# Competency Task List – Secondary Component

# Health Professions and Related Clinical Sciences, Other CIP 51.9999

# High School Graduation Years 2025, 2026, 2027

## 100 Orientation and Safety

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
|  | RESERVED (101-102) |   |   |
| 103 | Identify course objectives. |  |  |
| 104 | Follow clinical skill area rules and regulations. |  |  |
| 105 | Follow dress code. |  |  |
|  | RESERVED (106) |  |  |
| 107 | Differentiate between hospitals, long-term care agencies, and home health agencies as to their history, purpose, and their expectations of the health care professional. |  |  |
| 108 | Follow clinical experience guidelines and procedures. |  |  |
| 109 | Follow OSHA standards and Centers for Disease Control (CDC) standard precautions. |  |  |
| 110 | Follow the Right to Know law and the importance of maintaining Safety Data Sheets (SDS) for all chemicals. |  |  |
|  | RESERVED (111-112) |  |  |
| 113 | Identify and follow the chain of command in an organizational structure.  |  |  |
| 114 | Follow safety and emergency procedures in the educational setting.  |  |  |
| 115 | Report nonfunctioning equipment.  |  |  |

## 200 Legal and Ethical Issues

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 201 | Differentiate and explain advanced directives. |   |   |
| 202 | Uphold confidentiality of records and information as required by HIPAA and state privacy laws. |   |   |
| 203 | Promote the client's right to make personal choices to accommodate individual needs. |   |   |
| 204 | Identify and practice professional standards for health care professionals. |   |   |
| 205 | Identify and apply legal responsibilities of the health care professional. |   |   |
| 206 | Identify and discuss ethical issues as related to the health care professional. |   |   |

## 300 Communication

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| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 301 | Practice effective communication in all forms (written, verbal, nonverbal). |  |   |
|  | RESERVED (302) |  |   |
| 303 | Document objective and subjective observations using approved medical language. |  |  |
|  | RESERVED (304-305) |  |  |
| 306 | RESERVED |  |  |
| 307 | Demonstrate effective conflict management skills.  |  |  |
| 308 | Construct and demonstrate Situation Background Assess and Recommendations (SBAR) |  |  |

## 400 Infection Control

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 401 | Recognize and apply the concepts of the chain of infection.  |  |   |
| 402 | Follow hand hygiene protocols. |  |   |
| 403 | Follow standard and transmission-based precautions in all health settings. |  |  |
| 404 | Explain blood borne pathogens, sharps disposal, and biohazards.  |  |  |
| 405 | Follow correct isolation and safety techniques in care of infectious clients, including use of proper personal protective equipment (PPE). |  |  |
| 406 | RESERVED |  |  |
| 407 | Differentiate between medical versus surgical asepsis in performing cleaning, disinfecting, and sterilizing techniques to prevent disease transmission. |  |  |
|  | RESERVE (408) |  |  |
| 409 | Don and doff non-sterile gloves. |  |  |
|  | RESERVED (410) |  |  |

## 500 Reserved

## 600 Emergency Care and Disaster Preparedness

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 601 | Perform cardiopulmonary resuscitation (CPR) and first aid. |   |   |
|  | RESERVED (602) |   |   |
| 603 | Follow emergency response/crisis plan procedures in the healthcare facility. |   |   |
| 604 | Identify potential fire hazards and safety procedures, including rescue, alarm, contain, and extinguish (RACE) and pull, aim, squeeze, and sweep (PASS). |   |   |

## 700 Human Needs and Human Development

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 701 | Discuss human growth and development through the lifespan. |   |   |
| 702 | Discuss cultural diversity. |  |  |
| 703 | Identify psychosocial changes in the client. |  |  |
| 704 | Practice open-mindedness in assisting clients in expressing their personal faith, religious beliefs, and cultural diversity. |  |  |
| 705 | Provide accommodations for sensory impaired (blind or deaf) clients. |  |  |

## 800 Body Mechanics, Moving, Lifting, and Positioning

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 801 | Assist the client with dangling, standing, and walking. |   |   |
| 802 | Transfer client from bed to chair and wheelchair and from stretcher to bed. |   |   |
| 803 | Turn and position a client both in bed and in a chair. |   |   |
| 804 | Identify and discuss safety hazards, including slips, trips, and the risks of falls. |  |  |
| 805 | Demonstrate transferring, positioning, and transporting of a client with special needs, including bariatric clients. |  |  |
|  | RESERVED (806) |  |  |
| 807 | Operate a mechanical lift under supervision in a laboratory setting.  |  |  |
| 808 | Discuss use of restraints and alternative measures of restraints. |  |  |
| 809 | Identify and practice proper body mechanics. |  |  |
| 810 | Demonstrate proper use of a gait belt. |  |  |

## 900 Personal Care Skills

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 901 | Provide privacy when delivering personal care. |   |   |
| 902 | Assist the client to dress and undress. |   |   |
| 903 | Assist the client with bathing and personal grooming, including the principles of hand and foot care. |   |   |
| 904 | Observe and report condition of the skin. |  |  |
| 905 | Administer oral hygiene for both the conscious and unconscious client. |  |  |
| 906 | Identify stages of decubitus ulcers (bed sores) and discuss prevention and treatment options. |  |  |

## 1000 Urinary Elimination/Bowel Elimination

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1001 | Assist the client in toileting and bladder training. |   |   |
| 1002 | Provide catheter care. |   |   |
| 1003 | Provide perineal care. |   |   |
| 1004 | Apply briefs. |  |  |
| 1005 | Provide standard bedpan and fracture pan assistance. |  |  |
| 1006 | Document patients fecal and urinary output. |  |  |

## 1100 Nutrition and Hydration

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1101 | List principles of nutrition. |   |   |
| 1102 | Confirm appropriate therapeutic diet for a client based on the client’s medical needs.  |   |   |
| 1103 | Assist a client with eating meals. |   |   |
| 1104 | Feed a neurological or sensory deprived client. |  |  |
| 1105 | Measure and record intake and output. |  |  |
| 1106 | Identify and describe levels of the International Dysphagia Diet Standardization Initiative (IDDSI) framework |  |  |

## 1200 Basic Clinical Skills

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
|  | RESERVED (1201-1202) |   |   |
| 1203 | Measure and record a client's oral, axillary, rectal, and electronic temperature. |   |   |
| 1204 | Measure and record a client's radial and apical pulse. |  |  |
| 1205 | Measure and record a client's respirations. |  |  |
| 1206 | Measure and record a client's blood pressure. |  |  |
| 1207 | Measure and record a client's pulse oximetry. |  |  |
| 1208 | Apply compression stockings. |  |  |
| 1209 | Make an unoccupied bed. |  |  |
| 1210 | Make an occupied bed. |  |  |
| 1211 | Measure and record height and weight. |  |  |
| 1212 | Handle soiled linen. |  |  |
| 1213 | Provide for the client's safe, clean, and comfortable environment. |  |  |

## 1300 Mental Health and Mental Illness

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1301 | Identify and discuss the various types of mental health disorders. |   |   |
| 1302 | Use reality orientation and de-escalation techniques with agitated and/or confused client. |   |   |
| 1303 | Use communication skills and techniques with easily agitated or frightened clients. |   |   |
| 1304 | Identify and utilize skills/techniques with clients exhibiting repetitive behaviors. |  |  |

## 1400 Rehabilitation and Restorative Care

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1401 | Assist the client with ambulatory and transfer devices, e.g., cane, quad cane, walker, crutches, wheelchair. |   |   |
| 1402 | Perform range of motion exercises (passive and active). |   |   |
| 1403 | Recognize various assistive devices when assisting the client. |   |   |

## 1500 Death and Dying

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1501 | Discuss personal feelings and attitude about death.  |   |   |
| 1502 | Explain how culture and religion influence a person's attitude toward death and the bereavement process. |   |   |
| 1503 | Discuss the goals of hospice care. |   |   |
| 1504 | Discuss the stages of dying. |  |  |
| 1505 | Report the common signs of a client's approaching death. |  |  |
| 1506 | Discuss the postmortem care of a client with respect to their cultural background and beliefs while maintaining the client's right to dignity and respect. |  |  |

## 1600 Medical Terminology

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1601 | Differentiate between roots, prefixes, and suffixes in medical terms. |   |   |
| 1602 | Identify and define abbreviations used in medical documents. |   |   |
| 1603 | Differentiate between medical specialties and their specific terminology. |   |   |
| 1604 | Use medical language within the educational setting. |  |  |
| 1605 | Use anatomical medical terms when discussing health and illness of the body. |  |  |

## 1700 Allied Health Skills

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
|  | RESERVED (1701) |   |   |
| 1702 | Maintain client records. |   |   |
| 1703 | Complete manual filing skills.  |   |   |
| 1704 | Position client for specific examinations as indicated by physician. |  |  |
| 1705 | Perform visual acuity test. |  |  |
| 1706 | Demonstrate methods of collection, special handling and labeling of specimens. |  |  |
| 1707 | Identify the principles and process in performing an electrocardiogram (EKG). |  |  |
| 1708 | Measure blood glucose using a glucometer, proper strips, and manufacturer glucose controls or standards.  |  |  |
| 1709 | Identify the importance of maintaining the client record.  |  |  |
| 1710 | Demonstrate the principles of admitting, discharging, and transferring a client. |  |  |
| 1711 | Discuss use of electronic medical records (EMR). |  |  |

## 1800 Anatomy, Physiology, and Pathophysiology

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1801 | Identify the basic structure of the human body. |   |   |
| 1802 | Label body planes, directions, and cavities. |   |   |
| 1803 | Identify the organs and explain the function of the respiratory system. |   |   |
|  | RESERVED (1804) |  |  |
| 1805 | Identify disease processes of the respiratory system. |  |  |
| 1806 | Identify the organs and explain the function of the circulatory system. |  |  |
|  | RESERVED (1807) |  |  |
| 1808 | Identify disease processes of the circulatory system. |  |  |
| 1809 | Identify the organs and explain the function of the integumentary system. |  |  |
|  | RESERVED (1810) |  |  |
| 1811 | Identify disease processes of the integumentary system. |  |  |
| 1812 | Identify the organs and explain the function of the muscular system. |  |  |
|  | RESERVED (1813) |  |  |
| 1814 | Identify disease processes of the muscular system. |  |  |
| 1815 | Identify the organs and explain the function of the nervous system. |  |  |
|  | RESERVED (1816) |  |  |
| 1817 | Identify disease processes of the nervous system. |  |  |
| 1818 | Identify the organs and explain the function of the digestive system. |  |  |
|  | RESERVED (1819) |  |  |
| 1820 | Identify disease processes of the digestive system. |  |  |
| 1821 | Identify the organs and explain the function of the urinary system. |  |  |
|  | RESERVED (1822) |  |  |
| 1823 | Identify disease processes of the urinary system. |  |  |
| 1824 | Identify the organs and explain the function of the reproductive system. |  |  |
|  | RESERVED (1825) |  |  |
| 1826 | Identify the disease processes of the reproductive system. |  |  |
| 1827 | Identify the organs and explain the function of the lymphatic and immune systems. |  |  |
|  | RESERVED (1828) |  |  |
| 1829 | Identify disease processes of the lymphatic and immune systems. |  |  |
| 1830 | Identify the organs and explain the function of the endocrine system. |  |  |
|  | RESERVED (1831) |  |  |
| 1832 | Identify the disease processes of the endocrine system. |  |  |
| 1833 | Identify the organs and explain the function of the special senses. |  |  |
| 1834 | Identify the disease processes of the special senses. |  |  |
| 1835 | Identify the organs and explain the function of the skeletal system. |  |  |
| 1836 | Identify the disease processes of the skeletal system. |  |  |

## 1900 Mathematics in Allied Health

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1901 | Apply mathematical principles in healthcare.  This is very broad, is it needed? (see modification) |   |  |
| 1902 | Identify systems of measurements used in a clinical setting. |   |   |
| 1903 | Identify and convert between measurement systems, including the metric system. |   |   |

## 2000 21st Century Interpersonal Skills

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| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 2001 | Develop relationships with a range of clients, co-workers, and community partners who may represent a wide variety of cultural diversities.  |   |   |
| 2002 | Practice active listening skills to obtain and clarify information. |   |   |
| 2003 | Identify and exhibit ethical behaviors. |   |   |
| 2004 | Differentiate between productive and questionable ethical practices. |  |  |
| 2005 | Describe and recognize discrimination and harassment/bullying behaviors. |  |  |
| 2006 | Describe and recognize positive leadership qualities. |  |  |
| 2007 | Display effective communication skills, including eye contact, handshake, professional attire, and positive professional body language. |  |  |
| 2008 | Investigate stress management and stress reduction techniques. |  |  |
| 2009 | Investigate telehealth medicine.  |  |  |

1 Student Demonstrated Entry-Level Industry Proficiency as Indicated by (X)

Secondary CTE Instructor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_