**Cumberland County High School**

**Health Science**

**Syllabus 2016**

Instructor: Ms. Karrie Terpening RN

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**Course Description:**

This course is an introduction to broad standards that serve as a foundation for Health Care Occupations and functions across health services. Units included are academics in health care communications systems, legal responsibilities, ethics, teamwork, and safety practices.

**Program content:**

Please be advised that this is a health class. At times during the year your child will be exposed to adult situations and visuals. We explore the anatomy and physiology of all systems in the body including the reproductive system and childbirth.

**Textbook-** Diversified Health Occupations; sixth edition. Louise Simmers. ISBN-1-4018-1456-5 Thomson/Delmar learning

**Commitment statement:**

I will as a Health Science instructor give you information necessary to meet the standards as well as the commitment to try to give you a valuable understanding of the medical field.

**Grading System**

All work will be classified as Daily Work/Participation, Test/Quizzes, Home Learning, Activities, Current Events, and Projects.

1. Participation, homework, daily assignments, team work 40%

2. Quizzes, tests, projects, Current Events, Presentation 40%

3. Mid-term Exam/Final Exam 20%

**Classroom Materials**

1. One composition book
2. Pencils, paper, pens, hi-lighters, markers, poster board for presentation
3. 3 ring binder

**Class Requirements**

1. Respect others and your environment, which consists of, treating yourself and your classmates with respect at all times and keeping a neat clean classroom.
2. Be on time and ready for class daily. Be seated when the bell rings.
3. Daily participation is a requirement along with working in collaborative groups.
4. All make-up work or unit specific checks must be completed and turned in within 5 days of returning from absence.
5. 10 points per day will be deducted from any overdue work. No overdue work will be accepted after it is 5 days late, which will result in a zero.

**Class Standards**

**STANDARD 1.0** The student will know and apply the academic subject matter required for entrance within the Health Science Career Cluster.

1. Analyze principles of basic anatomy and body organization in assessing health.
2. Perform mathematical operations to convert body temperature using Celsius/Fahrenheit methods and convert weight to metric measurement.
3. Use medical terminology, including root words, prefixes, suffixes, and abbreviations.
4. Evaluate the history of health care in respect to time, culture, religion, and regions.

**STANDARD 2.0** The student will differentiate between the various services, careers and departments in a health care setting.

1. Analyze the range of services offered to clients through various health care facilities.
2. Differentiate between various degrees, certifications, and registration for health care professions.
3. Investigate careers in the Therapeutic Services career cluster giving a definition for careers.
4. Differentiate between the careers in the Diagnostic Services career cluster and explain job duties of careers.
5. Compare and contrast careers in the Health Informatics career cluster and explain job duties of careers.
6. Identify careers in the Support Services career cluster and give definitions of careers.
7. Investigate the careers found in the Biotechnology Research and Development Career Cluster and share job duties.
8. Analyze the strategies for procuring a job in a health care profession, prepare a resume, complete a mock job application, and interview for that job.

**STANDARD 3.0**  The student will evaluate the responsibilities necessary to become a member of a professional organization and the HOSA team.

1. Interpret information obtained concerning professional organizations within health care.
2. Relate the background of HOSA, including purposes and principles of the organization creed, motto, emblem, and dress.
3. Diagram the organizational levels of HOSA.
4. Incorporate HOSA leadership skills into skills required for health care professionals.
5. Apply teambuilding concepts to the classroom, to a work setting, and to the school.

**STANDARD 4.0**  The student will explain the various methods of giving and obtaining information, demonstrate use of all forms of communication, and evaluate roles and responsibilities.

1. Assess the importance of effective communication using rules of communication and appropriate listening skills, including sending and receiving information.
2. Adapt communication to individual needs (age and development specific) and multicultural and multilingual needs.
3. Differentiate between culture, ethnicity, and race; then, identify ways health care professionals can communicate in a respectful, unbiased manner.

**STANDARD 5.0** The student will evaluate legal responsibilities, limitations, and implications of actions within the health care delivery system.

1. Define the qualities of a successful health care professional.
2. Examine legal aspects of client/patient care, including HIPPA guidelines, confidentiality, consent, and negligence.
3. Define standard of care and explain the purpose of professional code of ethics.
4. Analyze legal requirements in documentation.
5. Analyze the Patients’ Bill of Rights and compare the needs of client/patient who have cultural, social, and ethical differences in regard to the Patients' Bill of Rights.

**STANDARD 6.0** The student will analyze the existing and potential hazards to clients, co-workers, and self and will prevent injury or illness through safe work and infection control practices.

1. Use Standard Precautions and OSHA Standards to control the spread of infection, including aseptic techniques such as hand washing, personal protective equipment, isolation, and personal hygiene.
2. Apply principles of body mechanics, including proper lifting techniques, positioning, moving, and transferring.
3. Employ emergency procedures and protocols regarding fire and electrical hazards and hazardous materials.
4. Assess safety practices that are related to safety of clients in a health care facility.
5. Identify the factors that affect microbial growth and methods for destroying them.

**STANDARD 7.0** The student will analyze and synthesize information related to the public health services and maintenance of health communities.

1. Compare and contrast the agencies and available services or careers within the health and human services department.
2. Investigate the history of the public health services and relate how the services have improved lives in their communities.
3. Analyze statistics from the Centers for Disease Control and Prevention and other sources for identification of prevalent health issues in your community.
4. Create an educational plan for community health issues that are preventable.
5. Create an emergency plan for the following potential threats: natural disaster; severe weather; bioterrorism; chemical, radiation, and biological agents.

**STANDARD 8.0** The student will perform skills necessary for physical assessment of health status and emergency care.

1. Demonstrate principles of first aid application in emergency conditions, such as bleeding, shock, poisoning, burns, heat, cold exposures, musculoskeletal injuries, and sudden illness.
2. Demonstrate cardiopulmonary resuscitation emergency procedures.
3. Measure vital signs.
4. Perform health assessment, including measures such as height, weight, nutritional analysis, and psychosocial skills.

**Home Learning**

Homework is due at the beginning of class or when asked for by the teacher. Homework will be considered unfinished and will not be accepted after the teacher collects the work from the class. 30 minutes must be spent every night reviewing notes and key terms of working on activities.

**Class Rules**

1. Be on time an in your seat when the bell rings ready to work daily.
2. Homework is due at the beginning of class.
3. All make-up work is to be completed within 5 days of returning to school after an absence.
4. No disruptions in class will be tolerated.
5. Keep your work area clean and organized.
6. No inappropriate language will be tolerated.

**Cell Phones and Electronic Devices**:

1. No use of electronic devices such as cell phones, smart phones, I-pod, I-phone, beepers, gaming devices, palm pilots, will be allowed in class unless authorized by myself.
2. If you choose to use any of such devices you run the risk of the device being turned in to the office and/or ISS.

**Consequences**- *Failure to comply with any of the above rules will result in the following;*

1. Verbal Warning
2. Extra assignment
3. Parent contact
4. Referral to Administrator – a disciplinary form will be written at that time.

**Student agreement**: By signing this document I confirm I understand all of the expectations in the classroom. I understand the rules and consequences and agree to abide by them. I agree that I am mature enough to be exposed to the sensitive learning materials involved in health science.

**Parental agreement:** By signing this document I confirm I understand what is expected of my child in Health Science class. I also agree that my child is mature enough to handle sensitive learning materials.

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Student Name – please print Date

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Student Signature Date

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Parent/Guardian Name please print Date

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Parent/Guardian Signature Date

I hereby give permission for my son/daughter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to go on field trips within Cumberland County. I understand that transportation will be via the career and technical bus. Any trips, which will remove the student from other classes will have additional permission slips.

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Parent/Guardian Signature Date

I hereby give permission for my son/daughter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be photographed during class activities and field trips.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature

**Parent/Guardian Contact Information:**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best time to contact you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you like to be contacted:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone numbers:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Any special information I might need to know about your child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pacing Guide

Week 1 History of Health Care

History timeline essay

Private Health Care Facilities

Week 2 Private Health Care Facilities

Health Insurance Plans

Healthcare cost power point

Week 3 Trends in Health Care

Introduction to Health Careers

Week 4 Careers in Health Care

Healthcare career report

Personal Appearance

Week 5 Personal Characteristics

Team Work

Week 6 Professional Leadership

Professional Trait Essay

Stress and Time Management

Week 7 Stress and Time Management

Basic Structure of the Human Body

Week 8 Basic Structure of the Human Body

Poster board on cells

Test on Basic Structure of the Human Body

Body Planes, Directions, and Cavities

Test on Body Planes, Directions, and Cavities

Week 9 Integumentary System

Test on Integumentary Systems

Midterm

Week 10 Skeletal System

Week 11 Skeletal System

Test on Skeletal System

Muscular System

Week 12 Muscular System

Test on Muscular System

Nervous System

Week 13 Nervous System

Test on Nervous System

Special Senses

Week 14 Special Senses

Test on Special Senses

Circulatory System

Week 15 Circulatory System

Test on Circulatory System

Lymphatic system

Test on Lymphatic System

Week 16 Respiratory System

Test on Respiratory System

Week 17 Digestive System

Test on Digestive System

Week 18 Urinary System

Test on Urinary System

Final