



## ***FOUNDATIONS OF HEALTH SCIENCE***

Teacher Name: Jennifer Dennis

Teacher E-mail: jndennis@madisoncity.k12.al.us

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### ***Course Description:***

#### **490007 Foundations of Health Science**

**(18 weeks/1 credit/ typically grades 10-12)**

Foundations of Health Science introduces students to a wide range of health careers. Integrated academics combined with health care knowledge & skills provide the framework for a strong healthcare delivery system in the twenty-first century. This course is a **prerequisite** for Health Science Internship, and **requirements for progression are listed following the grading policy**. 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. **This course is a substitute for the state required health credit. Students should hold off taking this course until their Junior year if planning to take Senior Health Science Internship; however, it is acceptable for 10<sup>th</sup> graders to take this course, but should be aware that their CPR certification may expire prior or during internship. It is required to have a current BLS Provider card prior to internship.**

**No prerequisite course is required; however, Orientation to Health Science is highly recommended.**

Students are encouraged to participate in **HOSA future healthcare professionals**. Competitive events that relate to specific topics discussed in class will be highlighted.

#### **Culminating Product/Career Readiness Indicator/Available Industry**

**Credential:** Upon completion of this course, students earn the American Heart Association's Healthcare Provider CPR certification, and are prepared for further study in an array of health-related fields at the post-secondary level. Students who are age 15 or above are eligible for the Career Readiness Indicator, American Red Cross Lifeguarding. If you are interested, please see me privately.

Students who qualify for Health Science Internship will gain skills and knowledge required to test for the National Healthcare Association (NHA) Certified Patient Care Technician Examination upon completion of clinical rotations (in which the required skills checklist for this certification is completed) at the end of the Fall or Spring Internship Course. Health Science Internship students are also able to obtain BLS Instructor Certification with the recommendation from their Foundations of Health Science Instructor. Students must possess high level of expertise in BLS provider training in order to be a candidate for BLS Instructor Certification.



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### ***Course Objectives:***

The students will:

1. Explain body planes, directional terms, Quadrants, and cavities.
2. Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies, and rehabilitation.
3. Employ principles of growth and development in assessing health status.
4. Compare differences in human responses to wellness and illness.
5. Prepare age-appropriate materials for use in teaching.
6. Contrast measurements of time, temperature, weight, and height.
7. Demonstrate the ability to compare and convert measurements of traditional units.
8. Explain medical symbols, abbreviations, and terminology usage.
9. Utilize correct spelling, pronunciation, and usage of technical terms.
10. Report observations and findings using accurate medical terminology and following legal guidelines.
11. Demonstrate effective communication techniques.
12. Interpret verbal and nonverbal communication.
13. Recognize ethical behavior and legal implications in the healthcare setting.
14. Demonstrate employability skills.
15. Demonstrate the principles of proper body mechanics and safety in the laboratory area.
16. Prevent injury through safe work practices and follow health and safety policies and procedures.
17. Compare individual differences among healthcare team members that help to define each person's uniqueness.
18. Demonstrate leadership skills and community service through HOSA.
19. Discuss different healthcare facilities and organizational structure.
20. Identify subjective and objective information.

### **Goals of Course:**

1. To introduce students to the healthcare system.
2. To assist students in making realistic career decisions.
3. To develop students' leadership skills.
4. To prepare students for acceptance in postsecondary healthcare education programs and /or employment in healthcare positions.

### **Instructional Philosophy:**

This program supports & incorporates the mission of Bob Jones High School to educate & develop students to their fullest potential. Students have diverse learning styles, therefore, varied teaching strategies are implemented and lifelong learning is promoted. This program provides opportunities for students to enhance their knowledge of health careers and



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techniques. Students must meet the learning outcomes listed below and demonstrate understanding of the underlying concepts.

### **Essential Questions**

1. What are the skills & knowledge needed for success as a healthcare worker in the 21<sup>st</sup> 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. Is it important for healthcare providers to have an understanding of their own values?
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### ***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.
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### ***Grading Policy:***

Test grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by quiz/daily grades. The grading scale is listed



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below. Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The Final Exam counts for 1/5 of final grade.

Students will be evaluated as follows:

<u>Evaluation Criteria</u>	<u>Method of Evaluation</u>	<u>Percent</u>
Daily Grades	Participation (lab skills) Quizzes, Worksheets, Review Questions	30%
Tests	Unit Tests/Skills Check offs/Projects	70%

***Employability grades*** reflect behavior in classroom and lab, class preparation, appropriate dress and overall professionalism befitting a healthcare worker. Students will begin with 5 points per day, and this will total a **100 point test grade per month. This will also be used for documentation purposes for teacher recommendations when selected Health Science Internship Applicants.**

<b>Grading Scale:</b>	A 90-100	D 65-69
	B 80-89	F Below 65
	C 70-75	

**NOTE:** In order to be considered for the Health Science Internship Course, students must be teacher recommended (1 from Foundations of Health Science Instructor, 1 from Honor's Human Body Structures and Functions Instructor, and 1 additional teacher of the student candidates choice, complete and thorough application obtained from and turned into Health Science Lab at the time of schedule requests (to Mrs. Dennis), & complete the following requirements:

- Earn an overall grade of 85% in Foundations of Health Science (Although recently, students accepted have had an overall grade of >87%.
- Successfully complete CPR requirements of the American Heart Association's (AHA) Healthcare Provider (HCP) with an 84% the **first** time the written test is completed.



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- Achieve an overall grade of 85% in Honor's Human Anatomy & Physiology.
- Correctly and accurately, perform the following skills: Application and Removal of PPE, CPR on Infant and Adult, Vital Signs.
- Written test scores will specifically be analyzed for Infection Control and Safety, CPR Written Test, and Vital Signs.
- Excellent teacher recommendations from Foundations of Health Science Teacher, Honors Human Body Structures and Functions Teacher, and a teacher of your choice.
- Demonstrate great work ethic, professionalism, respectfulness, self-discipline, self-motivation, etc. at **ALL** times.
- Demonstrates **ALL Bob Jones High School Core Values in everyday life (Patriots demonstrate Integrity, Care for Others, and Pursue Excellence! ATTITUDE IS EVERYTHING!)**

### **NOTE:**

Students **accepted into Health Science Internship & Biomedical Innovations courses** will also need documentation of a **recent TB skin test** (within the last year).

Students **accepted into Health Science Internship and Biomedical Innovations courses** will also need a **Flu shot and sufficient documentation next year**. This is mandated by Huntsville Hospital.

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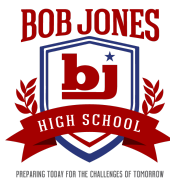
### ***Make-up Work Policy:***

**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.

**Late Work Policy:** Five points per day (including weekends & holidays) will be deducted from assignments submitted after the due date.

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### ***Text and Other Required Reading:***

Simmers, L., Simmers-Nartker, K., & Simmers-Kobelak, S. (2009).  
Diversified Health Occupations (7th edition). Clifton Park, NY:  
Delmar Cengage Learning.

Dean Vaughn Learning System. Second Edition, by Dean E. Vaughn.

Other Supplemental Resources.

### ***Materials and Supplies Needed:***

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Three ring 1-1 ½" notebook, pocket, loose-leaf paper, dividers, black pen(s), highlighter, no. 2 pencil, calculator (not on cell phone), wristwatch with second hand (NOT digital), 1 roll paper towels, choice of 1 hand soap or sanitizer, and 1 box Kleenex for general use.

### ***Laptops***

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**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.

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### ***Accommodations***

Requests for accommodations for this course or any school event are welcomed from students and parents.



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18 Week Plan*	
Week 1	Intro to Simulated Workplace
Week 2	5 Health Science Pathways & Career Options within Each Pathway Dean Vaughn Medical Terminology 1
Week 3	Safety in Healthcare Dean Vaughn Medical Terminology 2
Week 4	Infection Control in Healthcare Dean Vaughn Medical Terminology 3
Week 5	Anatomy and Physiology Overview Dean Vaughn Medical Terminology 4
Week 6	Verbal and Nonverbal Communication Dean Vaughn Medical Terminology 5
Week 7	Employability Skills (Resume, Cover Letter, References) Dean Vaughn Medical Terminology 7
Week 8	Employability Skills (Job Application and Interviewing Skills) Financial Literacy Project Dean Vaughn Medical Terminology 7
Week 9	American Heart Association BCLS CPR Dean Vaughn Medical Terminology 8
Week 10	Health and Wellness Dean Vaughn Medical Terminology 9
Week 11	Nutrition and Diets Dean Vaughn Medical Terminology 10
Week 12	Legal and Ethical Issues in Healthcare Dean Vaughn Medical Terminology 11
Week 13	Temperature, Respirations, and Heart Rate Dean Vaughn Medical Terminology 12
Week 14	Blood Pressure Dean Vaughn Medical Terminology 13
Week 15	Basic Healthcare Skills 1 of 2 Dean Vaughn Medical Terminology 14
Week 16	Basic Healthcare Skills 2 of 2
Week 17	Medical Documentation
Week 18	Semester Review and Final Exam

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



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Dear Parent/Guardian,

I look forward to having a great year! I feel fortunate to have your son/daughter in my class this semester and hope that you will contact me should you have any concerns about the progress of your son/daughter or any aspect of the instruction. With your son/daughter, please read the attached policies, then sign and date this signature page and have your son/daughter return this form. Please provide a current email address and phone number at which I can contact you should the need arise. Please contact me at school with any concerns.

Thank you,

Jennifer Dennis, RN, BSN

Health Science Instructor

National Technical Honor Society Sponsor

**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:

\_\_\_\_\_

Parent/Guardian Phone number:

\_\_\_\_\_