

Health Science Clinical YAG

One Credit | Double-Blocked with Health Science Theory | Full Year | 36 Weeks | Recommended Grades 10–12

Course Information: HSC = §127.479 Health Science Clinical. Prerequisite: Biology. Corequisite: Health Science Theory. Health Science Clinical must be taken concurrently with Health Science Theory and may not be taken as a stand-alone course; the consecutive double block provides time for theory-to-practice transfer and hands-on skill development. The course develops advanced knowledge and skills across health careers through clinical/laboratory experiences, communication, documentation, decision making, professional conduct, patient-care skills, ethics/law, leadership, safety, and wellness. §127.15(d)(2) CTE Employability Skills are integrated throughout. ACCESS supports career, credential, postsecondary, and work-based learning connections.

GP	Wks	Unit & Focus	Major Learning Tasks & Assessments	Integrated TEKS	Extension Activities
1	1–2	Unit 1 – Clinical Readiness, Professional Conduct & Scope	- Establish clinical/lab expectations for attendance, punctuality, appearance, hygiene and time management - Apply industry safety/substance-abuse standards and demonstrate comprehension of assignments - Introduce scope of practice, professional boundaries and accountability - Use health-care vocabulary and professional communication in simulated clinical settings - Launch clinical skills portfolio and employability documentation	- HSC8(A–D) - HSC9(D) - HSC1(B–D) §127.15(d)(2)	- ACCESS: Health Science careers/credentials - Professional conduct scenarios - Portfolio launch
1	3–4	Unit 2 – Therapeutic Communication, Relationships & Barriers	- Demonstrate therapeutic verbal/nonverbal communication - Communicate with persons experiencing sensory loss or language barriers - Use supervised electronic communication appropriately - Practice strategies for communicating needs, wants and emotions - Evaluate conflict-resolution techniques and healthy professional relationships	- HSC2(A–C) - HSC3(A–D)	- Communication simulations - Barrier-adaptation activity - Team reflection
1	5–6	Unit 3 – Documentation, Reporting & Health Informatics	- Express ideas clearly in writing and develop clinical documentation skills - Interpret complex technical material and retrieve reportable information - Report information according to facility policy in simulated settings - Research document formats and compile/record data to industry standards - Practice confidentiality and accurate use of medical vocabulary	- HSC1(B–D) - HSC4(A–B) - HSC5(A–B) - HSC9(B,D)	- Simulated charting - Incident/reporting scenarios - Documentation audit
1	7–9	Unit 4 – Infection Prevention, Regulations & Safe Environment	- Apply governmental/regulatory guidelines to the health-care environment - Explain hazardous-material protocols and interpret safety information - Observe, identify and report unsafe conditions - Practice recycling/waste management for cost containment/environmental protection - Integrate standard precautions, PPE, infection prevention and safe clinical behaviors	- HSC11(A–D) - HSC8(A) - HSC9(A)	- PPE/infection-control lab - Safety inspection - Regulatory agency research
2	10–11	Unit 5 – Applied Math, Homeostasis, Trauma & Disease	- Solve calculations appropriate to health-related situations - Summarize biological/chemical processes that maintain homeostasis - Explain structural/functional changes caused by trauma and disease - Interpret technical health-science material and connect findings to patient-care decisions - Research disease prevention and cost-containment implications	- HSC1(A,D–G) - HSC12(A)	- Dosage/measurement applications within course scope - Homeostasis case - Disease/cost analysis
2	12–13	Unit 6 – Vital Signs, First Aid, CPR & AED	- Demonstrate accurate vital-sign procedures in the laboratory setting - Record and communicate findings using appropriate terminology/documentation - Demonstrate first-aid procedures appropriate to instructional scope - Demonstrate CPR and AED skills using approved instructional equipment/protocols - Apply systematic problem solving when findings or conditions change	- HSC8(H) - HSC1(A–D) - HSC7(A–C)	- Vital-sign skill stations - CPR/AED practice - Emergency response simulation
2	14–15	Unit 7 – Patient Mobility, ADLs & Rehabilitative Care	- Demonstrate range of motion, positioning and ambulation skills - Apply industry, regulatory and professional guidelines to rehabilitative care - Practice body mechanics and safe patient-handling principles - Communicate respectfully during activities of daily living and mobility assistance - Document simulated care accurately	- HSC8(F) - HSC1(B–C) - HSC2(A–B) - HSC5(B)	- Mobility/positioning skill lab - ADL simulation - Rehabilitative-care case
2	16–17	Unit 8 – Admission, Discharge, Transfer & Clinical Decision Making	- Perform admission, discharge and transfer functions in simulated settings - Analyze systematic problem-solving procedures - Evaluate impacts of decisions and suggest modifications based on outcomes - Retrieve, report and document appropriate information - Demonstrate teamwork and professional conduct during transitions of care	- HSC8(E) - HSC7(A–C) - HSC4(A–B) - HSC5(B) - HSC10(B–C)	- Transition-of-care simulation - Clinical decision case - Team performance review

2	18	Semester 1 Exam – Health Science Clinical	• Cumulative written/performance assessment • Professional conduct, communication, documentation, safety, applied science, vital signs/first aid/CPR/AED, mobility and transitions of care • Semester clinical skills portfolio review	• Cumulative: HSC1–11 as addressed • §127.15(d)(2)	• Targeted review/remediation
3	19–20	Unit 9 – Ethics, Law, Patient Rights & Professional Responsibility	• Research professional associations and regulatory agencies • Examine Patient Bill of Rights, Advanced Directives and HIPAA • Investigate legal/ethical ramifications of unacceptable behavior • Perform within designated scope of practice in all simulations • Apply ethical reasoning to realistic clinical scenarios	• HSC9(A–D) • HSC8(A–C) • §127.15(d)(2)	• Ethics case conference • HIPAA/patient-rights scenarios • Professional association research
3	21–22	Unit 10 – Stressful Situations, Trauma, Chronic & Terminal Illness	• Role play therapeutic techniques used in stressful situations • Apply communication strategies to trauma, chronic illness and terminal illness scenarios • Evaluate effects of relationships on physical/emotional health • Use conflict-resolution and consensus-building techniques • Document and communicate observations within scope	• HSC8(G) • HSC2(A–B) • HSC3(B–D) • HSC10(B–C) • HSC12(B)	• Trauma/chronic-care simulation • End-of-life communication case • Team debrief
3	23–25	Unit 11 – Profession-Specific Clinical Skills Exploration	• Rotate through introductory skills associated with selected health science professions • Apply medical vocabulary, safety, professional conduct and scope to each station • Compare medical assistant, dental assistant, EMT-basic, phlebotomy and pharmacy-related skill environments • Research career requirements connected to skill areas • Document skill performance and reflection in clinical portfolio	• HSC8(I) • HSC6(A–B) • HSC1(B–D) • HSC9(D)	• ACCESS: career/credential connections • Skills rotations • Guest professionals
3	26–27	Unit 12 – Careers, Employment Procedures & Clinical Leadership	• Research specific health science careers and employment procedures • Identify leadership skills of health science professionals • Participate in group dynamics and integrate consensus-building • Evaluate how healthy relationships influence career goals • Update professional portfolio, résumé/interview preparation and pathway plan	• HSC6(A–B) • HSC10(A–C) • HSC3(A) • §127.15(d)(2)	• ACCESS: postsecondary/employer research • HOSA/CTSO leadership • Mock interview
4	28–30	Unit 13 – Wellness, Prevention & Community Health	• Research wellness strategies for disease prevention • Evaluate relationships and physical/emotional health • Explain benefits of relationships among community health professionals • Research/analyze access to quality health care • Research alternative health practices/therapies and global disease-prevention/cost-containment issues	• HSC12(A–E) • HSC1(G)	• Community health project • ACCESS/community career connection • Wellness education product
4	31–33	Unit 14 – Integrated Clinical Skills & Patient-Care Simulations	• Complete multi-step simulated patient-care scenarios requiring communication, documentation and decision making • Apply vital signs, mobility/ADLs, admission/discharge/transfer and profession-specific introductory skills • Maintain safety, scope, ethical/legal standards and professional conduct • Respond to changes using systematic problem solving and appropriate reporting • Demonstrate leadership, teamwork and consensus-building	• HSC1–11 • §127.15(d)(2)	• Integrated simulation lab • Team case conference • Clinical skills validation
4	34–35	Unit 15 – Clinical Capstone, Portfolio & Pathway Transition	• Complete a comprehensive simulated clinical case from intake through documentation and handoff • Demonstrate professional communication, safety, ethics, scope and clinical decision making • Present evidence of skill growth and reflect on strengths/areas for continued development • Finalize career, credential and postsecondary plan • Prepare portfolio for transition to advanced Health Science experiences	• HSC1–12 • §127.15(d)(2)	• ACCESS: pathway/credential planning • Capstone simulation • Portfolio defense
4	36	Semester 2 Exam & Clinical Skills Showcase	• Cumulative written/performance assessment • Integrated clinical skills, ethics/law, careers/leadership, wellness and patient-care simulation • Final clinical portfolio and pathway reflection	• Cumulative: HSC1–12 • §127.15(d)(2)	• Clinical skills showcase • Final pathway review

Health Science Clinical TEKS Coverage Checklist

Coverage verification: All 12 Health Science Clinical strands and all 48 student expectations in §127.479 are intentionally addressed. §127.15(d)(2) CTE Employability Skills are integrated throughout.

Strand	SEs	Knowledge & Skills Focus	YAG Placement	Coverage
HSC1	A-G	Math, terminology, writing/documentation, technical material, homeostasis, trauma/disease, global prevention/cost containment	Units 1, 3, 5-6, 13-15	100%
HSC2	A-C	Therapeutic communication, sensory/language barriers, supervised electronic communication	Units 2, 7, 10, 14-15	100%
HSC3	A-D	Healthy relationships, communication of needs/emotions and conflict resolution	Units 2, 10, 12-15	100%
HSC4	A-B	Retrieve and report information according to facility policy	Units 3, 8, 14-15	100%
HSC5	A-B	Document formats and recording data to industry standards	Units 3, 7-8, 14-15	100%
HSC6	A-B	Health science careers and employment procedures	Units 11-12, 15	100%
HSC7	A-C	Systematic problem solving, decision impact and modifications	Units 6, 8, 14-15	100%
HSC8	A-I	Safety/conduct, assignments, vocabulary, ADT, ADLs/rehab, stressful situations, first aid/vitals/CPR/AED, profession-specific skills	Units 1, 4, 6-11, 14-15	100%
HSC9	A-D	Professional associations/regulatory agencies, patient rights, directives, HIPAA, unacceptable behavior, scope	Units 1, 3-4, 9, 11, 14-15	100%
HSC10	A-C	Leadership, group dynamics and consensus building	Units 8, 10, 12, 14-15	100%
HSC11	A-D	Government regulations, hazardous materials, unsafe conditions, recycling/waste management	Unit 4; Units 14-15 reinforcement	100%
HSC12	A-E	Wellness/prevention, relationships, community health professionals, access to care, alternative practices/therapies	Units 5, 10, 13, 15	100%
Employability	§127.15(d)(2)	Level 3/4 CTE employability skills	Integrated throughout	100%

Implementation Notes

- Health Science Clinical is a corequisite course with Health Science Theory and may not be offered as a stand-alone course. The double block should intentionally connect Theory content to Clinical laboratory, simulation, documentation, and supervised practical applications.
- Hands-on skills must be taught and assessed using current district procedures, instructor qualifications, applicable regulatory guidance, appropriate equipment, and student scope. Real clinical-site experiences should follow all district, facility, privacy, safety, consent, and supervision requirements.
- Skill development should progress from teacher modeling to guided practice, skill validation, integrated simulation, and reflection. Students should repeatedly apply medical vocabulary, documentation, communication, safety, ethical/legal responsibilities, and employability skills.
- ACCESS should support Health Science career exploration, credential and postsecondary research, employer/clinical-site connections, and transition to advanced Health Science courses and practicum experiences.
- HOSA/CTSO leadership, health professionals, community partners, and supervised work-based learning experiences should be incorporated where available.
- Weeks 18 and 36 are reserved for cumulative semester exams. No instructional unit crosses the semester boundary.