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| ***Course Description:*** | | **38500 Foundations of Health Science (18 weeks/1 credit/ grades 9-12)**  Foundations of Health Science introduces students to a wide range of health careers. Integrated academics combined with health care knowledge and skills provide the framework for a strong healthcare delivery system in the twenty-first century. **This course is a prerequisite for Health Science Internship.** It is recommended for all students who want to prepare for further study in an array of health-related fields at the post-secondary level. Students are highly encouraged to participate in HOSA, which is the career tech service organization for health science. **This course is a substitute for the state required health credit.**  **Available Student Industry Credentials:** American Lifeguard Association Certification  **Culminating Product:** Upon completion of this course, students will be prepared for further study in an array of health-related fields at the post secondary level.  **Instructional Philosophy:** This program supports and incorporates the mission of Bob Jones High School to educate and develop all students to their fullest potential. The belief is held that all students can learn by implementing teaching strategies for diverse learning styles, thereby enhancing lifelong learning. This program will provide opportunities for students to enhance their knowledge of health careers. Students will be expected to meet the learning outcomes listed below and demonstrate understanding of the underlying concepts. |  |
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| ***Course Objectives:*** | | Thestudents will:  1. Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and rehabilitation.  2. Employ principles of growth and development in assessing health status.  3. Compare differences in human responses to wellness and illness.  4. Prepare age-appropriate materials for use in teaching.  5. Contrast measurements of time, temperature, weight, and height.  6. Demonstrate the ability to compare and convert measurements of traditional units.  7. Explain medical symbols, abbreviations, and terminology usage.  8. Utilize correct spelling, pronunciation, and usage of technical terms.  9.Report observations and findings using accurate medical terminology and following legal guidelines.  10. Demonstrate effective communication techniques.  11. Interpret verbal and nonverbal communication.  12. Recognize ethical behavior and legal implications in the healthcare setting.  13. Demonstrate employability skills.  14. Demonstrate the principles of proper body mechanics and safety in the laboratory area.  15. Prevent injury through safe work practices and follow health and safety policies and procedures.  16. Compare individual differences among healthcare team members that help to define each person’s uniqueness.  17. Demonstrate leadership skills and community service through HOSA.  18. Discuss different healthcare facilities and organizational structure.  19. Identify subjective and objective information.  **Goals:**  To introduce students to the healthcare system.  To assist students in making realistic career decisions.  To develop students’ leadership skills.  To prepare students for acceptance in postsecondary healthcare education programs and /or employment in healthcare positions.  **Essential Questions**:  1. What are the skills & knowledge needed for success as a healthcare  worker in the 21st century?  2. What kinds of rewards and challenges do you expect from a career in  healthcare?  3. Why are good communication techniques so important in healthcare?  4. What lifestyle activities support & influence community health?  5. What are the most commonly seen diseases & disorders across the  lifespan?  6. What significant historical advances & trends influence current  healthcare?  7. How does one’s personal health behavior impact family & community  health?  8. Why is it important for healthcare providers to have an understanding of  their own values? |  |
| ***Classroom Expectations:*** | | You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.  **Concerning the use of cell phones and other electronic devices:**  Devices should be on silent and kept in your purse, backpack, or pocket during class unless otherwise instructed. You may not place it on your desk. Parents, guardians, and other family members should call the front office in case of emergency.  If you violate this rule, you can expect the following consequences:   * *First offense* – The phone or device will be placed in a phone chart at the front of the room. You may pick it up at the end of class. * *Second offense* – The phone or device will again be placed in a phone chart at the front of the room until the end of class and a parent/guardian will be notified. * *Third offense* – This is defiance and I will notify an administrator. |  |
| ***Grading Policy:*** | | Major assessments will count 70 percent of your grade. Homework and classwork will account for 30 percent of your grade. Grades will be updated weekly in PowerSchools. Each grading period will consist of nine weeks. |  |
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| ***Make-up Work Policy:*** | | Make-up tests will **only** be given to a student who has an **excused absence**. **The student must make arrangements with the teacher to take a make-up test.** **Tests may be taken during Patriot Path with prior arrangement from each teacher.**  A student only has two chances (the next two Patriot Paths after the absence) to make up a test. All make-up tests will be administered in the designated classroom on the Patriot Path session roster.  Homework/Classwork: Students who are absent for **excused reasons** will be permitted to make up missed work. **It is the student’s responsibility to get their work assignments the day upon return to school and complete the assignments according to a time frame determined by the teacher within two weeks of the date of the last absence**. Grades of zero will be assigned for assignments missed because of unexcused absences. |  |
| ***Text and Other***  ***Required Reading:*** | | Badasch, S., Chesebro, D. (2009). *Health Science Fundamentals.*  Upper Saddle River, NJ: Pearson Education, Inc.  Booth, K. A. (2004). *Health Care Science Technology.* Peoria,  IL: Glencoe\McGraw-Hill.  Simmers, L., Simmers-Nartker K., & Simmers-Kobelak, S. (2009).  *Diversified Health Occupations* (7th ed.). Clifton Park, NY: Delmar  Cengage Learning.  Gerdin, J. (2007). *Health Careers Today* (4th ed.). St. Louis: Mosby  Elsevier.  Other Supplemental Resources |  |
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| ***Materials and***  ***Supplies Needed:***  ***Laptops***  ***Turnitin Notice***  ***Accommodations*** | | Three-ring binder  Notebook paper  Section Dividers  Black pen  Highlighter  No. 2 pencil  Concerning laptop utilization: 1.Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.  The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.  Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student/s originality report and grade accordingly.  Requests for accommodations for this course or any school event are welcomed from students and parents. |  |
| **Units 1-11 (18 weeks)** | | | |
| **Weeks 1-3** | Unit 1 Orientation to Course; Unit 1:Career Opportunities — Historical Perspective and Trends in Healthcare  Unit 1: Career Opportunities - Health Science Pathways; Roles, Responsibilities, and Qualities of the Health Care Team  Unit 2: Safety - Healthcare Delivery System; Fire Safety; Environmental Safety; Body Mechanics | | |
| **Weeks 4-7** | Unit 2: Safety - Infection Control  Unit 3: Medical Terminology - Combining Word Elements; Medical Abbreviations; Medical Terminology (will be covered throughout the semester)  Unit 4: Anatomy Overview  Unit 5: Communication Skills - Effective Communication in Healthcare  Unit 5: Communication Skills - Communication Technology  Unit 6: Employability Skills - Employability Traits in Healthcare | | |
| **Weeks 8-10** | Unit 6: Employability Skills - Job Seeking Skills  Unit 7: Legal and Ethical Implications - Legal Responsibilities in Health Care; Ethical Issues in Healthcare  Unit 8: Health and Wellness - Fundamental Concepts of Wellness and Health Education; Prevention and Control of Disease | | |
| **Weeks 11-15** | Unit 8: Health and Wellness - Community and Consumer Health; Environmental Health  Unit 8: Health and Wellness - Risky Behaviors; Substance Use and Abuse  Unit 8: Health and Wellness - First Aid and CPR  Unit 8: Health and Wellness - Family Health  Unit 9: Technical Skills - Common Technical Skills in Healthcare | | |
| **Weeks 16-18** | Unit 9: Technical Skills - Common Technical Skills in Healthcare  Unit 10: Financial Literacy  Unit 11 - Cultural Diversity; Final Exam Review | | |
| **Week 19** | Review for Final | | |

**\*This is a tentative plan and may change at the discretion of the teacher.**

**Please sign below to acknowledge that you have received, read, and understood the syllabus.**

**Student name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/guardian name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/guardian, please provide two ways for me to contact you (email address, phone numbers):**

Parent/guardian Email:

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Parent/Guardian Phone number:

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