This document crosswalks the definition of global competence, as defined by the Asia Society (http://asiasociety.org/files/book-globalcompetence.pdf) to the Common Career Technical Core (CCTC), a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education, managed by Advance CTE (https://www.careertech.org/cctc). The definition of global competence and the CCTC were developed separately by state education leaders as well as diverse groups of teachers, business and industry experts, administrators, and researchers.
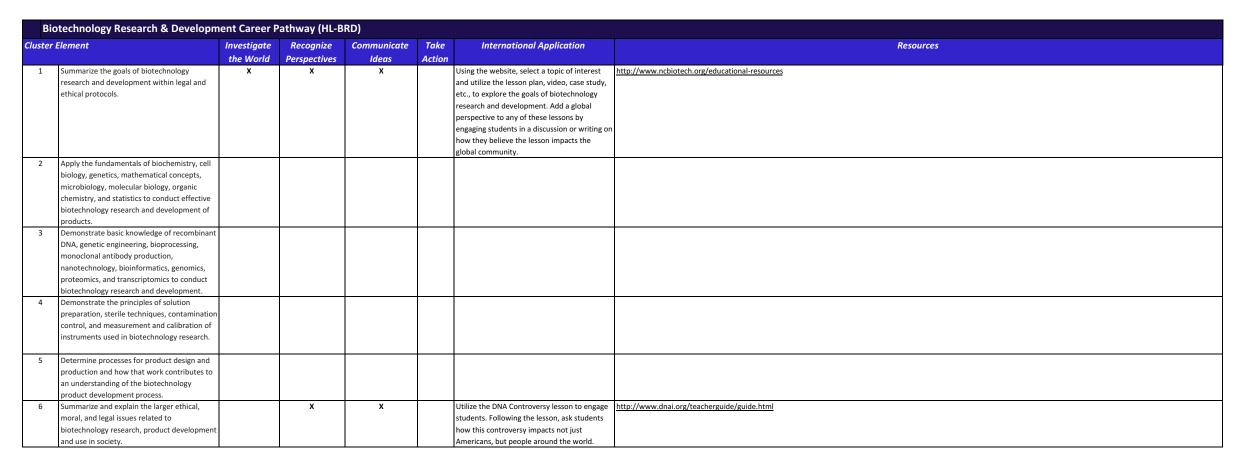
* Please note, if the URL links do not work, copy and paste them into your browser.

Health Science Career Cluster© (HL)

	Cluster Element	Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	X					
2	Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.		X	X		Investigate the global role of community healthcare workers.	http://www.uniteforsight.org/health-workers-course/module1
3	Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	X	X	X	X	Research hazards for OSHA and then differences between the U.S. and OSHA International.	https://www.osha.gov/SLTC/healthcarefacilities/otherhazards.html; https://www.osha.gov/international/
4	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	Utilize "Caring for Other Cultures" lesson. Lesson plan found on website.	http://www.missouricareereducation.org/project/globalcitizen/lessons
5	Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.			X	X	Read the article explaining legal and ethical responsibilities, then discuss with students the ethical implications of working with a variety of cultures in health care.	http://samples.jbpub.com/9781449653293/27829_CH02_033_078.pdf
6	Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare workplace.			X	X		Health Literacy: Cultural and Diversity Barriers http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No3Sept09/Cultural-and-Linguistic-Barriers-.html

Biotechnology Research & Development Career Pathway (HL-BRD)

Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Summarize the goals of biotechnology research and development within legal and ethical protocols.	X	X	X		Using the website, select a topic of interest and utilize the lesson plan, video, case study, etc., to explore the goals of biotechnology research and development. Add a global perspective to any of these lessons by engaging students in a discussion or writing on how they believe the lesson impacts the global community.	http://www.ncbiotech.org/educational-resources
2	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.						
3	Demonstrate basic knowledge of recombinant DNA, genetic engineering, bioprocessing, monoclonal antibody production, nanotechnology, bioinformatics, genomics, proteomics, and transcriptomics to conduct biotechnology research and development.						
4	Demonstrate the principles of solution preparation, sterile techniques, contamination control, and measurement and calibration of instruments used in biotechnology research.						
5	Determine processes for product design and production and how that work contributes to an understanding of the biotechnology product development process.						
6	Summarize and explain the larger ethical, moral, and legal issues related to biotechnology research, product development and use in society.		X	X		Utilize the DNA Controversy lesson to engage students. Following the lesson, ask students how this controversy impacts not just Americans, but people around the world.	http://www.dnai.org/teacherguide/guide.html

Diagnostic Services Career Pathway (HL-DIA)

Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.		X	X		What are some of the key skills needed when dealing with diverse clients?	http://www.providesupport.com/blog/customer-diversity/
2	Assess and report patient's/client's health status in order to monitor and document patient progress.						
3	Demonstrate the principles of body mechanics for positioning, transferring, and transporting of patients/clients, and perform them without injury to the patient/client or self.		X				
4	Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.		X	X		What are some of the key skills needed when dealing with diverse clients?	http://www.providesupport.com/blog/customer-diversity/
5	Select, demonstrate, and interpret diagnostic procedures.						

Health Informatics Career Pathway (HL-HI)

Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.			X		What are some of the key skills needed when dealing with diverse clients?	http://www.providesupport.com/blog/customer-diversity/
2	Describe the content and diverse uses of health information.			X			
3	Demonstrate the use of systems used to capture, retrieve, and maintain confidential health information from internal and external sources.						

Support Services Career Pathway (HL-SUP)

Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Describe, differentiate, and safely perform the responsibilities of healthcare support services roles.						
2	Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.						
3	Follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility.	X	X	X	X	Have students create a culture care fact sheet.	http://www.missouricareereducation.org/doc/globalcitizen/tap04750_CulturalCareFactSheet.pdf
4	Maximize available resources for proper care and use of healthcare equipment and materials.						
5	Implement healthcare facility standards in order to maintain high-quality healthcare facilities.						

Therapeutic Services Career Pathway (HL-THR)

Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	X	X	X	X	Have students create a culture care fact sheet.	http://www.missouricareereducation.org/doc/globalcitizen/tap04750_CulturalCareFactSheet.pdf
2	Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.			X			
3	Utilize processes for assessing, monitoring, and reporting patient's/client's health status to the treatment team within protocol and scope of practice.						
4	Evaluate patient/client needs, strengths, and problems in order to determine if treatment goals are being met.		X				