
   b. Government (such as: CDC, FDA, WHO, OSHA, Public Health systems/Health
      Administration)
   c. Non-profit (such as: March of Dimes, American Heart Association)
3.12 Describe the responsibilities of consumers within the healthcare system (such as: self-
3.13 Assess the impact of emerging issues on healthcare delivery systems (such as:
3.14 Discuss healthcare economics and common methods of payment for healthcare.
   a. Private health insurance (such as: Blue Cross, Affordable Care Act - ACA)
   b. Managed care (such as: HMOs, PPOs, medical home)
   c. Government programs (Medicare, Medicaid, Tricare, and Workers’ Compensation)

**Foundation Standard 4: Employability Skills**

Utilize employability skills to enhance employment opportunities and job satisfaction.

4.1 Personal Traits of the Health Professional
4.11 Identify personal traits and attitudes desirable in a member of the career ready
   a. Acceptance of criticism
   b. Competence
   c. Dependability
   d. Discretion
   e. Empathy
   f. Enthusiasm
   g. Honesty
   h. Initiative
   i. Patience
   j. Responsibility
   k. Self-motivation
   l. Tact
   m. Team player
   n. Willingness to learn
4.12 Summarize professional standards as they apply to hygiene, dress, language, behavior.

4.2 Employability Skills
4.21 Apply employability skills in healthcare.
   a. Chain of command
   b. Correct grammar
   c. Decision making
   d. Flexible
e. Initiative
f. Integrity
g. Loyalty
h. Positive attitude
i. Professional characteristics
j. Prompt and prepared
k. Responsibility
l. Scope of practice
m. Teamwork
n. Willing to learn

4.3 Career Decision-making
4.31 Research levels of education, credentialing requirements, and employment trends in
4.32 Distinguish differences among careers within health science pathways (diagnostic

4.4 Employability Preparation
4.41 Develop components of a personal portfolio.
  a. Letter of introduction
  b. Resume
  c. Sample Projects
  d. Writing Sample
  e. Work-based Learning Documentation
  f. Oral Report
  g. Service Learning/Community Service
  h. Credentials
  i. Technology Skills
  j. Leadership Examples
4.42 Identify strategies for pursuing employment (social media, personal networking, job

**Foundation Standard 5: Legal Responsibilities**

Describe legal responsibilities, limitations, and implications on healthcare worker actions.

5.1 Legal Responsibilities and Implications
5.11 Analyze legal responsibilities and implications of criminal and civil law.
  a. Malpractice
b. Negligence

c. Assault

d. Battery

e. Invasion of privacy

f. Abuse

g. Liable

h. Slander

5.2 Legal Practices

5.21 Apply standards for the safety, privacy and confidentiality of health information

5.22 Describe advance directives.

5.23 Summarize the essential characteristics of a patient’s basic rights within a healthcare setting.

5.24 Define informed consent.

5.25 Explain laws governing harassment and scope of practice.

**Foundation Standard 6: Ethics**

Understand accepted ethical practices with respect to cultural, social, and ethnic diversity

6.1 Ethical Practice

6.11 Differentiate between ethical and legal issues impacting healthcare.

6.12 Identify ethical issues and their implications related to healthcare (such as: organ fertilization, euthanasia, scope of practice, ethics committee).

6.13 Utilize procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (such as: incident report).

6.2 Cultural, Social, and Ethnic Diversity

6.21 Discuss religious and cultural values as they impact healthcare (such as: ethnicity, race, religion, gender).

6.22 Demonstrate respectful and empathetic treatment of ALL patients/clients (such as: customer service, patient satisfaction, civility).

**Foundation Standard 7: Safety Practices**

Identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices

7.1 Infection Control

7.11 Explain principles of infection control.

a. Chain of infection

b. Mode of transmission (direct, indirect, vectors, common vehicle [air, food, water], healthcare-associated infections [nosocomial], opportunistic)

c. Microorganisms (non-pathogenic, pathogenic, aerobic, anaerobic)

d. Classifications (bacteria, protozoa, fungi, viruses, parasites)
7.12 Differentiate methods of controlling the spread and growth of microorganisms.
   a. Aseptic control (antisepsis, disinfection, sterilization, sterile technique)
   b. Standard precautions
   c. Isolation precautions
   d. Blood borne pathogen precautions
   e. Vaccinations

7.2 Personal Safety
7.21 Apply personal safety procedures based on Occupational Safety and Health
7.22 Demonstrate principles of body mechanics.

7.3 Environmental Safety
7.31 Apply safety techniques in the work environment.
   a. Ergonomics
   b. Safe operation of equipment
   c. Patient/client safety measures (check area for safety,

7.4 Common Safety Hazards
7.41 Observe all safety standards related to the Occupational Exposure to Hazardous
7.42 Comply with safety signs, symbols, and labels.

7.5 Emergency Procedures and Protocols
7.51 Practice fire safety in a healthcare setting.
7.52 Apply principles of basic emergency response in natural disasters and other

Foundation Standard 8: Teamwork
Identify roles and responsibilities of individual members as part of the healthcare team.

8.1 Healthcare Teams
8.11 Evaluate roles and responsibilities of team members.
   a. Examples of healthcare teams
   b. Responsibilities of team members
   c. Benefits of teamwork
8.12 Identify characteristics of effective teams.
   a. Active participation
   b. Commitment
   c. Common goals
d. Cultural sensitivity

e. Flexibility

f. Open to feedback

g. Positive attitude

h. Reliability

i. Trust

j. Value individual contributions

8.2 Team Member Participation

8.21 Recognize methods for building positive team relationships (such as: mentorships

8.22 Analyze attributes and attitudes of an effective leader.

a. Characteristics (interpersonal skills, focused on results, positive)

b. Types (autocratic, democratic, laissez faire)

c. Roles (sets vision, leads change, manages accountability)

8.23 Apply effective techniques for managing team conflict (negotiation, assertive

Foundation Standard 9: Health Maintenance Practices

Differentiate between wellness and disease. Promote disease prevention and model healthy

9.1 Healthy Behaviors

9.11 Promote behaviors of health and wellness (such as: nutrition, weight control,

9.12 Describe strategies for prevention of disease.

a. Routine physical exams

b. Medical, dental, and mental health screenings

c. Community health education outreach programs

d. Immunizations

e. Stress management

f. Avoid risky behaviors

9.13 Investigate complementary and alternative health practices as they relate to

*Foundation Standard 10: Technical Skills

Apply technical skills required for all career specialties and demonstrate skills and

10.1 Technical Skills

10.11 Apply procedures for measuring and recording vital signs including the normal ranges

10.12 Obtain training or certification in cardiopulmonary resuscitation (CPR), automated
Additional technical skills may be included in a program of study based on career specialties.

**Foundation Standard 11: Information Technology Applications**

Utilize and understand information technology applications common across health professions.

### 11.1 Key Principles of Health Information Systems

11.11 Identify types of data collected in Electronic Health Records/Electronic Medical Records (EHR or EMR).

11.12 Explore different types of health record data collection tools (such as: patient monitoring equipment, telemedicine, phone application, and medical wearable devices).

11.13 Identify the types and content of an EHR/EMR (such as: pharmacy, laboratory).

11.14 Create documentation in EHR/EMRs that reflect timeliness, completeness, and accuracy.

11.15 Adhere to information systems policies, procedures, and regulations as required by national, state, and local entities.

### 11.2 Privacy and Confidentiality of Health Information

11.21 Apply fundamentals of privacy and confidentiality policies and procedures (HIPAA).

11.22 Identify legal and regulatory requirements related to the use of personal health information (such as: Health Information Technology Act [HITECH Act], American Recovery and Reinvestment Act).

11.23 Identify common policies and procedures for proper access, disclosure and protection of personal health information (such as: passwords, administrative safeguards).

11.24 Describe consequences of inappropriate use of health data in terms of disciplinary action.

11.25 Understand the principle to correct inaccurate information/errors entered into an EHR/EMR (such as: adding, clarifying, and correcting information).

### 11.3 Basic Computer Skills

11.31 Apply basic computer concepts and terminology necessary to use computers and other mobile devices.

11.32 Demonstrate basic computer troubleshooting procedures (such as: restart, check power supply, refresh browser, check settings).

11.33 Demonstrate use of file organization and information storage.

11.34 Identify uses of basic word processing, spreadsheet, and database applications.

11.35 Evaluate validity of web-based resources.

11.36 Demonstrate appropriate usage of email and social media in a work environment (such as: work-related communications, personal texting on own time, appropriate language and content, use full language sentences).
High School

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A&P, Health Enhancement
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Medical Training
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