Montana Big Sky Pathways (Programs of Study)
Agreement Valid for 2012-2013 Academic Year

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) calls for states to offer “career and technical programs of study,” known as Big Sky Pathways in Montana, as an option to students and their parents when planning for and completing future coursework. These programs, at a minimum, must:

- Incorporate and align secondary and postsecondary education elements,
- Include academic and CTE content in a coordinated, non-duplicative progression of courses,
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

By my signature on this form, I verify each of the eight (8) requirements listed below are demonstrated within the Big Sky Pathways Proposal and Gap Analysis. For approval, all eight (8) requirements must be checked.

| Name of Big Sky Pathway (Cluster Level): | Health Science |
| Name of High School: | Great Falls High |
| Names of High School Lead Teacher & Counselor: | Shawn Ruff & Rachel Waterfield |
| The Lead High School Teacher will be contacted if OPI has questions about this request. | |
| Lead Teacher’s email address: | Shawn-Ruff@cpsk12.k12.mt.us |
| Lead Teacher’s phone number: | 406-269-4204 |
| Name of College: | MSU-COT, Great Falls |
| Name of College Program: | Health Science |
| Name of College Lead Faculty Member: | Dr. Greg Pawlanski |

**REQUIREMENTS FOR APPROVAL**

<table>
<thead>
<tr>
<th>REQUIREMENTS FOR APPROVAL</th>
<th>YES</th>
<th>IP</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Includes all state and local graduation requirements preparing students for entry into a postsecondary program or apprenticeship.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identifies the appropriate secondary CTE, academic, and recommended elective courses offered by this high school which will prepare the student for college-level courses without remediation.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. Outlines a non-duplicative sequence of courses from grades 9-12 and from secondary to postsecondary education.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4. Leads to an industry-recognized postsecondary credential, degree or employment</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Completed “Gap Analysis” with a program offered by a Montana postsecondary institution.</td>
<td>✓</td>
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<td></td>
</tr>
<tr>
<td>6. When applicable, dual enrollment, Advanced Placement, International Baccalaureate courses and CTE START (Statewide Articulations) opportunities have been identified.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Pathway curriculum includes appropriate state/national standards and/or industry skills standards. Identify standards used:</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Links with a web-based guidance delivery system such as Montana Career Information System (MCIS). If using something other than MCIS, please indicate:</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

High School Principal’s Signature: [Signature] Date: 2-6-12
High School CTE Teacher’s Signature: [Signature] Date: 2-10-12
High School Counselor’s Signature: [Signature] Date: 2-17-12

Please submit this Approval Form with the Big Sky Pathway Proposal to the Big Sky Pathway Coordinator at the College Identified above.

| College Chief Academic Officer’s Signature: | [Signature] Date: 3-9-12 |
| College Lead Faculty Member's Signature: | [Signature] Date: 2-28-12 |

Please submit this Approval Form with the Big Sky Pathway Proposal to OPI, Career and Technical Education, P. O. Box 202801, Helena, MT 59620-2501.

OPI Approval: [Signature] Date of Approval: 3/25/12
OCHE Approval: [Signature] Date of Approval: October 15, 2012
**HIGH SCHOOL:** CM Russell, Great Falls High & Paris Education Center

**COLLEGE:** MSU-Great Falls College of Technology

**COLLEGE DEGREE PROGRAM:** Nursing, Radiology Technologist, Respiratory Care, Surgical Technology, Physical Therapy Assistant, Pharmacy Tech, Dietetic Tech, EMT-Paramedic, Dental Assisting, Dental Hygienist

<table>
<thead>
<tr>
<th>Cluster Overview:</th>
<th>Pathway Options:</th>
<th>Occupation Examples:</th>
</tr>
</thead>
</table>
| Careers in Health Science involve planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. | • Diagnostic Services  
• Therapeutic Services  
• Health Informatics  
• Support Services  
• Biotechnology Research and Development | Athletic Trainer, Certified Nursing Assistant, Clinical Medical Assistant, Dental Assistant/Hygienist, Dental Lab Technician, EMT/Paramedic, Home Health Aide, Licensed Practical Nurse, Massage Therapist, Pharmacist/Pharmacy Technician, Physical Therapist/Assistant, Radiologic Technician, Registered Nurse, Respiratory Therapist, Audiologist, Chiropractor, Dentist, Dietician, Exercise Physiologist, Nurse Practitioner, Occupational Therapist, Optometrist, Physician (MD/DO), Physician’s Assistant, Surgical Tech, Speech Language Pathologist, X-Ray/Imaging Technician, Nuclear Medicine Technologist, Medical Librarian/Cybrarian, Radiologist, Phlebotomist, Medical Technologist/Clinical, Laboratory Scientist, Nutritionist, Pathologist, Veterinarian |

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

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### SUGGESTED HIGH SCHOOL COURSES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Graduation Requirements</th>
<th>Workforce/2-Year College Prep</th>
<th>Recommended CTE Cluster Foundation Course(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Graduation Requirements</td>
<td>Workforce/2-Year College Prep</td>
<td>Intro to Health Occupations (10th grade only)</td>
</tr>
<tr>
<td>4-Year MT College/Univ Prep</td>
<td>4-Year MT College/Univ Prep</td>
<td>English 1 &amp; 2, Algebra 1, Foundations of Science, Essentials of World history, Health 1 &amp; 2, PE 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>(Rigorous Core Preferred)</td>
<td>(Rigorous Core Preferred)</td>
<td>English 3 &amp; 4, Geometry, Biology 1 &amp; 2, MT Government, Health 3 &amp; 4, PE 3 &amp; 4, Fine Art</td>
<td></td>
</tr>
<tr>
<td>CTE and/or Electives</td>
<td>No health science available for freshman; foreign language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>Graduation Requirements</td>
<td>Workforce/2-Year College Prep</td>
<td>Recommended CTE Pathway Courses:</td>
</tr>
<tr>
<td>4-Year MT College/Univ Prep</td>
<td>4-Year MT College/Univ Prep</td>
<td>Human Body Systems</td>
<td></td>
</tr>
<tr>
<td>(Rigorous Core Preferred)</td>
<td>(Rigorous Core Preferred)</td>
<td>Honors Human Biology (preferred 10th/11th grade)</td>
<td></td>
</tr>
<tr>
<td>CTE and/or Electives</td>
<td>Intro to Health Occupations; foreign language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>Graduation Requirements</td>
<td>Workforce/2-Year College Prep</td>
<td>Other Recommended CTE Courses: (senior yr)</td>
</tr>
<tr>
<td>4-Year MT College/Univ Prep</td>
<td>4-Year MT College/Univ Prep</td>
<td>Athletic Training</td>
<td></td>
</tr>
<tr>
<td>(Rigorous Core Preferred)</td>
<td>(Rigorous Core Preferred)</td>
<td>Advanced Health Science</td>
<td></td>
</tr>
<tr>
<td>CTE and/or Electives</td>
<td>English 5 &amp; 6, Algebra 2/Trigonometry, General or Honors Chem. Or other science to support Pathway choice, US History, Financial Tech Skills,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>Graduation Requirements</td>
<td>Workforce/2-Year College Prep</td>
<td>Career &amp; Technical Student Organization(s):</td>
</tr>
<tr>
<td>4-Year MT College/Univ Prep</td>
<td>4-Year MT College/Univ Prep</td>
<td>HOSA</td>
<td></td>
</tr>
<tr>
<td>(Rigorous Core Preferred)</td>
<td>(Rigorous Core Preferred)</td>
<td>English 7 &amp; 8, Math to support Pathway choice, Government, Science to support Pathway</td>
<td></td>
</tr>
<tr>
<td>CTE and/or Electives</td>
<td>Athletic Training, Advanced Health Science, Medical Terminology Pharmacy Tech, EMT, Certified Nursing Assisting, Internship</td>
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</tbody>
</table>

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### ADVANCED LEARNING OPPORTUNITIES

High School to College/Career Linkages

**CTE START courses:**

- Advanced Placement or IB courses: AP English; AP Psychology; AP Biology; AP Math
- Dual Enrollment courses: College Algebra; Honors Human Biology; EMT
- Online courses: NRSG 100: Intro to Nursing (1 cr.): NRSG 110: Calculations for Health Professions (2cr.)
- Other: Program entry courses to apply for the Nursing (N), Radiation Technology (Ra), Respiratory Therapist (RT), Surgery Technician (S).

### POSTSECONDARY PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>13—Semester 1</th>
<th>Math</th>
<th>English</th>
<th>Major</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 121 College Algebra</td>
<td>WRIT 101 College Writing</td>
<td>BIOH 112 and BIOH 201</td>
<td>NUTR 221N Nutrition (Dietary Tech)</td>
<td>AHMS 142 or 144</td>
</tr>
<tr>
<td>Semester</td>
<td>Courses</td>
<td></td>
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<tr>
<td>13—Semester 2</td>
<td>BIOH 211 Anat. &amp; Phys II; BIOH 212 Lab; CHMY 121 Gen. Chem. &amp; CHMY 122 Lab (Nurs, PTA, Resp Care); BIOM 250N Microbiology (Genta Hygiene and Surg Tech); PSYX 1005 Intro to Psychology and/or SOCI 101S Intro to Sociology(N); NRSG 100 Intro to Nursing (N)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CAPP 120</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14—Semester 1</td>
<td>Differs with each</td>
<td>Health profession</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>14—Semester 2</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## MONTANA POSTSECONDARY OPPORTUNITIES

Montana University System Degree and Program Inventory: [http://www.homepage.montana.edu/~mus/drgny/Your Guide to Montana's Certificate and Associate Degree Programs: [http://mus.edu/twyear/YourGuide.html](http://mus.edu/twyear/YourGuide.html)

### Colleges of Technology:
- BLCOT—Billings; GFCOT—Great Falls; HCCOT—Helena; TECHCOT—Butte; UMCOT—Missoula; GCP—Bozeman

### Community Colleges:
- DCC—Gardnerville; FVCC—Kalispell; MCC—Miles City

### Tribal Colleges:
- BFCC—Browning; CDKC—Lame Deer; FBCC—Harlem; FPCC—Poplar; LBHC—Crow Agency; SCC—Box Elder; SKC—Pablo

### Four Year Colleges/Universities:
- MSUB—Bozeman; MSUB—Billings; MSUN—Havre; 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—TECHCOT, ECC, MCC
- Diagnostic Medical Sonography—TECHCOT
- Health Informatics Tech—GFCOT, UMCOT, MTTECH
- Pharmacy Technology—FVCC, GFCOT
- Medical Receptionist—MCC

### APPRENTICESHIP
- Requires diploma or GED
- Must be at least 18
- Minimum 2,000 hours of supervised experience
- Pharmacy Technician
- 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—GFCOT, SKC
- EMT/Paramedic—GFCOT
- Health Information Coding Specialist—GFCOT, FVCC
- Medical Billing Specialist—GFCOT
- Medical Transcription—GFCOT, FVCC
- Medical Billing & Coding—BLCOT
- Pharmacy Technology—UMCOT, GFCOT

### ASSOCIATE’S OF APPLIED SCIENCE DEGREE
- Requires diploma or GED
- 60-72 credits; includes 15-25 general ed credits
- Complete in two years (if prepared academically in math and English)
- Dental Assistant—SKC
- Dental Hygiene—GFCOT
- Dietetic Technician—GFCOT
- EMT/Paramedic—GFCOT, BLCOT, FVCC
- Health Information Coding Specialist—UMCOT
- Health Information Technology—GFCOT
- Medical Assistant—GFCOT, TECHCOT, FVCC
- Medical Transcription—GFCOT
- Medical Billing & Coding—3FCOT
- Nursing-Practical—UMCOT, BLCOT, GFCOT, FVCC, HCOT
- Nursing (RN)—HCOT, UMCOT, BLCOT, MSUN, MCC, SKC, GFCOT
- Physical Therapist Asst—GFCOT
- Radiologic Technology—MCOT, BLCOT, GFCOT, TECHCOT, FVCC
- Respiratory Care—GFCOT, MCOT
- Surgical Technology—FVCC, GFCOT, MCOT, BLCOT, TECHCOT

### BACCALAUREATE DEGREE
- Requires 4-year college prep for admission
- 128 credits (approximately)
- Complete in four years
- Athletic Training—UM
- Communicative Disorders—UM
- Food & Nutrition—MSU
- Health & Human Performance—MSU, UM
- Health Care Informatics—TECH
- Medical Technology—UM
- Nursing—MSU, MSUN, SKC, MTTECH
- Occupational Safety and Health—MTTECH
- Pre-Med—MSU, UM

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**PATHWAY DESCRIPTION**

*Therapeutic Services Pathway:* Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information.

**C. CLUSTER (FOUNDATION) KNOWLEDGE AND SKILLS**

The following Cluster (Foundation) Knowledge and Skill statements apply to all careers in the Health Sciences Cluster. Persons preparing for careers in the Health Sciences Cluster should be able to demonstrate these skills in addition to those found on the Essential Knowledge and Skills Chart.

**Cluster Topic**

**HLC01**

**HLC01.01**

*Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. In addition to state high school graduation requirements, the following are included:*

<table>
<thead>
<tr>
<th>Cluster Topic</th>
<th>Sample Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLC01.01.01</td>
<td>Use a knowledge of human structure and function to conduct health care role.</td>
</tr>
<tr>
<td></td>
<td>Describe the basic structures and functions of cells, tissues, organs, and systems as they relate to homeostasis.</td>
</tr>
<tr>
<td></td>
<td>Compare relationships among cells, tissues, organs, and systems.</td>
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<tr>
<td></td>
<td>Explain body planes, directional terms, quadrants, and cavities.</td>
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<tr>
<td></td>
<td>Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and care rehabilitation.</td>
</tr>
<tr>
<td>HLC01.01.02</td>
<td>Use a knowledge of diseases and disorders to conduct health care role.</td>
</tr>
<tr>
<td></td>
<td>Compare selected diseases/disorders including respective classification(s), causes, diagnoses, therapies, and care/rehabilitation to include biotechnological applications.</td>
</tr>
<tr>
<td></td>
<td>Analyze methods to control the spread of pathogenic microorganisms.</td>
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<tr>
<td></td>
<td>Contrast various types of immunities.</td>
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<tr>
<td></td>
<td>Analyze body system changes in light of diseases, disorders and wellness.</td>
</tr>
<tr>
<td></td>
<td>Compare the aging process among the body systems.</td>
</tr>
</tbody>
</table>

**Sports Med- SPM**

Med Prep I & II- MP I/II

Certified Nursing Assisting- NA

<table>
<thead>
<tr>
<th>I-Introduce</th>
<th>E-Emphasize</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R- Reinforce</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MP I/II (I)</strong></td>
<td>A &amp; P and Microbiology</td>
</tr>
<tr>
<td></td>
<td>Medical Terminology</td>
</tr>
<tr>
<td><strong>MP I/II, CNA, guest lect</strong></td>
<td>Core Concepts of Adult Pati</td>
</tr>
<tr>
<td></td>
<td>Pathophysiology &amp; Complex Fundamentals of Nursing</td>
</tr>
<tr>
<td></td>
<td>Gerontology</td>
</tr>
<tr>
<td><strong>MP I/II, SPM, NA</strong></td>
<td>Psychology &amp; Med. Term</td>
</tr>
<tr>
<td>(Med Term taught)</td>
<td>Gerontology</td>
</tr>
</tbody>
</table>
Career Clusters Knowledge and Skills

Cluster Topic HLC03

PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation. (I & R)
No additional statements in the topic beyond those found in the Essential Knowledge and Skills Chart.

Cluster Topic HLC04

INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information.
No additional statements in the topic beyond those found in the Essential Knowledge and Skills Chart.

Cluster Topic HLC05

SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.

HLC05.01 Health care workers will understand how their role fits into their department, their organization and the overall health care environment. They will identify how key systems affect services they perform and quality of care.

HLC05.01.01 Explain systems theory as it applies to the health care environment.

Sample Indicators

Describe systems theory and its components.
Construct a general systems model using inputs, throughputs, and a feedback loop.

HLC05.01.02 Explain the health care delivery system.

Sample Indicators

Predict where and how factors such as cost, managed care, technology, an aging population, access to care, alternative therapies, and lifestyle/behavior changes may affect various health care delivery system models.
Project outcomes as interconnected components of a modified health care system. Calculate the cost effectiveness of two separate health care delivery systems using the same client procedure.

HLC05.01.03 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures. (I&R)

Sample Indicators

Diagram the interdependence of health care professions within a given health care delivery system and pertaining to the delivery of quality health care.
Design a system analysis process that evaluates the following outcomes; client satisfaction, productivity, cost effectiveness, and efficiency.
Evaluate the impact of enhanced technology on the health care delivery system.

<table>
<thead>
<tr>
<th>HS</th>
<th>PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP I/II, SPM, NA</td>
<td>Leadership</td>
</tr>
<tr>
<td>Basic Computer Skills</td>
<td>Computer courses</td>
</tr>
<tr>
<td>Intro to Nursing</td>
<td>LPN-RN, Leadership RN, Leadership &amp; Management</td>
</tr>
<tr>
<td>??</td>
<td>Leadership (PN)</td>
</tr>
<tr>
<td></td>
<td>Leadership &amp; Management</td>
</tr>
<tr>
<td>MP I/II, SPM</td>
<td></td>
</tr>
</tbody>
</table>
Career Clusters Knowledge and Skills

HLC05.01.04 Explain the concept of system change as it applies to the health care environment.

Sample Indicators

SAFETY, HEALTH AND ENVIRONMENTAL: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.

Cluster Topic HLC06

HLC06.01 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

Sample Indicators

HLC06.01.01 Explain infection control practices and procedures.

Practice infection control procedures.

Practice appropriate cleaning, disinfecting, and sterilizing processes.

Contrast medical and surgical asepsis.

HLC06.01.02 Employ personal safety practices.

Sample Indicators

Manage a personal exposure incident in compliance with OSHA regulations.

Apply principles of body mechanics and ergonomics.

Use personal protective equipment as appropriate to the environment.

HLC06.01.03 Use techniques to insure environmental safety.

Sample Indicators

Modify the environment to create safe working conditions.

Demonstrate methods of fire prevention in the health care setting.

Prevent accidents by using proper safety techniques.

Practice good housekeeping by maintaining a safe work environment.

HLC06.01.04 Identify common safety hazards.

Sample Indicators

Use Materials Safety Data Sheets (MSDS).

Adhere to hazardous labeling requirements.

Comply with safety signs, symbols, and labels.

Take appropriate action when observing a hazardous material problem.

Apply safety principles within given environment.

Handle hazardous chemicals commonly used in the health care environment in an appropriate manner.

HLC06.01.05 Use emergency procedures and protocols.

Sample Indicators

Interpret the evacuation plan for the health care setting.

Construct an emergency plan for a health care setting in response to a natural disaster or other emergency.

Follow the facility procedure when a fire is discovered.
Career Clusters Knowledge and Skills

HLC06.01.06

Sample Indicators

Describe healthy behaviors.

- Apply behaviors that promote health and wellness.
- Advocate available preventive health screening and examinations.
- Use practices that promote the prevention of disease and injury.
- Use appropriate safety practices as related to high-risk behaviors.
- Evaluate the validity of alternative health practices.

Cluster Topic

HLC07

LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

HLC07.01

Health care workers will understand the roles and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care. (I & R)

HLC07.01.01

Sample Indicators

Describe health care teams.

- Apply the team concept in providing quality patient/client care.
- Recognize characteristics of effective teams.
- Analyze roles of various team participants.
- Respond to given critical situations appropriately as a team member/leader.
- Accept compromise as necessary to ensure a best outcome.

HLC07.01.02

Sample Indicators

Describe team member participation.

- Communicate verbally and nonverbally with team colleagues to assure a best result for the client.
- Collaborate with others to formulate team objectives.
- Act responsibly as a team member, completing assigned tasks in a timely and effective manner.
- Actively listen to other team members.
- Exercise leadership skills as appropriate.
- Respect and value the expertise and contributions of all team members.
- Work collaboratively with persons from diverse backgrounds to accomplish a common goal.
- Apply corrective action to an acknowledged conflict situation.
- Exhibit a strong sense of team identity and commitment to purpose.

Cluster Topic

HLC08

ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.

HLC08.01

Health care workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery setting in order to deliver services within legal requirements.

HLC08.01.01

Sample Indicators

Describe legal implications affecting health care workers.

- Analyze legal responsibilities, limitations, and implications of actions.

Cluster Topic

HLC09

Healthcare Delivery Systems: Understand healthcare delivery systems and the roles of healthcare professionals within them.

HLC09.01

Healthcare delivery systems are complex and involve a variety of professionals and settings. Health care workers will understand the roles and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care. (I & R)

HLC09.01.01

Sample Indicators

Describe healthcare delivery systems.

- Apply the team concept in providing quality patient/client care.
- Recognize characteristics of effective teams.
- Analyze roles of various team participants.
- Respond to given critical situations appropriately as a team member/leader.
- Accept compromise as necessary to ensure a best outcome.

HLC09.01.02

Sample Indicators

Describe team member participation.

- Communicate verbally and nonverbally with team colleagues to assure a best result for the client.
- Collaborate with others to formulate team objectives.
- Act responsibly as a team member, completing assigned tasks in a timely and effective manner.
- Actively listen to other team members.
- Exercise leadership skills as appropriate.
- Respect and value the expertise and contributions of all team members.
- Work collaboratively with persons from diverse backgrounds to accomplish a common goal.
- Apply corrective action to an acknowledged conflict situation.
- Exhibit a strong sense of team identity and commitment to purpose.

Cluster Topic

HLC10

Business Management: Understand the principles and practices of business management in healthcare organizations.

HLC10.01

Business management principles and practices are essential for the effective operation of healthcare organizations. Health care workers will understand the roles and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care. (I & R)

HLC10.01.01

Sample Indicators

Describe business management principles and practices.

- Apply the team concept in providing quality patient/client care.
- Recognize characteristics of effective teams.
- Analyze roles of various team participants.
- Respond to given critical situations appropriately as a team member/leader.
- Accept compromise as necessary to ensure a best outcome.

HLC10.01.02

Sample Indicators

Describe team member participation.

- Communicate verbally and nonverbally with team colleagues to assure a best result for the client.
- Collaborate with others to formulate team objectives.
- Act responsibly as a team member, completing assigned tasks in a timely and effective manner.
- Actively listen to other team members.
- Exercise leadership skills as appropriate.
- Respect and value the expertise and contributions of all team members.
- Work collaboratively with persons from diverse backgrounds to accomplish a common goal.
- Apply corrective action to an acknowledged conflict situation.
- Exhibit a strong sense of team identity and commitment to purpose.
### Career Clusters Knowledge and Skills

- Use problem-solving techniques when confronted with legal dilemmas or issues.
  - Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence.
- Comply with policies and requirements for documentation and record keeping.
- Comply with established risk management criteria and procedures.
- Determine when an incident is reportable.
- Comply with non-discriminatory laws.
- Comply with institutional policy and procedure.

**HLC08.01.02** Describe legal practices employed by health care workers.

- Perform duties according to regulations, policies, laws, and legislated rights of clients.
- Maintain clients’ rights according to the Patients' Bill of Rights.
- Maintain confidentiality according to Health Information Portability Access Act (HIPAA).
- Practice within licensure, certification, registration, and legislated scope of practice.
- Apply the doctrine of informed consent.
- Evaluate technological threats to confidentiality.
- Follow mandated standards for workplace safety, i.e., OSHA, CDC, CLIA.
- Apply mandated standards for harassment, labor, and employment laws.

### Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.

**HLC08.02**

#### HLC08.02.01 Describe legal and ethical boundaries in health care delivery.

- Differentiate between morality and ethics and the relationship of each to health care outcomes.
- Differentiate between ethical and legal issues impacting health care.
- Contract personal, professional, and organizational ethics.
- Analyze legal and ethical aspects of confidentiality.
- Discuss bio-ethical issues related to health care.
- Analyze and evaluate the implications of medical ethics.

#### HLC08.02.02 Describe ethical practice as it applies to health care delivery.

- Demonstrate professionalism when interacting with fellow students, patients/clients, co-workers, and the organization.
- Respect interdisciplinary roles of team members.
- Report activities and behaviors by self and others that adversely affect the health, safety, or welfare of students, patients/clients, or co-workers.
- Demonstrate fairness and equal treatment of all persons.

Practice responsibly within the ethical framework of the Patients' Bill of Rights.

#### HLC08.02.03 Explain cultural, social, and ethnic diversity as it applies to health care delivery.

- Value clients’ independence and determination.

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### Career Clusters Knowledge and Skills

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<tr>
<td>Discuss the impact of religions and cultures on those giving and receiving health care with an understanding of past and present events.</td>
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<tr>
<td>Demonstrate respect of individual cultural, social, and ethnic diversity within the health care environment.</td>
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**Cluster Topic**

**EDC09**

**EMPLOYABILITY AND CAREER DEVELOPMENT:** Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.

No additional statements in the topic beyond those found in the Essential Knowledge and Skills Chart.

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**Cluster Topic**

**EDC10**

**TECHNICAL SKILLS:** Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

Health care workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate to conduct health care related tasks.

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**HLC10.01**

Employ occupational safety techniques.

Sample Indicators:
- Apply Standard Precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA).
- Demonstrate safety procedures to protect clients, co-workers, and self.
- Obtain Cardiopulmonary Resuscitation (CPR) certification.
- Obtain First Aid Certification.

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**D. PATHWAY KNOWLEDGE AND SKILLS**

The following knowledge and skill statements apply to all careers in the Therapeutic Services Pathway. The statements are organized within six topics.

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**Pathway Topic**

**HLPA01**

**CLIENT INTERACTION**

**HLPA01.01**

Explain planned procedures and goals to patients/clients utilizing various strategies of response to answer patient/client questions and concerns.

**HLPA01.01.01**

Employ effective oral communication techniques when responding to patient questions/concerns.

Sample Indicators:
- Assess patients/clients' understanding of the information provided.
- Demonstrate empathy for patient/clients.
- Modify communication to the needs of the patient/clients and appropriate to the situation.
- Utilize jargon free language appropriate to the situation.

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Christi- pls add Case Studies
**Career Clusters Knowledge and Skills**

**Pathway Topic**

**HLPA02**

**EMPLOY INTRA TEAM COMMUNICATION**

Communicate patient/client information among team members allowing for feedback as needed to facilitate a team approach to patient care.

**Sample Indicators**

- Analyze team interactions that identify effective patterns of communication among team members.
- Distinguish appropriate role and responsibilities of each team member.
- Respect and value the expertise and contributions of all team members.
- Evaluate relevancy of information to be conveyed.
- Formulate and report information in a way that is in a clear and concise manner.

**HLPA02.01.01**

**Pathway Topic**

**HLPA03**

**COLLECT INFORMATION**

Use facility protocol and regulatory guidelines for collecting patient/client information. Participate in identifying patient/client health care needs, strengths and problems and reporting appropriately.

**Sample Indicators**

- Collect patient/client information compliant with facility and regulatory guidelines.
- Select appropriate tools for information to be collected.
- Collect and format information using facility protocols and regulatory guidelines.
- Maintain confidentiality according to facility protocol.

**HLPA03.01.01**

**Pathway Topic**

**HLPA04**

**TREATMENT PLANNING AND IMPLEMENTATION**

Utilize process for assessing, monitoring and reporting patient/clients' health status to the treatment team within scope of practice.

**Sample Indicators**

- Utilize strategies that support patient/client goals when developing treatment plans.
- Create a treatment plan using a problem-solving model, incorporating patient/client input.
- Select appropriate resources to implement treatment plan.
- Evaluate the plan for appropriate outcomes and intervention opportunities.
- Implement treatment plans that adhere to facility protocols, regulatory guidelines and scope of practice.
- Evaluate priorities in order to organize work.
- Use equipment and instruments according to the manufacturer's guidelines and accepted safety practice.
- Document actions according to facility protocol and regulatory guidelines.

**HLPA04.01.01**

**HLPA04.01.02**

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**Pathway Topic**
**HLPA05**

**MONITOR CLIENT STATUS**
Understand the processes of assessing, monitoring, and reporting patient/clients’ health status to treatment team based on protocol and implement within scope of practice in order to document, evaluate and adapt treatment plans.

HLPA05.01.01 Monitor patient/client using protocols for assessing, monitoring and reporting health status.

*Sample Indicators*
- Analyze and assess patient/client response.
- Assess need for follow up and alternative care to treatment plan.
- Respond to patient/client health changes as prescribed by facility protocol.
- Evaluate patient/client response to administered treatments and procedures.

**Pathway Topic**
**HLPA06**

**EVALUATE PATIENT STATUS**
Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being reached.

HLPA06.01.01 Employ accepted protocols for evaluating patient/client needs, strengths and problems during treatment.

*Sample Indicators*
- Choose appropriate evaluation tools to assess patient/client response to treatment plan.
- Analyze information gathered.
- Revise or create modifications to treatment plan based on patient/client response.
woven throughout the curric.