

Student Name: _____

Date: _____

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

Effective: 12/2015

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

National HealthCare Foundation Standards

<p>Foundation Standard (Competency) (statement that provides the overview and defines the instructional area) (English-Math) http://education.nh.gov/competencies/index.htm http://www.education.nh.gov/career/career/aaoi.htm Student will:</p>	<p>Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:</p>	<p>National Standards w.healthscienceconsortium.org/national-health-science-standards/</p>	<p>Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:</p>				
<p>Foundation Standard 1: Academic Foundation Understand human anatomy, physiology, common diseases and disorders and medical math principals ELA: 2, 3, 4, 5 ,6, 7, 8, 9 M: 1, 2, 17, 18 AAI: 7 CRP: 2 7</p>	<p>1. Identify basic levels of organization of the human body including structure, function as related to each body system.</p>	<p>1.1:1.11,1.12,1.13</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example: You are a nursing student doing your clinical rotation in the _____ department at Regional Medical Center. You have a patient exhibiting symptoms you believe are due to a specific disease or disorder. You must meet with a group of your peers to educate them about this condition. Describe from the cellular through the systematic levels how the body processes are affected. In a 10 minute discussion use appropriate medical terminology to discuss causes, systems and treatments. With your peers brainstorm appropriate therapy, care and rehabilitative treatment for this ailment.</p>	1	2	3	4
1	2	3	4				
	<p>2. Students will describe common diseases and disorders of each body system including treatment, diagnosing, and prevention of disease. Students will discuss research related to emerging diseases and disorders.</p>	<p>1.2:1.2,1.21,1.22,1.23,</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example: As a Health Care Worker (HCW) you have been assigned to perform Health screenings at a K-12 school, a workplace and a long term care facility (LTCF) to promote wellness appropriate to the stage of the life cycle that addresses the health and wellness needs of those populations. In preparation of these screenings you will present this information through a PowerPoint Presentation to your peers.</p>	1	2	3	4
1	2	3	4				

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	3. Demonstrate competency in basic math skills as related to health care including the metric system, mathematical conversion, mathematical skills, and 24 hour clock.	1.3: 1.31, ,1.33 1.32	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example: (cont. to #4)</p> <ul style="list-style-type: none"> -keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percent's, and decimals - collect, interpret, organize and display relevant data for solving a mathematics problem - translate real world problems into mathematical representations - express and present mathematical ideas clearly in everyday written and oral language - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom - use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information - approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events 	1	2	3	4
1	2	3	4				

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	4. Demonstrate the ability to analyze diagrams, charts and graphs.						
Foundation Standard 2: Communications Understand and demonstrate methods of delivering and obtaining information, while communicating effectively. ELA: 2 ,3, 4, 5, 6, 7, 8, 9 CRP: 4 ,6	5. Demonstrate effective verbal and nonverbal communication modifying when necessary to meet patient needs. Students will differentiate between subjective and objective information.	2.1: 2.11, 2.12, 2.13, 2.14, 2.15 2.16,	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> For Example: In the transfer of care the health care worker has to have the ability to state the current condition of the patient, any treatments performed, past medical history and future care plans .	1	2	3	4
	1	2	3	4			
	6. Identify and use common medical terminology roots, prefixes, suffixes and abbreviations.	2.2: 2.21 ,2.22	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> For Example: You are admitting a new patient and need to review the medical history and understand the medical terminology. Based on the information, you present this information to your supervisor.	1	2	3	4
1	2	3	4				
7. Utilize the proper elements of written and electronic communication and prepare various examples of writing.	2.3: 2.31,2.32	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> For Example: Document electronically and or in writing a summary of a patient medical history	1	2	3	4	
1	2	3	4				

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<p>Foundation Standard 3: Systems Understand and identify how key systems affect services performed and quality of care. ELA: 2, 3, 4, 6, 7, 8, 9 M: 16, 17 AAI: 1, 3, CRP: 5 ,8</p>	<p>8. Compare, discuss and assess healthcare delivery systems, including responsibilities of consumers, the impact of emerging issues, healthcare economics, and common methods of payment.</p>	<p>3.1:3.11, 3.12, 3.13, 3.14</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: The physician has determined that a hospitalized patient is no longer able to care for herself and must be placed in a long-term care facility. As the social worker in the hospital, you must explain the various options to the patient’s family members.</p> <p>Develop an outline to present to the family that includes:</p> <ul style="list-style-type: none"> > The different types of facilities that are available for long-term care including <ul style="list-style-type: none"> ○ Nursing home ○ Rehabilitation Center ○ Adult daycare ○ Hospice > How residents in long-term care pay for their care including <ul style="list-style-type: none"> ○ Self-pay ○ Medicare, Medicaid and private insurance payment ○ Long term care insurance 	1	2	3	4
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Foundation Standard 4: Employability Skills Understand and utilize employability skills to enhance employment opportunities and job satisfaction ELA 2, 6, 7, 8, 9 AAI: 9	9. Identify personal traits, attitudes, and the necessary employability skills desirable in a member of the healthcare team.	4.1: 4.11, 4.12 4.2: 4.21	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: You are a high school student applying for a job as Dietary Aide at the Bobcat Regional Hospital. You have been asked to come in for an interview with the Director of the Dietary Department. You must come prepared for your interview on _____ with your completed job application, cover letter, and resume.	1	2	3	4
	1	2	3	4			
	10. Research levels of education, credentialing requirements, and employment trends distinguishing differences among careers within health science pathways.	4.3: 4.31 ,4.32	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: Create a career health display based on HOSA competitive event “Career health Display”	1	2	3	4
1	2	3	4				
11. Develop components of a personal portfolio and identify strategies for pursuing employment.	4.4: 4.41 ,4.42	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: Create a professional portfolio to include a resume, sample work, writing sample, technical skills and examples of leadership (HOSA competitive event Job Seeking Skills.)	1	2	3	4	
1	2	3	4				

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Foundation Standard 5 Legal Responsibilities Understand and describe legal responsibilities, limitations, and implications on healthcare worker actions. ELA 2, 4, 5, 6, 7, 8, 9 AAI: 6 CPR: 5	12. Analyze legal responsibilities and implications of criminal and civil law.	5.1: 5.11	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: You are a healthcare provider caring for a patient in a healthcare facility. You witness another healthcare worker using derogatory comments with a patient. List the steps that will be necessary for reporting per facility policy. Determine what type of abuse occurred and the patient right that was violated. Provide a written report of your findings.</p> <p>Assess student knowledge through instructor observations and written unit tests. Do a research project and develop a presentation for the class.</p>	1	2	3	4
1	2	3	4				

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	13. Apply standards for the safety, privacy and confidentiality of health information and describe the use of advanced care directives and summarize patient rights within a healthcare setting and define informed consent.	5.2: 5.21, 5.22, 5.23 5.24, 5.25	<table border="1" style="display: inline-table; vertical-align: top;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example: You are a hospice nurse admitting a new patient who has no advanced care Directives and no insurance. Develop a case study how you would professionally handle this situation while respecting the needs of the individual. Include what hospice care is and what advanced directives are.</p> <p>A healthcare worker witnesses a patient fall in a healthcare setting. A housekeeper was trying to help with a wheelchair transfer of a geriatric patient. It was noted that visitors were present. The healthcare worker needs to complete an incident report and present it to their supervisor and/or Risk Management committee if applicable.</p> <p>Assess student knowledge through instructor observations and written unit tests. Role play situations in which there is an issue that must be resolved.</p>	1	2	3	4
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Foundation Standard 6: Ethics Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment ELA : 2,7,8 CRP: 6, 8, 9, 12	14. Differentiate between legal and ethical issues in healthcare and identify ethical issues and their implications related to healthcare.	6.1: 6.11, 6.12, 6.13,	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> For Example: You are a member of the ethics committee in a hospital where you are employed. Baby Ian was born with a severe congenital heart defect. The parents do not want any surgery or any unnecessary medical care with their child. The physician believes that palliative care is necessary. The ethics committee is meeting to discuss the ethical and legal issues of this case. What alternatives are available and what solutions can be made to benefit the child? You need to present this case to your peers discussing the ethical and legal issues involved, include in your discussions the parent rights, who will represent the child and the hospitals legal responsibilities. Be prepared to facilitate discussions on all the issues.	1	2	3	4
1	2	3	4				

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	15. Discuss religious and cultural values as they relate to healthcare and demonstrate respectful and empathetic treatment of all patients.	6.2: 6.21, 6.22	<table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> </tr> </table> <p>For Example: As a healthcare provider you will be assessed on applying the practice of ethical boundaries and considerations. While practicing as a LNA in a long-term care facility you find one of your residents not breathing. After quickly determining the resident is pulseless you call for help and the AED. Before beginning CPR you recall that this resident has verbally stated to you on a previous occasion that they do not wish be resuscitated. You had previously notified the nurse of the residents request and know that the nurse had followed up with Case Management, but you are unsure whether or not she is now a DNR. You are unsure if you should perform CPR. You start CPR and just then the nurse on duty arrives and asks you what happened. You explain the details including the potential for the resident being a DNR. The nurse states “the law is clear and unless we have the paperwork in hand stating otherwise we must perform CPR”. After the resident is successfully resuscitated you debrief with the staff involved. The charge nurse states that the residents DPOAHC was notified and was grateful for our efforts. This was a concern for the family as the resident is a devout catholic who according to their priest states they must be resuscitated should they need it. When asked to share your feelings regarding the scenario you must document from the point of view of the LNA and incorporate your personal opinions and how they relate to the outcome of the event. Please complete in paragraph form.</p>	1	2	3	4
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Foundation Standard 7: Safety Practices Understand and identify existing and potential hazards to clients, co-workers, and self. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness. ELA: 2, 4, 6, 7, 8, 9 AAI :8	16. Explain principle of infection control as it applies to classifying microorganisms, chain of infection, mode of transmission, and will differentiate methods of controlling the spread and growth of microorganisms.	7.1:7.11,7.12	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: As a nurse responsible for care of a post-surgical patient recently diagnosed with Methicillin-Resistant Staphylococcus Aureus, you will teach your patient about the diagnosis as it applies to the chain of infection, control of spread and growth of microorganisms, and demonstrate and teach your patient about applicable transmission based on precautions as required.	1	2	3	4
	1	2	3	4			
	17. Demonstrate application of personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers of Disease Control (CDC) regulations, and demonstrate principles of body mechanics.	7.2: 7.21,7.22	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: As a medical lab technician you have been assigned to draw blood labs on a patient, you will need to demonstrate to your supervisor required body mechanics, and safety related procedures for bloodborne pathogen standards in accordance to OSHA and CDC.	1	2	3	4
1	2	3	4				
18. Demonstrate application of environmental safety techniques; ergonomics, safe of operation or equipment and patient/client safety measures.	7.3: 7.31	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: As a physical therapist your supervisor has assigned you to develop an educational program for the physical therapists in your practice. The presentation will include information on proper ergonomics, review of the safe operation of equipment and the potential implications on workplace and patient injuries.	1	2	3	4	
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	19. Demonstrate workplace safety skills including, an understanding of Occupational Exposure to Hazardous Chemical Standards, and compliance with safety signs, symbols, and labels.	7.4: 7.41,7.42	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: As risk management coordinator you are reviewing an incident report, and need to develop a new safety guideline or protocol to prevent future exposure of a hazardous chemical in the workplace. Your new guideline/protocol will include all information related to compliance with safety signs, symbols, and labels.	1	2	3	4
1	2	3	4				
	20. Demonstrate applications of emergency procedures and protocols; fire safety techniques, and principles of basic emergency response procedures in natural and other emergencies.	7.5: 7.51, 7.52	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: As the nursing supervisor your students will stage a Mock Disaster drill and debrief the drill through group discussion.	1	2	3	4
1	2	3	4				

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PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Health Science

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

Effective 12/2015

National Standard: National Health Science Technology Education Standards

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<p><u>Foundation Standard 8: Teamwork</u> Identify roles and responsibilities of individual members as part of the healthcare team. ELA: 2, 3, 6, 7, 8, 9 AAI: 2 CRP: 6, 8, 9, 12</p>	<p>21. Evaluate roles, responsibilities and characteristics of effective teams and types of leaders while promoting positive team management techniques.</p>	<p>8.1: 8.11, 8.12, 8.2: 8.21, 8.22, 8.23</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: As an LNA student you will be a member of a patient care team in a long term care facility during your clinical internship. You must understand your role as a member of the care team, as well as the leader's roles. You will do a powerpoint presentation on the qualities and skills needed to be an effective leader in the work place.</p> <p>You are an LPN in a long term care facility who has just been informed by the charge nurse that an LNA has gone home ill. It is now your responsibility to see that her residents' remaining care is provided. You bring the other two LNA's together and advise them of the situation informing them that there are three residents that need morning care. You identify care required for the residents and delegate the AM care to each one of the LNA's. Lastly, you will verbally report the plan to the Charge Nurse.</p>	1	2	3	4
1	2	3	4				

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Foundation Standard 9: Health Maintenance Practices Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors ELA: 2,4,6,7,8,9 M: 2,6,10,16,17,19 CRP: 3	22. Promote behaviors of health and wellness by describing strategies for prevention of disease and investigate complementary and alternative health practices as they relate to wellness and disease prevention.	9.1: 9.11, 9.12, 9.13	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> For Example: Looking at health and wellness, students will research factors leading to illness and disease and present findings along with ways to promote a healthy lifestyle. Students will participate in local flu clinics, developmental screenings, blood drives and school dental clinics. Students will coordinate a Health Fair that will introduce participants to healthy activities that lead to wellness along with the opportunity to explore alternative and complementary health practices such as massage therapy, acupuncture, aroma therapy, nutrition etc.	1	2	3	4
1	2	3	4				
Foundation Standard 10: Technical Skills Apply technical skills required for all career specialties and demonstrate skills and knowledge as appropriate. ELA 2,7,8,9 AAI:4	23. Demonstrate measuring and recording vital signs and become certified in CPR for healthcare professionals.	10.1: 10.11, 10.12	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> For Example: Create a scenario where a student is the first responder to an unconscious victim. The student needs to assess vital signs and activate EMS, use AED and initiate CPR.	1	2	3	4
1	2	3	4				

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<u>Foundation Standard 11: Information Technology Applications</u> Utilize and understand information technology applications common across health professions. ELA 2,7,8,9 AAI:4	24. Demonstrate knowledge of the EMR, explore the different types of data collection tools, and adhere to polices regarding documentation in the EMR.	11.1: 11.11, 11.12, 11.13, 11.15,	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example: You arrive at a healthcare facility as an nursing assistant and perform skills throughout the day. During your shift you document each skill in the Electronic Medical Record ensuring privacy and confidentiality while documenting. You will play the role of medical resident and collaborate to create a medical chart for a patient with an assigned disease. Each group will perform guided internet research to learn about the disease and participate in a simulated case study review. Develop a presentation utilizing technology to present your findings. Cont. to #26	1	2	3	4
	1	2	3	4			
	25. Discuss and explain the fundamentals of HIPAA and consequence of inappropriate use of health care data.	11.2: 11.21, 11.22, 11.23, 11.24, 11.25	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4
1	2	3	4				
26. Demonstrate basic computer skills including word processing, and organization of files. Students will demonstrate appropriate use of email and social media in the work environment.	11.3: 11.31, 11.32, 11.33, 11.34, 11.35, 11.36	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> </table> For Example:	1	2	3	4	
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