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: Paris Gibson Education Center

Names of High School Lead Teacher & Counselor: Katy Deffie, Sarah Reiter

The Lead High School Teacher will be contacted if OPI has questions about this request.

Lead Teacher’s email address: katy.deffie@gsps.k12.mt.us

Lead Teacher’s phone number: 406-226-1605

Name of College: MSU COTGF

Name of College Program: Health Science

Name of College Lead Faculty Member: Greg Paulske

REQUIREMENTS FOR APPROVAL

<table>
<thead>
<tr>
<th>Requirement</th>
<th>YES</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>
</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>
</tr>
<tr>
<td>3. Outlines a non-duplicative sequence of courses from grades 9-12 and from secondary to postsecondary education.</td>
<td>✓</td>
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</tr>
<tr>
<td>4. Leads to an industry-recognized postsecondary credential, degree or employment</td>
<td>✓</td>
<td></td>
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<tr>
<td>5. Completed &quot;Gap Analysis&quot; with a program offered by a Montana postsecondary institution.</td>
<td>✓</td>
<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>
</tr>
<tr>
<td>7. Pathway curriculum includes appropriate state/national standards and/or industry skills standards. Identify standards used: Therapeutic Services Pathway</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>
</tr>
</tbody>
</table>

High School Principal’s Signature: Date: 2-3-12

High School CTE Teacher’s Signature: Date: 2-3-12

High School Counselor’s Signature: Date: 2-3-12

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: Date: 8-8-12

College Lead Faculty Member’s Signature: Date: 2-7-12

Please submit this Approval Form with the Big Sky Pathway Proposal to OPI, Career and Technical Education, P. O. Box 202501, Helena, MT 59620-2501.

OPI Approval: Date of Approval: 10/15/2012

GCHE Approval: Date of Approval: October 15, 2012
**BIG SKY PATHWAY PROPOSAL**

**Health Science**

### 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:
- Diagnostic Services
- Therapeutic Services
- Health Informatics
- Support Services
- Biotechnology Research and Development

### Occupation Examples:
- 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, Mammographer, 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&g=G](http://online.onetcenter.org/find/career?c=8&g=G)

## SUGGESTED HIGH SCHOOL COURSES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Workforce/2-Year College Prep</td>
</tr>
<tr>
<td></td>
<td>4-Year MT College/Univ Prep (Rrigorous Core Preferred)</td>
</tr>
<tr>
<td></td>
<td>English 1 &amp; 2, Algebra 1, Foundations of Science, Essentials of World history, Health 1 &amp; 2, PE 1 &amp; 2</td>
</tr>
</tbody>
</table>

### Recommended CTE Cluster Foundation Course(s):
- Intro to Health Occupations (10th grade only)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th</td>
<td>Workforce/2-Year College Prep</td>
</tr>
<tr>
<td></td>
<td>4-Year MT College/Univ Prep (Rrigorous Core Preferred)</td>
</tr>
<tr>
<td></td>
<td>English 3 &amp; 4, Geometry, Biology 1 &amp; 2, MT Government, Health 3 &amp; 4, PE 3 &amp; 4, Fine Art</td>
</tr>
</tbody>
</table>

### Recommended CTE Pathway Courses:
- Human Body Systems
- Honors Human Biology (preferred 10th/11th grade)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th</td>
<td>Workforce/2-Year College Prep</td>
</tr>
<tr>
<td></td>
<td>4-Year MT College/Univ Prep (Rrigorous Core Preferred)</td>
</tr>
<tr>
<td></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>
</tr>
</tbody>
</table>

### Other Recommended CTE Courses: (senior yr)
- Athletic Training
- Advanced Health Science
- Medical Terminology
- Pharmacy Tech
- EMT
- Certified Nursing Assisting Internship

<table>
<thead>
<tr>
<th>Grade</th>
<th>Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th</td>
<td>Workforce/2-Year College Prep</td>
</tr>
<tr>
<td></td>
<td>4-Year MT College/Univ Prep (Rrigorous Core Preferred)</td>
</tr>
<tr>
<td></td>
<td>English 7 &amp; 8, Math to support Pathway choice, Government, Science to support Pathway</td>
</tr>
</tbody>
</table>

### Career & Technical Student Organization(s):
- HOSA

## POSTSECONDARY PROGRAM OF STUDY

### Math
- M 121 College Algebra

### English
- WRIT 101 College Writing

### Major
- BIOH 112 and BIOH 201

### Other
- NUTR 221 Nutrition (Dietary Tech)
- AHMS 142 or 144

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**September 2011**

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**Health Science, page 1 of 3**
<table>
<thead>
<tr>
<th>13—Semester 2</th>
<th></th>
<th>CAPP 120</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOH 211 Anat. &amp; Phys II; BIOH 212 Lab</td>
<td>CHMY 121 Gen. Chem. &amp; CHMY 122 Lab (Nurs, PTA, Resp Care)</td>
<td>PSYX 100S Intro to Psychology and/or SOCI 101S Intro to Sociology(N)</td>
</tr>
<tr>
<td>BICM 250N Microbiology (Dental Hygiene and Surg Tech)</td>
<td></td>
<td>NRSG 100 Intro to Nursing (N)</td>
</tr>
<tr>
<td>Colleges of Technology:</td>
<td>Community Colleges:</td>
<td>Tribal Colleges:</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>BLCOT—Billings; GFCOT—Great Falls; HCOT—Helena; TECHCOT—Butte; UMCOT—Missoula; GCP—Bozeman</td>
<td>DCC—Glendive; FVCC—Kalispell; MCC—Miles City</td>
<td>BFCC—Browning; CDKC—Lame Deer; FBCC—Harlem; FPCC—Poplar; LBHC—Crow Agency; SJC—Box Elder; SKC—Pablo</td>
</tr>
</tbody>
</table>

**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, DCC, 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://wdd.dli.mt.gov/apprenticeship/default.asp](http://wdd.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 — GFCOT
Nursing-Practical — UMCOT, BLCOT, GFCOT, FVCC,H Cot 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
### 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.

#### ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

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</td>
<td>Use a knowledge of human structure and function to conduct health care role.</td>
</tr>
<tr>
<td>HLC01.01.01</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>
</tr>
<tr>
<td></td>
<td>Explain body planes, directional terms, quadrants, and cavities.</td>
</tr>
<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>
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<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>
</tr>
<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>

#### COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

No additional statements in the topic beyond those found in the Essential Knowledge and Skills Chart. (I & R)

#### Cluster Topic

- **HLC02**

<table>
<thead>
<tr>
<th>Sample Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MP I/II, SPM, NA</th>
<th>Psychology &amp; Med. Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Med Term taught)</td>
<td>Gerontology</td>
</tr>
</tbody>
</table>
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.

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.

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
Construct a healthcare delivery system model.
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.
Career Clusters Knowledge and Skills

HLC05.01.04 Explain the concept of system change as it applies to the health care environment.
- Analyze the cause and effect on health care system change based on the influence of technology, epidemiology, bio-ethics, socio-economics, and various forms of complimentary (non-traditional) medicine.

Cluster Topic HLC06

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.

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.

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.

Sample Indicators

HLC06.01.02 Employ personal safety practices.
- 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.

Sample Indicators

HLC06.01.03 Use techniques to insure environmental safety.
- 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.

Sample Indicators

HLC06.01.04 Identify common safety hazards.
- 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.

Sample Indicators

HLC06.01.05 Use emergency procedures and protocols.
- 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.

Sample Indicators

<table>
<thead>
<tr>
<th>HS</th>
<th>PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP I/II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>MP I/II, SPM, NA</td>
<td>Nursing Fundamentals</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Practiced throughout</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HS</th>
<th>PS</th>
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</tbody>
</table>
Career Clusters Knowledge and Skills

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)

Sample Indicators

HLC07.01.01

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

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.

Sample Indicators

HLC08.01.01

Describe legal implications affecting health care workers.
Analyze legal responsibilities, limitations, and implications of actions.
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.
Perfor 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.

HLC08.02 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.

HLC08.02.01 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.
Value clients' independence and determination.

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

**Sample Indicators**

Discuss the impact of religions and cultures on those giving and receiving health care with an understanding of past and present events.

Demonstrate respect of individual cultural, social, and ethnic diversity within the health care environment.

<table>
<thead>
<tr>
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<th>HS</th>
<th>PS</th>
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<tbody>
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</tbody>
</table>
**Career Clusters Knowledge and Skills**

**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.

**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.

**HLC10.01**

Employ occupational safety techniques.
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.

**HLC10.01.01**

Yes
Yes

**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.

**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.
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.

**Sample Indicators**

Develop clear written patient/client information and instructions.
Keep written records as appropriate within facility policies and protocols.
<table>
<thead>
<tr>
<th>Pathway Topic</th>
<th>HLPA02</th>
<th>EMPLOY INTRA TEAM COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLPA02.01</td>
<td>Communicate patient/client information among team members allowing for feedback as needed to facilitate a team approach to patient care.</td>
</tr>
<tr>
<td>Sample Indicators</td>
<td>HLPA02.01.01</td>
<td>Analyze team interactions that identify effective patterns of communication among team members.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distinguish appropriate role and responsibilities of each team member.</td>
</tr>
<tr>
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<td></td>
<td>Respect and value the expertise and contributions of all team members.</td>
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<tr>
<td></td>
<td></td>
<td>Evaluate relevancy of information to be conveyed.</td>
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<tr>
<td></td>
<td></td>
<td>Formulate and report information in a way that is clear and concise.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway Topic</th>
<th>HLPA03</th>
<th>COLLECT INFORMATION</th>
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<tbody>
<tr>
<td></td>
<td>HLPA03.01</td>
<td>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.</td>
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<tr>
<td>Sample Indicators</td>
<td>HLPA03.01.01</td>
<td>Collect patient/client information compliant with facility and regulatory guidelines.</td>
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<td>Select appropriate tools for information to be collected.</td>
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<td>Collect and format information using facility protocols and regulatory guidelines.</td>
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<td>Maintain confidentiality according to facility protocol.</td>
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<tr>
<th>Pathway Topic</th>
<th>HLPA04</th>
<th>TREATMENT PLANNING AND IMPLEMENTATION</th>
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<tbody>
<tr>
<td></td>
<td>HLPA04.01</td>
<td>Utilize process for assessing, monitoring and reporting patient/clients' health status to the treatment team within scope of practice.</td>
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<td>Sample Indicators</td>
<td>HLPA04.01.01</td>
<td>Utilize strategies that support patient/client goals when developing treatment plans.</td>
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<td>Create a treatment plan using a problem-solving model, incorporating patient/client input.</td>
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<td>Select appropriate resources to implement treatment plan.</td>
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<td>Evaluate the plan for appropriate outcomes and intervention opportunities.</td>
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<td>HLPA04.01.02</td>
<td>Implement treatment plans that adhere to facility protocols, regulatory guidelines and scope of practice.</td>
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<tr>
<td>Sample Indicators</td>
<td>HLPA04.01.02</td>
<td>Evaluate priorities in order to organize work.</td>
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<td>Use equipment and instruments according to the manufacturer's guidelines and accepted safety practice.</td>
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<td>Document actions according to facility protocol and regulatory guidelines.</td>
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**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.

**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.

**EVALUATE PATIENT STATUS**

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

**Sample Indicators**
- Employ accepted protocols for evaluating patient/client needs, strengths and problems during treatment.
- 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.

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