

Minnesota State-Approved Technical Skill Assessments

5/4/2017

Pathway: Therapeutic Services

Cluster: Health Science

CLUSTER/ PATHWAY/ PROGRAM	CERTIFICATION / ASSESSMENT TITLE	TYPE	ISSUING ORGANIZATION	WEBSITE Please report broken web links	ELIGIBILITY REQUIREMENTS / PREREQUISITES	ADMINISTRA- TION ELIGIBILITY (Written, Oral, Practical, etc.)	PASSING SCORE	COST	COMMENTS
● For use at SECONDARY For use at SECONDARY For use at SECONDARY For use at SECONDARY									
Health Sciences/ Medical Careers	National Health Science Assessment	Academic Assessment & Certificate	National Consortium for Health Science Education (NCHSE)/ Precision Exams	http://www.healthscienceconsortium.org/national-health-science-assessment/	Entry-level assessment that verifies student mastery of the knowledge and skills that provide the foundation for all health careers. Although the program is not a certification that allows a student to work in a healthcare setting, it is frequently used as screening criteria for scholarships, to improve standing for admission into nursing and other occupational training programs, and as a selection tool for choosing candidates to employer-provided, paid training programs. For more information on how the assessment is being used in your state, please visit your nearest NCHSE Board Member.	Online	70%	Each test administration costs \$12	Each student who passes the online assessment will receive a certificate. Both the pre- and post-test cost \$12 each per test administration for NCHSE members and \$15 each per test administration for non-NCHSE members.

Health Sciences/ Medical Careers	Therapeutic Services	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science	Broad-based career pathway assessment that verifies student mastery of the foundation knowledge and skills in therapeutic services.	Online or written	Criterion-Referenced Written Cut Score	\$10 per post-test exam; \$15 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your high school program; information is on their web site (http://www.nocti.org).
Health Sciences/ Dental Careers	Dental Assisting	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Referenced Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your high school program; information is on their web site (http://www.nocti.org).
Health Sciences/ Medical Careers	Health Assisting	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Referenced Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your high school program; information is on their web site (http://www.nocti.org).

Health Sciences/ Medical Careers	Home Health Aide	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Referenced Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your high school program; information is on their web site (http://www.nocti.org).
Health Sciences/ Medical Careers	Medical Assisting	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Referenced Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your high school program; information is on their web site (http://www.nocti.org).
Nursing Assistant	Nursing Assisting	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Referenced Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your high school program; information is on their web site (http://www.nocti.org).

	NOCTI	NOCTI	TESTING AGREEMENT	Each institution/consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for getting started: http://www.nocti.org/gettingstarted.cfm					
Health Sciences/ Medical Careers	Health Sciences, Introduction (700)	Academic Assessment	Precision Exams	http://www.precisionexams.com	Broad-based, introductory career exploration assessment in health sciences.	Online	80%	\$6 per exam	53 questions on assessment; Grades 9-12; contact Precisions Exams for further information on ordering & assessing.
Health Sciences/ Medical Careers	Medical Terminology (710)	Academic Assessment	Precision Exams	http://www.precisionexams.com	Entry-level assessment that verifies student mastery of basic knowledge and skills in medical terminology.	Online	80%	\$6 per exam	79 questions on assessment; Grades 9-12; contact Precisions Exams for further information on ordering & assessing.

Health Sciences/ Medical Careers	Medical Anatomy and Physiology (702E)	Academic Assessment	Precision Exams	http://www.precisionexams.com	Entry-level assessment that verifies student mastery of basic knowledge and skills in medical anatomy & physiology.	Online	80%	\$6 per exam	68 questions on assessment; Grades 9-12; contact Precisions Exams for further information on ordering & assessing.
	Precision Exams	Precision Exams	Precision Exams Agreement	Each institution/consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for getting started: http://www.precisionexams.com					
Nursing Assistant/Aide (NAR)	Nurse Assisting	Academic Assessment	SkillsUSA WorkForce-Ready System	http://www.workforcereadysystem.org/technical_areas.shtml		Online or written	60%	\$20 per exam	\$20 per exam for non-members; \$10 per exam for members if entire class are members of SkillsUSA.

	SkillsUSA Testing Information for Consortia Leaders and/or High School Testing Coordinators	SkillsUSA	SITE COORDINATOR	Each institution/consortium should have a coordinator who contacts SkillsUSA to obtain assessment exams, proctoring information, data management needs, and other important functions. Your Proctor name, email address and phone number are required when ordering assessments to be administered to students. Click here for the SkillsUSA Work Force Ready System Web site and browse the various Assessment Links and other details: http://www.workforcereadysystem.org					
Nursing Assistant/Aide (NAR)	Nursing Assistant Registry	State Certification	Minnesota Department of Health (MDH)	About NAR http://www.health.state.mn.us/divs/fpc/profinfo/narinfo/aboutnar.html			Pass/Fail	\$160 (varies by testing center)	

Emergency Medical Technician	EMT-Basic Certification Exam	National Exam completed = state certification	National Registry of Emergency Medical Technicians (NREMT) Emergency Medical Services Regulatory Board (EMSRB), Minnesota.	http://www.emsrb.mn.gov http://nremt.org			Pass/Fail	\$70 per exam	
First Responder	National Registry of Emergency Medical Technicians (NREMT) Test	National Exam completed = state certification	National Registry of Emergency Medical Technicians (NREMT)MN Emergency Medical Services Regulatory Board (EMSRB).	http://www.emsrb.mn.gov http://nremt.org			Pass/Fail	\$65 per national registry	
Pharmacy Technician	Certified Pharmacy Technician (CPhT)	National Certification	National Healthcareer Association	http://www.nhanow.com			Pass/Fail	\$105 per certification exam; \$25 practice exam	
Sports Medicine	BLS/CPR for Healthcare and Public Safety	National	American Red Cross	http://www.redcross.org			Pass/Fail		

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<p>Health Core</p>	<p>National Health Science Assessment</p>	<p>Academic Assessment & Certificate</p>	<p>National Consortium for Health Science Education (NCHSE)</p>	<p>http://www.healthscienceconsortium.org/national-health-science-assessment/</p>	<p>Entry-level assessment that verifies student mastery of the knowledge and skills that provide the foundation for all health careers.</p>	<p>Online</p>	<p>70%</p>	<p>Each test administration costs \$12</p>	<p>Each student who passes the online assessment will receive a certificate. Both the pre- and post-test cost \$12 each per test administration for NCHSE members and \$15 each per test administration for non-NCHSE members.</p>
<p>Health Core</p>	<p>Therapeutic Services</p>	<p>Academic Assessment</p>	<p>NOCTI</p>	<p>http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science</p>		<p>Online or written</p>	<p>Criterion-Reference Written Cut Score</p>	<p>\$10 per post-test exam; \$15 for pre-test & post-test exam</p>	<p>Contact NOCTI directly to order assessments for your college program; information is on their web site (http://www.nocti.org).</p>

Health Core	Dental Assisting	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Reference Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your college program; information is on their web site (http://www.nocti.org).
Health Core	Health Assisting	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Reference Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your college program; information is on their web site (http://www.nocti.org).
Health Core	Nursing Assisting	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Reference Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your college program; information is on their web site (http://www.nocti.org).

Health Core	Home Health Aide	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Reference Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your college program; information is on their web site (http://www.nocti.org).
Health Core	Medical Assisting	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Reference Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your college program; information is on their web site (http://www.nocti.org).
Health Core	Nursing Assisting	Academic Assessment	NOCTI	http://www.nocti.org/BlueprintCategoryLinks.cfm?category=Health%20Science		Online or written	Criterion-Reference Written Cut Score	\$19 per post-test exam; \$31 for pre-test & post-test exam	Contact NOCTI directly to order assessments for your college program; information is on their web site (http://www.nocti.org).

	NOCTI	NOCTI	TESTING AGREEMENT	Each institution/consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for getting started: http://www.nocti.org/gettingstarted.cfm					
Dental Assistant	Certified Dental Assistant (CDA): includes General Chairside Exam (GC), Infection Control Exam (ICE) & Radiation Health & Safety Exam (RHS)	National Certification	Dental Assisting National Board, Inc. (DANB)	http://www.danb.org			Pass/Fail		

Dental Assistant	MN Dental Jurisprudence Exam	State Exam	Minnesota Board of Dentistry	Minnesota Board of Dentistry Prometric (Minnesota Dentistry)	Note that Evalcor is no longer the testing vendor for Minnesota Dental Assistant exams. Prometric is currently the vendor for Minnesota.		Pass/Fail	\$65 per exam	Must pass all three assessments listed under Dental Assistant occupation; then apply for Minnesota Board of Dentistry Dental Assistant License (see exam above and below).
Dental Assistant	MN Licensure State Exam	State Exam	Minnesota Board of Dentistry	Minnesota Board of Dentistry Prometric (Minnesota Dentistry)	Note that Evalcor is no longer the testing vendor for Minnesota Dental Assistant exams. Prometric is currently the vendor for Minnesota.		Pass/Fail		
Dental Assistant	NRDA Certification Exam (National Allied Health Registry/ National Association for Health Professionals)		National Association for Health Professionals (NAHP)	http://www.nahpusa.com			Pass/Fail	Examination Fee: \$65.00 per exam, Program Certification Fee: \$100.00	Must pass all three assessments listed under Dental Assistant occupation; then apply for Minnesota Board of Dentistry Dental License (see 1 exam above).

Dental Hygienist	Dental Hygiene Exam	Regional Exam	Central Regional Dental Testing Service, Inc.	https://www.crdts.org			Pass/Fail		Must pass all three assessments listed under Dental Hygienist occupation; then apply for Minnesota Board of Dentistry Dental Hygiene License (see 2 exams below).
Dental Hygienist	National Board Dental HYGIENE Examination (NBDHE)	National Certification	American Dental Association	http://www.ada.org			Pass/Fail	Computer-based examination fee: \$265 per exam	Must pass all three assessments listed under Dental Hygienist occupation; then apply for Minnesota Board of Dentistry Dental Hygiene License (see exams above and below).

Dental Hygienist	MN Dental Jurisprudence Exam	State Exam	MN Board of Dentistry	Minnesota Board of Dentistry Prometric (Minnesota Dentistry)	Note that Evalcor is no longer the testing vendor for Minnesota Dental Hygienist exams. Prometric is currently the vendor for Minnesota.		Pass/Fail	\$60.50 per exam	Must pass all three assessments listed under Dental Assistant occupation; then apply for Minnesota Board of Dentistry Dental Hygiene License (see 2 exams above).
Dental Hygienist	Dental Hygiene License Exam	State License	MN Board of Dentistry	http://www.dentalboard.state.mn.us			Pass/Fail	\$55 application fee + Additional initial licensure fee	Must pass all three assessments listed under Dental Hygienist occupation; then apply for Minnesota Board of Dentistry Dental Hygiene License (see 2 exams above).
Dietetic Technician	Registered Dietetic Technician (DTR) Certification Exam	National Certification	Commission on Dietetic Registration (CDR)	http://www.cdrnet.org			Pass/Fail	\$120 application fee	

Emergency Dispatcher	Emergency Dispatcher Certification Exam	National Certification	National Academies of Emergency Dispatch	http://www.emergencydispatch.org	Initial EMD certification requires the applicant to be able to read and write at a high school graduate or GED level, complete an Academy approved EMD Course in which the applicant will complete a 50 question written certification exam with a score of at least 80%, obtain CPR Certification.		Pass/Fail	\$50 for one discipline, \$85 for two disciplines, and \$110 for three disciplines.	
Emergency Medical Technician	Summative EMT Exam	Summative Exam	FISDAP	https://www.fisdap.net/		Online	Pass/Fail		
Emergency Medical Technician	EMT-Basic Certification Exam	National Exam completed = state certification	National Registry of Emergency Medical Technicians (NREMT) and FISDAP	FISDAP http://nremt.org			Pass/Fail	\$70 per exam	70-120 items Computer Adaptive Test
Emergency Medical Technician	EMT - Intermediate Exam	National Exam completed = state certification	National Registry of Emergency Medical Technicians (NREMT) and FISDAP	FISDAP http://nremt.org			Pass/Fail	\$100 per exam	85-150 items Computer Adaptive Test

First Responder	National Registry of Emergency Medical Technicians (NREMT) Test	National Exam completed = state certification	Training institution	http://www.emsrb.mn.gov http://nremt.org			Pass/Fail	\$65 per national registry	
Licensed Practical Nurse (LPN, LVN, CERT., DIPL, AAS)	Licensed Practical Nurse Exam (NCLEXPN)	National Certification	NCSBN	https://www.ncsbn.org/nclex.htm			Pass/Fail	Application Fee \$105 + \$85 Registration Renewal (2 years)	
Licensed Practical Nurse (LPN, LVN, CERT., DIPL, AAS)	Licensed Practical Nurse State Exam (NCLEXPN)	State License	Minnesota Board of Nursing	http://www.nursingboard.state.mn.us			Pass/Fail		Must pass NCLEXPN examination (see above); then apply for license through Minnesota Board of Nursing.
Medical Assistant	Certified Medical Assistant Exam		American Association of Medical Assistants	http://prometric.com/ama/default.htm http://www.aama-ntl.org/			Pass/Fail		
Medical Assistant	NRCMA Certification Exam (National Allied Health Registry / National Association for Health Professionals)		National Association for Health Professionals	http://www.nahpusa.com			Pass/Fail		

Massage Therapist	Certified Massage Therapist License Exam	National Certification Local License	National Certification Board for Therapeutic Massage & Bodywork - NCBTMB Local County or City - no state requirement in MN	http://www.amtamassage.org/index.html http://www.ncbtmb.org/			Pass/Fail	\$175 per exam Varies	
Nursing Assistant Registered (NAR)	Nursing Assistant Registry	State Certification	Minnesota Department of Health (MDH)	http://www.health.state.mn.us			Pass/Fail	\$160	
Occupational Therapist Assistant	Occupational Therapy Assistant License Exam	State License	Minnesota Department of Health (MDH)	http://www.health.state.mn.us			Pass/Fail	\$100 License Fee	
Orthotics and Prosthetics	Certified Orthotics Technician Exam		American Board for Certification in Orthotics, Prosthetics, & Pedorthics	http://www.abcop.org/			Pass/Fail		
Orthotics and Prosthetics	Certified Prosthetics Technician Exam		American Board for Certification in Orthotics, Prosthetics, & Pedorthics	http://www.abcop.org/			Pass/Fail		
Paramedic	Summative Paramedic Exam	Summative Exam	FISDAP	https://www.fisdap.net/		Online	Pass/Fail		

Paramedic	Paramedic Exam	National Examination	National Registry of Emergency Medical Technicians (NREMT) and Fisdap	National Registry of EMTs Fisdap			Pass/Fail	\$110 per exam	
Pharmacy Technician	Certified Pharmacy Technician (CPhT) Exam	National Certification	National Healthcareer Association	http://www.nhanow.com			Pass/Fail	\$105 per exam	
Pharmacy Technician	Pharmacy Technician Certification Exam (PCTE)	National Examination	Accredited by the National Commission for Certifying Agencies (NCCA)	Pharmacy Technician Certification Exam http://www7.pearsonvue.com/	Eligibility Requirements	Online	Passing Score	\$129	
Physical Therapist Assistant	Physical Therapist Assistant License Exam	State License	Minnesota Board of Physical Therapy	http://www.physicaltherapy.state.mn.us			Pass/Fail	Application Fee \$100 + Annual License Fee \$60	
Registered Nurse (RN, ASN, BSN, MSN)	NCLEXRN Exam	National Exam	National Council of State Boards of Nursing No State Test. Pay for license	http://www.ncsbn.org			Pass/Fail	\$200 per exam	
Registered Nurse (RN, BSN, MSN)	NCLEXRN Exam	State License	Minnesota Board of Nursing	http://www.state.mn.us/portal/mn/jsp/home.do?agency=NursingBoard			Pass/Fail		Must pass national examination (see above); then apply for license through Minnesota Board of Nursing.

Respiratory Therapist Technician	Respiratory therapist technician exam	Professional Certification	State	MN Board of Medical Practice			Pass/Fail		
Sports Medicine	National Athletic Trainers Association Board of Certification Exam	National Exam	National Athletic Trainers Association Board of Certification	http://www.bocatc.org			Pass/Fail	\$300 per exam	
Sports Medicine	NSCA-Certified Personal Trainer® (NSCA-CPT®)	National Certification	National Strength and Conditioning Association	http://www.nscs.com			Pass/Fail	\$235-\$355 per exam	
Sports Medicine	BLS/CPR for Healthcare and Public Safety	National	American Red Cross	http://www.redcross.org			Pass/Fail		
Surgical Assistant	Certified Surgical Assistant (CSA) Exam	National Credential	National Surgical Assistant Association (NSAA)	http://www.nsa.net			Pass/Fail	Certification Fee Sign Up and Annual Fee \$500	
Surgical Technologist	Certified Surgical Technologist (CST) Exam	National Credential	National Board of Surgical Technology & Surgical Assisting	http://www.nbsta.org/examinations.html	Optional Accreditation Programs: http://www.caahep.org/ http://www.abhes.org/		Pass/Fail		

Minnesota Common Core Competencies

Pathway: Therapeutic Services

Cluster: Health Science

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES		COMMENTS
		High School	Postsecondary	
KEY: Y=Essential N=Not Essential O=Optional				
TOPIC 1: ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and education opportunities within a career cluster and/or career pathway.				
Healthcare professionals will know the academic subject matter required for proficiency within their area and use this knowledge as needed in their role.				
INDICATOR 01.01 - Medical Mathematics: Demonstrate mathematic knowledge and skills required to pursue the full range of education and career opportunities.	MEASURE 01.01.01 Apply mathematical computations related to healthcare procedures (metric and household, conversions and measurements).	Y	Y	
	MEASURE 01.01.02 Analyze diagrams, charts, graphs, and tables to interpret healthcare results.	Y	Y	
INDICATOR 01.02 - Human Structure and Function/ Diseases and Disorders: Demonstrate scientific knowledge and skills required to pursue the full range of education and career opportunities.	MEASURE 01.02.01 Describe the basic structures and functions of cells, tissues, organs, and systems as they relate to homeostasis.	Y	Y	
	MEASURE 01.02.02 Compare relationships among cells, tissues, organs, and systems.	Y	Y	
	MEASURE 01.02.03 Explain body planes, directional terms, quadrants, and cavities.	Y	Y	

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		COMMON CORE COMPETENCIES		
		High School	Postsecondary	
	MEASURE 01.02.04 Compare selected diseases/disorders including respective classification(s), causes, diagnoses, therapies, and care/rehabilitation to include biotechnical applications.	Y	Y	
	MEASURE 01.02.05 Identify various types of immunities.	Y	Y	

TOPIC 2: COMMUNICATIONS - Communicate clearly and effectively with reason including technical terminology and information.

Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and writing.

INDICATOR 02.01 - Medical Terminology: Demonstrate knowledge of medical terms.	MEASURE 02.01.01 Demonstrate knowledge of medical terms.	Y	Y	<u>EXAMPLE: Minnesota's Health Care Core Curriculum - Communication in Healthcare Module:</u> 5. Explain the components of accurate and appropriate documentation and reporting including common medical abbreviations. a. Describe the components of accurate and appropriate documentation including common medical abbreviations b. Describe the components of accurate and appropriate reporting. c. Recognize and report abnormal physical changes to supervisor or appropriate person d. Recognize and report objective information (signs) to the charge nurse: e. Recognize and report what the resident may tell you (subjective information or symptoms): f. Identify common roots, prefixes, and suffixes to communicate information. g. Identify medical abbreviations to communicate information.
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		COMMON CORE COMPETENCIES		
		High School	Postsecondary	
INDICATOR 02.02 - Written and Verbal Communication Skills: Employ effective written and verbal communication techniques when responding to patient questions/concerns.	MEASURE 02.02.01 Demonstrate clear written and verbal skills including active listening skills.	Y	Y	<u>EXAMPLE: Minnesota's Health Care Core Curriculum - Communication in Healthcare Module:</u> 1. Describe the components of verbal and non-verbal communication and situations in which these skills can be effectively used. a. Name two types of communication and give examples of each. b. Describe the components of communication. c. List examples of barriers to effective communication. 2. Explain how active listening skills can improve client and team communication. a. List basic listening skills. b. Describe active listening skills. 3. Use a variety of communication techniques to achieve effective interpersonal and team communication. a. Select effective verbal communication techniques. b. Recognize effective non-verbal communication skills and skills to promote communication with clients/individuals who have difficulty hearing, seeing, speaking or have language barriers. c. List basic telephone usage. d. Demonstrate telephone message taking skills. 4. Describe communication skills that are important when managing conflict. a. Define conflict. b. List causes of conflict. c. List groups in which conflict occurs d. List communication skills that are important when managing conflict 5. Explain the components of accurate and appropriate documentation and reporting including common medical abbreviations. (See Indicator 02.01) <u>EXAMPLE: Minnesota's Health Care Core Curriculum - Communication in Healthcare Module:</u>
	MEASURE 02.01.02 Demonstrate empathy for patient/clients.	Y	Y	
	MEASURE 02.01.03 Utilize language appropriate to the situation.	Y	Y	

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		High School	Postsecondary	
		KEY: Y=Essential N=Not Essential O=Optional		
				Communication in Healthcare Module:
	MEASURE 02.01.04 Demonstrate an understanding of the need for accurate patient recordkeeping.	Y	Y	<p>7. Describe the use of information technology in healthcare settings.</p> <p>a. Identify a variety of electronic communication devices used in healthcare facilities.</p> <p>b. Identify different types and content of health records (patient, pharmacy, and laboratory)</p> <p>c. Describe the importance of policies and procedures related to electronic communication required by national, state, local and organizational levels.</p> <p>d. Explain procedures for accurate documentation and use of electronic and print health records.</p> <p>e. Discuss validity of web based resources.</p>
<p>TOPIC 3: PROBLEM-SOLVING AND CRITICAL THINKING - Utilize critical thinking skills to make sense of problems and persevere in solving them. Employ valid, reliable research strategies. Demonstrate creativity and innovation.</p>				
<p>Health professionals will use a problem-solving model and understand its implications in health care.</p>				
<p>INDICATOR 03.01 - Problem-Solving: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.</p>	<p>MEASURE 03.01.01 Use a problem-solving model and understand its application in health care.</p>	Y	Y	<p>EXAMPLE: Minnesota's Health Care Core Curriculum - Communication in Healthcare Module:</p> <p>8. Using a problem solving process applied to healthcare situations, describe how healthcare workers can effectively communicate with their clients and team members.</p> <p>1. Describe the steps in problem identification and solution utilizing a team approach.</p> <p>2. Describe workplace situations in which problem-solving processes are utilized.</p>

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<p>KEY: Y=Essential N=Not Essential O=Optional</p>				
<p>TOPIC 4: TECHNOLOGY APPLICATIONS - Use technology to enhance productivity.</p>				
<p>Healthcare professionals will use information technology applications required within all career specialties. They will demonstrate use as appropriate to health care applications.</p>				
<p>INDICATOR 04.01 - Basic Computer Literacy Skills: Use technology tools to access, manage, integrate, and create information.</p>	<p>MEASURE 04.01.01 Demonstrate basic knowledge of computer skills necessary for health care.</p>	<p>Y</p>	<p>Y</p>	

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KEY: Y=Essential N=Not Essential O=Optional

TOPIC 5: ORGANIZATIONAL AND GLOBAL SYSTEMS – Understand the environmental, social, and economic impacts of decisions within an organization. Understand global context of industries and careers.

Healthcare professionals will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

INDICATOR 05.01 Healthcare Delivery Systems: Demonstrate a basic understanding of the components of the U.S. health care delivery system.	MEASURE 05.01.01 Demonstrate a basic understanding of the components of the U.S. health care delivery system.	Y	Y	EXAMPLE: Minnesota's Health Care Core Curriculum - Behaviors for Success in Healthcare Module: 4. Identify quality issues in healthcare facilities and their impact on healthcare workers and delivery of care. a. Define quality in healthcare. b. List several issues in delivering quality healthcare. 5. Describe the responsibilities of users of the health care system. 6. Describe selected types of healthcare facilities/systems including organizational and financial structure, departments and services, type and levels of healthcare employees, and common policies and requirements. a. Identify the structure, department, personnel, and services of acute care hospitals. b. Identify the structure, department, personnel, and services of long-term care facilities. c. Identify the structure, department, personnel, and services of physicians' offices/clinics. d. Identify the structure, department, personnel, and services of ambulatory care/urgent care centers. e. Identify the structure, department, personnel, and services of mental health care facilities.
	MEASURE 05.01.02 Demonstrate basic understanding of key factors influencing the U.S. health care delivery system, such as cost, managed care, technology, an aging population, access to care, alternative therapies, and lifestyle/behavior.	Y	Y	

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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES		COMMENTS
		High School	Postsecondary	
	MEASURE 05.01.03 Explain the role of a health care worker as it related to the overall health care delivery system.	Y	Y	<p>facilities</p> <p>f. Identify the structure, departments, personnel, and services of community and home health facilities.</p> <p>g. Identify the ways (educational and entry requirements) in which individuals can enter and advance within a healthcare career.</p> <p>h. Name lines of authority.</p> <p>i. Identify common facility policies.</p> <p>7. Describe the different health care delivery systems.</p> <p>a. Compare public vs. private delivery of health care</p> <p>b. Discuss private vs. government delivery of health care</p> <p>c. Explain non-profit delivery system</p> <p>8. Using a problem solving process applied to healthcare situations; describe behaviors for success in healthcare.</p>

Minnesota Common Core Competencies

Pathway: Therapeutic Services

Cluster: Health Science

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES		COMMENTS
		High School	Postsecondary	
<p>KEY: Y=Essential N=Not Essential O=Optional</p>				
<p>TOPIC 6: SAFETY, HEALTH, AND ENVIRONMENT – Understand the importance of safety, health, and environmental management systems and their importance to organizational performance and regulatory compliance.</p>				
<p>Healthcare professionals will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.</p>				
<p>INDICATOR 06.01 - Infection Control: Apply infection control practices and procedures.</p>	<p>MEASURE 06.01.01 Describe methods to control the spread of pathogenic microorganisms.</p>	Y	Y	<p><u>EXAMPLE: Minnesota's Health Care Core Curriculum - Healthcare Safety and Standard Precautions Module:</u></p> <p>1. List regulatory agencies and the requirements they set for safety standards for healthcare facilities, their employees, and clients.</p> <p>a. Identify selected safety terminology relevant to healthcare.</p> <p>b. Identify the CDC and list its safety requirement(s) as they pertain to the healthcare environment.</p> <p>c. Identify OSHA and MDH, and list safety regulations as they pertain to the healthcare environment.</p> <p>d. Identify JCAHO and describe its role in regulating safety with the healthcare environment.</p> <p>e. Identify the OSHA Bloodborne Pathogens Standard and list its requirements.</p> <p>2. Explain the current requirements of standard precautions and the procedures used at a variety of healthcare facilities to support those standards.</p> <p>a. Explain the purpose of standard precautions and when they are applied.</p> <p>b. List common pathogens.</p> <p>c. Identify PPE (personnal protective equipment) and usage.</p>
	<p>MEASURE 06.01.01 Practice infection control procedures.</p>	Y	Y	
<p>INDICATOR 06.02 - Personal Safety: Apply safety practices within given environment: Personal, Hazardous Materials, Emergency, Environmental</p>	<p>MEASURE 06.02.01 Demonstrate safety procedures to protect clients, co-workers, and self.</p>	Y	Y	
	<p>MEASURE 06.02.02 Apply principles of body mechanics and ergonomics.</p>	Y	Y	
	<p>MEASURE 06.02.03 Use personal protective equipment as appropriate to the environment.</p>	Y	Y	

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Pathway: Therapeutic Services

Cluster: Health Science

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES		COMMENTS
		High School	Postsecondary	
		KEY: Y=Essential N=Not Essential O=Optional		
	MEASURE 06.02.04 Manage a personal exposure incident in compliance with OSHA regulations.	Y	Y	d. List compliance measures for Blood borne Pathogens Standards. e. Identify types of Isolation Precautions and describe why isolation is used in a healthcare facility. f. Identify concerns and needs of clients in isolation. 3. Describe the methods healthcare facilities use to achieve physical, chemical, and biological safety. a. Explain physical hazards and list safe practice guidelines. b. Explain chemical hazards and their labeling requirements. c. Explain biological hazards & their safety guidelines 4. Describe principals and standards of infection control.
	MEASURE 06.02.05 Apply safety principles within given environment.	Y	Y	
	MEASURE 06.02.06 Prevent accidents by using proper safety techniques.			
INDICATOR 06.03 Environmental Safety/ Common Safety Hazards: Use techniques to insure environmental safety.	MEASURE 06.03.01 Apply an understanding of appropriate cleaning, disinfecting, and sterilizing techniques.	Y	Y	a. Explain the purpose of standard precautions and when they are to be applied. b. List guidelines that reduce the spread of infection. 5. Identify the ways in which healthcare workers can demonstrate personal and client safety use of Safety Data Sheets (SDS) and safety signs, symbols and labels. a. Identify common safety issues/injuries and guidelines for prevention. b. List the principles of body mechanics for personal safety c. List general guidelines for maintain good body mechanics d. Identify correct techniques when lifting, pulling, pushing, and turning. 6. Discuss safety equipment utilized in areas of healthcare. a. Describe proper handwashing and gloving. b. Demonstrate proper handwashing and describe the principles of the
	MEASURE 06.03.02 Practice good housekeeping by maintaining a safe work environment.	Y	Y	
	MEASURE 06.03.03 Use Material Safety Data Sheets (MSDS). (www.osha.gov)	Y	Y	

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Pathway: Therapeutic Services

Cluster: Health Science

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES		COMMENTS
		High School	Postsecondary	
	MEASURE 06.03.04 Adhere to hazardous labeling equipment.	Y	Y	procedure steps. c. Demonstrate application and removal of clean gloves and describe the principles of the procedure steps
INDICATOR 06.04 Emergency Procedures and Protocols Use emergency procedures and protocols.	MEASURE 06.04.01 Take appropriate action when observing a hazardous material problem.	Y	Y	7. Explain the procedures used to respond to client and healthcare facility emergencies (including fire safety) and natural disasters. a. List general guidelines for any emergency. b. Explain the general protocol/ procedure for a FIRST RESPONSE to: Medical emergency; Workplace injury; Response in natural disasters 8. Using a problem solving process applied to healthcare situations; describe the critical principles and standards needed to ensure healthcare safety. a. Discuss the problem solving process as applied to healthcare safety utilizing a team approach.
	MEASURE 06.04.02 Explain the rationale for an evacuation plan for the health care setting.	Y	Y	
	MEASURE 06.04.03 Construct an emergency plan for a health care setting in response to a natural disaster or other emergency.	O	O	
	MEASURE 06.04.04 Demonstrate methods of fire prevention in the health care setting.	Y	Y	
	MEASURE 06.04.05 Follow the facility procedure when an emergency is discovered.	Y	Y	

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Cluster: Health Science

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES		COMMENTS
		High School	Postsecondary	
<p>KEY: Y=Essential N=Not Essential O=Optional</p>				
<p>TOPIC 7: LEADERSHIP AND TEAMWORK - Use leadership in collaborating with others to accomplish productive organizational goals and objectives with an awareness of cultural/global competence.</p>				
<p>Healthcare professionals will understand the role and responsibilities of individual members as a part of a healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.</p>				
<p>INDICATOR 07.01 Healthcare Teams: Describe the appropriate functioning of health care teams.</p>	<p>MEASURE 07.01.01 Describe team member participation.</p>	Y	Y	<p>EXAMPLE: Minnesota's Health Care Core Curriculum - Communication in Healthcare Module:</p> <p>4. Describe communication skills that are important when managing conflict. a. Define conflict. b. List causes of conflict. c. List groups in which conflict occurs d. List communication skills that are important when managing conflict</p> <p>6. Explain the roles and responsibilities of team members. a. Recognize characteristics of effective teams. b. Discuss methods for building positive team relationships. c. Describe attributes and attitudes of an effective leader d. Describe the roles workers have in healthcare teams across a variety of healthcare settings. e. Examine the impact healthcare teamwork and partnerships have in meeting client healthcare needs</p> <p>8. Using a problem solving process applied to healthcare situations, describe how healthcare workers can effectively communicate with their clients and team members. a. Describe the steps in problem identification and solution utilizing a team approach. b. Describe workplace situations in which problem-solving processes are utilized.</p>
	<p>MEASURE 07.01.02 Communicate with other team members in a clear and concise manner.</p>	Y	Y	
	<p>MEASURE 07.01.03 Apply effective team characteristics in providing quality patient/client care.</p>	Y	Y	
	<p>MEASURE 07.01.04 Distinguish between the different types of leadership approaches within a team.</p>	Y	Y	
	<p>MEASURE 07.01.05 Apply problem solving and conflict resolution techniques in a team environment.</p>	Y	Y	

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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES		
		High School	Postsecondary	
INDICATOR 07.02 - Cultural, Social, and Ethnic Diversity: Explain cultural, social, and ethnic diversity as it applies to health care delivery.	MEASURE 07.02.01 Demonstrate understanding of individual religious, cultural, social, and ethnic diversity.	Y	Y	<u>EXAMPLE: Minnesota's Health Care Core Curriculum - Respecting Client and Staff Diversity Module:</u> 2. Explain the belief systems and practices of diverse cultures. a. List cultures found within a healthcare setting b. Describe the belief systems (cultural values, behavior practices, communication patterns, and methods of perceiving, judging, and organizing daily life) of ethnic cultures and subcultures. c. Describe the "isms" d. Describe belief systems related to gender. e. Describe belief systems pertaining to age. 3. Explore personal responsibility as a healthcare worker to treat each person as an individual (customer service). a. Discuss cultural stereotyping b. Identify personal cultural prejudices c. Identify cultural interactions with team members and clients d. Discuss customer service skills 4. Discuss the appropriate workplace expectations to interact with team members and care for clients from diverse cultures, gender, age groups. a. Identify workplace expectations for team members and clients of diverse cultures, genders, and age groups 5. Using a problem solving process applied to healthcare situations. describe how

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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES		
		High School	Postsecondary	
	<p>MEASURE 07.02.02 Demonstrate respect of individual religious, cultural, social, and ethnic diversity.</p>	<p>Y</p>	<p>Y</p>	<p>healthcare employees can respect client and staff diversity.</p> <p>a. Discuss the problem-solving process as applied to the issue of diverse cultures and their belief systems and practices in healthcare utilizing a team approach.</p> <p><u>Awareness and Sensitivity to Client Needs Module:</u></p> <p>5. Describe selected client service strategies, including customer service their impact on quality client care and the importance of client participation in group/family activities.</p> <p>a. Identify ways that healthcare workers can promote client services.</p> <p>b. Discuss ways that quality client care can be enhanced in the health care setting.</p> <p>c. List common expectations for service.</p> <p>d. Discuss importance of client/family inclusion group activities</p>

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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES		
		High School	Postsecondary	

TOPIC 8: ETHICS AND LEGAL RESPONSIBILITIES –Know, understand, and model the importance of ethics, integrity, and legal responsibilities.

Healthcare professionals will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients. In addition, healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

INDICATOR 08.01	MEASURE 08.01.01	Y	Y	<p><u>EXAMPLE: Minnesota's Health Care Core Curriculum - Legal Issues in Healthcare Module:</u></p> <p>1. Explain the laws related to healthcare and their influence on the delivery system.</p> <p>a. Discuss common legal terms. b. Name the federal laws related to Healthcare. c. Discuss MN state laws that relate to healthcare. d. Explain why everyone should have an advanced directive whether they are ill or not. e. Define differences between certification, registration and licensure.</p> <p>2. Describe one's legal responsibility related to abuse, neglect, exploitation, and the Vulnerable Adults Law.</p> <p>a. Define abuse. b. Explain why abuse may occur c. Identify types of abuse d. Define neglect. e. Define exploitation f. Identify populations at risk for abuse, neglect or exploitation. g. Identify Federal and State laws protecting vulnerable persons. h. Explain an individual's legal responsibility if abuse or neglect is suspected. i. Explain a facilities legal responsibility if abuse or neglect is suspected.</p> <p>3. Explain client rights and responsibilities and how healthcare providers can ensure those rights.</p> <p>a. Identify the purpose of the Patient's Bill of Rights. b. Identify the purpose of the Resident's Bill of Rights. c. Explain how to help client/individual's keep their rights.</p>
<p>Legal Implications: Understand legal responsibilities, limitations, and implications of actions of a healthcare worker.</p>	Describe legal implications affecting healthcare workers.	Y	Y	
	Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence.	Y	Y	
	Demonstrate the importance of documentation and record keeping.	Y	Y	
	Apply legal criteria to determine when an incident is reportable.	Y	Y	

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		High School	Postsecondary	
		KEY: Y=Essential N=Not Essential O=Optional		
INDICATOR 08.02 - Legal Practices/ Privacy and Confidentiality of Health Information: Understand legal practices (legal responsibilities, limitations, and implications of actions) employed by health care workers.	MEASURE 08.02.01 Perform duties according to regulations, policies, laws, and legislated rights of clients.	Y	Y	d. Discuss how to report and document a violation of patient rights. 4. Describe the components of healthcare employee and healthcare facility liability when delivering client care. a. Define: liability, negligence, malpractice and scope of practice. b. Discuss what a policy and procedure is. c. Describe how policy and procedures protect the worker and client from harm.
	MEASURE 08.02.02 Maintain clients' rights according to the Patients' Bill of Rights.	Y	Y	5. Discuss how confidentiality must be maintained in healthcare facilities with clients and their medical records. a. Define confidentiality. b. Discuss examples of confidential information c. Discuss with whom confidential information can be shared d. Define libel and slander.
	MEASURE 08.02.03 Maintain confidentiality according to Health Information Portability Access Act (HIPAA).	Y	Y	6. Explore legal issues such as sexual harassment, wrongful discharge, negligence, malpractice and violence in the workplace. a. Define terms: Sexual harassment, Wrongful discharge and Malpractice
	MEASURE 08.02.04 Describe licensure, certification, registration, and legislated scope of practice.	Y	Y	7. Identify the legal issues for accurate documentation, informed consent and advanced directives. a. Discuss accurate documentation b. Define Informed Consent c. Discuss Advanced Directives
	MEASURE 08.02.05 Understand the doctrine of informed consent.	Y	Y	8. Describe the consequences of inappropriate use of health data (including use of social media and email) in terms of disciplinary action. a. Define social media b. Discuss inappropriate use of social media c. Describe consequences when social media is inappropriately used.
	MEASURE 08.02.06 Follow mandated standards for workplace safety, i.e., OSHA, CDC, CLIA.	Y	Y	9. Using a problem solving process applied to healthcare situations, describe how laws influence healthcare facilities and the care of clients. a. Discuss the problem solving process as applied to legal issues in health care utilizing a team approach

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		High School	Postsecondary	
INDICATOR 08.03 - Ethical Practice: Apply legal and ethical practice as appropriate to health care delivery.	MEASURE 08.03.01 Discuss ethical issues related to health care	Y	Y	EXAMPLE: Minnesota's Health Care Core Curriculum - Healthcare Ethics Module: 1. Describe dimensions of values as they impact health care. a. Define values b. Discuss the importance of values c. Explain how values are developed d. Identify personal values. e. Identify key values in health care. Discuss how professional values impact on performance and behavior 2. Describe basic principles of professional relationships. a. Define professional boundaries b. Identify elements of professional relationships c. Explain why boundary violations may occur d. Discuss how to prevent violations of professional boundaries 3. Describe aspects of ethical decision making in health care a. Define ethics: b. Define code of ethics c. Explain the purpose of a code of ethics d. Identify 8 guiding principles in ethics
	MEASURE 08.03.02 Demonstrate an understanding of appropriate professional boundaries.	Y	Y	

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		High School	Postsecondary	
	MEASURE 08.03.03 Demonstrate professionalism when interacting with patients/clients, co-workers, and the organization	Y	Y	<p>e. Identify steps/framework for ethical decision making</p> <p>f. Discuss the difference between legal "guidelines" and ethical decision-making.</p> <p>4. Explain how an individual's diversity, socioeconomic or religious beliefs could lead to potential ethical differences with that of other health care employees.</p> <p>a. Identify possible factors that may contribute to ethical differences between employees</p> <p>5. Using an ethical decision making model applied to health care situations, describe how ethics influence the care of clients.</p> <p>a. Define ethical dilemma</p> <p>b. Identify current ethical dilemmas.</p> <p>c. Discuss the problem solving process as applied to ethical issues in health care utilizing a team approach.</p>

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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES		COMMENTS
		High School	Postsecondary	
<p>KEY: Y=Essential N=Not Essential O=Optional</p>				
<p>TOPIC 9: CAREER DEVELOPMENT, EMPLOYABILITY, AND CITIZENSHIP –Attend to personal health and financial well-being. Know and understand the importance of employability skills. Plan education and career paths aligned to personal goals and employability goals. Act as a responsible and contributing citizen and employee.</p>				
<p>Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients. They will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills as needed.</p>				
<p>INDICATOR 09.01 - Personal Traits of the Healthcare Professional/ Career Decision-making/ Employability Preparation and Skills: Explore, plan, and effectively manage a career as a health care worker.</p>	<p>MEASURE 09.01.01 Classify the personal traits and attitudes desirable in a member of a healthcare team.</p>	Y	Y	<p><u>EXAMPLE: Minnesota's Health Care Core Curriculum - Behaviors for Success in Healthcare Module:</u></p> <p>1. Discuss healthcare fields and the types of workers needed.</p> <p>a. Identify a variety of healthcare workers, their scope of work, education and licensure/credential requirements.</p> <p>b. Identify eligibility requirements for healthcare employment, including criminal background checks and child labor laws.</p> <p>c. Identify the ways (educational and entry requirements) in which individuals can enter and advance within a healthcare career.</p> <p>2. Discuss ways healthcare personal can balance their work and personal life to maintain personal</p> <p>a. Discuss dimensions of wellness and a wellness lifestyle.</p> <p>b. Discuss behaviors that promote health and wellness.</p> <p>c. Describe strategies for the prevention of diseases including health practices, screenings and examinations.</p> <p>d. Investigate complementary and alternative medicine (CAM) as it relates to wellness and disease prevention.</p>
	<p>MEASURE 09.01.02 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.</p>	Y	Y	
	<p>MEASURE 09.01.03 Describe the expectations employers have of healthcare personnel.</p>	Y	Y	
	<p>MEASURE 09.01.04 Discuss levels of education, credentialing requirements, and employment trends in healthcare.</p>	Y	O	

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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES		COMMENTS
		High School	Postsecondary	
	MEASURE 09.01.05 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).	Y	O	
	MEASURE 09.01.06 Develop components of a personal portfolio.	Y	Y	
	MEASURE 09.01.07 Identify innovative strategies for obtaining employment.	Y	Y	
INDICATOR 09.02 - Healthy Behaviors: Understand health behaviors.	MEASURE 09.02.01 Apply behaviors that promote health and wellness.	Y	Y	
	MEASURE 09.02.02 Use practices that promote the prevention of disease and injury.	Y	Y	
	MEASURE 09.02.03 Use appropriate safety practices as related to high-risk behaviors.	Y	Y	
	MEASURE 09.02.04 Demonstrate knowledge of personal nutrition and healthy living skills.	Y	Y	

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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES		COMMENTS
		High School	Postsecondary	
<p>KEY: Y=Essential N=Not Essential O=Optional</p>				
<p>INDICATOR 09.03 - Service: Demonstrate an understanding of the service ethic and commitment to the well-being of the patient within health care.</p>	<p>INDICATOR 09.03.01 Demonstrate an understanding of the service ethic and commitment to the well-being of the patient within health care.</p>	Y	Y	<p><u>EXAMPLE: Minnesota's Health Care Core Curriculum - Respecting Client and Staff Diversity Module:</u> (See Indicator 07.02)</p>
<p>TOPIC 10: TECHNICAL LITERACY – Apply technical knowledge and skills required to pursue careers in a specific career cluster and/or career pathway.</p>				
<p>Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.</p>				
<p>INDICATOR 10.01 Patient Care: Apply the knowledge and skills required for an awareness and sensitivity to client needs.</p>	<p>MEASURE 10.01.01 Compare the aging process among the body systems.</p>	Y	Y	<p><u>EXAMPLE: Minnesota's Health Care Core Curriculum - Awareness and Sensitivity to Client Needs Module:</u></p> <ol style="list-style-type: none"> 1. Describe the major stages of human development and the basic health needs of humans. <ol style="list-style-type: none"> a. Describe five common characteristics of growth and development. b. Describe human needs theory regarding human actualization. 2. Describe the needs of clients of different age groups and how those needs can affect behaviors and attitudes. <ol style="list-style-type: none"> a. Describe the 3 different types of needs that humans have across the life span. b. List the basic needs of infants, children and adolescents. c. List the developmental needs of young adults and older adults. 3. Describe the types of emotional, spiritual, mental health and social needs of clients and their families. <ol style="list-style-type: none"> a. Define family. b. List five functions of families. c. Describe family influence on healthcare. d. Describe emotional needs of clients and their families. e. Describe spiritual needs of clients and their families.

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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES		
		High School	Postsecondary	
	MEASURE 10.01.02 Identify body system changes in light of diseases, disorders and wellness.	Y	Y	<p>f. Describe mental health issues of clients and their families. g. Describe social needs of clients and their families.</p> <p>4. Explain how different diseases can influence the functioning, behaviors, and attitudes of individuals including dementia/Alzheimer's Disease.</p> <p>a. Describe how chronic illness affects individual coping and behaviors. b. Describe how acute illness affects coping and behaviors.</p> <p>5. Describe selected client service strategies, including customer service their impact on quality client care and the importance of client participation in group/family activities.</p> <p>a. Identify ways that healthcare workers can promote client services. b. Discuss ways that quality client care can be enhanced in the health care setting. c. List common expectations for service. d. Discuss importance of client/family inclusion group activities</p> <p>6. Define the stages and processes of death and dying and the influences those stages have on clients and their families.</p> <p>a. List the emotional stages of grief that occurs in death and dying. b. List the needs of the dying client and their family. c. List the different causes of death and describe how this may affect the client and families ability to progress through the stages of death.</p> <p>7. Describe how to care for the clients' environment</p> <p>a. Discuss importance of clean environment.</p>
INDICATOR 10.02 Patient Care: Provide appropriate patient/client monitoring and care	MEASURE 10.02.01 01 Accurately gather and report data on patient/client.	Y	Y	<p><u>EXAMPLE: See Minnesota's Health Care Core Curriculum - Communication in Healthcare Module:</u></p> <p>5. Explain the components of accurate and appropriate documentation and reporting including common medical abbreviations.</p> <p>(See Indicator 01.01)</p>

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PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES		COMMENTS
		High School	Postsecondary	
	<p>MEASURE 10.02.02 Understand the responsibility for reporting situations outside normal parameters.</p> <p>MEASURE 10.02.03 Accurately measure vital signs.</p> <p>MEASURE 10.02.04 Demonstrate appropriate patient handling skills.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p>	
<p>INDICATOR 10.03 Therapeutic Plan: Understand the purpose of therapeutic plans.</p>	<p>MEASURE 10.03.01 Demonstrate understanding of the purpose of a therapeutic plan.</p>	<p>Y</p>	<p>Y</p>	<p><u>EXAMPLE: Minnesota's Health Care Core Curriculum - Communication in Healthcare Module:</u></p> <p>8. Using a problem solving process applied to healthcare situations, describe how healthcare workers can effectively communicate with their clients and team members.</p> <p>a. Describe the steps in problem identification and solution utilizing a team approach.</p> <p>b. Describe workplace situations in which problem-solving processes are utilized.</p>

Technical Skill Assessment Blueprint

7/1/2015

Pathway: Therapeutic Services

Cluster: Health Science

An "assessment blueprint" is a document that indicates the knowledge and skills that will be covered in an assessment instrument and the percentage of the assessment that will be devoted to each area of knowledge and skills. The Minnesota assessment blueprints will be used to review the appropriateness of existing assessments by determining how closely those assessments match up to what the Health Science Therapeutic Services career pathway working groups have determined should be assessed. The assessment blueprints can also be used to guide the development of new assessments where suitable third-party assessments do not exist.

		SECONDARY	POST-SECONDARY	BUSINESS & INDUSTRY
		% of Assessment ↓	% of Assessment ↓	% of Assessment ↓
TOPIC 1	ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and education opportunities within a career cluster and/or career pathway.	15%	18%	15%
TOPIC 2	COMMUNICATIONS - Communicate clearly and effectively with reason including technical terminology and information.	9%	10%	15%
TOPIC 3	PROBLEM-SOLVING AND CRITICAL THINKING - Utilize critical thinking skills to make sense of problems and persevere in solving them. Employ valid, reliable research strategies. Demonstrate creativity and innovation.	17%	18%	15%
TOPIC 4	TECHNOLOGY APPLICATIONS - Use technology to enhance productivity.	6%	5%	5%
TOPIC 5	ORGANIZATIONAL AND GLOBAL SYSTEMS – Understand the environmental, social, and economic impacts of decisions within an organization. Understand global context of industries and careers.	6%	2%	2%
TOPIC 6	SAFETY, HEALTH, AND ENVIRONMENT – Understand the importance of safety, health, and environmental management systems and their importance to organizational performance and regulatory compliance.	10%	10%	15%
TOPIC 7	LEADERSHIP AND TEAMWORK - Use leadership in collaborating with others to accomplish productive organizational goals and objectives with an awareness of cultural/global competence.	5%	4%	3%
TOPIC 8	ETHICS AND LEGAL RESPONSIBILITIES – Know, understand, and model the importance of ethics, integrity, and legal responsibilities.	9%	9%	12%
TOPIC 9	CAREER DEVELOPMENT, EMPLOYABILITY, AND CITIZENSHIP –Attend to personal health and financial well-being. Know and understand the importance of employability skills. Plan education and career paths aligned to personal goals and employability goals. Act as a responsible and contributing citizen and employee.	6%	6%	3%
TOPIC 10	TECHNICAL SKILLS - Use of technical knowledge and skills required to pursue careers in the Therapeutic Services career pathway, including knowledge of design, operation, and maintenance of technological systems.	17%	18%	15%
		100%	100%	100%



Health Sciences: Therapeutic Services Career Pathway

Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty--Effective Graduates 2015 & Beyond

This Career Pathway Plan of Study (based on the Therapeutic Services Career Pathway of the Health Sciences Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path.

Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals.

**This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Therapeutic Services Career Pathway	SAMPLE Occupations Relating to This Pathway	
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>									
SECONDARY	9	English/ Language Arts I	Geometry	Earth or Life or Physical Science	Government & Citizenship/ Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements including art, health, physical education, and world language. HOSA, Scrubs Camp, SkillsUSA, or other CTE student organization activities are also important for personal growth and leadership development.	<ul style="list-style-type: none"> Health Science 1: Introduction to Health Science including careers in Therapeutic Services Computer Technology 	OCCUPATIONS REQUIRING: Less than Baccalaureate Degree <ul style="list-style-type: none"> ► Anesthesiologist Assistant ► Clinical Medical Assistant ► Dental Assistant/ Hygienist ► Dental Lab Technician ► EMT/Paramedic ► Home Health Aide ► Licensed Practical Nurse ► Massage Therapist ► Orthotist/ Prosthetist ► Pharmacist/Pharmacy Technician ► Radiologic Technician ► Registered Nurse ► Registered Nursing Assistant ► Respiratory Therapist ► Surgical Technician 	
	10	English/ Language Arts II	Algebra II	Biology	U.S. History		<ul style="list-style-type: none"> Health Care Core Curriculum Medical Terminology Foods & Nutrition I 		
	11	English/ Language Arts III	Probability & Statistics	Chemistry or Physics or CTE Science Equivalent	World History		<ul style="list-style-type: none"> Introduction to Nursing Assistant Human Body Systems Job Shadowing, Mentorships 		
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>								
	12	English/ Language Arts IV	Pre-calculus or Calculus or CTE Math Equivalent	Science Elective (i.e. Food Science, Health Science)	Economics (Ag. Ed./ Bus. Ed./ Social Studies)		<ul style="list-style-type: none"> Other Health Science Courses (Emergency Medical Careers, Sports Medicine) Health Internship—Therapeutic Services 		
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>									
POSTSECONDARY	Year 1	Required Transfer Curriculum Goals Determined by Local College Program in College Year 1 and Year 2 - Goal 1: Communication; Goal 2: Critical Thinking/Problem-Solving; Goal 3: Natural Science; Goal 4: Mathematical/Logical Reasoning; Goal 5: History and the Social and Behavior Sciences; Goal 6: The Humanities and the Arts; Goal 7: Human Diversity; Goal 8: Global Perspective; Goal 9: Ethical and Civic Responsibility; Goal 10: People and the Environment				All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. HOSA, SkillsUSA, or other local student organization activities may also be important to include.	<ul style="list-style-type: none"> Core Therapeutic Services Classes (Health Care Core, Therapeutic Services Preparation) 	Baccalaureate Degree <ul style="list-style-type: none"> ► Audiologist ► Chiropractor ► Dentist ► Dietician ► Exercise Physiologist/ Athletic Trainer ► Nurse Practitioner ► Occupational Therapist ► Optometrist ► Physician (MD/DO) ► Physician's Assistant ► Psychologist ► Recreation Therapist ► Social Worker ► Speech Language Pathologist 	
	Year 2						<ul style="list-style-type: none"> Advanced Courses in the Area of Specialization 		
	Yr. 3	Continue courses in the area of specialization.					<ul style="list-style-type: none"> Continue Courses in the Area of Specialization 		
	Yr. 4						<ul style="list-style-type: none"> Complete Major in Area of Specialization in Therapeutic Services (4-year degree program) 		