



Principles of Therapeutic Healthcare

PEIMS Code: N1302110

Abbreviation: THERHLTH

Grade Level(s): 9–10

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

The *Principles of Therapeutic Healthcare* course is an introductory class for students who are interested in pursuing careers within the therapeutic pathway of the healthcare industry. Principles of Therapeutic Healthcare will provide students an overview of the knowledge, skills and abilities associated with careers within the therapeutic pathway of the healthcare industry. These careers include direct patient care jobs, rehabilitation and jobs caring for individuals with physical and developmental delays.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 9 or 10. Recommended corequisite: Biology. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.
 - (3) The Principles of Therapeutic Healthcare course is a level one class for students who are interested in pursuing careers within the therapeutic pathway within the healthcare industry. Principles of Therapeutic Healthcare will provide students an overview of the knowledge, skills and abilities associated with careers within the therapeutic pathway within the healthcare industry. These careers include direct patient care jobs, rehabilitation and jobs caring for individuals with physical and developmental delays.

- (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 healthcare depends on the ability to work well with others.
 - (5) 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.
 - (6) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (7) 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.
- (c) Knowledge and Skills.
- (1) The student is expected to demonstrate 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;
 - (B) cooperate, contribute, and collaborate as a member of a team; and
 - (C) discuss employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.
 - (2) The student assesses career options and the preparation necessary for employment in the therapeutic pathway. The student is expected to:
 - (A) locate, evaluate, and interpret career options and employment information;
 - (B) research academic preparation and skills necessary for employment as defined by the therapeutic pathway; and
 - (C) identify academic requirements for professional advancement such as certification, licensure, registration, continuing education, and advanced degrees.
 - (3) 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;
 - (B) apply data from tables, charts, and graphs to provide solutions to health-related problems;
 - (C) interpret technical material related to the health science industry;
 - (D) organize, compile, and write ideas into reports and summaries;
 - (E) plan and prepare effective oral presentations;
 - (F) formulate responses using precise language to communicate ideas;
 - (G) describe biological and chemical processes 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;
 - (K) identify the concepts of health and wellness throughout the life span;
 - (L) analyze and evaluate communication skills for maintaining healthy relationships throughout the life span;
 - (M) research the historical significance of healthcare;
 - (N) describe the impact of health services on the economy;
 - (O) analyze the impact of local, state, and national government on the health science industry;
 - (P) identify diverse and cultural influences that have impacted contemporary aspects of healthcare delivery; and
 - (Q) research and compare practices used by various cultures and societies to solve problems related to health.
- (4) The student recognizes the terminology related to the health science industry. The student is expected to:
- (A) identify abbreviations, acronyms, and symbols related to the health science industry;
 - (B) identify the basic structure of medical words;
 - (C) practice word-building skills;
 - (D) research the origins of eponyms;
 - (E) recall directional terms and anatomical planes related to body structure;
 - (F) define and accurately spell occupationally specific terms such as those relating to the body systems, surgical and diagnostic procedures, diseases, and treatment; and
 - (G) use prior knowledge and experiences to understand the meaning of terms as they relate to the health science industry.
- (5) The student examines the role of the multidisciplinary team in providing healthcare. The student is expected to:
- (A) explain the concept of teaming to provide quality healthcare; and
 - (B) examine the role of professional organizations in preparation and governance of credentialing and certification.
- (6) The student interprets ethical behavior standards and legal responsibilities. The student is expected to:
- (A) compare published professional codes of ethics and scopes of practice;

- (B) explain principles of ethical behavior and confidentiality, including the consequences of breach of confidentiality;
 - (C) discuss ethical issues related to healthcare, including implications of technological advances;
 - (D) evaluate issues related to malpractice, negligence, and liability; and
 - (E) analyze laws governing the health science industry.
- (7) The student communicates appropriate information in a simulated classroom setting. The student is expected to:
- (A) identify and retrieve reportable information; and
 - (B) report information according to facility policy.
- (8) The student identifies documents integrated into the permanent record of the health informatics system. The student is expected to:
- (A) identify document formats; and
 - (B) compile and record data according to industry-based standards.
- (9) 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;
 - (C) suggest modifications to processes based on decision outcomes;
 - (D) identify and exhibit elements of effective and non-effective communication;
 - (E) demonstrate effective communication skills for responding to the needs of individuals in a diverse society;
 - (F) evaluate the effectiveness of conflict-resolution techniques in various situations; and
 - (G) demonstrate techniques of peer mediation and negotiation.
- (10) The student demonstrates knowledge of behavioral health and therapeutic treatments. The student is expected to:
- (A) examine and describe the indications of mental health conditions including mood disorders, anxiety disorders, personality disorders, psychotic disorders, eating disorders, trauma related disorders, and substance abuse disorders;
 - (B) examine and describe the indications of developmental disabilities including autism, fetal alcohol syndrome, attention-deficit and hyperactivity disorder, fragile x syndrome, Down's syndrome, learning disorders, and intellectual disabilities; and
 - (C) compare and contrast different treatment modalities and coping strategies for individuals with mental health disorders and conditions including medication, group therapy, meditation, psychotherapy, hypnotherapy, rehabilitation, and hospitalization.
- (11) The student examines infections and ways to prevent their spread in a healthcare setting. The student is expected to:

- (A) discuss safety practices in a healthcare setting;
 - (B) identify the six links in the chain of infection, including the pathogen, reservoir, portal of exit, means of transmission, portal of entry, and the new host;
 - (C) describe and evaluate methods to prevent the spread of infection in the healthcare setting;
 - (D) identify the different types of microorganisms and microbes capable of causing disease; and
 - (E) describe the different methods of disease transmission.
- (12) The student identifies, examines, and performs standard practices related to patient assessment. The student is expected to:
- (A) assess vital signs;
 - (B) use appropriate the medical terminology to report vital signs and patient assessment;
 - (C) identify normal limits related to vital sign assessment;
 - (D) perform vital sign assessment;
 - (E) provide documentation within the healthcare record for patient assessment; and
 - (F) perform a basic patient assessment including information such as personal appearance, time of assessment, and location.
- (13) The student explains the importance of safety in the healthcare setting. The student is expected to:
- (A) identify industry safety standards related to fire safety and patient safety;
 - (B) explain proper procedures related to patient ambulation;
 - (C) demonstrate proper procedures in relation to body mechanics;
 - (D) identify characteristics of abusive situations;
 - (E) anticipate and adapt to changing situations;
 - (F) demonstrate appropriate actions in emergency situations; and
 - (G) practice personal and client safety.
- (14) The student investigates the structure and function of the human body. The student is expected to:
- (A) analyze the relationships between the anatomical structures and physiological functions of systems including the integumentary, nervous, skeletal, muscular, cardiovascular, respiratory, digestive, urinary, immune, endocrine, and reproductive systems;
 - (B) evaluate the cause and effect of diseases, traumas, and congenital defects on the body systems; and
 - (C) examine characteristics of the aging process on body systems.

Recommended Resources and Materials:

Badasch, S.A. & Chesebro, D.S. (2016). Principles of Health Science. Boston, MA: Pearson.

Simmers, L., Simmers-Nartker, K. & Simmers-Kobelak, S. (2017). DHO Health Science. Boston, MA: Cengage.

Winger, D. & Blahnik, S. (2016). Introduction to Health Science: Pathway to Your Future. Tinley Park, IL: Goodheart-Willcox.

Recommended Course Activities:

- Read articles related to therapeutic healthcare and summarize.
- Complete career exploration project, to include information such as education requirements, job outlook, job description, salary, working environment.
- Write a cover letter and resume.
- Debate ethical topics in healthcare.
- Document vital signs.
- Create video to instruct on proper technique in patient ambulation.
- Create PPT presentation on diseases associated with different body systems.

Suggested methods for evaluating student outcomes:

- Formative assessments:
 - homework quizzes
- Summative assessments:
 - projects and tests

Teacher qualifications:

An assignment for Principles of Therapeutic Healthcare is allowed with one of the following certificates.

- Health Science 6-12.
- Health Science 8-12.
- Vocational Health Occupation with a bachelor's degree in kinesiology-related study.

Additional information: