

# Health Science Theory

Subject: Career Development and Career and Technical Education

Grade: 10

Expectations: 52

Breakouts: 103

## (a) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
2. The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
3. The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will become familiar with industry-based standards for documenting and maintaining medical information; research industry employment requirements, including education, certification, and licensing requirements; and evaluate ethical and legal responsibilities of health science professionals. Students will employ hands-on experiences for continued clinical knowledge and skill development.
4. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.
5. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to learn the knowledge and skills necessary to pursue a health science career through further education and employment.
6. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions.
7. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
8. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## (b) Knowledge and Skills Statements

(1)

(B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and

- (i) exhibit the ability to cooperate as a member of a team
- (ii) exhibit the ability to contribute as a member of a team

(iii) exhibit the ability to collaborate as a member of a team

(4) The student demonstrates verbal, non-verbal, and electronic communication skills. The student is expected to:

(A) demonstrate therapeutic communication appropriate to the situation;

(i) demonstrate therapeutic communication appropriate to the situation

(B) use appropriate verbal and non-verbal skills when communicating with persons with sensory loss and language barriers in a simulated setting; and

(i) use appropriate verbal skills when communicating with persons with sensory loss in a simulated setting

(ii) use appropriate verbal skills when communicating with persons with sensory loss and language barriers in a simulated setting

(ii) record health information on electronic formats

(7) The student describes industry requirements necessary for employment in health science occupations. The student is expected to:

(A) research education, certification, licensing, and continuing education requirements and salary related to specific health science careers; and

(i) research education requirements related to specific health science careers

(ii) research certification requirements related to specific health science careers

(iii) research licensing requirements

- (E) determine proper equipment needed for patient ambulation such as gait belts, wheelchairs, crutches, or walkers;
  - (i) determine proper equipment needed for patient ambulation
- (F) demonstrate skills related to assessing range of motion and assisting with mobility, including positioning, turning, lifting, and transferring patients for treatment or examination;
  - (i) demonstrate skills related to assessing range of motion
  - (ii) demonstrate skills related to assisting with mobility, including positioning
  - (iii) demonstrate skills related to assisting with mobility, including turning
  - (iv) demonstrate skills related to assisting with mobility, including lifting
  - (v) demonstrate skills related to assisting with mobility, including transferring patients for treatment or examination
- (G) role play techniques used in stressful situations such as situations involving trauma and chronic and terminal illness;
  - (i) role play techniques used in stressful situations
- (H) demonstrate vital signs, cardiopulmonary resuscitation, and automated ex (c)-7.6.8 4qr1511.1 (ta(n)-0.8 (i)12.7 (q)-



- (iii) evaluate negative effects of relationships on physical health
- (iv) evaluate negative effects of relationships on emotional health
- (C) explain the benefits of positive relationships between community members and health professionals in promoting a healthy community;
  - (i) explain the benefits of positive relationships between community members and health professionals in promoting a healthy community
- (D) research and analyze the effects of access to quality health care;
  - (i) research the effects of access to quality health care
  - (ii) analyze the effects of access to quality health care
- (E) research alternative health practices and therapies; and
  - (i) research alternative health practices
  - (ii) research alternative therapies
- (F) explain the changes in structure and function of the body due to trauma and disease.
  - (i) explain the changes in structure of the body due to trauma
  - (ii) explain the changes in structure of the body due to disease
  - (iii) explain the changes in function of the body due to trauma
  - (iv) explain the changes in function of the body due to disease