

Health Science Theory YAG

One Credit | Double-Blocked | One Semester | 18 Weeks | Recommended Grades 10–12

Course Information: HST = §127.478 Health Science Theory. Prerequisites: one credit in Biology and at least one credit in a course from the Health Science Career Cluster. Recommended prerequisite: Medical Terminology. Recommended corequisite: Health Science Clinical. The double-block semester model uses the additional daily instructional time to address the full one-credit course in 18 weeks through integrated theory, laboratory practice, simulation, documentation, and career applications. §127.15(d)(2) CTE Employability Skills are integrated throughout. ACCESS supports career, credential, postsecondary, and employment exploration.

GP	Wks	Unit & Focus	Major Learning Tasks & Assessments	Integrated TEKS	Extension Activities
1	1–2	Unit 1 – Professional Standards, Patient-Centered Care & Health Science Systems	- Establish industry expectations for communication, teamwork, attendance, dress, hygiene and time management - Demonstrate care, empathy and compassion in patient-centered scenarios - Communicate medical information in patient-friendly language and apply HIPAA expectations - Survey diagnostic, therapeutic, health informatics, support services and biotechnology R&D systems - Launch professional/skills portfolio	- HST1(A–C) - HST2(A–C) §127.15(d)(2)	- ACCESS: Health Science pathways - Professional conduct scenarios - Portfolio launch
1	3–4	Unit 2 – Therapeutic Communication & Healthy Workplace Relationships	- Demonstrate therapeutic verbal/nonverbal communication - Adapt communication for sensory loss and language barriers - Use electronic communication appropriately in classroom/clinical contexts - Evaluate healthy workplace relationships and communication strategies - Practice conflict resolution, needs/wants/emotions communication and teamwork	- HST4(A–C) - HST5(A–D) - HST1(A–B)	- Communication simulations - Conflict-resolution cases - Team reflection
1	5–6	Unit 3 – Applied Academics, Homeostasis, Disease & Technical Information	- Solve healthcare-related mathematical calculations - Write clearly and interpret complex health science technical material - Summarize biological/chemical processes that maintain homeostasis - Research global disease-prevention topics - Connect anatomy, physiology, trauma and disease to health-care decision making	- HST3(A–E) - HST13(F)	- Applied math lab - Homeostasis/disease case - Technical-reading activity
1	7–8	Unit 4 – Medical Records, Documentation & Health Information	- Research medical/dental record formats - Prepare health documents according to industry standards - Record patient history, vital statistics and test results in paper/electronic simulations - Apply HIPAA and patient-centered communication to documentation - Use accurate medical vocabulary and documentation conventions	- HST6(A–C) - HST2(B–C) - HST3(B–C) - HST9(B)	- Simulated EHR/charting - Documentation audit - Medical-record case
1	9	Unit 5 – Careers, Credentials & Employment Readiness	- Research education, certification, licensing, continuing education and salary for health science careers - Compare employment opportunities across Health Science systems - Build résumé/application materials and practice interviewing - Connect current course skills to credentials and postsecondary pathways	- HST7(A–B) - HST1(A–C)	- ACCESS: credential/postsecondary research - Mock interview - Career pathway plan
2	10–11	Unit 6 – Safety, Regulations, Infection Prevention & Body Mechanics	- Describe regulations/guidelines from WHO, CDC, OSHA, FDA, The Joint Commission, NIH and DSHS - Explain hazardous-material, PPE and bloodborne-pathogen protocols - Assess/report unsafe conditions and examine recycling/waste management - Demonstrate proper body mechanics and industry safety standards - Apply safety requirements in simulated health-care environments	- HST12(A–E) - HST9(A)	- PPE/infection-control lab - Safety inspection - Regulatory agency research
2	12	Unit 7 – Clinical Decision Making & Problem Solving	- Apply critical thinking, adaptability and consensus building to health science problems - Evaluate impacts of clinical decisions - Suggest modifications based on simulated health-care outcomes - Use team communication, technical information and ethical reasoning to justify decisions	- HST8(A–C) - HST1(A–B) - HST3(C)	- Clinical decision cases - Team problem-solving simulation - Outcome analysis

2	13-15	Unit 8 – Foundational Clinical Skills & Patient Care	• Perform admission, discharge and transfer functions in simulation • Demonstrate ADL assistance and select appropriate ambulation equipment • Assess range of motion and practice positioning, turning, lifting and transferring • Role play communication during trauma, chronic and terminal illness • Demonstrate first aid, vital signs, CPR and AED skills • Explore basic skills for medical assisting, dental assisting, EMT-basic, phlebotomy and pharmacy technology	• HST9(A-I) • HST4(A-B) • HST8(A-C)	• Clinical skills stations • CPR/AED and vital-sign practice • Career-specific skill exploration
2	16	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 and professional ramifications of unacceptable or discriminatory behavior • Apply ethical/legal reasoning and professional boundaries to simulated cases	• HST10(A-C) • HST2(C) • §127.15(d)(2)	• Ethics case conference • Patient-rights scenarios • Professional association research
2	17	Unit 10 – Leadership, Wellness & Community Health Capstone	• Identify leadership skills and assess group dynamics • Integrate consensus-building techniques in a team health challenge • Research disease-prevention wellness strategies and effects of relationships on health • Analyze access to quality health care and alternative health practices/therapies • Explain community-health partnerships and complete an integrated Health Science capstone	• HST11(A-C) • HST13(A-F) • HST5(A-D)	• ACCESS: community/career connection • HOSA/CTSO leadership • Capstone presentation
2	18	Semester Exam & Health Science Theory Showcase	• Cumulative written and performance-based assessment • Integrated professional standards, communication, applied academics, records, careers, safety, decision making, clinical skills, ethics, leadership and wellness • Final portfolio/capstone reflection	• Cumulative: HST1-13 • §127.15(d)(2)	• Targeted review/remediation • Final showcase

Health Science Theory TEKS Coverage Checklist

Coverage verification: All 13 Health Science Theory strands and all 52 student expectations in §127.478 are intentionally addressed during the 18-week double-block semester. §127.15(d)(2) CTE Employability Skills are integrated throughout.

Strand	SEs	Knowledge & Skills Focus	YAG Placement	Coverage
HST1	A-C	Clear communication, teamwork/collaboration, professional conduct	Units 1–2, 5, 7; throughout	100%
HST2	A-C	Care/empathy/compassion, patient-friendly communication, HIPAA	Units 1, 4, 9	100%
HST3	A-E	Healthcare math, writing/documentation, technical material, homeostasis, global disease prevention	Units 3–4, 7	100%
HST4	A-C	Therapeutic, barrier-sensitive and electronic communication	Units 2, 8	100%
HST5	A-D	Healthy workplace relationships, communication strategies and conflict resolution	Units 2, 10	100%
HST6	A-C	Medical/dental record formats, industry-standard documents, paper/electronic health information	Unit 4	100%
HST7	A-B	Education/credentials/salary and employment procedures	Unit 5	100%
HST8	A-C	Critical thinking, adaptability, consensus, decision impact and modification	Units 7–8	100%
HST9	A-I	Safety, vocabulary, ADT, ADLs, ambulation, ROM/mobility, stressful situations, first aid/vitals/CPR/AED, profession-specific skills	Units 4, 6, 8	100%
HST10	A-C	Professional associations/regulators, patient rights/directives/HIPAA, unacceptable/discriminatory behavior	Unit 9	100%
HST11	A-C	Leadership skills, group dynamics and consensus building	Unit 10	100%
HST12	A-E	Regulations, hazardous materials/PPE, unsafe conditions, waste management, body mechanics	Unit 6	100%
HST13	A-F	Wellness/prevention, relationships, community health, access, alternative practices/therapies, trauma/disease changes	Units 3, 10	100%
Employability	§127.15(d)(2)	Level 3/4 CTE employability skills	Integrated throughout	100%

Implementation Notes

- The 18-week double-block format delivers the full one-credit Health Science Theory course in one semester. Each instructional week therefore represents approximately two weeks of instructional contact compared with a traditional single-block full-year schedule.
- Hands-on experiences should reinforce theory through simulation, documentation, laboratory practice, problem solving, and skill demonstration. If Health Science Clinical is taken concurrently, teachers should deliberately align Theory concepts with Clinical practice.
- Clinical skills must be taught within teacher qualifications, district procedures, available equipment, applicable safety requirements, and student scope. Use simulated records/data rather than personally identifiable patient information.
- Medical vocabulary, patient-centered communication, documentation, HIPAA, safety, professional conduct, critical thinking, and employability skills should spiral throughout the semester rather than appear only in their primary units.
- ACCESS should support career and credential research, postsecondary planning, employment preparation, and connections to advanced Health Science courses. HOSA/CTSO leadership opportunities should be incorporated where available.
- Week 18 is reserved for the cumulative semester exam and performance-based showcase.