

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