

North Dakota Health Careers

Content Standards

Approved and Adopted
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North Dakota Department of Career and Technical Education

Wayne Kutzer, State Director

600 E Boulevard Avenue, Dept. 270

Bismarck, North Dakota 58505-0610

www.nd.gov/cte

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Valley City ND

Dr. Wayne G. Sanstead
North Dakota Department of Public Instruction
Bismarck ND

**North Dakota Health Careers
Content Standards Writing Team Members**

Keana Schuler
Assistant State Supervisor
ND Department of Career and Technical Education
600 E. Boulevard Avenue, Department 270
Bismarck, ND 58505-0610
(701) 328-3163
kmschuler@nd.gov

Kim Adams
Grand Forks Central High School
Grand Forks ND

Pat Axtman
Williston Public Schools
Williston ND

Ann Englebretson
Fargo South/Davies High Schools
Fargo Public Schools
Fargo ND

Susan Grosz
Bismarck Career Academy
Bismarck Public Schools
Bismarck ND

Mary Keller
Magic City Campus
Minot Public Schools
Minot ND

Wanda Opland
Jamestown Public Schools
Jamestown ND

Dani Rowenkamp
Red River High School
Grand Forks Public Schools
Grand Forks ND

Carla Symons
Langdon Public Schools
Langdon ND

Marie Zimmerman
Bismarck Public Schools
Bismarck ND

Table of Contents

Introduction to CTE Standards.....	6
Standards and Topics At A Glance	7
Organization of the Standards Document	8
Competency Categories	9
Keys to Employability.....	9-11
Standard 1 Human Structure and Function	12
Standard 2 Communications	13-14
Standard 3 Systems	14-15
Standard 4 Employability Skills	15-16
Standard 5 Legal Responsibilities.....	17-18
Standard 6 Ethics	18-19
Standard 7 Safety Practices	19-20
Standard 8 Teamwork	21
Standard 9 Health Maintenance Practices	21-22
Standard 10 Technical Skills	23
Standard 11 Information Technology Applications	23-24

INTRODUCTION TO THE CTE STANDARDS

CTE Mission

The mission of the State Board for Career and Technical Education is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Goal

Career and Technical Education (CTE) is a series of educational programs organized to prepare students for careers in their chosen fields, to take leadership roles, and to balance their multiple roles in life. The CTE goal is to create a competitive and knowledgeable work force. CTE programs prepare students with the knowledge and skills to make informed career choices, to integrate and apply academic concepts, to prepare for successful participation in a global society, and to engage in lifelong learning.

The North Dakota standards for each CTE program define expectations for student learning. These expectations guide the development of high-quality and relevant career-focused programs that are consistent across the state.

Process

Writing standards is a multi-phase process. Existing national and/or industry standards are the basis for the North Dakota program standards. In addition, standards from other states are reviewed for essential content. A team of expert secondary and postsecondary teachers, business and industry representatives, and the state program supervisor(s) draft the standards document. Once the document is finalized, the State Board for Career and Technical Education approves and adopts the standards. The standards documents are reviewed and updated on a four-year cycle. Further information on the standards can be found at: <http://www.nd.gov/cte/services/standards/>

Academic Integration

The Department of Career and Technical Education strongly believes in the importance of academic integration within each program. CTE courses are a vehicle by which students can apply academic knowledge to everyday life.

Using the Standards

Districts will use the standards as guides for developing curriculum that reflects local needs and are also tailored to prepare young people for the opportunities that exist in North Dakota and elsewhere.

Standard Topics At a Glance

1.0 Human Structure and Function

- 1.1 Structural and Functional organization of the human body
- 1.2 Directional Terms
- 1.3 Body Systems
- 1.4 Diseases and Disorders
- 1.5 Medical Mathematics

2.0 Communications

- 2.1 Concepts of Effective Communication
- 2.2 Reporting and Recording Information
- 2.3 Medical Terminology
- 2.4 Written Communication Skills

3.0 Systems

- 3.1 Identify components of the healthcare delivery system
- 3.2 Identify factors influencing healthcare delivery systems
- 3.3 Discuss common methods of payment for healthcare

4.0 Employability Skills

- 4.1 Personal Traits of the Healthcare Professional
- 4.2 Employability Skills
- 4.3 Career Decision-making
- 4.4 Employability Preparation

5.0 Legal Responsibilities

- 5.1 Legal Implications
- 5.2 Legal Practices

6.0 Ethics

- 6.1 Ethical Boundaries
- 6.2 Ethical Practice
- 6.3 Cultural, Social and Ethnic Diversity

7.0 Safety Practices

- 7.1 Infection Control
- 7.2 Personal Safety
- 7.3 Environmental Safety
- 7.4 Patient and Resident Safety
- 7.5 Common Safety Hazards
- 7.6 Emergency Procedures and Protocols

8.0 Teamwork

- 8.1 Healthcare Teams
- 8.2 Team Member Participation

9.0 Health Maintenance Practices

- 9.1 Healthy Behaviors

10.0 Technical Skills

- 10.1 Technical Skills

11.0 Information Technology Applications

- 11.1 Health Information Management
- 11.2 Information Technology

Organization of the Standards Document

Standard: provides a broad overview or general description of the content.

Topics: describe in general terms what students should know and be able to do.

Competencies: more specifically define the knowledge, skills, and practices of topics and provide the basis for measuring student learning.

Standard 2: Introduction to Construction Math	
Topic 1: Whole Numbers - Add, subtract, multiply, and divide whole numbers, with and without a calculator.	
Introductory	Foundation
<p>1.1.1 List the types of mathematical procedures that trainees will use in the construction industry.</p> <p>1.1.2 Explain how to count out the wrenches needed at the construction site.</p>	<p>1.1.1 Explain that whole numbers are numbers without fractions or decimals.</p> <p>1.1.2 Explain each whole number's place value.</p> <p>1.1.3 Explain that negative numbers are used to represent values less than zero.</p> <p>1.1.4 Explain how to add the values of two or more numbers to find the sum.</p> <p>1.1.5 Demonstrate how to subtract whole numbers.</p> <p>1.1.6 Demonstrate how to multiply simple whole numbers.</p>
Topic 2: Working with Measurements -use a standard ruler and a metric ruler to measure.	
Introductory	Foundation
<p>1.2.1 Identify the types of measurement tools used in the construction trade.</p>	<p>1.2.2 Compare a standard ruler with a metric ruler.</p> <p>1.2.3 Demonstrate the distances shown on a standard ruler, including halves, fourths, eights, and sixteenths.</p> <p>1.2.4 Explain how the architect's scale can be read from left to right or from right to left.</p>

Health Careers Competency Categories

The competencies are further categorized into three divisions: Introductory, Core, and Advanced.

Learners at this level think in complex ways and apply that knowledge to perplexing, real-life situations.

Advanced

Learners at this level **experience** acquired knowledge by **applying** it to situations and self.

Core

Learners at this level **expand** awareness and **build** comprehension of knowledge.

Introductory

Keys to Employability

The eight skills are based on materials gathered from the North Dakota Career Resource Network and the National Career Development Guidelines. These national skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide career and technical educators with the expectations of employers across the United States.

Basic Skills

- Reading-locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- Writing-communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- Arithmetic/Mathematic – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- Listening – receives, attends to, interprets, and responds to verbal messages and other cues.
- Speaking – organizes ideas and communicates orally.

Personal Qualities

- Responsibility – exerts a high level of effort and perseveres towards goal attainment.
- Self-Esteem – believes in own self- worth and maintains a positive view of self.
- Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group setting.
- Self- Management – assess self accurately, sets personal goals, monitors progress, and exhibits self-control.
- Integrity/Honesty – chooses ethical courses of action.

Technology

- Selects Technology – chooses procedures, tools or equipment including computers and related technologies.
- Applies Technology – understands overall intent and proper procedures for setup and operation of equipment.
- Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

Systems

- Understands Systems - knows how social, organizational, and technological systems work and operates them effectively.
- Monitors and Corrects Performance - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- Improves or Designs Systems - suggests modifications to existing systems and develops new or alternative systems to improve performance.

Thinking Skills

- Creative thinking –generates new ideas.
- Decision making – specifies goals.
- Problem Solving – recognizes problems and devises and implements plan of action.
- Seeing Things in the Mind's Eye – organizes, processes symbols, pictures, graphs, objects and other information.
- Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.
- Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Resources

- Time – selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- Money – uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- Material and Facilities – acquires, stores, allocates, and uses materials or space efficiently.
- Human Resources – assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Information

- Acquires and Evaluates Information.
- Organizes and Maintains Information.
- Interprets and Communicates Information.
- Uses Computers to Process Information.

Interpersonal

- Participates as a Member of a Team - contributes to group effort.
- Teaches Others New Skills
- Serves Client/Customers - works to satisfy customer's expectations.
- Exercises Leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- Negotiates - works toward agreements involving exchange of resources; resolves divergent interests.
- Works with Diversity - works well with men and women from diverse backgrounds.

NORTH DAKOTA HEALTH CAREERS STATE STANDARDS

Standard 1: Human Structure and Function

Topic 1: Structural and Functional organization of the human body

Introductory	Core	Advanced
	1.1.1 Describe the cell as the basic structure of all living things. 1.1.2 Identify the four types of tissues. 1.1.3 Define composition of organs. 1.1.4 List the organs that compose each body system. 1.1.5 Identify the function of each body system.	

Topic 2: Directional Terms

Introductory	Core	Advanced
	1.2.1 Label body planes. 1.2.2 Identify directional terms as they relate to the human body. 1.2.3 Label the quadrants and regions of the abdomen. 1.2.4 Label the body cavities. 1.2.5 Identify the organs in each quadrant, region or cavity.	

Topic 3: Body Systems

	1.3.1 Describe the structure and function of each body systems (i.e., integumentary, skeletal, muscular, circulatory, digestive, respiratory, nervous, special senses, reproductive, urinary, lymphatic and endocrine).	
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Topic 4: Diseases and Disorders		
	1.4.1 Describe the common diseases and disorders of each body system including prevention, pathology, diagnosis and treatment.	
	1.4.2 Discuss emerging diseases, disorders and therapies.	
Topic 5: Medical Mathematics		
	1.5.1 Perform mathematical computations related to healthcare procedures.	
	1.5.2 Convert units in the metric system.	
	1.5.3 Convert household measurements to metric.	
	1.5.4 Interpret diagrams, charts, graphs, and tables.	
	1.5.5 Record time using the 24-hour clock.	

Standard 2: Communications

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

Topic 1: Concepts of Effective Communication

Introductory	Core	Advanced
	<ul style="list-style-type: none">2.1.1 Identify the three essential elements of communication using a sender-receiver model including feedback.2.1.2 Identify the elements of effective communications.2.1.3 List the methods of non-verbal communications.2.1.4 Identify factors that interfere with communication i.e. physical disabilities, psychological barriers.2.1.5 Describe the impact of family, community, and other cultural diversity on the communication process.2.1.6 Apply speaking and active listening skills in the communication process.	

Topic 2: Reporting and Recording Information

	<ul style="list-style-type: none">2.2.1 Identify subjective information.2.2.2 Identify objective information.	
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Topic 3: Medical Terminology

Introductory	Core	Advanced
	<ul style="list-style-type: none">2.3.1 Recall roots, prefixes, and suffixes to communicate information.2.3.2 Define, pronounce, and spell key medical terms correctly.2.3.3 Identify medical abbreviations and their meanings.2.3.4 Integrate medical terminology as it relates to body systems.	

Topic 4: Written Communication Skills

Introductory	Core	Advanced
	2.4.1 Spell words correctly. 2.4.2 Apply elements of written and electronic communication (spelling, grammar, and formatting). 2.4.3 Organize content (chronologically, sequentially and/or pro/con).	

Standard 3: Systems

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.

Topic 1: Identify components of the healthcare delivery system

Introductory	Core	Advanced
	<p>3.1.1 Define private and public health care facilities (i.e. hospitals, ambulatory facilities, long term care, home health, medical/dental offices, and mental health services.)</p> <p>3.1.2 Discuss government healthcare agencies and services (i.e. CDC, FDA, WHO, OSHA, DHHS, Veterans Administration.</p> <p>3.1.3 Discuss voluntary and nonprofit health agencies (e.g. March of Dimes, American Heart Association, American Cancer Society, Hospice).</p> <p>3.1.4 Discuss local, state and national professional and student organizations (e.g. Skills USA, HOSA, ANA, SNA).</p>	

Topic 2: Identify factors influencing healthcare delivery systems

Introductory	Core	Advanced
	<p>3.2.1 Describe history, evolution and trends in the healthcare delivery system model (i.e. aging population, technology, finances, culture, uninsured and underinsured, wellness, ambulatory clinics, home health care, Diagnostic Related Groups.</p>	

	3.2.2 Explain the impact of emerging issues in healthcare such as epidemiology, bioethics, and socioeconomics on healthcare delivery systems.	
Topic 3: Discuss common methods of payment for healthcare		
Introductory	Core	Advanced
	3.3.1 Define key terms related to health insurance (i.e. premiums, deductibles, co-payment, co-insurance). 3.3.2 Compare and contrast the different types of health insurance plans (i.e. Managed care, Medicaid, Medicare, PPO, HMO, Work Force Safety and Insurance, Tricare).	

Standard 4: Employability Skills

Healthcare professionals 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.

Topic 1: Personal Traits of the Healthcare Professional

Introductory	Core	Advanced
	4.1.1 Identify the personal traits and attitudes desirable in a member of the healthcare team. 4.1.2 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior. 4.1.3 Utilize time management skills (e.g., attendance, work completed by deadlines, work/life balance, prioritize responsibilities).	

Topic 2: Employability Skills

Introductory	Core	Advanced
	4.2.1 Perform tasks as instructed. 4.2.2 Demonstrate healthy lifestyle practices as they relate to the health care setting. 4.2.3 Interact appropriately and respectfully with diverse ethnic, age, gender, cultural, religious and socioeconomic groups in various healthcare settings. 4.2.4 Adopt personal and professional appearance and hygiene habits appropriate to the healthcare environment and industry expectations. 4.2.5 Accept responsibility for one's own actions. 4.2.6 Practice personal, professional, and leadership traits (i.e. attendance, honesty, dependability, willingness to learn, patience, enthusiasm, tact, self-motivation, responsibility, discretion, teamwork).	

	4.2.7 Participate in career exploration, job shadowing, clinical activities and service learning as outlined in individual assignments.	
Topic 3: Career Decision-making		
Introductory	Core	Advanced
	<p>4.3.1 Discuss levels of education, career levels, credentialing requirements, and employment trends in healthcare.</p> <p>4.3.2 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).</p> <p>4.3.3 Problem solving independently and as a team member.</p> <p>4.3.4 Independently utilize critical thinking skills such as analysis synthesis and evaluation.</p>	
Topic 4: Employability Preparation		
Introductory	Core	Advanced
	<p>4.4.1 Develop components of a personal portfolio (i.e. Resume, Certifications, work history, volunteer hours).</p> <p>4.4.2 Demonstrate the process for obtaining employment (i.e. completing a sample job application, social networking and electronic application).</p>	

Standard 5: Legal Responsibilities

Healthcare professionals will understand the legal responsibilities, limitations and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.

Topic 1: Legal Implications

Introductory	Core	Advanced
	<p>5.1.1 Differentiate between Criminal and Civil Law.</p> <p>5.1.2 Describe torts and the consequences as related to health care. (malpractice; negligence; assault and battery; invasion of privacy; false imprisonment; physical, verbal, psychological and sexual abuse; defamation: slander and libel)</p> <p>5.1.3 List the requirements of a contract including offer, acceptance, compensation, legal disability and agent.</p> <p>5.1.4 Describe implied and expressed contract.</p> <p>5.1.5 Apply procedures for accurate documentation and record keeping as legal documents including paper and computer health care record.</p> <p>5.1.6 Explain privileged communication. (Confidential information)</p> <p>5.1.7 Identify privileged information that must be reported by law. (births and deaths, injuries caused by violence, drug abuse, communicable diseases including STD's)</p>	

Topic 2: Legal Practices		
Introductory	Core	Advanced
	5.2.1 Discuss Health Insurance Portability and Accountability Act. 5.2.2 Pass HIPAA certification as per facility policy. 5.2.3 Describe end of life legal issues (i.e.: Organ Donation, Advance Directives including Durable Power of Attorney and Living Will.) 5.2.4 Summarize the Patient’s Bill of Rights. 5.2.5 Paraphrase the Resident’s Bill of Rights. 5.2.6 Explain informed consent. 5.2.7 Explain laws governing employment (e.g. Americans with Disabilities Act, Civil Rights Act of 1964, Occupational Safety and Health Act, sexual harassment, grievance policies, and scope of practice)	

Standard 6: Ethics
 Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic difference within the healthcare environment. They will perform quality healthcare delivery.

Topic 1: Ethical Boundaries

Introductory	Core	Advanced
	6.1.1 Differentiate between ethical and legal issues impacting healthcare. 6.1.2 Describe the Hippocratic Oath. 6.1.3 Summarize a Professional Code of Ethics. 6.1.4 Compare and contrast ethical issues and their implications related to health care. (i.e. euthanasia, end of life, organ transplants, artificial conception, ethical dilemmas, biomedical therapies.)	

Topic 2: Ethical Practice

Introductory	Core	Advanced
	6.2.1 Apply procedures for reporting activities and behaviors that affect health, safety and the welfare of others. (i.e. incident reports, ethics committees.) 6.2.2 Demonstrate professional and ethical practice in health care.	

Topic 3: Cultural, Social and Ethnic Diversity

Introductory	Core	Advanced
	6.3.1 Discuss religious, ethnic, and cultural values as they impact healthcare. 6.3.2 Demonstrate respectful and empathetic treatment of ALL patients and clients.	

Standard 7: Safety Practices

Healthcare professionals 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.

Topic 1: Infection Control

Introductory	Core	Advanced
	7.1.1 Describe principles of infection control. 7.1.2 Describe standard precautions. 7.1.3 Identify cleaning, disinfection and sterilization techniques 7.1.4 Analyze methods to control the spread of pathogenic microorganisms. 7.1.5 Compare and contrast medical vs. surgical asepsis. 7.1.6 Demonstrate the principles of infection control (i.e., hand washing, PPE, standard precautions, isolation precautions.) 7.1.7 Differentiates between the types of infections (i.e., Nosocomial and opportunistic.) 7.1.8 Identify and describe the five classes of microorganisms. 7.1.9 Discuss occupational exposure risks to healthcare professionals (i.e., Hepatitis B virus (HBV), Hepatitis C virus (HCV), Human immunodeficiency virus (HIV). 7.1.10 Explain the control of blood borne pathogens standards according to OSHA (i.e., needle sticks, spills, sharps disposal.) 7.1.11 Identify and describe the 6 links in the Chain of Infection and ways to interrupt the chain.	

Topic 2: Personal Safety

Introductory	Core	Advanced
	7.2.1 Apply principles of body mechanics, ergonomics, and injury prevention.	

Topic 3: Environmental Safety		
Introductory	Core	Advanced
	7.3.1 Apply safety techniques in the work environment (i.e. Ergonomics and Equipment and solutions safety.)	
Topic 4: Patient and resident safety		
	7.4.1 Apply proper safety techniques to prevent accident and Injury to the client (i.e. identification, call lights, positioning.)	
Topic 5: Common Safety Hazards		
Introductory	Core	Advanced
	7.5.1 Comply with safety signs, symbols, and labels. 7.5.2 Describe the potential implications of exposure to hazardous materials. 7.5.3 Interpret Material Data Safety sheets (MSDS).	
Topic 6: Emergency Procedures and Protocols		
Introductory	Core	Advanced
	7.6.1 Practice fire safety in a healthcare setting. (i.e. RACE, PASS) 7.6.2 Apply principles of basic emergency response in natural disasters and other emergencies.	

Standard 8: Teamwork

Healthcare professionals will understand the roles and responsibilities of individual members as part of the 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.

Topic 1: Healthcare Teams

Introductory	Core	Advanced
	8.1.1 Differentiate roles and responsibilities of health care team members. 8.1.2 List the benefits of an effective team in the work environment. 8.1.3 Identify the characteristics of an effective team.	

Topic 2: Team Member Participation

Introductory	Core	Advanced
	8.2.1 Identify methods for building positive team relationships (e.g. role model and mentor). 8.2.2 Compare and contrast attributes and attitudes of an effective leader. 8.2.3 Apply effective techniques for managing team conflict.	

Standard 9: Health Maintenance Practices

Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

Topic 1: Healthy Behaviors

Introductory	Core	Advanced
	<p>9.1.1 Apply behaviors that promote health and wellness.</p> <p>9.1.2 Discuss the components of good nutrition (i.e. calories, proteins, carbs, fats, vitamins, minerals, and water).</p> <p>9.1.3 Discuss healthy eating habits.</p> <p>9.1.4 Discuss national nutrition guidelines.</p> <p>9.1.5 Analyze nutrition labels.</p> <p>9.1.6 Discuss normal weight ranges, BMI, and factors and diseases attributed to obesity.</p> <p>9.1.7 Identify the benefits of regular exercise.</p> <p>9.1.8 Identify benefits of optimal hours of sleep and factors to improve sleep.</p> <p>9.1.9 Describe strategies for the prevention of diseases (i.e., health screenings and examinations, immunizations.)</p> <p>9.1.10 Discuss importance of treating illness in early stages.</p> <p>9.1.11 Define internal and external stressors.</p> <p>9.1.12 Identify ways to minimize and manage stressors.</p> <p>9.1.13 Identify health risk behaviors.</p> <p>9.1.14 Discuss complementary (alternative) health practices as they relate to wellness and disease prevention.</p> <p>9.1.15 Investigate Alternative and Complimentary therapies e.g. acupuncture, massage therapy, reflexology, aromatherapy.</p> <p>9.1.16 Examine a Holistic approach to wellness (i.e., physical, mental, emotional and spiritual well –being.)</p>	

Standard 10: Technical Skills

Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate. *Additional technical skills may be included in a program of study based on career specialties.

Topic 1: Technical Skills

Introductory	Core	Advanced
	10.1.1 Apply procedures for measuring and recording vital signs including the normal ranges, appropriate equipment and techniques and implications of abnormal readings. 10.1.2 Apply skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.	

Standard 11: Information Technology Applications

Healthcare professionals will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

Topic 1: Health Information Management

Introductory	Core	Advanced
	11.1.1 Utilize current computer hardware and software. 11.1.2 Identify the various components of records and files common to healthcare settings. (i.e. legal documents, patient medical record).	

Topic 2: Information Technology

Introductory	Core	Advanced
	11.2.1 Identify technology applications in healthcare settings. 11.2.2 Discuss the use of technology (fax, e-mail, and internet) to access and distribute data and other information. 11.2.3 Apply policies of security and confidentiality with electronic patient information per facility practice.	