



Grady High School
2016-2017 COURSE SYLLABUS
Introduction to Healthcare Science

Teacher: Ms. Carla Smith

Room Number: E-216

Semester: **2016-2017**

Textbook: Introduction to Health

Science Technology, Louise Simmers
2nd Edition

Website: **TBD**

Course Prerequisites: None

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Tutorial Days: **Wednesdays**

Tutorial Hours: 1545-1630

Tutorial Location: E - 216

Course Description:

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice. The pre-requisite for this course is advisor approval. *A state required Student Learning Objectives (SLO) is given at the beginning of first semester as pre-assessment. The post assessment (SLO) is given March/April and counts as 15% of the student's final exam grade second semester)*

Career Pathways: Therapeutic Services – Patient Care

Level	Course Name, Course Code, Course Abbreviations	GHS Grade level
Level I	*Introduction to Healthcare Science 25.52100 HS –IHS- <i>Articulated</i>	Grades 09 (IX)
Level II	*Essentials of Healthcare 25.44000 HS – EHS	Grades 10 (X)
Level III	Patient Care Fundamentals 25.43600 HS-PCF	Grades 11 (XI)
Level IV	Patient Care Technician 25.44900 HS-PCT The prerequisites for this course include Introduction to Healthcare Science, Essentials of Healthcare, and Patient Care Fundamentals.	Grades 12 (XII)
(*Required for Pathway Completion)		

Certifications: Students may have an opportunity to become a Patient Care Technician upon completion of this career pathway

Articulation: Articulation is the process by which academic or technical credits earned through high school programs may be acceptable in transfer by various community colleges and some four-year institutions. Credits earned appear on a college transcript. This course is articulated.

Course Content Standard – <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Introduction-to-Health-Science.pdf>

Course Outline: (This is an articulated course for college credit that covers 1st and 2nd Semester)

*****Medical Terminology will be ongoing*****

Lesson 1	Classroom Management, Ice Breaker, Employability Skills, HOSA Introduction Project HOSA – Future Health Professionals What is it? How does it help me?
Lesson 2	HS-.IHS 2 Safety Project: Safety Brochure (Rubric); Safety Picture Worksheets
Lesson 3	HS-.IHS 9 Infection Control Project: Infection Control Chain of Infection Poster (Rubric) PPE Identification/Matching
Lesson 4	Unit 4 HS-.IHS 1 Employability Skills; HS-IHS-4 Career Plan Project: Develop a Career Plan (HS-IHS-4) (Rubric)
Lesson 5	Unit 5 HS-.IHS 3 Healthcare Roles; Project: Group Health Facility Project (Rubric)
Lesson 6	Unit 6 HS-.IHS 14 - HOSA WEEK
Lesson 7	Unit 8: HS-.IHS 13 Medical Math Quiz: Math/Dose Calculations
Lesson 8	Unit 9 HS-.IHS 7 Communication Assignment: Group Communication Skits
MIDTERM	
Semester Break	
Lesson 9	Unit 10-HS-.IHS- 5 - Ethics
Lesson 10	Unit 11 -HS-.IHS- 6 - Legal Quiz: Legal Terminology/Application
Lesson 11	Unit 12-HS-.IHS- 8 – Health & Wellness Assignment: Disease/Plan Assignment
Lesson 12	Unit 13-HS-.IHS- 12 – Information Management
Lesson 13	UNIT: 14 HS-.IHS 11 – Life Stages Assignment: Draw Pictures of differences per Life Stages
Lesson 14	UNIT: 15 HS-.IHS 10 – CPR, First Aid, AED Project : Community Safety (CPR)
State Testing	
Final Exam Week	

Evaluation and Grading

Course Components	Weights	Grading Scale	
Professional Development : Employability/Learning Skills (CTSO involvement, interactive notebook and executive function skills including, timely assignment completion, organization, sustained attention)	20%	100-90	A
Classwork and Participation	20%	89-80	B
Homework	5%	79-70	C
Lesson Quizzes	10%	69-0	F
Tests (or Performances)	20%	Not Evaluated	NE
Projects	25%		
TOTAL	100%		

Campus Portal for Parents and Guardians: Visit - <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

Required Materials:

Each student will need...

1. 3 ring binder notebook (2 inches)
2. Dividers (5 Set)-
3. Set of Scrubs (top and pants)
4. Watch with second hand
5. #2 pencils & Ink pens
6. Colored pencils
7. Notebook paper
8. Basic calculator

Class Unifier (Scoreboard): The Five Classroom Rules + Diamond

1. Follow Directions Quickly
2. Raise your hand for permission to speak
3. Raise your hand for permission to leave your seat
4. Make smart choices
5. Keep your dear teacher happy!
 - a. The Diamond Rule: Keep your eyes on the target

Classroom Expectations:

1. Enter class on time, quietly, prepared, and start your bell work
2. Respect your teacher, classmates, guests and others.
3. **Respect other students' comments, opinions and ideas**
4. Always say "thank you" when given something (e.g. handouts)
5. Everybody participates "No Opt Out", answer and ask scholar like questions
6. Look at presenter (teacher/student/ guest) - with "Five Eyes" (explained during orientation)_

7. Make eye contact when accepting/exchanging items/objects (e.g. papers) and/or providing care
8. Listen, and follow directions (*Expect quizzes daily*)
9. Everybody Writes
10. Answer all written questions with a complete sentence
11. Provide summaries with at least one paragraph consisting of 6 – 8 sentences.

LATE ASSIGNMENTS: It is important that students are responsible and meet established due dates for assignments. Late is defined as anytime work is submitted after the assignment has already been collected by the teacher.

MAKE-UP AND MISSING ASSIGNMENTS: Students with an excused absence will be expected to submit missed work on or before the third class meeting after the absence. Pre-announced assignments are due upon return to school.

School-wide Expectations:

1. Be Present
2. Be Respectful
3. Be Responsible
4. Be on Task
5. Be a Peaceful, Productive Problem Solver

MASTERY LEARNING: With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

DEFICIENCY REPORTS: Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Deficiency reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under “Students in danger of not meeting academic expectations” for further information. Teachers will:

- Contact parents/guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
- Notify the counselor, Student Support Team (SST)/Response To Intervention(RTI) Chair, and/or an Assistant Principal of serious problems that are affecting classroom performance.
- Set up parent conferences as necessary.

ATHLETIC ELIGIBILITY: Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

Student Signature

Parent/Guardian Signature
