

Health: Allied Health

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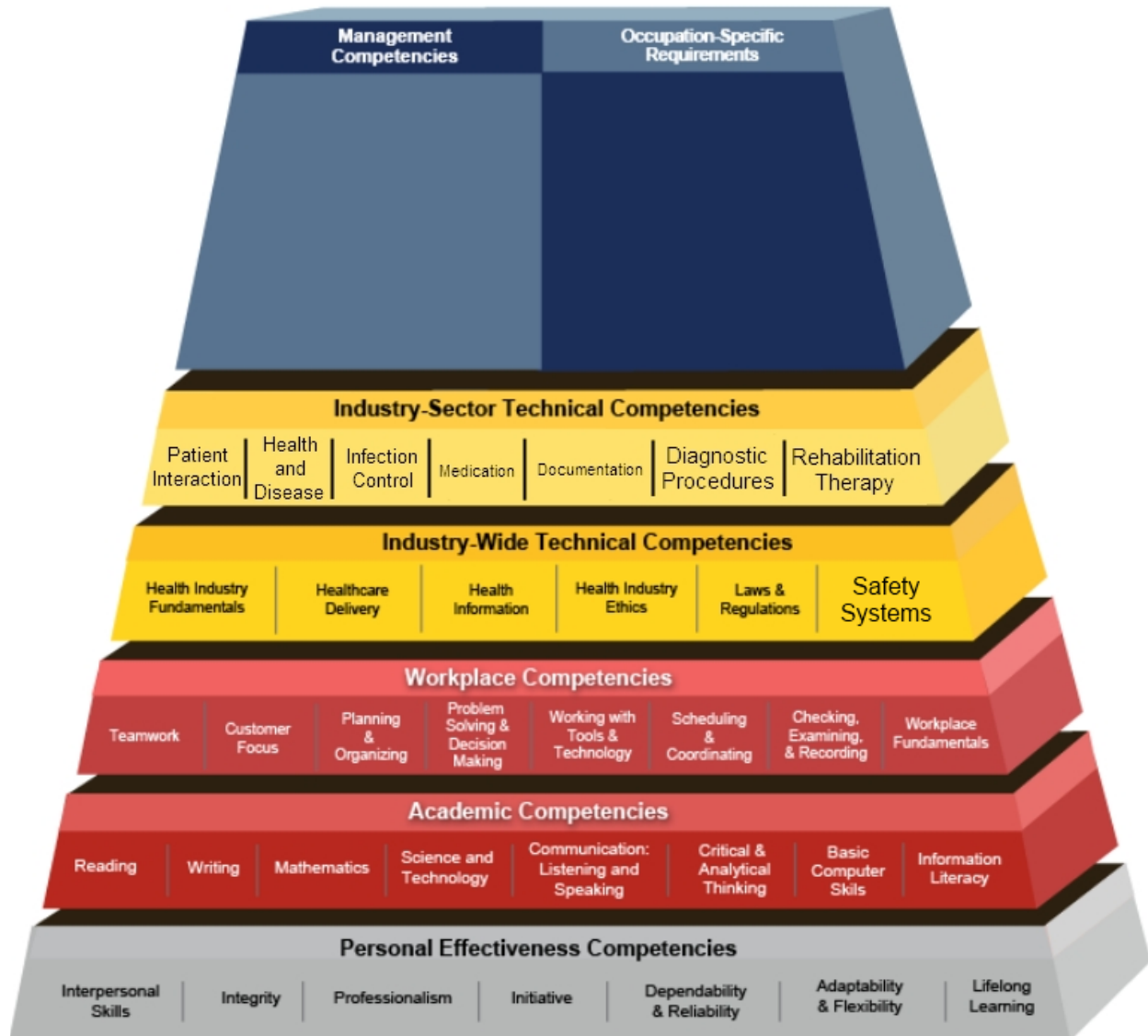


Table of Contents

About the Model	4
Tier One – Personal Effectiveness Competencies.....	6
1. Interpersonal Skills.....	6
2. Integrity	6
3. Professionalism.....	7
4. Initiative	7
5. Dependability and Reliability	8
6. Adaptability & Flexibility	8
7. Lifelong Learning	9
Tier 2 – Academic Competencies	10
1. Reading.....	10
2. Writing	10
3. Mathematics.....	11
4. Science and Technology	11
5. Communication – Listening & Speaking.....	12
6. Critical & Analytical Thinking	12
7. Basic Computer Skills	13
8. Information Literacy	14
Tier 3 – Workplace Competencies.....	15
1. Teamwork	15
2. Customer Focus	15
3. Planning & Organizing	16
4. Problem Solving & Decision Making.....	17
5. Working with Tools & Technology.....	18
6. Scheduling & Coordinating.....	18
7. Checking, Examining, & Recording.....	19

8. Workplace Fundamentals.....	19
Tier 4 – Industry-Wide Technical Competencies.....	21
1. Health Industry Fundamentals	21
2. Healthcare Delivery	22
3. Health Information.....	24
4. Health Industry Ethics	25
5. Laws and Regulations.....	26
6. Safety Systems	27
Tier 5 – Industry-Sector Technical Competencies	29
1. Patient Interaction	29
2. Health and Disease.....	30
3. Infection Control.....	30
4. Medication	31
5. Documentation	32
6. Diagnostic Procedures	32
7. Rehabilitation Therapy	34
Resources Reviewed	35

About the Model

The Health: Allied Health Competency Model identifies the knowledge, skills, and abilities needed for workers to perform successfully in the field of Allied Health. For the purpose of this model, Allied Health professionals are defined as health care practitioners – other than physicians and nurses – who have received formal education or clinical training and who are credentialed through certification, registration, or licensure. Allied Health professionals work as part of the health care team in multiple environments and settings to identify, prevent, and treat diseases, disabilities, and disorders; provide dietary and nutrition services; promote mental and physical health; manage health systems; and deliver therapeutic and rehabilitative services.

While the model is designed to provide a comprehensive collection of Allied Health knowledge, skills, and abilities, it is not intended that Allied Health workers possess all of the competencies listed. The model is rather a compilation of competencies that can be included as a basis for preparation in an Allied Health occupation. As a result, there are no metrics or distinction between entry and advanced level competencies.

The Health: Allied Health Competency Model is depicted in a graphic consisting of several tiers. The arrangement of the tiers in a pyramidal shape is not meant to be hierarchical, or to imply that competencies at the top are at a higher level of skill. The model's shape represents the increasing specialization and specificity in the application of skills as you move up the tiers. Tiers 1-5 have been developed and are divided into blocks. The blocks represent competency areas, that is, the applied skills, knowledge, abilities essential to successful performance in the increasingly specialized environment of the health industry. A table of the competency definitions and associated key behaviors follows the graphic.

Tiers 1 through 3 form the foundation competencies generally needed for entry and success for most jobs in the workplace. These competencies represent 'soft-skills' that most employers demand.

Tier 1 – Personal Effectiveness Competencies are personal attributes essential for all life roles. Often referred to as "soft skills," personal effectiveness competencies are generally learned in the home or community and reinforced and honed at school and in the workplace.

Competency – A cluster of related knowledge, skills, and abilities that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training

Tier 2 – Academic Competencies are critical competencies primarily learned in a school setting. They include cognitive functions and thinking styles. Academic competencies are likely to apply to all industries and occupations.

Tier 3 – Workplace Competencies represent motives and traits, as well as interpersonal and self-management styles. They generally are applicable to a large number of occupations and industries.

Tiers 4 and 5 show the cross-cutting industry-wide technical competencies needed to create career lattices within an industry wherein a worker can move easily across industry sub-sectors.

Rather than narrowly following a single occupational career ladder, this model supports the development of an agile workforce.

Tier 4 - Industry-Wide Technical Competencies represent the knowledge and skills that are common across sectors within a broader industry. These technical competencies build on, but are more specific than, competencies represented on lower tiers.

Tier 5 - Industry-Sector Technical Competencies represent a sub-set of industry technical competencies that are specific to an industry sector.

The upper tiers represent the specialization that occurs within specific *occupations* within an industry. Information on occupational competencies is available through O*NET OnLine (<http://online.onetcenter.org/>).

Tier One – Personal Effectiveness Competencies

1. Interpersonal Skills: Demonstrating the ability to work effectively with others.

Demonstrating concern for others

- Show sincere interest in others and their concerns
- Demonstrate sensitivity to the needs and feelings of others
- Look for ways to help people, and pitch in to help others

Demonstrating insight into behavior

- Recognize and accurately interpret the verbal and nonverbal behavior of others
- Show insight into the actions and motives of others
- Recognize when relationships with others are strained

Maintaining open communication

- Maintain open lines of communication with others
- Encourage others to approach him/her with problems and successes
- Establish a high degree of trust and credibility with others

Respecting diversity

- Demonstrate sensitivity and respect for the opinions, perspectives, customs, and individual differences of others
- Value diversity of people and ideas
- Deal with a wide range of people with flexibility and open-mindedness
- Listen to and consider others' viewpoints
- Work well and develop effective relationships with diverse personalities

2. Integrity: Displaying accepted social and work behaviors.

Behaving ethically

- Abide by a strict code of ethics and behavior
- Choose an ethical course of action and do the right thing, even in the face of opposition
- Encourage others to behave accordingly

Acting fairly

- Treat others with honesty, fairness, and respect
- Make decisions that are objective and reflect the just treatment of others

Taking responsibility

- Take responsibility for accomplishing work goals within accepted timeframes

- Accept responsibility/accountability for one's decisions and actions and for those of one's group, team, or department
- Understand that past behavior may affect ability to obtain occupation or its requirements
- Attempt to learn from mistakes

3. Professionalism: Maintaining a professional demeanor at work.

Demonstrating self-control

- Demonstrate self-control by maintaining composure and keeping emotions in check even in very difficult situations
- Deal calmly and effectively with stressful situations

Professional appearance

- Maintain a professional demeanor
- Dress appropriately for occupation and its requirements
- Maintain appropriate personal hygiene
- Wear appropriate identification
- Remain free from substance abuse

Maintains a positive attitude

- Project a professional image of oneself and the organization
- Demonstrate a positive attitude towards work
- Take pride in one's work and the work of the organization

4. Initiative: Demonstrating a willingness to work.

Persisting

- Pursue work with energy, drive, and a strong accomplishment orientation
- Persist and expend extra effort to accomplish tasks even when conditions are difficult or deadlines are tight
- Persist at a task or problem despite interruptions, obstacles, or setbacks

Taking initiative

- Go beyond the routine demands of the job
- Take initiative in seeking out new work challenges and increasing the variety and scope of one's job
- Seek opportunities to influence events and originate action
- Assist others who have less experience or have heavy workloads

Setting challenging goals

- Establish and maintain personally challenging but realistic work goals

- Exert effort toward task mastery
- Bring issues to closure by pushing forward until a resolution is achieved

Working independently

- Develop own ways of doing things
- Perform effectively even with minimal direction, support or approval and without direct supervision
- Strive to exceed standards and expectations
- Exhibit confidence in capabilities and an expectation to succeed in future activities

5. Dependability and Reliability: Displaying responsible behaviors at work.

Fulfilling obligations

- Behave consistently and predictably
- Fulfill obligations reliably, responsibly, and dependably
- Diligently follow through on commitments and consistently meet deadlines
- Demonstrate regular and punctual attendance

Attending to details

- Check work to ensure that all essential details have been considered
- Notice errors or inconsistencies that others have missed, and take prompt, thorough action to correct errors

Complying with policies

- Follow written and verbal directions
- Comply with organizational rules, policies, and procedures

6. Adaptability & Flexibility: Displaying the capability to adapt to new, different, or changing requirements.

Employing unique analyses

- Employ unique analyses and generate new, innovative ideas in complex areas
- Integrate seemingly unrelated information to develop creative solutions
- Develop innovative methods of obtaining or using resources when insufficient resources are available

Entertaining new ideas

- Remain open to considering new ways of doing things
- Actively seek out and carefully consider the merits of new approaches to work
- Embrace new approaches when appropriate and discard approaches that are no longer working

Dealing with ambiguity

- Take effective action when necessary without having to have all the necessary facts in hand
- Change gears in response to unpredictable or unexpected events, pressures, situations and job demands
- Change plans, goals, actions or priorities to deal with changing situations

7. Lifelong Learning: Displaying a willingness to learn and apply new knowledge and skills.

Demonstrating an interest in learning

- Demonstrate an interest in personal learning and development
- Seek feedback from multiple sources about how to improve and develop, and modify behavior based on feedback or self-analysis of past mistakes

Participating in training

- Take steps to develop and maintain knowledge, skills, and expertise necessary to achieve positive results
- Participate fully in relevant training and professional development programs
- Pursue opportunities to develop knowledge and skills

Anticipating changes in work

- Anticipate changes in work demands and search for and participate in assignments or training that address these changing demands
- Treat unexpected circumstances as opportunities to learn

Identifying career interests

- Take charge of personal career development by identifying occupational interests, strengths, options and opportunities
- Make insightful career planning decisions based on integration and consideration of others' feedback, and seek out additional training to pursue career goals

Tier 2 – Academic Competencies

1. Reading: Understanding written sentences and paragraphs in work-related documents.

Comprehension

- Locate, understand, and interpret written information in prose and in documents such as manuals, reports, memos, letters, forms, graphs, charts, tables, calendars, schedules, signs, notices, applications and directions
- Understand the purpose of written materials
- Attain meaning and comprehend core ideas
- Locate definitions of unfamiliar terms
- Critically evaluate and analyze information in written materials
- Integrate and synthesize information from multiple written materials

Attention to detail

- Identify main ideas, implied meaning and details, missing information, and trends
- Note details, facts, and inconsistencies

Application

- Integrate what is learned from written materials with prior knowledge
- Apply what is learned from written material to follow instructions and complete specific tasks
- Apply what is learned from written material to future situations

2. Writing: Using standard English to compile information and prepare written reports.

Organization and development

- Prepare reports that are easy to understand using proper terminology
- Communicate thoughts, ideas, information, messages and other written information, which may contain technical material, in a logical, organized, and coherent manner
- Present ideas that are well developed with supporting information and examples

Mechanics

- Use standard syntax and sentence structure
- Use correct spelling, punctuation, and capitalization
- Use appropriate grammar (e.g., correct tense, subject-verb agreement, no missing words)
- Write legibly
- Proof read finished documents for errors

Tone

- Write in a manner appropriate for industry
- Use language appropriate for the target audience
- Use appropriate tone and word choice (e.g., writing is professional and courteous)

3. Mathematics: Using principles of mathematics to solve problems.

Quantification

- Read and write numbers
- Count and place numbers in sequence
- Recognize whether one number is larger than another

Computation

- Add, subtract, multiply, and divide with whole numbers, fractions, decimals, and percents
- Calculate averages, ratios, proportions and rates
- Convert decimals to fractions
- Convert fractions to percents

Measurement and estimation

- Take measurements of time, temperature, distances, length, width, height, perimeter, area, volume, weight, velocity, and speed
- Use and report measurements correctly
- Convert from one measurement to another (e.g., from English to metric or International System of Units (SI), or Fahrenheit to Celsius)

Application

- Perform basic math computations accurately
- Translate practical problems into useful mathematical expressions
- Use appropriate mathematical formulas and techniques

4. Science and Technology: Using scientific methods and technology to solve problems.

Comprehension

- Understand basic scientific principles and how to use commonly available technology
- Understand the scientific method (i.e., identifies problems, collects information, forms opinions and draws conclusions)
- Knowledge of Biology, Chemistry, Nutrition, Anatomy, Physiology, Physics

Application

- Understand overall intent and proper procedures for set-up and operation of equipment
- Apply basic scientific principles and technology to complete tasks

5. Communication – Listening & Speaking: Giving full attention to what others are saying and speaking in English well enough to be understood by others.

Speaking

- Express information to individuals or groups taking into account the audience and the nature of the information (e.g., technical or controversial)
- Speak clearly and confidently
- Speak using common English conventions including proper grammar, tone, and pace
- Track listener responses and react appropriately to those responses
- Effectively use eye contact and non-verbal expression

Listening

- Receive, attend to, interpret, understand, and respond to verbal messages and other cues
- Pick out important information in verbal messages
- Understand complex instructions
- Acknowledge feelings and concerns of verbal messages

Two-way communication

- Practice meaningful two-way communication (i.e., speak clearly, pay close attention and seek to understand others, listen attentively and clarify information)
- Attend to nonverbal cues and respond appropriately

Persuasion/influence

- Influence others
- Persuasively present thoughts and ideas
- Gain commitment and ensure support for proposed ideas

6. Critical & Analytical Thinking: Using logic, reasoning, and analysis to address problems.

Reasoning

- Possess sufficient inductive and deductive reasoning ability to perform job successfully
- Critically review, analyze, synthesize, compare and interpret information
- Draw conclusions from relevant and/or missing information
- Understand the principles underlying the relationship among facts and apply this understanding when solving problems

Mental agility

- Identify connections between issues
- Quickly understand, orient to, and learn new assignments
- Shift gears and change direction when working on multiple projects or issues

7. Basic Computer Skills: Using a computer and related applications to input and retrieve information.

Comprehending the basics

- Understand and efficiently use basic computer hardware (e.g. Pcs, printers) and software (e.g. Word processing software, spreadsheet software) to perform tasks
- Understand common computer terminology (e.g., program, operating system) and possess familiarity with the fundamental capabilities of computers

Entering data

- Enter data into computer files quickly, with an acceptable degree of accuracy
- Double check data entry carefully
- Notice when data are missing or look wrong
- Take steps to ensure computer files are complete and accurate

Preparing documents

- Use word processing programs to create, edit, and retrieve document files
- Type materials quickly and accurately
- Check work carefully and identify/correct typographical errors
- Use basic reference materials and tools (e.g., spell check) to ensure accuracy

Keyboarding and word processing

- Skillfully use word-processing software
- Streamline document processing by employing a variety of common software functions
- Use correct style and format, even when confronted by uncommon requirements that deviate from standard guides
- Consult appropriate manuals when uncertain about the correct style and format

Internet applications

- Effectively use the internet and web-based tools to manage basic workplace tasks (e.g., timekeeping, maintaining employee records, conducting information searches)
- Understand and perform internet functions requiring the use of log-in and password information
- Understand and comply with guidelines surrounding internet usage
- Understand and comply with information security processes and guidelines

E-mailing

- Compose professional e-mails to communicate business-related information to coworkers, colleagues, and customers
- Understand the company e-mail system and its basic functions (e.g., replying to/forwarding messages, using electronic address books, attaching files)

- Ensure that key stakeholders are kept informed of communications by copying (i.e., “ccing”) them on important e-mails when appropriate

Spreadsheets

- Use spreadsheet software to enter, manipulate, edit and format text and numerical data
- Effectively create and save worksheets, charts, and graphs that are well organized and useful

8. Information Literacy: Functional and critical thinking skills related to information, media, and technology.

Locate and Evaluate Information

- Locate information efficiently (time) and effectively (sources)
- Evaluate information critically and competently
- Review information obtained for relevance and completeness
- Recognize important gaps in existing information
- Take steps to eliminate those gaps

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Organize/reorganize information as appropriate to get a better understanding of a problem

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

Tier 3 – Workplace Competencies

1. **Teamwork: Working cooperatively with others to complete work assignments.**

Acknowledging team membership and role

- Accept membership in the team
- Identify the roles of each team member
- Show loyalty to the team
- Determine when to be a leader and when to be a follower depending on what is needed to achieve the team's goals and objectives
- Encourage others to express their ideas and opinions
- Identify and draw upon team members' strengths and weaknesses to achieve results
- Learn from other team members

Establishing productive relationships

- Develop constructive and cooperative working relationships with others
- Exhibit tact and diplomacy and strive to build consensus
- Show sensitivity to the thoughts and opinions of other team members
- Deliver constructive criticism and voice objections to others' ideas and opinions in a supportive, non-accusatory manner
- Respond appropriately to positive and negative feedback

Identifying with the team and its goals

- Identify the goals, norms, values, and customs of the team
- Cooperate with others and contribute to the group's effort
- Use a group approach to identify problems and develop solutions based on group consensus
- Effectively communicate with all members of the group or team to achieve team goals and objectives

Resolving conflicts

- Bring others together to reconcile differences
- Handle conflicts maturely by exercising "give and take" to achieve positive results for all parties
- Reach formal or informal agreements that promote mutual goals and interests, and obtain commitment to those agreements from individuals or groups

2. **Customer Focus: Actively looking for ways to meet customer or client needs.**

Understanding customer needs

- Demonstrate a desire to understand client/patient needs
- Listen to what clients/patients are saying and asks questions as appropriate

Providing personalized service

- Provide prompt, efficient, and personalized assistance to meet the requirements, requests, and concerns of clients/patients
- Provide thorough, accurate information to answer clients/patients' questions
- Actively look for ways to help clients/patients by identifying and proposing appropriate solutions and/or services
- Establish boundaries as appropriate for unreasonable client/patient demands

Acting professionally

- Deal with internal or external customers in a pleasant, courteous, and professional manner
- Develop constructive and cooperative working relationships with clients/patients, and display a good-natured, cooperative attitude
- Deal with difficult clients/patients in a calm and empathetic manner
- Represent the organization to the public

Keeping customers informed

- Follow up with clients/patients
- Keep clients/patients up to date about decisions that affect them

3. Planning & Organizing: Planning and prioritizing work to manage time effectively and accomplish assigned tasks.

Planning

- Approach work in a methodical manner
- Plan and schedule tasks so that work is completed on time
- Keep track of details to ensure work is performed accurately and completely
- Work concurrently on several tasks
- Anticipate obstacles to project completion and develop contingency plans to address them
- Takes necessary corrective action when projects go off-track

Prioritizing

- Prioritize various competing tasks and perform them quickly and efficiently according to their urgency
- Find new ways of organizing work area or planning work to accomplish work more efficiently

Allocating resources

- Estimate resources needed for project completion
- Allocate time and resources effectively and coordinate efforts with all affected parties

- Keep all parties informed of progress and all relevant changes to project timelines

Project Management

- Team work
- Team building
- Goal setting
- Organization
- Adaptation
- Communication

4. Problem Solving & Decision Making: Applying critical-thinking skills to solve problems by generating, evaluating, and implementing solutions.

Identifying the problem

- Anticipate or recognize the existence of a problem
- Identify the true nature of the problem by analyzing its component parts
- Evaluate the criticality of the situation
- Use all available reference systems to locate and obtain information relevant to the problem
- Recall previously learned information that is relevant to the problem
- Document the problem and corrective action

Locating, gathering, and organizing relevant information

- Effectively use both internal resources (e.g., internal computer networks, manuals, policy or procedure guidelines) and external resources (e.g., internet search engines) to locate and gather information
- Examine information obtained for relevance and completeness
- Recognize important gaps in existing information and take steps to eliminate those gaps
- Organize/reorganize information as appropriate to gain a better understanding of the problem
- Refer the problem to appropriate personnel when necessary

Generating alternatives

- Integrate previously learned and externally obtained information to generate a variety of high-quality alternative approaches to the problem
- Use logic and analysis to identify the strengths and weaknesses, the costs and benefits, and the short- and long-term consequences of different approaches

Choosing a solution

- Choose the best solution after contemplating available approaches to the problem
- Make difficult decisions even in highly ambiguous or ill-defined situations

Implementing the solution

- Commit to a solution in a timely manner, and develop a realistic approach for implementing the chosen solution
- Observe and evaluate the outcomes of implementing the solution to assess the need for alternative approaches and to identify lessons learned

5. Working with Tools & Technology: Selecting, using, and maintaining tools and technology to facilitate work activity.

Selecting tools

- Select and apply appropriate tools or technological solutions to frequently encountered problems
- Set up and adjust equipment

Keeping current

- Demonstrate an interest in learning about new and emerging tools and technologies
- Seek out opportunities to improve knowledge of tools and technologies that may assist in streamlining work and improving productivity
- Read technical operating, service, or repair manuals to identify information

Troubleshooting

- Clean, inspect, and maintain equipment
- Troubleshoot tools and technologies
- Identify possible defects or other problems

6. Scheduling & Coordinating: Making arrangements and scheduling appointments.

Informing

- Respond to the schedules of others affected by arrangements
- Inform others of arrangements, giving them complete, accurate and timely information
- Ensure that others receive needed materials in time

Verifying

- Take steps to verify all arrangements
- Recognize problems, generate effective alternatives, and take corrective action

Coordinating in distributed environments

- Coordinate schedules of colleagues, co-workers, and clients to ensure that inconvenience is minimized and productivity is enhanced
- Leverage technology (e.g., internet, teleconference) to facilitate information sharing in

distributed work environments

Shiftwork

- Disseminate crucial information in an organized manner to rapidly bring employees up to speed at the start of their shifts
- Ensure that employees are updated on work completed on past shifts and work that still needs to be completed

7. Checking, Examining, & Recording: Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic format.

Completing forms

- Select and complete appropriate forms quickly and completely
- Attend to and follow through on important information in paperwork
- Forward or process forms in a timely and accurate manner

Obtaining information

- Obtain appropriate information, signatures, and approvals promptly
- Verify that all information is complete and accurate before forwarding materials

Maintaining logs

- File documentation in accordance with agency requirements
- Keep logs, records, and files that are up-to-date and readily accessible
- Update logs, files, and records, noting important changes in status

Detecting errors

- Detect and correct errors and inconsistencies even under time pressure
- Identify vague or ambiguous documentation
- Route to appropriate person to correct documentation

8. Workplace Fundamentals: Knowledge of basic business principles, trends, and economics.

Situational awareness

- Understand the organization's mission and functions
- Recognize one's role in the functioning of the organization and understand the potential impact one's own performance can have on the success of the organization
- Grasp the potential impact of the organization's well-being on employees

Business ethics

- Demonstrate respect for coworkers, colleagues, and customers
- Act in the best interest of the client/patient, the organization, the community, and the environment

- Comply with applicable laws and rules governing work and report loss, waste, or theft of company property to appropriate personnel

Tier 4 - Industry-Wide Technical Competencies

1. Health Industry Fundamentals: Understanding the basic components and culture of the Health Industry.

Critical Work Functions

- Understand the components of the Health Industry: the key stakeholders, command and control processes, and workflow
- Understand the components of the Health Industry and services provided by each
- Understand difference between independent practices and practices that require patient-referral (dependent)
- Understand the importance of licensure, registration, and certification requirements
- Maintain and improve knowledge and skills by:
 - Reading journal articles
 - Studying text books related to the field
 - Attending continuing education courses
 - Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence
- Understand the purpose, function and types of health insurance
- Understand patient-billing processes and means of paying for care
- Understand compliance issues with third party payer treatment requirements

Technical Content Areas

Practitioners Offices

- Independent
- Dependent - by referral

Treatment Facilities

Hospitals - Such as:

- Medical and Surgical
- Psychiatric and Substance Abuse
- Specialty
- Critical Access and Long Term Acute Care

Outpatient Centers - Such as:

- Medical and Diagnostic Laboratories
- Ambulatory Surgery Centers
- Home Healthcare Services

- Other Ambulatory Services
- Retail Health Clinics
- Primary Care Medical Home (PCMH)

Nursing and Residential Care Facilities – Such as:

- Skilled Nursing Facilities
- Residential Facilities for People with Disabilities
- Residential Care Facilities (assisted living) for the Elderly

Occupational Requirements

- Occupational regulation (e.g., licensure, registration, certification) and facility/program accreditation requirements
- State and federal legislation and regulations that govern the delivery of health services
- Education and continuing education requirements

Related Health Industry – Such as:

- Public health agencies
- Health research organizations
- Pharmaceutical research companies
- Health industry product vendors

Health Insurance

- Health insurance options (HMO, PPO, EOP, POS, etc.)
- Medicaid/Medicare compliance guidelines
- Record-keeping
- Referrals

Healthcare Standards

- Culture of safety
- Service excellence
- Quality outcomes
- Patient-centric service

2. Healthcare Delivery: Understanding the practices, procedures, and personnel used to deliver quality patient care.

Critical Work Functions

- Understand and adhere to the principles of quality care

- Understand the roles and responsibilities of the major health occupations
- Demonstrate a basic understanding of the roles, boundaries, and working relationships of interdisciplinary teams
- Identify one's role on a team, in the department, organization, and overall health environment
- Evaluate the appropriateness of an ordered plan of care to ensure consistency with evidence-based practice
- Understand the basic healthcare delivery models and their impact on work processes and information exchange
- Understand and implement quality improvement processes, including:
 - Identify errors and hazards in care
 - Continually measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs
 - Design and test interventions to change processes and systems of care with the goal of improving care
- Apply research findings in the provision of patient care (evidence-based practice)
- Understand patient rights and responsibilities

Technical Content Areas

Principles of Quality Care

- Patient-centered care
- Interdisciplinary teams
- Evidence-based practice
- Quality and continuous improvement
- Use of Informatics

Major Health Occupations¹:

- Audiologists
- Dentists
- Dietitians
- Expressive/Creative Arts Therapists
- Health Information and Communication Professionals
- Healthcare Managers and Administrators
- Medical Imaging Professionals
- Medical Laboratory Scientists
- Nurses

¹ Additional health care occupations can be found using the American Medical Association's Health Care Career Directory (<http://www.ama-assn.org/ama/pub/education-careers/careers-health-care/directory.page>), or by visiting Explore Health Careers.org (<http://explorehealthcareers.org/>).

- Licensed Practical Nurses
- Nursing Aides, Orderlies, and Attendants
- Nurse Practitioners
- Registered Nurses
- Physician Assistants
- Physicians and Osteopaths
- Podiatrists
- Psychologists
- Speech Language Pathologists
- Therapists and Rehabilitation Specialists
- Vision-related Professions

Healthcare Delivery Models, such as but not limited to:

- Inpatient Hospital Care
- Chronic Disease Management
- Community Health Network

Health Technology (e.g. Telehealth) for the purpose of:

- Diagnoses
- Monitoring
- Treatment

3. Health Information: Understanding the types of health information and the rules and regulations surrounding their use.

Critical Work Functions

- Understand the role and importance of health information to manage knowledge and mitigate error
- Identify and understand health documentation requirements
- Identify and understand health insurance documentation requirements
- Maintain the security and confidentiality of patient records, per HIPAA & other related regulations
- Understand the two-way flow of information and data through the medical organization (originating with both patient and provider)
- Ensure documentation in health records reflect completeness, accuracy, timeliness, appropriateness, quality, integrity, and authenticity as required
- Use medical terminology within a scope of practice in order to interpret, transcribe and communicate information, data and observations
- Use appropriate procedures for submitting and accessing medical information through a Health Information Exchange
- Understand the importance of using secure measures to transmit and dispose of documents

and records

Technical Content Areas

The Medical Health Record (paper, electronic, hybrid)

- History - What care has been provided and what is outstanding
- SOAP (Subjective, Objective, Assessment, Plan)
 - Outcomes of care provided and responses to the plan of care
 - Current patient status & assessments
 - Support decisions based on assessments to drive new plans of care
- Diagnoses
- Treatments, Procedures
- Progress notes
- Laboratory results
- Consents
- Nursing and other therapeutic monitoring reports
- Administrative and referral documentation
- Discharge summary and instructions

Medical terminology foundations

- Diagnostic and procedure terms
- Roots, prefixes, suffixes, eponyms
- Abbreviations
- Acronyms

Record keeping and documentation procedures

- Confidentiality
- Release of information documentation
- Record retention and disposal

Health Information Exchange

- Software
- Access, retrieval, and submission procedures

4. Health Industry Ethics: Evaluating and applying the merits, risks, and social concerns of activities in the field of health care.

Critical Work Functions

- Act in the best interests of the client/patient
- Interpret and adhere to a code of ethics

- Adhere to professional standards of clinical practice
- Demonstrate dependability: follow through with all tasks regarding education and professional training
- Report and prevent abuse and neglect
- Protect confidentiality of client/patient records
- Differentiate between ethical and legal issues impacting health care
- Make ethical decisions
- Respect clients rights and responsibilities
- Understand the role of organizational structures to support ethical decision making (e.g., ethics committees)
- Demonstrate an awareness of cultural competence in the context of cultural, social, age, and ethnic diversity

Technical Content Areas:

Morality and ethics

- Ethical and legal issues impacting the health industries
- Problem solving techniques when confronted with ethical dilemmas or issues
- Problem sensitivity – the negative consequences of action/inaction
- Malpractice, liability, and negligence

Confidentiality

- Expressed, informed, implied, and involuntary consent
- Patient’s Bill of Rights
- HIPAA

Cultural sensitivity

- National Standards on Culturally and Linguistically Appropriate Services (CLAS)
- Language assistance services (e.g., bilingual staff and interpreter services)
- Service area demographics

5. Laws and Regulations: Understanding the relevant local, state, and federal laws and regulations that impact the Health industry

Critical Work Functions:

- Understand how changes in laws, regulations, or policies; or new and emerging technologies impact the industry
- Apply the fundamentals of privacy and confidentiality policies and procedures
- Comply with applicable federal and state laws, policies, regulations and legislated rights of clients

- Practice responsibly within the ethical framework of the Patients' Bill of Rights
- Understand the legal responsibilities, limitations, and implications of actions
- Comply with policies and requirements for documentation, information security and record keeping
- Keep up to date on facility/program accreditation standards, as well as federal and state laws and regulations
- Follow agency/facility policies and procedures

Technical Content Areas:

Client/Patient

- Client/Patient Bill of Rights
- Good Samaritan Law
- Client/patient advocacy

Laws and Regulations – Such as:

- Relevant state and local laws and regulations
- Privacy and confidentiality policies and procedures
- Protected Health Information (PHI)
- Health Insurance Portability and Accountability Act of 1996 (HIPAA) and updates
- Occupational Safety and Health Administration (OSHA)
- Clinical Laboratory Improvement Amendments (CLIA) Regulations
- Needle Stick Prevention Act
- Emergency medical treatment and active labor act (EMTALA) regulations

Voluntary Accreditation – Such as:

- Joint Commission standards
- Commission on Accreditation of Rehabilitation Facilities, CARF International standards
- American Osteopathic Association regulations

6. Safety Systems: Understanding the procedures and protocols necessary to ensure a safe and healthy work environment.

Critical Work Functions:

- Understand and implement patient safety practices that promote quality health outcomes, patient security, and health information security
- Understand and follow established safety, security, and environmental practices
- Comply with safety procedures that help prevent and mitigate errors
- Comply with procedures to ensure safe use of equipment
- Comply with local, state, federal, and organization health, safety, security, and environmental policies and regulations

- Follow emergency procedures and protocols
- Decrease waste

Technical Content Areas:

- Disease prevention
- Infection control
- Universal precautions
- Safety signs, symbols, and labels
- Material safety data sheets
- Occupational Safety and Health Administration (OSHA) Blood borne Pathogen Standards
- Centers for Disease Control and Prevention (CDC) Standard Precautions
- Biohazard waste procedures

Tier 5 – Industry-Sector Technical Competencies

1. Patient Interaction: Interacting with a patient or client in a safe, informative, respectful, and effective manner with the goal of communicating medical information or providing patient-centered care.

Critical Work Functions

- Apply principles of patient-centered care
- Use the appropriate methods to verify and record patient information (name, age, DOB, ID number, doctor, etc.)
- Observe and note overall physical condition mental, behavioral, and consciousness states.
- Note pertinent patient history and familial medical history
- Note current medications
- Recognize life-threatening situations and determine the need for emergency intervention
- Ascertain the capacity to cooperate with procedure or treatment
- Apply risk management protocols

Technical Content Areas

Patient-centered Care

- Procedures and goals
- Rapport with the patient and patient's family
- Personal communication skills
- Empathy when client/patient verbalizes questions or concern
- Client/patient response to healthcare status
- Mental capacity and age-appropriate response
- Respectful attitude
- Response to patient/client needs
- Pain control
- Shared decision making and management
- Continuous and reliable care
- Needs of special patient groups

Patient Monitoring

- Methods of patient monitoring, including ambulatory and long-term monitoring
- Signs of improvement or deterioration warranting a change in the plan of care
- Patient monitoring devices
 - Indications
 - Contraindications
 - Preparation Techniques
 - Interpretation

Risk Management

- Risk management protocols
- Informed consent and medical clearance
- Medical emergency procedures

2. Health and Disease: Understanding the human body and the impact of disease and injury on normal function.

Critical Work Functions

- Demonstrate basic knowledge of typical and atypical human systems and development
- Demonstrate an understanding of common injuries, illnesses and diseases to body systems
- Demonstrate basic knowledge of the potentials and problems of illnesses, injuries, and disabilities
- Demonstrate basic knowledge of the causes and symptoms of major exceptionalities
- Understand the basic terminology used in diagnosis and classification

Technical Content Areas

Basic anatomy and physiology

- Body systems and their functions
- Human development
 - Anatomical
 - Physiological
 - Psychological
 - Social

Disease

- Signs and symptoms of common diseases and injuries
- Physical disabilities and health concerns related to physical limitations
- Major developmental disabilities
- Mental and behavioral health disorders (mental illness, chemical dependency)

Terminology

- Medical terminology
- Medical shorthand and abbreviations
- Acronyms
- International Classification of Diseases and Related Health Problems (ICD-9 and ICD-10)
- Diagnostic and Statistical Manual of Mental Disorders (DSM IV-R)

3. Infection Control: Producing and Maintaining an environment to minimize pathogenic microorganisms.

Critical Work Functions

- Understand and apply infection control protocols according to local, state, and federal regulations
- Use all appropriate personal protective equipment (gloves, face mask, scrubs)
- Understand and apply equipment and instrument sterilization techniques
- Report breaches to infection control procedures
- Implement procedures to correct and prevent further contamination in a timely manner
- Follow protocols for disposal of infectious waste

Technical Content Areas

- Occupational Safety and Health Administration (OSHA) Blood borne Pathogen Standards
- Centers for Disease Control and Prevention (CDC) Standard Precautions
- Communicable diseases
 - modes of transmission
 - methods of control
 - related personal and public health risks
- Biohazard waste procedures

4. Medication: Understanding the types of drugs/medications and their purpose, function, and effects on the body.

Critical Work Functions

- Describe the fundamental mechanisms responsible for various types of drug interactions
- Describe the anatomical and physiological factors that influence the delivery of a drug by common dosage forms
- Describe the anatomical and physiological factors which influence the elimination of a drug from the body
- Use appropriate procedures for care and handling of medications and solutions
- Understand the concepts of the indications, contraindications, precautions, and adverse reactions for pharmaceutical use
- Identify possible drug-drug or drug-nutrient interactions
- Recognize the common signs and symptoms of adverse medication reactions
- Understand procedures for dealing with adverse reactions to medication

Technical Content Areas

Medication Purpose

- Diagnosis
- Cure
- Mitigation
- Treatment
- Prevention

Medications and Pharmaceuticals

- Medication Identification
- Dosages
- Routes of administration
- Effects and side effects

5. Documentation: Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic format to efficiently manage record-keeping.

Critical Work Functions

- Maintain accurate and objective records
- Submit records to appropriate sources in a timely fashion
- Maintain standards of confidentiality and ethical practice
- Learn and keep current with appropriate documentation systems, setting priorities
- Comply with policies and requirements for documentation and record keeping

Technical Content Areas

Obtaining Information

- Information requirements
- Signature requirements
- Approvals

Completing Forms

- Appropriate form selection
- Time requirements
- Accuracy
- Completeness

Maintaining Records

- Organizational requirements
- Timeliness
- Accessibility

Confidentiality

- Legal requirements
- Medical terminology

6. Diagnostic Procedures: Understanding the purpose of diagnostic procedures and the recording and reporting of test and assessment results.

Critical Work Functions

- Demonstrate an understanding of the goals, methods, and relevant technology used for common diagnostic procedures
- Review and evaluate diagnostic records for currency and diagnostic quality
- Demonstrate understanding of the effects of physiological variables on monitoring results

Technical Content Areas

Imaging procedures, such as but not limited to:

- Computed Tomography (CT)
- Magnetic Resonance Imaging (MRI)
- Musculoskeletal Imaging
- Nuclear Medicine
- Positron-emission Tomography (PET)
- Radiography (X-Ray)
- Sonography

Diagnostic Procedures, such as but not limited to:

- Cardiac Catheterization
- Electrocardiogram (EKG), (ECG)
- Electroencephalogram (EEG)
- Electroneurodiagnostics
- Electromyography
- Pulmonary Function Testing
- Sleep Disorders Testing

Laboratory Diagnostic tests, such as but not limited to:

- Collection techniques
- Reference ranges
- Test Types
 - Hematology
 - Immunology
 - Immunochemistry
 - Microbiology
 - Virology
 - Serology
 - Urinalysis
 - Molecular
 - Histology
 - Cytology

- Blood Gas

7. Rehabilitation Therapy: Understanding the purpose of therapy as a means to restore the function of a patient/client diagnosed with an illness or disability through therapeutic measures and reeducation to participate in the activities of a normal life within the limitations of the person's physical disability or health status.

Critical Work Functions

- Understand the elements of a treatment plan for cognitive, emotional, physical, or psychosocial adjustment or development
- Understand the benefits of a rehabilitation/therapy program appropriate to the patient's needs and selected activity(s)
- Understand the various types and benefits of rehabilitative therapies
- Describe the general principles of health maintenance and personal hygiene

Technical Content Areas

Legislation

- Americans with Disabilities Act
- Individuals with Disabilities Education Act
- Older Americans Act

Assessments

- Affective assessment (e.g., attitude toward self, expression)
- Cognitive assessment (e.g., memory, problem solving, attention span, orientation, safety awareness)
- Leisure assessment (e.g., barriers, interests, values, patterns/skills, knowledge)
- Physical assessment (e.g., fitness, motor, skills function)
- Sensory assessment (e.g., vision, hearing, tactile)
- Social assessment (e.g., communication/interactive skills, relationships)

Types of Therapy

- Art Therapy
- Music Therapy
- Dance/Movement Therapy
- Occupational Therapy
- Physical Therapy
- Recreational Therapy
- Respiratory Therapy
- Speech Therapy

Resources Reviewed

Developer	Resource	URL
Academy for Certification of Vision Rehabilitation and Education Professionals	<i>Low Vision Therapist Certification Handbook</i>	http://www.acvrep.org/downloads/CLVT%20Certification%20Handbook%202011.doc
Academy for Certification of Vision Rehabilitation and Education Professionals	<i>Orientation and Mobility Specialist Certification Handbook</i>	http://www.acvrep.org/downloads/COMS%20Certification%20Handbook%20(F)%202011.doc
Accrediting Bureau of Health Education Schools	<i>Accreditation Manual, 16th Edition, 2010</i>	http://abhes.org/assets/uploads/files/2009-07-024a4cce32a4388Accreditation%20Manual%2016th%20Edition.pdf
American Association of Medical Assistants	<i>Certification/Recertification Examination Content Outline</i>	http://www.aama-ntl.org/resources/library/ContentOutline.pdf
American Board for Certification in Orthotics, Prosthetics & Pedorthics, Inc.	<i>Practitioner Book of Rules & Candidate Guide</i>	http://www.abcop.org/certification/OrthotistsProsthetists/Documents/Practitioner%20guide%208-3-10.pdf
American Board of Cardiovascular Perfusion	<i>Certification</i>	http://www.abcp.org/certification.htm
American College of Sports Medicine	<i>Prepare for the RCEP</i>	http://www.acsm.org/AM/Template.cfm?Section=Prepare_for_the_RCEP
American Medical Association	<i>Health Care Career Directory</i>	http://www.ama-assn.org/ama/pub/education-careers/careers-health-care/directory.page
American Medical Technologist (AMT)	<i>Content Outline for Medical Technologist and Medical Laboratory Technician Certification Examinations</i>	http://www.amt1.com/files/MTMLT%20Content%20Outline.pdf
American Music Therapy Association	<i>AMTA Advanced Competencies</i>	Hard Copy
American Registry of Radiologic Technologists	<i>Radiography Certification Handbook and Accreditation Materials</i>	https://www.arrrt.org/publications/2011/RAD_HB_2011.pdf
American Society for Clinical Laboratory Science (ASCLS)	<i>Practice Levels and Educational Needs of Clinical Laboratory Professionals</i>	http://www.ascls.org/?page=Pos_Pap_2
American Society of Electroneurodiagnostic Technologists, Inc. [ASET]	<i>National Competency Skill Standards for ICU/cEEG Monitoring</i>	http://www.aset.org/files/public/ICU_cEEG_Competencies.pdf
American Society of Exercise Physiologists	<i>Board Certification for Exercise Physiologists: Test Dates, Benefits, and Requirements</i>	http://www.asep.org/services/EPCexam
American Speech-Language-Hearing Association	<i>2011 Audiology Certification Standards</i>	http://www.asha.org/Certification/Aud2011Standards/#Standard%20IV
American Speech-Language-Hearing Association	<i>2011 Audiology Certification Standards</i>	http://www.asha.org/Certification/Aud2011Standards/#Standard%20IV
American Speech-Language-Hearing Association	<i>SLP Certification Standards</i>	http://www.asha.org/certification/slp_standards.htm#Std_III
Arizona Department of Education	<i>Medical Imaging Support Services</i>	http://www.aztechprep.org/CTE_Programs/Career_Prep/Allied_Health/MedImageSS/MISSsck.xls
Association of Schools of Allied Health Professionals	<i>Definition of Allied Health</i>	http://www.asahp.org/definition.htm
Association of Surgical Technology	<i>Core Curriculum for Surgical Technology</i>	http://www.mavcc.org/cw/ISTcrosswalk.pdf
Cardiovascular Credentialing International	<i>Certified Cardiographic Technician (CCT) Matrix, Knowledge List, & Task List</i>	http://cci-online.org/content/cct-matrix-task-list
Career clusters HIT	<i>Health Science Career Cluster: Diagnostic Services Pathway Knowledge and Skill Statements</i>	http://www.careerclusters.org/resources/posks/KSChart/2008/HS-149-KSCHART.pdf
Commission on Dietetic Registration – the credentialing agency for the American Dietetic Association	<i>Registration Examination for Dietitians: Handbook for Candidates</i>	http://www.cdrnet.org/PDFs/ADA%20CDR%20RD%20Handbook.pdf
Commission on Rehabilitation Counselor Certification	<i>CRC/CCRC Scope of Practice</i>	http://www.crcrcertification.com/pages/crc_ccrc_scope_of_practice/43.php
Committee on Accreditation for	<i>END Program Graduate Competencies</i>	http://www.aset.org/files/public/END_Progra

Education in Electroneurodiagnostic Technology (CoA-END)		m_Graduate_Compencies.pdf
CSEP Certified Exercise Physiologist	<i>CSEP Certified Exercise Physiologist - Certification Process</i>	http://www.fitnessnb.ca/cepcertification.htm
Explore Health Careers.org	<i>Healthcare Careers</i>	http://explorehealthcareers.org
Far West Laboratory for Educational Research and Development	<i>National Health Care Skill Standards Project</i>	Hard copy
Federation of State Boards of Physical Therapy	<i>2010 NPTE Candidate Handbook For the National Physical Therapy Examinations: PT, PTA</i>	http://www.fsbpt.org/download/CandidateHandbook20110114.pdf
Hartford Community College	<i>Histotechnology Certification Program Online</i>	http://www.harford.edu/cet/histotech/courseoutline.asp?FA=Welcome
Health Professions Network	<i>Allied Health Fact Sheet</i>	http://www.healthpronet.org/docs/allied_health_fact_sheet.pdf
Health Workforce Solutions	<i>Innovative Care Models</i>	http://www.innovativecaremodels.com/
IBM Institute for Business Value	<i>Healthcare 2015 and Care Delivery: Delivery Models Refined, Competencies Defined</i>	http://www-03.ibm.com/industries/ca/en/healthcare/files/hc2015_full_report_ver2.pdf
Illinois Occupational Skill Standards and Credentialing Council	<i>Illinois Occupational Skill Standards Dental Hygienist</i>	http://www.ioes.org/media/documents/1729152.pdf
Institute of Medicine of the National Academies	<i>Health Professions Education: A Bridge to Quality</i>	Hard copy
Joint Commission on Allied health Personnel in Ophthalmology	<i>Criteria for Certification and Recertification</i>	http://www.jcahpo.org/certification/pdfs/CriteriaforCert_FULL.pdf
Joint Commission on Allied health Personnel in Ophthalmology	<i>Certified Ophthalmic Technician Certification Requirements</i>	http://www.jcahpo.org/certification/pdfs/COT_Content_New_2010.pdf
National Athletic Trainers' Association	<i>Athletic Training Educational Competencies, 2005</i>	http://www.hawkeyehealthcare.com/Education/Handbook/Competencies/Competencies_v4.htm
National Board of Respiratory Care	<i>Detailed Credentialing Examinations Content Outlines</i>	http://www.nbrc.org/Examinations/tabid/70/Default.aspx
National Certification Board for Therapeutic Massage & Bodywork Code of Ethics	<i>National Certification Examination: Candidate Handbook</i>	http://www.ncbtmb.org/pdf/CandidateHandbook.pdf
National Council for Therapeutic Recreation Certification	<i>Information for the Certified Therapeutic Recreation Specialist and New Applicants</i>	http://www.nctrc.org/documents/2ExamInfo.pdf
National Healthcare Association	<i>Clinical Medical Assistant Certification Exam (CCMA) Candidate Handbook</i>	http://www.nhanow.com/Libraries/pdf/CCMA_Candidate_Handbook.sflb.ashx
NBCRNA Council on Certification of Nurse Anesthetists (CCNA)	<i>Candidate Handbook</i>	http://www.nbcrna.com/downloads/CCNA/NCE%20Materials/11%202011%20CCNA%20Candidate%20Handbook.pdf
Oregon.gov	<i>Clinical Dietitian</i>	http://www.oregon.gov/DAS/HR/class/ccrt/spec/6268.pdf?ga=t
Pharmacy Technician Certification Board	<i>Candidate Guide</i>	https://www.ptcb.org/AM/Template.cfm?Section=PTCB_Exam&Template=/CM/ContentDisplay.cfm&ContentID=3100
The American Registry for Diagnostic Medical Sonography (ARDMS)	<i>Adult Echocardiography Content Outline</i>	http://www.ardms.org/downloads/Content%20Outlines/AE/aefinall.pdf
The American Registry of Radiologic Technologists	<i>Nuclear Medicine Technology Certification Handbook and Application materials</i>	https://www.arrt.org/publications/2011/NMT_HB_2011.pdf
The American Registry of Radiologic Technologists	<i>Components of Preparedness</i>	http://www.nmtcb.org/exam/cops.php#GROUP1
The American Registry of Radiologic Technologists	<i>Radiation Therapy: Certification Handbook and Application Materials</i>	https://www.arrt.org/publications/2011/THR_HB_2011.pdf
The University of Iowa	<i>Competencies for Pharmacokinetics and Biopharmaceutics</i>	http://www.uiowa.edu/~c046138/kineticscomp.htm
University of Rochester Medical Center	<i>Competencies and Goals for Radiology Residents</i>	http://www.urmc.rochester.edu/smd/Rad/ResidentGoals.pdf
University of Sydney	<i>Radiology Required Competencies</i>	www.itl.usyd.edu.au/.../docs/dent%20Radiologyassessform.doc
University of Wisconsin School of Pharmacy	<i>Learning Outcomes and Competencies Pharmacology/Toxicology Program</i>	http://pharmacy.wisc.edu/sites/default/files/content/facstaff-resources/curriculum-

		assessment/pharmtox-outcomes-competencies.pdf
US Department of Labor, Occupational Information Network (O*Net) Occupation Profiles	<i>Anesthesiologist Assistants; Athletic Trainer; Audiologist; Cardiovascular Technologists and Technicians; Dental Assistant; Dental Hygienist; Dental Laboratory Technicians; Diagnostic Medical Sonographers; Dietitians and Nutritionists; Electroneurodiagnostic Technicians; Emergency Medical Technicians and Paramedics; Exercise Physiologist; Histotechnologists and Histologic Technicians; Low Vision Therapists; Orientation and Mobility Specialists, and Vision Rehabilitation Therapists; Massage Therapist; Medical and Clinical Laboratory Technicians; Medical and Clinical Laboratory Technologists; Medical Assistants; Nuclear Medicine Technologists; Ophthalmic Assistant/Technologist; Opticians, Dispensing; Orthotists and Prosthetists; Pharmacy Aides; Pharmacy Technicians; Physical Therapist Aides; Physical Therapist Assistants, Physical Therapists, Radiation Therapists, Radiological Technicians; Radiological Technologists; Recreational Therapists, Rehabilitation Counselors, Respiratory Therapists, Speech-Language Pathologists; Speech-Language Pathology Assistants; Surgical Technologists</i>	http://www.onetonline.org/
US Department of Labor, Office of Apprenticeship	<i>Air Force Enlisted Job Descriptions & Qualifications – Dental Assistant</i>	http://www.careeronestop.org/competencymodel/modelFiles/Dental%20Assistant.pdf
US Navy	<i>Competency Assessment: Hospital Corpsman Dental Assistant</i>	http://www.med.navy.mil/directives/ExForms/NAVMED%201510-1%20%2806-2009%29.pdf
Utah Department of Health, Division of Health Systems Improvement, Bureau of Emergency Medical Services	<i>STUDENT HANDBOOK Emergency Medical Technician - Basic</i>	http://health.utah.gov/ems/stdseval/training/emt-b_handbook.pdf
Washington State Skills Standards	<i>Dental Hygienist</i>	http://www.learningconnections.org/ss/pdfs/Allied_oral_health/Dental%20Hygienist.pdf
Washington State Skills Standards	<i>Dental Laboratory Technician</i>	http://www.learningconnections.org/ss/pdfs/Allied_oral_health/Dental%20Lab%20Tech.pdf