

Course Title: Health Science 2

State: TX
State Course Title: Principles of Health Science
Sate Course Code: 130.222
State Standards: Career and Technical Education
Date of Standards: 2017

| TEKS | Unit Name(s) | Lesson(s) Numbers |
|--|---|-------------------|
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | | |
| (A) express ideas in a clear, concise, and effective manner | Unit 10: Getting a Job in the Healthcare Industry | Lessons 1-3 |
| (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team | Unit 10: Getting a Job in the Health Care Industry | Lessons 1-3 |
| (C) identify employer expectations such as punctuality, attendance, time management, communication, organizational skill, and productive work habits | Unit 1: Health Care Systems | Lesson 4 |
| (2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to: | | |
| (A) convert units between systems of measurement | Unit 7: Emergency Care and Infection Control | Lesson 3 |
| (B) apply data from tables, charts, and graphs to provide solutions to health-related problems | Unit 8: Technology in Health Care and medical Math | Activity |
| (C) interpret technical material related to the health science industry | Unit 9: Blood-borne Illnesses | Activity |
| (D) organize, compile, and write ideas into reports and summaries | Unit 5: Wellness | Activity 1 |
| (E) plan and prepare effective oral presentations | Unit 10: Getting a Job in the Healthcare Industry | Activity 2 |
| (F) formulate responses using precise language to communicate ideas | Unit 4: Healthcare Workers' Responsibilities in the Workplace | Lessons 3, 4 |
| (G) describe biological and chemical process that maintain homeostasis | | |

| | | |
|--|--|-------------|
| (H) identify and analyze principles of body mechanics and movement such as forces and the effects of movement, torque, tension, and elasticity on the human body | | |
| (I) identify human needs according to Maslow's Hierarchy of Human Needs | | |
| (J) describe the stages of development related to the life span | Unit 1: Health Care Systems | Lesson 4 |
| (K) identify the concepts of health and wellness throughout the life span | Unit 5: Wellness | Lesson 2 |
| (L) analyze and evaluate communication skills for maintaining healthy relationships throughout the life span | Unit 2: Communication in Health Care | Lessons 2-4 |
| (M) research the historical significance of health care | Unit 1: Health Care Systems | Lesson 1 |
| (N) describe the impact of health services on the economy | Unit 1: Healthcare Systems | Activity |
| (O) analyze the impact of local, state, and national government on the health science industry | Unit 1: Healthcare Systems | Lesson 5 |
| (P) identify diverse and cultural influences that have impacted contemporary aspects of health care delivery | Unit 10: Getting a Job in the Health Care Industry | Lesson 4 |
| (Q) research and compare practices used by various cultures and societies to solve problems related to health | | |
| (3) The student uses verbal and non-verbal communication skills. The student is expected to: | | |
| (A) identify components of effective and non-effective communication | Unit 2: Communication in Health Care | Lessons 2-4 |
| (B) demonstrate effective communication skills for responding to the needs of individuals in a diverse society | Unit 2: Communication in Health Care | Lesson 5 |
| (C) evaluate the effectiveness of conflict-resolution techniques in various situations | Unit 10: Getting a Job in the Health Care Industry | Lesson 4 |
| (D) accurately interpret, transcribe, and communicate medical vocabulary using appropriate technology | Unit 2: Communication in Health Care | Lesson 1 |
| (4) The student implements the leadership skills necessary to function in a democratic society. The student is expected to: | | |
| (A) identify traits of a leader | Unit 1: Health Care Systems | Lesson 4 |

| | | |
|---|---|--------------|
| (B) demonstrate leadership skills, characteristics, and responsibilities of leaders such as goal-setting and team building | Unit 1: Health Care Systems | Lab |
| (C) demonstrate the ability to effectively conduct and participate in meetings | Unit 1: Health Care Systems | Lab |
| (5) The student assesses career options and the preparation necessary for employment in the health science industry. The student is expected to: | | |
| (A) locate, evaluate, and interpret career options and employment information | Unit 10: Getting a Job in the Healthcare Industry | Lesson 5 |
| (B) recognize the impact of career decisions, including the causes and effects of changing employment situations | Unit 10: Getting a Job in the Healthcare Industry | Activity 2 |
| (6) The student identifies academic preparation and skills necessary for employment as defined by the health science industry. The student is expected to: | | |
| (A) identify academic requirements for professional advancement such as certification, licensure, registration, continuing education, and advanced degrees | Unit 10: Getting a Job in the Healthcare Industry | Lesson 5 |
| (7) The students identifies the career pathways related to health science. The student is expected to: | | |
| (A) compare health science careers within the diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems | Unit 10: Getting a Job in the Healthcare Industry | Lesson 5 |
| (B) identify the collaborative role of team members between systems to deliver quality health care | Unit 1: Health Care Systems | Lab |
| (8) The student examines the role of the multidisciplinary team in providing health care. The student is expected: | | |
| (A) explain the concept of teaming to provide quality health care | Unit 1: Health Care Systems | Lab |
| (B) examine the role of professional organizations in the preparation and governance of credentialing and certification | Unit 10: Getting a Job in the Healthcare Industry | Lesson 5 |
| (9) The students interprets ethical behavior standards and legal responsibilities. The students is expected to: | | |
| (A) compare published professional code of ethics and scope of practice | Unit 4: Healthcare Workers' Responsibilities in the Workplace | Lessons 3, 4 |
| (B) explain principles of ethical behavior and confidentiality, including the consequences of breach of confidentiality | Unit 8: Technology in Health Care and Medical Math | Lab |
| (C) discuss ethical issues related to health care, including implications of technological advances | Unit 3: Legal Responsibilities and Patient's Rights | Lessons 4, 5 |

| | | |
|--|---|--------------|
| (D) examine issues related to malpractice, negligence, and liability | Unit 3: Legal Responsibilities and Patient's Rights | Lessons 4, 5 |
| (E) research laws governing the health science industry | Unit 3: Legal Responsibilities and Patients' Rights | Lesson 1 |
| (10) The students recognizes the rights of choices of the individual. The student is expected to: | | |
| (A) identify situations related to autonomy | Unit 3: Legal Responsibilities and Patient's Rights | Lessons 4, 5 |
| (B) identify wellness strategies for the prevention of disease | Unit 7: Emergency Care and Infection Control | Lessons 4, 5 |
| (C) evaluate positive and negative effects of relationships on physical and emotional health such as peers, family, and friends in promoting a healthy community | | |
| (D) review documentation related to rights and choices | Unit 3: Legal Responsibilities and Patient's Rights | Lesson 3 |
| (E) demonstrate an understanding of diversity and cultural practices influencing contemporary aspects of health care | Unit 10: Getting a Job in the Health Care Industry | Lesson 4 |
| (11) The student recognizes the importance of maintaining a safe environment and eliminating hazardous situations. The student is expected to: | | |
| (A) identify governing regulatory agencies such as the World Health Organization, Centers for Disease Control and Prevention, Occupational Safety and Health Administration, Joint Commission and National Institute of Health | Unit 6: Workplace Safety | Lessons 1-6 |
| (B) identify industry safety standards such as standard precautions, fire prevention and safety practices, and appropriate actions to emergency situations | Unit 7: Emergency Care and Infection Control | Lessons 4, 5 |
| (C) relate safety practices in all aspects of the health science industry | Unit 7: Emergency Care and Infection Control | Activity |
| (12) The students identifies the technology used in the diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems. The student is expected to: | | |
| (A) research and identify technological equipment used in the diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems | Unit 8: Technology in Health Care and medical Math | Lab |
| (B) identify potential malfunctions of technological equipment | Unit 8: Technology in Health Care and medical Math | Lab |
| (C) recognize and explain the process for reporting equipment or technology malfunctions | Unit 8: Technology in Health Care and medical Math | Lab |