

Pathway Assessment Blueprint

Diagnostic Services



Test Code: 1386/ Version: 01

General Assessment Information

Blueprint Contents

General Assessment Information
Written Assessment Information

Sample Written Items
Specific Competencies Covered in the Test

Test Type: The Diagnostics Services industry-based credential is included in NOCTI's Pathway assessment battery. Pathway assessments assess knowledge and skills at a broader level than the Job Ready assessments and focus on the Pathways established as part of the national career cluster model. Pathway assessments are delivered entirely online which allows NOCTI to include engaging interactive items.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of California, Indiana, Massachusetts, Michigan, New York, and Pennsylvania.



51.0999-Allied Health Diagnostic,
Intervention, and Treatment Professions, Other.



Career Cluster 8-Health Services



The American Medical Certification Association (AMCA) offers 14 certification exams for the allied healthcare field. AMCA supports NOCTI's Health Science assessments which are aligned to industry standards. This assessment is an excellent training instrument, in both content and test-mode preparation. Students passing both the NOCTI assessment and AMCA's national certification exam are demonstrating superior knowledge in their field and are outstanding candidates for entry-level positions in the allied healthcare field.



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

(Continued on the following page)

General Assessment Information (continued)



National Healthcareer Association (NHA) has awarded more than 500,000 certifications to healthcare professions pursuing their career goals since 1989. NHA believes students are the future of healthcare and created study materials and certification exams to provide tools to help them along their journey. NHA strongly encourages and supports students that work to enhance their educational achievements by completing NOCTI assessments.



In the lower division baccalaureate/associate degree category, 3 semester hours in Health Care Services

Written Assessment

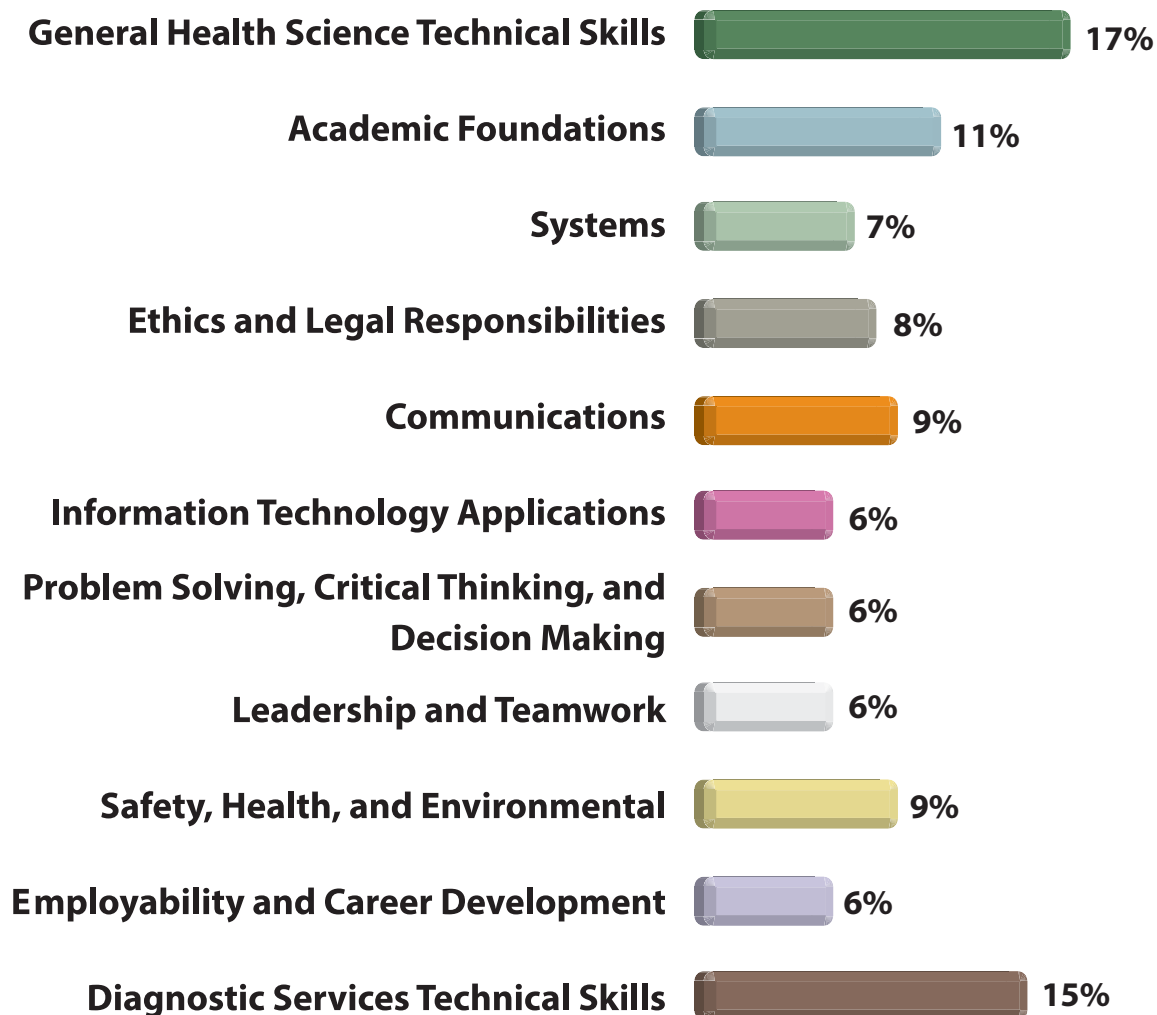
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 2 hours

Number of Questions: 103

Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

General Health Science Technical Skills

- Apply professional standards when interacting with patients and families
- Identify and interpret medical terminology
- Maintain appropriate infection control procedures
- Apply knowledge of anatomy and physiology

Academic Foundations

- Apply reading skills in a health science career environment
- Apply writing skills in a health science career environment
- Apply mathematical skills in a health science career environment
- Apply science skills in a health science career environment

Systems

- Describe the relationships, roles, and responsibilities among healthcare professionals
- Analyze the impact on healthcare systems based on changes in technology, epidemiology, managed care, etc.

Ethics and Legal Responsibilities

- Apply appropriate laws, regulations, and industry standards to healthcare situations
- Identify ethical issues and demonstrate ethical behavior in healthcare situations



(Continued on the following page)

Specific Standards and Competencies (continued)

Communications

- Communicate with patients using appropriate language and level, including using appropriate techniques for communicating with special needs patients (e.g., hard of hearing)
- Apply listening skills and interpret verbal and nonverbal behaviors to enhance communication with coworkers and patients
- Interpret and use tables, charts, and figures to support written and oral communication

Information Technology Applications

- Use word processing, presentation software, and email applications to prepare communication
- Use spreadsheet and database applications to manage and communicate data and information

Problem Solving, Critical Thinking, and Decision Making

- Use problem solving and critical thinking skills to locate credible sources of information about problems and determine appropriate methods for investigating causes
- Use problem solving and critical thinking skills to determine root causes of problems and to suggest and evaluate solutions

Leadership and Teamwork

- Apply leadership qualities to improve the quality of work and the work environment
- Work effectively in a team environment to improve the quality of work and the work environment

(Continued on the following page)

Specific Standards and Competencies (continued)

Safety, Health, and Environmental

- Identify and practice appropriate safety and health procedures for health occupations
- Demonstrate appropriate emergency and first aid knowledge and procedures for health occupations
- Identify and practice appropriate environmental procedures for health occupations

Employability and Career Development

- Demonstrate appropriate workplace behavior related to a health occupations career
- Develop career readiness skills to advance in health occupations

Diagnostic Services Technical Skills

- Identify common diagnostic tests and equipment and their purpose
- Follow appropriate procedures when conducting basic diagnostic tests
- Observe, monitor, and report patient status during diagnostic tests and respond appropriately
- Demonstrate proper procedures for positioning, transporting, and transferring patients



Sample Questions

A patient diagnosed with arthritis may be referred to a

- A. gastrologist
- B. cardiologist
- C. dermatologist
- D. rheumatologist

The organelle of the cell that provides for energy production in the process of cellular respiration is the

- A. nucleolus
- B. Golgi apparatus
- C. mitochondria
- D. lysosome

Urgent Care Centers are designed to

- A. replace hospitals
- B. replace doctor's office visits
- C. decrease emergency room visits
- D. decrease home care visits

Which of the following symptoms is subjective?

- A. vomiting
- B. nausea
- C. skin breakdown
- D. rapid pulse

Which type of medical record is considered most efficient to maintain and retrieve patient information?

- A. electronic chart
- B. paper charts
- C. kardex
- D. care plan

(Continued on the following page)

Sample Questions (continued)

The first step in transferring a patient after checking the care guide is to

- A. introduce yourself to the patient
- B. use a gait belt as indicated
- C. explain the procedure to the patient
- D. use a walker as indicated

When providing two-person CPR, one person is not doing compressions as deeply as required to be effective. The second partner should

- A. switch out, continue compressions, and say nothing
- B. switch out, continue compressions, and review protocol later
- C. call it to the partner's attention and correct the problem right then
- D. ask the partner to show a current CPR card

Standard precautions indicate the use of _____ technique to remove items from isolation.

- A. sterile
- B. transfer
- C. dust-proof
- D. double bag

An x-ray machine _____ to create an image.

- A. uses a powerful magnet
- B. emits radiation
- C. emits sound waves
- D. measures humidity

When applying electrocardiograph leads,

- A. remove lotion or oil from patient's skin
- B. apply lead V4 at the fourth intercostal space (ICS)
- C. always wax hair from sites
- D. choose firm areas, over bone, for limb leads