Rehabilitation Services Evaluation Tool

2020 Curricular Materials Review

Idaho Health Professions and Public Safety (HPPS) Rehabilitation Services Program Standards[[1]](#footnote-1)

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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard RHAB.1.0: Ethical, Legal, and Professional Responsibilities

### Performance Standard RHAB.1.1 Professionalism

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.1.1.1 Discuss different aspects of positive character. |  |
| CTE RHAB.1.1.2 Observe realistic workplace experience through industry-related activities. |  |
| CTE RHAB.1.1.3 Demonstrate professional dress and appearance in the workplace. |  |
| CTE RHAB.1.1.4 Describe the basic traits that make up professionalism. |  |
| CTE RHAB.1.1.5 Demonstrate appropriate written and oral communication skills in the workplace. |  |
| CTE RHAB.1.1.6 Define continuous process improvement as it relates to the individual patient, health care provider, team, and profession. |  |

### Performance Standard RHAB.1.2 Ethical behavior in Healthcare

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.1.2.1 Practice responsibility within the ethical framework of the health professionals. |  |
| CTE RHAB.1.2.2 Identify the code of ethics for rehabilitation professionals. |  |
| CTE RHAB.1.2.3 Differentiate between ethical and legal issues impacting rehabilitation professions. |  |
| CTE RHAB.1.2.4 Compare personal and professional ethics. |  |
| CTE RHAB.1.2.5 Recognize ethical, cultural, and social issues and their implications related to rehabilitation professions. |  |

### Performance Standard RHAB.1.3 Legal Responsibilities in Healthcare

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.1.3.1 Identify the Health Insurance Portability and Accountability Act (HIPAA). |  |
| CTE RHAB.1.3.2 Identify the Family Education Rights and Privacy Act (FERPA). |  |
| CTE RHAB.1.3.3 Compare and contrast FERPA and HIPAA. |  |
| CTE RHAB.1.3.4 Comprehend legal terminology associated with the medical profession. |  |
| CTE RHAB.1.3.5 Apply the concept of confidentiality to patient information and records. |  |
| CTE RHAB.1.3.6 Discuss common methods of payment for healthcare. |  |
| CTE RHAB.1.3.7 Explain patients’ bill of rights and advance directives. |  |
| CTE RHAB.1.3.8 Differentiate between the scopes of practice of rehabilitation professionals. |  |
| CTE RHAB.1.3.9 Define Health Informatics. |  |
| CTE RHAB.1.3.10 Define evidence-based practice. |  |

## Standard RHAB.2.0: General Health and Wellness

### Performance Standard RHAB.2.1 Understand Concepts of Wellness

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.2.1.1 Demonstrate the ability to apply principles of physical fitness, nutrition, and weight control. |  |
| CTE RHAB.2.1.2 Recognize signs and symptoms of alcohol and drug abuse. |  |
| CTE RHAB.2.1.3 Identify common disease and injury prevention strategies. |  |
| CTE RHAB.2.1.4 Identify physical, mental, emotional, and social wellness and stress management concepts. |  |
| CTE RHAB.2.1.5 Identify management strategies of environmental and consumer health. |  |
| CTE RHAB.2.1.6 Understand the significance of self-responsibility in negative/positive lifestyle habits. |  |
| CTE RHAB.2.1.7 Distinguish between the health belief model, social-cognitive model, and trans-theoretical model. |  |

## Standard RHAB.3.0: Anatomy and Physiology

### Performance Standard RHAB.3.1 Medical Terminology

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.3.1.1 Define common prefixes, suffixes, and word roots relating to body structures and functions. |  |
| CTE RHAB.3.1.2 Spell and pronounce medical terms correctly. |  |
| CTE RHAB.3.1.3 Identify basic medical abbreviations. |  |
| CTE RHAB.3.1.4 Use proper terminology while describing common injuries and pathologies. |  |

### Performance Standard RHAB.3.2 Body Systems Structures and Functions

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.3.2.1 Identify the role and structure of the cardiovascular system. |  |
| CTE RHAB.3.2.2 Identify the role and structure of the circulatory system. |  |
| CTE RHAB.3.2.3 Identify the role and structure of the respiratory system. |  |
| CTE RHAB.3.2.4 Identify the role and structure of the nervous system. |  |
| CTE RHAB.3.2.5 Identify the role and structure of the endocrine system. |  |
| CTE RHAB.3.2.6 Identify the role and structure of the reproductive system. |  |
| CTE RHAB.3.2.7 Identify the role and structure of the sensory system. |  |

### Performance Standard RHAB.3.3 Musculoskeletal System

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.3.3.1 Differentiate between the four basic tissue types in the body. |  |
| CTE RHAB.3.3.2 Explain the general mechanism and type of muscle contraction. |  |
| CTE RHAB.3.3.3 Categorize the structures of the body into the organizational system. |  |
| CTE RHAB.3.3.4 Summarize functions of the skeletal system. |  |
| CTE RHAB.3.3.5 Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks. |  |
| CTE RHAB.3.3.6 Identify standard anatomical position and directions. |  |
| CTE RHAB.3.3.7 Distinguish among three types of cartilage. |  |
| CTE RHAB.3.3.8 Differentiate among the various types of joints. |  |
| CTE RHAB.3.3.9 Compare the characteristics of muscles. |  |

## Standard RHAB.4.0: Aspects of the Interprofessional Team

### Performance Standard RHAB.4.1 Members of the Team

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.4.1.1 Explore various medical specialties. |  |
| CTE RHAB.4.1.2 Differentiate between the roles and responsibilities of the rehabilitation team. |  |
| CTE RHAB.4.1.3 Compare and identify professional associations. |  |
| CTE RHAB.4.1.4 Identify the importance and purpose of medical documentation. |  |
| CTE RHAB.4.1.5 Identify the components of medical documentation. |  |

### Performance Standard RHAB.4.2 Educational Requirements

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.4.2.1 Research educational requirements for rehabilitation services careers. |  |
| CTE AENR.4.2.2 Identify the ecological services provided by forests. |  |
| CTE RHAB.4.2.2 Explain certification or licensure requirements for rehabilitation services careers. |  |
| CTE RHAB.4.2.3 Compare and contrast between certification, registration, and licensure for rehabilitation services careers. |  |

### Performance Standard RHAB.4.3 Members of the Team

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.4.3.1 Identify the employment opportunities for rehabilitation professions. |  |
| CTE RHAB.4.3.2 Identify the practice settings and specialties for rehabilitation professions. |  |

## Standard RHAB.5.0: Patient Care Skills

### Performance Standard RHAB.5.1 Safety Practices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.5.1.1 Explain blood borne pathogens. |  |
| CTE RHAB.5.1.2 Demonstrate universal precautions and the use of Personal Protective Equipment (PPE). |  |
| CTE RHAB.5.1.3 Describe effective practices to manage infectious disease transmission. |  |
| CTE RHAB.5.1.4 Recognize the importance of safety data sheets (SDS). |  |
| CTE RHAB.5.1.5 Identify and explain the components of an exposure control plan. |  |
| CTE RHAB.5.1.6 Identify and explain the components of an emergency action plan. |  |
| CTE RHAB.5.1.7 Demonstrate proper body mechanics and patient transfer techniques. |  |

### Performance Standard RHAB.5.2 Basic First Aid and CPR Training

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.5.2.1 Apply the concept of Universal Precautions to the practice of first aid and CPR. |  |
| CTE RHAB.5.2.2 Explain the importance of cardiopulmonary resuscitation (CPR) and how to manage an obstructed airway. |  |
| CTE RHAB.5.2.3 Demonstrate the proper technique for performing Basic Life Support for the Healthcare Provider CPR/AED and basic first aid on an adult, child, and infant. |  |

### Performance Standard RHAB.5.3 Vital Signs

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.5.3.1 Measure height and weight. |  |
| CTE RHAB.5.3.2 Measure heart rate, blood pressure, temperature, and skin color. |  |
| CTE RHAB.5.3.3 Measure respiratory rate. |  |
| CTE RHAB.5.3.4 Demonstrate an understanding of normal values for vital signs.  |  |

### Performance Standard RHAB.5.4 Psychological Response

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.5.4.1 Compare the five psychological phases a patient may experience following a change in function or loss. |  |
| CTE RHAB.5.4.2 Examine different coping mechanisms to loss of function, death/dying, illness, and disability. |  |
| CTE RHAB.5.4.3 Demonstrate appropriate therapeutic communication including empathy and compassion. |  |
| CTE RHAB.5.4.4 Describe the importance of goal setting in the rehabilitation process. |  |
| CTE RHAB.5.4.5 Understand the theories of pain management. |  |

## Standard RHAB.6.0: Principles of Therapeutic Interventions

### Performance Standard RHAB.6.1 Therapeutic Exercise

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.6.1.1 Define functional mobility. |  |
| CTE RHAB.6.1.2 Discuss and identify the components and goals of a rehabilitation program. |  |
| CTE RHAB.6.1.3 Compare and contrast aerobic and anaerobic therapeutic exercise. |  |
| CTE RHAB.6.1.4 Describe various range of motion exercises including passive, assisted, active, and resistive. |  |
| CTE RHAB.6.1.5 Recognize various equipment and tools used in therapeutic exercise. |  |
| CTE RHAB.6.1.6 Examine the importance of various flexibility techniques. |  |
| CTE RHAB.6.1.7 Identify evidence-based practice. |  |

### Performance Standard RHAB.6.2 Standard Tests and Measures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.6.2.1 Define standard muscle testing. |  |
| CTE RHAB.6.2.2 Identify standard range of motion testing including goniometry. |  |
| CTE RHAB.6.2.3 Identify common orthopedic special tests. |  |

### Performance Standard RHAB.6.3 Modalities and Equipment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.6.3.1 Compare and contrast the principles of rest, ice, compression, and elevation (R.I.C.E.) and protection, rest, ice, compression and elevation (P.R.I.C.E.). |  |
| CTE RHAB.6.3.2 Demonstrate proper fitting and gait with assistive devices. |  |
| CTE RHAB.6.3.3 Demonstrate proper splinting and bracing applications. |  |
| CTE RHAB.6.3.4 Identify the purpose of therapeutic modalities. |  |
| CTE RHAB.6.3.5 Describe the physiological effects, indications, contraindications, and application of therapeutic modalities. |  |

## Standard RHAB.7.0: Common Pathologies

### Performance Standard RHAB.7.1 Common Injuries

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.7.1.1 Identify common musculoskeletal injuries. |  |
| CTE RHAB.7.1.2 Differentiate between symptoms of sprains and strains. |  |
| CTE RHAB.7.1.3 Categorize the most common types of skin injuries. |  |
| CTE RHAB.7.1.4 Differentiate between signs and symptoms of concussions. |  |
| CTE RHAB.7.1.5 Differentiate between the etiology of soft tissue and bone injuries. |  |

### Performance Standard RHAB.7.2 General Medical Conditions

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.7.2.1 Recognize the general impact of diabetes to patient care. |  |
| CTE RHAB.7.2.2 Recognize the need for consultation when caring for patients with common diseases and conditions including rheumatoid arthritis, osteoarthritis, obesity, and so forth. |  |
| CTE RHAB.7.2.3 Recognize the need for consultation when caring for patients with neurological conditions. |  |

### Performance Standard RHAB.7.3 Tissue Response to Injury

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE RHAB.7.3.1 Describe the inflammatory process. |  |
| CTE RHAB.7.3.2 Examine the steps in the healing process of bone and soft tissue. |  |
| CTE RHAB.7.3.3 Compare and contrast acute and chronic response to injury. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

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1. [Idaho HPPS Rehabilitation Services Program Standards](HPPS_Rehabilitation.Services_Eval.Tool.docx) [↑](#footnote-ref-1)