# Scope & Sequence

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| Course Name: Health Science Clinical **PEIMS Code:** 13020410 | | | **Course Credit:** 2.0  **Course Requirements:** This course is recommended for students in Grades 10-12.  **Prerequisite:** Biology.  **Corequisite:** Health Science Theory. |
| **Course Description:** The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. This course must be taken concurrently with Health Science Theory and may not be taken as a stand-alone course. Districts are encouraged to offer this course in a consecutive block with Health Science Theory to allow students sufficient time to master the content of both courses. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7,875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |

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| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.232 (c) Knowledge and skills** |
| **Unit 1: Meeting Employer Expectations in Health Science**  This unit is designed to inform future Health Science students about industry expectations for employability skills and professional standards. Students also examine the specific requisites for employment in the Health Sciences along with the specific steps necessary to become employed in Health Science. | 15 periods  675 minutes | (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; and  (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team.  (7) The student describes academic requirements necessary for employment in the health science industry. The student is expected to:  (A) research specific health science careers; and  (B) review employment procedures for a specific health science career. |
| **Unit 2: Appling Academic Standards in Health Science**  In this unit students learn how to apply other academic areas such as mathematics, science, English language arts, and social studies in health science. Using these skills to interpret, summarize and explain complex and technical material is the goal. The global impact of disease prevention and cost containment is also researched. Students are expected to communicate using correct medical terminology and have the ability to do mathematical calculations appropriate to a health related environment. | 25 periods  900 minutes | (2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:  (A) solve mathematical calculations appropriate to situations in a health-related environment;  (B) communicate using medical terminology;  (C) express ideas in writing and develop skills in documentation;  (D) interpret complex technical material related to the health science industry;  (E) summarize biological and chemical processes that maintain homeostasis;  (F) explain the changes in structure and function due to trauma and disease; and  (G) research the global impact of disease prevention and cost containment. |
| **Unit 3: Health Science Communication Skills**  Students in this unit will analyze the importance of good communication skills, not only in the workplace but their personal life as well. Verbal, non-verbal, and electronic communications will be explored along with potential barriers to communication. Students will demonstrate the effectiveness of conflict resolution techniques in various simulated situations. The importance of communication skills in maintaining healthy relationships throughout life is emphasized. | 20 periods  900 minutes | (3) The student displays verbal and non-verbal communication skills. The student is expected to:  (A) demonstrate therapeutic communication appropriate to the situation;  (B) execute verbal and nonverbal skills when communicating with persons with sensory loss and language barriers; and  (C) use electronic communication devices with appropriate supervision such as facsimile, scanner, electronic mail, and telephone.  (4) The student analyzes and evaluates communication skills for maintaining healthy relationships throughout the life span. The student is expected to:  (A) evaluate how a healthy relationship influences career goals;  (B) demonstrate communication skills in building and maintaining healthy relationships;  (C) demonstrate strategies for communicating needs, wants, and emotions; and  (D) evaluate the effectiveness of conflict resolution techniques in various practical situations. |
| **Unit 4: Health Science Documents and Records**  This unit teaches students how to compile and record health related data according to industry-based standards. Students will also research document formats and learn how to access and process information in the permanent record of the health informatics system. Students will simulate the proper reporting of information to proper authorities according to facility policy. | 15 periods  675 minutes | (5) The student relates appropriate information in the practical setting to the proper authority. The student is expected to:  (A) identify and retrieve reportable information; and  (B) report information according to facility policy in the practical setting.  (6) The student identifies documents integrated into the permanent record of the health informatics system. The student is expected to:  (A) research and describe document formats; and  (B) compile and record data according to industry based standards. |
| **Unit 5: Decision Making and Problem Solving in Health Science**  Students in this unit learn the skills necessary for effective problem solving and decision making. Student have the opportunity to identify a problem and walk thru the steps to effectively solve it. Time is also spent on analyzing the outcomes and modifying future decisions based on those outcomes. | 15 periods  675 minutes | (8) The student identifies problems and participates in the decision-making process. The student is expected to:  (A) analyze systematic procedures for problem solving;  (B) evaluate the impact of decisions; and  (C) suggest modifications based on decision outcomes. |
| **Unit 6: Appling Knowledge and Skills**  Students have the chance to apply the skills they have learned in the past as they role play simulated situations in health care. Students also demonstrate skills in first aid, CPR, vital signs, and the use of an AED in a cardiac emergency. Students will demonstrate skills related to admissions, discharge, and transfer functions. Depending on the situations students may also perform skills associated with medical assistant, dental assistant, emergency medical technician-basic, phlebotomy technician, and pharmacy technician. Students are expected to model industry expectations of professional conduct such as attendance, punctuality, personal appearance, hygiene, and time management. | 35 periods  1575 minutes | (9) The student implements the knowledge and skills of a health science professional in the clinical setting. The student is expected to:  (A) comply with specific industry standards related to safety and substance abuse;  (B) model industry expectations of professional conduct such as attendance, punctuality, personal appearance, hygiene, and time management;  (C) articulate comprehension of assignment;  (D) employ medical vocabulary specific to the health care setting;  (E) perform admission, discharge, and transfer functions in a simulated setting;  (F) demonstrate skills related to activities of daily living in rehabilitative care such as range of motion, positioning, and ambulation according to the health science industry standards, regulatory agency standards, and professional guidelines;  (G) role play techniques used in stressful situations such as trauma, chronic, and terminal illness;  (H) demonstrate first aid, vital signs, cardiopulmonary resuscitation, and automated external defibrillator skills in a laboratory setting; and  (I) perform skills specific to a health science professional such as medical assistant, dental assistant, emergency medical technician-basic, phlebotomy technician, and pharmacy technician. |
| **Unit 7: Leadership and Ethical Behavior**  In this unit students identify the leadership skills expected by health care professionals. Students will demonstrate integrated consensus building techniques and participate in group dynamics. Students will evaluate behavioral and legal responsibilities of a health care professional by researching and describing the role of professional associations and regulatory agencies. The Patient Bill of Rights, Advanced Directives, and the Health Insurance Portability and Accountability Act will be explored and the legal and ethical ramifications of unacceptable behavior will be explained. | 20 periods  900 minutes | (11) The student exhibits the leadership skills necessary to function in a democratic society. The student is expected to:  (A) identify leadership skills of health science professionals;  (B) participate in group dynamics; and  (C) integrate consensus-building techniques.  (10) The student evaluates ethical behavioral standards and legal responsibilities. The student is expected to:  (A) research and describe the role of professional associations and regulatory agencies;  (B) examine legal and ethical behavior standards such as Patient Bill of Rights, Advanced Directives, and the Health Insurance Portability and Accountability Act;  (C) investigate the legal and ethical ramifications of unacceptable behavior; and  (D) perform within the designated scope of practice. |
| **Unit 8: Maintaining a Safe Environment**  Student are expected to explain protocol related to hazardous materials and situations and have the ability to observe and report unsafe condition they might encounter. Regulation from the World Health Organization, Centers for Disease Control and Prevention, Occupational Safety and Health Administration, U.S. Food and Drug Administration, Joint Commission, and National Institute of Health will be explained. The benefits of recycling and waste management for cost containment and environmental protection will be analyzed. | 15 periods  675 minutes | (12) The student maintains a safe environment. The student is expected to:  (A) conform to governmental regulations and guidelines from entities such as the World Health Organization, Centers for Disease Control and Prevention, Occupational Safety and Health Administration, U.S. Food and Drug Administration, Joint Commission, and National Institute of Health;  (B) explain protocol related to hazardous materials and situations such as material safety data sheets;  (C) observe and report unsafe conditions; and  (D) practice recycling and waste management for cost containment and environmental protection. |
| **Unit 9: Wellness Strategies and Disease Prevention**  In this unit student will analyze the strategies used to prevent disease. The effects, both positive and negative, of relationships on health are examined. The possible effectiveness of alternative health practices and therapies are explored. The overall benefits of access to quality health care along with the benefits of positive relationships among community health professionals in promoting a healthy community are demonstrated. | 15 periods  675 minutes | (13) The student assesses wellness strategies for the prevention of disease. The student is expected to:  (A) research wellness strategies for the prevention of disease;  (B) evaluate positive and negative effects of relationships on physical and emotional health;  (C) explain the benefits of positive relationships among community health professionals in promoting a healthy community;  (D) research and analyze access to quality health care; and  (E) research alternative health practices and therapies. |