

Anderson 1 & 2 Career and Technology Center Class Syllabus Health Science

Course Title

Health Science 1 and 2

Instructors

Tanya Dickerson
Shannon Everhart
Heather Minton
Carolyn Olver
Erika Scott

Course Sequence/Credit

Health Science Intro—10th grade (9 weeks - 1 elective credit)
Health Science 1 & 2—11th grade (9 weeks each - 1 elective credit each)
Health Science 3—12th grade (Semester - 2 elective credits)
Health Science Clinical CNA (Certified Nursing Assistant)—12th grade (9 weeks - 1 elective credit)
Health Science Clinical PCT (Patient Care Technician)—12th grade (9 weeks - 1 elective credit)

Prerequisite

None

Course Description

This course is designed to develop healthcare specific knowledge and skills, both academic and technical, necessary for transition to clinical or work-based experiences in healthcare. The foundational standards incorporate anatomy and physiology, medical terminology, communication, legal and ethical practices, safety and infection control. Content provides the foundation that will enable them to make informed decisions about their career objectives.

Instructional Philosophy

Health care delivery in the United States seems to be in a period of transition or change with technological advances all the time. This trend has increased the need for consumer awareness and individual responsibility for health care. As students are being prepared to assume roles in health care, it is important they understand that the careers are varied and different with common knowledge and procedures. This being true, basic preparation starts in high school and includes sciences, English, math and computer skills before the student can move forward successfully.

Student assessment will be based on group work, individual completion of assignments, written reports, tests and selected skill performances. Hopefully, the student is already “turned on” to health careers. These 9 weeks courses will be presented in an exciting and challenging manner. Also, since the textbook uses Bloom’s Taxonomy, students can be assured to move from memory and recall to higher level thinking skills. Students will be expected to meet the standards of the classroom and course with the teacher’s assistance. An ample opportunity will be given to students to evaluate their own progress.

Instructional Delivery Plan

Introduction to assignments: The teacher introduces the course and class activities, distributes the syllabus and explains the requirements. Also, the teacher outlines the classroom and school policies and procedures. The evaluation and grading system is introduced at the beginning of the course to advise students of the standards they are expected to meet and pass the course and achieve better grades.

Class operation: The teacher provides direction and manages the class but gives the students as much responsibility as possible for planning, designing, and completing projects. In brief classroom sessions, the teacher lectures, demonstrates certain concepts and provides parameters for student performance. Students are monitored by the teacher so that time lines and mastery are accomplished.

Monitoring, evaluating, and grading performance: Each student is to complete all assignments/projects. The students are to use concepts of correct grammar and medical language. The teacher conducts periodic class discussions to emphasize points and to check student progress and understanding. Students are expected to explain key concepts and their progress. The evaluation system is clearly explained to the student at the beginning of the course.

Course Goals

1. Healthcare workers will understand the importance of safety and infection control techniques.
2. Healthcare workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
3. Healthcare workers will understand the legal responsibilities, limitations, and implications of their actions within the health care delivery settings. They will perform their duties according to regulations, policies, laws and legislated rights of clients.
4. Healthcare workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.
5. Healthcare workers will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.
6. Healthcare workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.

Course Outline

Safety Practices

1. Infection Control
 - a. Practice Infection Control Procedures
 - Analyze methods to control the spread of pathogenic microorganisms
 - Describe and demonstrate the principles of infection control
 - Describe and demonstrate standard precautions
 - Demonstrate hand washing, following medical asepsis principles
2. Personal Safety
 - a. Apply principles of body mechanics and ergonomics
 - b. Apply safety standards related to the prevention of accidents and injuries
 - c. Use personal protective equipment as appropriate to the environment
3. Environmental Safety
 - a. Modify the environment to create safe working conditions
 - b. Demonstrate methods of fire prevention in the healthcare setting
 - c. Prevent accidents by using proper safety techniques
 - d. Apply safety principles within given environments

4. Common Safety Hazards
 - a. Use Material Safety Data Sheets (MSDS)
 - b. Comply with safety signs, symbols, and labels
5. Emergency Procedures and Protocols
 - a. Follows the facility procedure when a fire is discovered
 - b. Evaluate fire safety procedures and other safe practices

Communication

1. Oral Communication Skills
 - a. Identify and demonstrate communication skills (observation, listening, verbal and nonverbal)
 - b. Describe the impact of family, community, and other cultural diversity
 - c. Apply the elements of communication using the sender-receive method
 - d. Apply active listening skills using reflection, restatement, and clarification techniques
 - e. Demonstrate courtesy to others including self-introduction
 - f. Interpret verbal and non-verbal behaviors to augment communication
2. Written Communication Skills
 - a. Report relevant information in order of occurrence in an objective and subjective manner

Legal Responsibilities

1. Legal Implications
 - a. Analyze legal responsibilities, limitations and implications of actions
 - b. Compare and contrast behaviors that could result in malpractice
2. Legal Practices
 - a. Identify and demonstrate legal practices within licensure, certification, registration and legislated scope of practice.
 - b. Follow mandate standards for workplace safety, i.e., Occupational Safety and Health Administration (OSHA), Center for Disease Control (CDC)
 - c. Identify and maintain client's rights, including confidentiality, according to the Patient's Bill of Rights and Health Insurance Portability and Accountability Act (HIPPA)

Ethics

1. Legal and Ethical Boundaries
 - a. Differentiate between morality and ethics and the relationship of each to healthcare outcomes
 - b. Differentiate between ethical and legal issues impacting healthcare
 - c. Contrast personal, professional and organizational ethics
 - d. Describe legal and ethical aspects of confidentiality
 - e. Discuss bioethical issues related to healthcare
 - f. Analyze and evaluate implications of medical ethics
2. Ethical Practices
 - a. Demonstrate professionalism when interacting with other students, co-workers and the organization
 - b. Respect interdisciplinary roles of team members
 - c. Report activities and behaviors by self and others that adversely affect the health, safety or welfare of students, clients or co-workers
 - d. Demonstrate fairness and equal treatment of all persons

3. Culture, Social, and Ethnic Diversity

- a. Discuss the impact religions and cultures have on those giving and receiving healthcare with an understanding of past and present events
- b. Demonstrate respect of individual, cultural, social and ethnic diversity within the healthcare environment

Technical Skills

1. Skills Development

- a. Assess client status and accurately determine vital signs
- b. Demonstrate the ability to chart and graph
- c. Practice personal, co-worker and client safety
- d. Demonstrate mathematical applications in healthcare

Academic Foundations

1. Human Structures and Functions

- a. Explain body planes, directional terms, quadrants, and cavities
- b. Describe the basic structures and functions of cells, tissues, organs and systems across the life span
- c. Construct and define basic medical terminology suffixes, prefixes, roots and abbreviations.

Major/Anchor Projects

Vital signs practice and demonstration, mock trial, anatomy and physiology visual displays.

Makeup Policy

Students are responsible for contacting the teacher for makeup assignments. The number of days given to make up an assignment is equal to the number of days absent.

Assessment Plan

Student assessment will be based on group work, individual completion of assignments, written reports, tests and selected skill performances. Check lists will be used for the skills performances. If the student scores unsatisfactory on a skill, the student will be given the opportunity to practice and perform the skill until a satisfactory grade is obtained.

A 90-100

B 80-89

C 70-79

D 60-69

F 59 or below

Grading Percentages

Major Grades: Tests /Major Projects 60%

Minor Grades: Classwork/Homework /Quizzes /ERS (Employability Rating System) 40%