Skills-to-Course Matrix

Health Sciences Southridge High School Portland Community College Sep-19

Health Sciences Cluster

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those co Note: The option specific industry or if you want to

NCES Identify standa Note: ⁻ specifi	code for the c those course rds that are ta The optional F c industry foci	vear of post-secondary. 6) Enter school course numbers. 7) Enter course (secondary only). 8) Enter number of credits awarded. 9) es that trigger the TSA for this POS. 10) Finally, check those aught with intent and purpose, and are assessed in each course. ocus Area tabs below are included for those POSs that have a very usare using those skill sets for multiple options in a Progam of Study another set of industry validated standards.	/ * *	HEALTHCAREERS	SPORTS MEDICINE	SPORTS MEDICINE 2	SPORTS MEDICINE 3	FIRST AID	[Course Twame]	(Course & Name)	(Course 9 Marne)	(Course 10 Marne)
			H3901	H3902	H499X	H501X	H502X	H310X	[Course Number]	[Course Number]	[Course Number]	[Course Number]
			14001	14001	14062	14062	14062	8055	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
	<u>Clu</u>	ster Knowledge and Skills (CTE standards)	0.5	0.5	0.5	0.5	0.5	0.5	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
сстс*	Code Number	KS Statement	N	N	Υ	Υ	Υ	N	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
HL 1	HL01	Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	x	x	x	x	x	x				
HL 2	HL02	Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	х	х		x	х					
HL 3	HL03	Identify existing and potential hazards to clients, co-workers, visitors, and self in the healthcare workplace.	х	х	х	х	x					
HL 4	HL04	Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.	x	x		x	x	x				
HL 5	HL05	Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	х	х	x	х	х					
HL 6	HL06	Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.	x	x		x	x					

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name] [Date]

Code Number

HLBR01

HLBR02

HLBR03

HLBR04

HLBR05

HLBR06

CCTC*

HL-BRD 1

HL-BRD 2

HL-BRD 3

HL-BRD 4

HL-BRD 5

HL-BRD 6

Biotechnology, Research & Development Focus Area

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names--secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: 1 optional Focus Area tabs below are included for those POSs that have a very specific industry fociusare using those skill sets for multiple options in a Progam of Study or if you want to use anoth set of industry validated standards.

Focus Area Knowledge and Skills (CTE standards)

research, product development and use in society

Summarize and explain the larger ethical, moral and legal issues related to biotechnology

an understanding of the biotechnology product development process.

e <u>ta</u> s l kill	ntify those courses that trigger the TSA for this POS. 10) Finally, check aught with intent and purpose, and are assessed in each course. Note: The below are included for those POSs that have a very specific industry sets for multiple options in a Progam of Study or if you want to use another tandards.	(Course Marke)	(Course 2 Marne)	(Course 3 Marne)	(Course A Name)	(Course 5 Name)	(Course 6 Marne)	(Course 1 Marne)	(Course & Name)	(Course 9 Marne)	(Course to Marie)
		[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
		[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
CL	us Area Knowledge and Skills (CTE standards)	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
er	KS Statement	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
	Summarize the goals of biotechnology research and development within legal and ethical protocols. Apply the fundamentals of biochemistry, cell biology, genetics, mathematical concepts, microbiology, molecular biology, organic chemistry and statistics to conduct effective biotechnology research and development of products. Demonstrate basic knowledge of recombinant DNA, genetic engineering, bioprocessing, monoclonal antibody production, nanotechnology, bioinformatics, genomics, proteomics and transcriptomics to conduct biotechnology research and development.								•		
	Demonstrate the principles of solution preparation, sterile techniques, contamination control, and measurement and calibration of instruments used in biotechnology research.										
	Determine processes for product design and production and how that work contributes to										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

Code Number

HLDG01

HLDG02

HLDG03

HLDG04

HLDG05

CCTC*

HL-DIA 1

HL-DIA 2

HL-DIA 3

HL-DIA 4

HL-DIA 5

Health Diagnostics Focus Area

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very specific industry fociusare using those skill sets for multiple options in a Progar Study or if you want to use another set of industry validated standards.

Focus Area Knowledge and Skills (CTE standards)

Select, demonstrate and interpret diagnostic procedures.

Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.

ci	usare using those skill sets for multiple options in a Progam of se another set of industry validated standards.	(Course)	Conte	Course	Course	Contract	Cones	Conte	Courses	Contracts	Course
		[Course Number]									
		[NCES Code]									
re	a Knowledge and Skills (CTE standards)	[# of Credits]									
er	KS Statement	[TSAY or N?]									
	Communicate key diagnostic information to healthcare workers and										
	patients in an accurate and timely manner.									1	
	Assess and report patient's/client's health status in order to monitor and										
	document patient progress.									1	
	Demonstrate the principles of body mechanics for positioning,										
	transferring and transporting of patients/clients, and perform them									1	
	without injury to the patient/client or self.										
	Environmental and the second s			I							

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name]
[Date]

Health Infomatics Focus Area

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very specific industry fociusare using those skill sets for multiple options in a Progam of Study or if you want to use another set of industry validated standards.

y dy	[Course Marne]	(Course 2 Marine)	(Course 3 Name)	(Course & Name)	(Course 5 Marne)	(Course 6 Name)	(Course 1 Warne)	(Course 8 Name)	(Course 9 Marine)	(Course 10 Marne)	
	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	

			[Course Mulliper]	[Course Mulliper]	[Course Mulliper]	[Course Mulliber]	[Course Number]	[Course Mulliber]		[Course Mulliber]	[Course Mulliber]	[Course Multiper]
			[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
Focus Area Knowledge and Skills (CTE standards)			[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
CCTC*	Code Number	KS Statement	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
HL-HI 1		Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.										
HL-HI 2	HLIF02	Describe the content and diverse uses of health information.										
HL-HI 3		Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name]
[Community College Name]
[Date]

Health Support Services Focus Area

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very specific industry fociusare using those skill sets for multiple options in a Progam of Study or if you want to use another set of industry validated standards.

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Course	Conte	Course's	Course	Courses	Course	Course	Courses	Contract	Course

			[Course Number]									
			[NCES Code]									
	Focus Area Knowledge and Skills (CTE standards)			[# of Credits]								
ССТС*	Code Number	KS Statement	[TSAY or N?]									
HL-SUP 1	HLSS01	Describe, differentiate and safely perform the responsibilities of healthcare support services roles.										
HL-SUP 2	H HI SS02	Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.										
HL-SUP 3		Follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility.										
HL-SUP 4	H 5504	Maximize available resources for proper care and use of healthcare equipment and materials.										
HL-SUP 5	HLSS05	Implement healthcare facility standards in order to maintain high-quality healthcare facilities.										

Skills-to-Course Matrix

Sports Medicine/Health Science

Southridge High School
Portland Community College 30-Aug-19

CCTC*

HL-THR 1

HL-THR 2

HL-THR 3

HL-THR 4

Therapeutic Services Focus Area

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Cours secondary and first year NCES code for the cou Identify those courses standards that are tau Note: The optional Fo specific industry focius or if you want to use a

ary and first year ode for the cours those courses th ds that are <u>taugh</u> ne optional Focu industry fociusa	of post-secondary. 6) Enter school course numbers. 7) Enter see (secondary only). 8) Enter number of credits awarded. 9) at trigger the TSA for this POS. 10) Finally, check those at with intent and purpose, and are assessed in each course. It with intent and purpose are included for those POSs that have a very refusing those skill sets for multiple options in a Progam of Study other set of industry validated standards.	HEALTH CAREERS	HEALTH CAREERS	SPORTS MEDICINE	SPORTS MEDICINE 2	SPORTS MEDICINE 3	FIRST AID	Course Thames	(Course & Marre)	(Course 9 Marnel	Course to Marine 1
		H3901	H3902	H499X	H501X	H502X	H310X	[Course Number]	[Course Number]	[Course Number]	[Course Number]
		14001	14001	14062	14062	14062	8055	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
Focus A	rea Knowledge and Skills (CTE standards)	0.5	0.5	0.5	0.5	0.5	0.5	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
Code Number	KS Statement	N	N	Υ	Υ	Υ	N	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
R 1 HLTS01	Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	x	x	x	x	x	x				
R 2 HLTS02	Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.		х		x	x					
R 3 HLTS03	Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.	x				х					
R 4 HLTS04	Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.		x			x					