



## INTRODUCTION TO HEALTH SCIENCE EDUCATION

ACTIVITY/COURSE CODE: 5554

R.D. Anderson Applied Technology Center

Mrs. Kemika Mattison - Instructor

**INSTRUCTOR:** Kemika Mattison, MT(ASCP), MA

**ROOM:** E - 5

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**CLASS TIME:** 1<sup>st</sup> Block (8:30am – 9:45am)    2<sup>nd</sup> Block (9:55am – 11:10am)

3<sup>rd</sup> Block (12:20pm – 1:35pm)    4<sup>th</sup> Block (1:45pm – 3:00pm)

**CREDIT:** 1 unit

**REQUIRED TEXT:** Simmers, Louise, [Introduction to Health Science Technology](#). Albany, NY: Delmar, latest edition.

**PREREQUISITE:** This course is recommended for entry level high school students who are interested in a career healthcare.

### WELCOME:

Welcome to ***Introduction to Health Science Education!*** I am very excited to have you in my class this semester. I look forward to the prospects this new school year holds and the positive experiences we will share. Students enrolled in health science related classes are among the brightest and the best and are truly at an advantage when it comes to the success of their future endeavors. This class is designed to peak your interest and challenge your mind while learning about health science education.

### COURSE DESCRIPTION:

Introduction to Health Science Education includes an overview of therapeutic, diagnostic, health informatics, support services, and biotechnology research and development pathways in the health science career cluster. The course focuses on health careers exploration, healthcare systems roles, leadership, employability, and communication skills. Students will develop a concept of health maintenance practices, safety, teamwork, and legal and ethical responsibilities. School-to-work shadowing activities may be implemented in this course. Subject matter will include career choices and application of health concepts relative to becoming a healthcare professional.

### INSTRUCTIONAL PHILOSOPHY:

Students will be given challenging real-world projects and assignments typical of the healthcare field. High quality work is expected and students will be given opportunities to redo work until it meets standards specified during instruction. Classroom activities will included reading, writing, research, problem solving, and projects. Major projects will be presents to the class and in some situations to health care professionals or health

consumers. Students will often work in teams, but will be expected to complete individual assignments in relation to the team's work. Assessment methods will include written exams, tests, demonstrations, reading assignments and projects.

#### **GRADING SCALE:**

93 - 100	A = Exceeds expectations
85 - 92	B = Meets Health Science standards & expectations
77 - 84	C = Passing grade but does not meet some standards
70 - 76	D = Passing, but only meets minimum standards
0 - 69	F = Failing, does not meet minimum standards

#### **GRADING RUBRIC FOR LAB SKILLS:**

To obtain 100% proficiency students must complete all steps in the correct order in the performance of a skill. The score reflects the number of attempts the student demonstrated during the skill observance check-off by the instructor.

<u>Attempts</u>	<u>Score</u>
1	100
2	93
3	89
4	83
5	77
6 or more	70

#### **QUIZ/TEST GUIDELINES**

- Cheating will not be tolerated. You will receive a 0 the first time you are caught cheating and will be referred to the office on future offenses. A zero on an evaluation may dramatically affect your overall grade point average.
- Absolutely no talking during test period! Talking during test period will result in a 0, and disciplinary action will be taken.
- Everything must be cleared off of your desk (except for a writing instrument and the test/quiz/evaluation itself).

#### **CLASSROOM EXPECTATIONS:**

You should behave in a professional manner in this class. Classroom rules are posted in the classroom and included in your syllabus. You should pay close attention to rules and procedures to ensure your safety and the safety of those around you. We will participate in many hands-on activities that will require you to follow safety measures. In the case of behavior and discipline problems, I will follow the R.D. Anderson and district policy related to the offense and make referrals to administration as needed.

- Be **PRESENT**
  - Arrive on time, enter the room quietly, and be in your seat before the bell rings. Begin start-up activity immediately after the tardy bell. You will find this on the board or projector screen.
- Be **PUNCTUAL**
  - You may not enter the room after the tardy bell has rung without a pass.
  - Restroom breaks are before class and during break. Please take care of all personal grooming at this time and NOT in the classroom.

- Be **PREPARED**
  - Bring necessary materials to class daily.
  - Listen, follow directions, and complete your assignments to the best of your ability.
  - Listen to others, take notes when necessary, and participate in class discussions. Keep your head up off the table.
  - Stay on task and in your seat unless you have permission to get up.
  
- Be **POLITE**
  - Conduct yourself in a disciplined, courteous, and mature manner at all times. Raise your hand before speaking; don't interrupt others when they are speaking.
  - Cooperate with your group, respect all ideas given in class, and don't criticize anyone's ideas or thoughts.
  
- Be **PROFESSIONAL**
  - Interfering with or hindering another students' learning will not be tolerated.
  - Use or display of profane, rude, or crude language/gestures will not be tolerated.
  - Clean up your work area before you exit the classroom every day.
  - Internet usage is a necessary part of this class. Violations of this policy will result in removal of Internet privileges for the remainder of the year. (NO videos, music, games, lyrics, MySpace, face book, chat rooms, no downloading, etc.!) )

#### **RD ANDERSON SCHOOL-WIDE CLASSROOM RULES**

**1. BE ON TIME TO CLASS.**

You are considered tardy if you are not in the classroom by the time the tardy bell begins to ring.

**2. SHOW RESPECT FOR YOUR TEACHER AND FOR YOUR CLASSMATES.**

Disrespectful language, gestures, or attitudes will not be tolerated at RDA. If you are perceived as being disrespectful by a teacher, you have violated this rule.

**3. DO NOT INTERFERE IN ANY WAY WITH THE LEARNING TAKING PLACE IN THE CLASSROOM.**

Talking, making unnecessary noises, being out of your seat without permission, are all deterrents to learning.

**4. FOLLOW DIRECTIONS THE FIRST TIME GIVEN.**

You should obey directions asked of you by a teacher promptly and without any hesitation.

**5. COME TO CLASS PREPARED WITH ALL NECESSARY MATERIALS.**

## CONSEQUENCES / DISCIPLINE POLICY:

### 1<sup>st</sup> Offense:

- Conference with Instructor
- Student signs Employability Rating Sheet (ERS)
- Minimum 2 point deduction on ERS
- Phone Contact **MAY** be made with parent

### 2<sup>nd</sup> Offense:

- Conference with Instructor
- Student signs ERS
- Minimum 2 point deduction on ERS
- Phone Contact **WILL BE MADE** with parent

## STUDENT ELECTRONIC DEVICE POLICY

R.D. Anderson does allow the carrying of electronic devices such as cell phones, CD players, MP3 players. However, these devices must be turned off between 8am–3:15pm and must remain out of sight. This means put in a book bag or purse before confiscated. These devices are for your personal use before and after school and must never be a hindrance to the learning process of others. Preferably, these items will not be brought to school. However, R.D. Anderson IS NOT responsible for any electronic devices lost, stolen, or damaged at school.

### Violation of Electronics / Cell Phone Policy

1<sup>st</sup> Offense

### Consequence

Electronic device will be confiscated. Device will be returned at the end of the class period. Student must sign a Violation of Policy contract.

2<sup>nd</sup> Offense

Electronic device will be confiscated and turned over to the Assistant Director. Parents will be contacted. Device will be held until parent comes to RDA to pick it up.

3<sup>rd</sup> Offense

Electronic Device will be confiscated and held until the end of the semester.

**\*\* ANY FURTHER VIOLATIONS WILL BE REFERRED TO THE ADMINISTRATION \*\***

## ADDITIONAL INFORMATION:

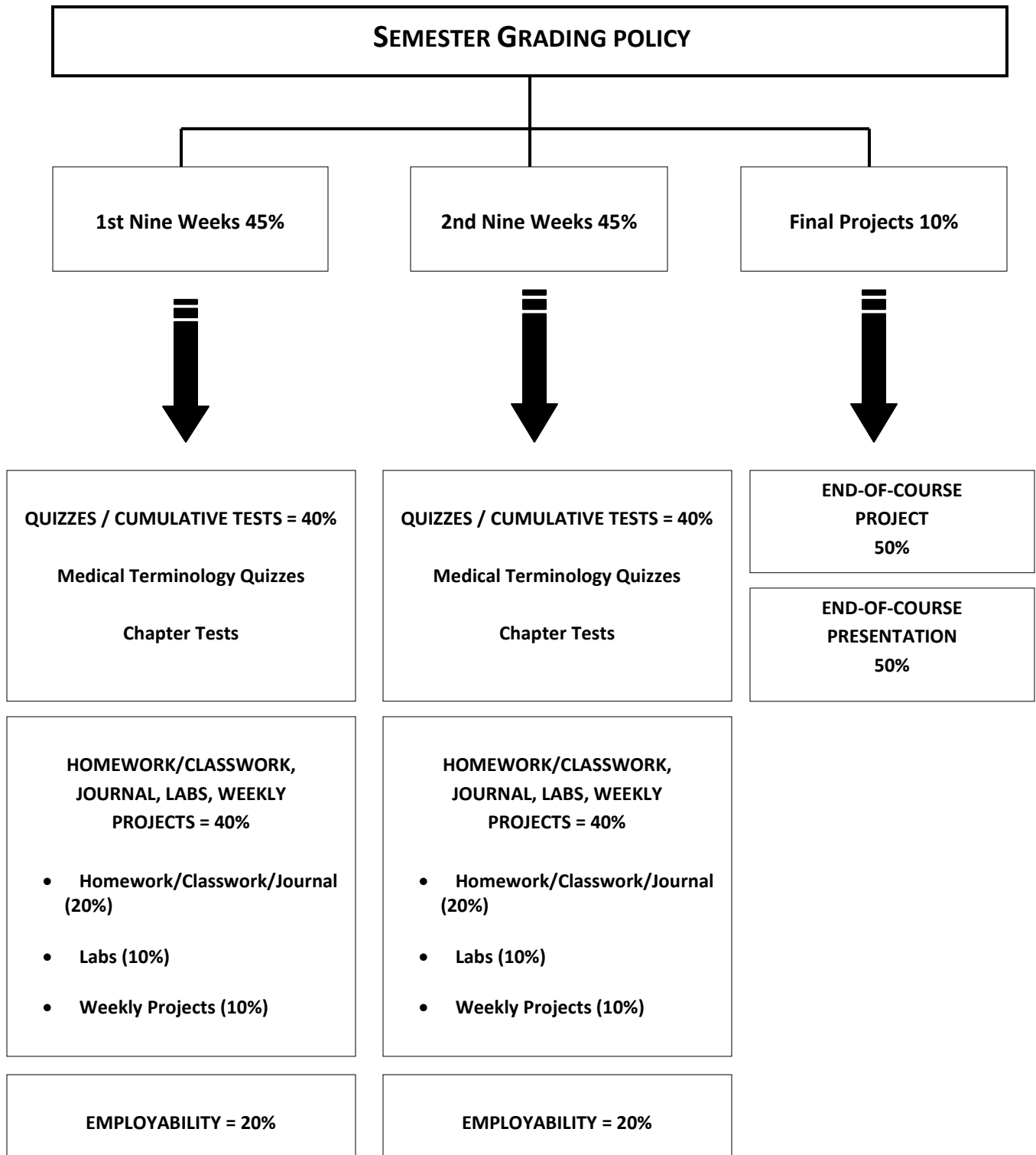
**Class Participation.** Classroom participation is mandatory in this class. Health care providers often work as teams to accomplish their mission. Students are therefore encouraged and required to work as teams. Teams will change frequently. In the real world, we often work with people that we do not particularly like or do not do their share of the work. Students in this class will learn to use creativity to develop skills to deal with these individuals.

**Homework.** Homework will be given to reinforce concepts covered in class. Work will be posted on the board as needed. All homework assignments are due the following day unless otherwise specified. Each day that work is late results in a point deduction in the grade.

All homework assignments must be turned in on time to receive full credit. Points will be taken off for each day the assignment is late.

**Absences and Make-Up Work.** It is your responsibility to find out what you have missed and make up the work as quickly as possible. It is also your responsibility to turn in any assignments collected during your absence. You have five (5) days from the date of your return to class to make up your work. Failure to do so will result in a zero (0) for the assignment.

**Extra Help.** If you need extra help, please ask! I am here to help you be the best that you can be and my goal is to see you be successful. Please let me know if you need extra help. Do not wait until the end of the nine weeks or the end of the semester. Clear up little problems before they become major obstacles.



## **SC HEALTH SCIENCE EDUCATION - INTRODUCTION TO HEALTH SCIENCE STANDARDS**

### **Foundation Standard 1: Academic Foundation**

Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in a health science program of study.

1. Identify components of the metric and household systems of measure.
2. Solve computations using the metric and household systems of measure.
3. Calculate mathematical conversions of weights and measures related to healthcare.
4. Record time using 24-hour clock.
5. Demonstrate oral and written use of medical terminology.
6. Pronounce medical terms.
7. Spell medical terms.

### **Foundation Standard 2: Communications**

Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

1. Interpret verbal and nonverbal communication.
2. Recognize barriers to communication.
3. Report subjective and objective information.
4. Recognize elements of communication using a sender-receiver model.
5. Apply speaking and active listening skills.
6. Recognize elements of written and electronic communication (spelling, grammar, formatting, and confidentiality).
7. Communicate in a straightforward, understandable, accurate, and timely manner.
8. Listen attentively to verbal instructions, requests, and other information to verify accuracy.

### **Foundation Standard 3: Systems**

Healthcare professionals will understand how their role fits into their department, their organization, and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

1. Describe healthcare history and medical advances.
2. Identify healthcare delivery system (public, private, government, and nonprofit).
3. Explain factors influencing healthcare delivery systems.
4. Describe responsibilities of consumers within the healthcare system.
5. Explain the impact of emerging issues on healthcare delivery systems.
6. Discuss common methods of payment for healthcare.

### **Foundation Standard 4: Employability Skills**

Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

1. Classify personal traits or attitudes and professional characteristics desirable in a member of the healthcare team.
2. Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.
3. Formulate solutions to problems using critical thinking skills.
4. Demonstrate employability skills.
5. Follow attendance policies of the employer or educational institution.
6. Explore a potential health science career path in at least one of the following health care services: diagnostic, therapeutic, health informatics, support services, and biotechnology and research development.
7. Recognize levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential.
8. Participate in healthcare work-based learning experiences (guest speakers, virtual tours, job shadowing, blood drives, community service projects, etc.).
9. Develop components of a personal portfolio.
10. Explain process for obtaining employment.

### **Foundation Standard 5: Legal Responsibilities**

Healthcare professionals will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.

1. Explain practices that could result in malpractice, liability, and/or negligence.
2. Describe standards for Health Insurance Portability and Accountability Act (HIPAA).
3. Describe advance directives.
4. Summarize the Patient's Bill of Rights.
5. Define informed consent.

### **Foundation Standard 6: Ethics**

Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

1. Differentiate between ethical and legal issues impacting healthcare.
2. Compare personal, professional, and organizational ethics.
3. Recognize ethical and legal issues and their implications related to healthcare.
4. Discuss ethical behaviors in healthcare.
5. Identify religious and cultural values as they impact healthcare.
6. Demonstrate respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups.

### **Foundation Standard 7: Safety Practices**

Healthcare professionals will understand the existing and potential hazards to clients, coworkers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

1. Explain principles of infection control.
2. Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.
3. Apply principles of body mechanics and ergonomics.
4. Identify personal protective equipment (PPE).
5. Apply safety techniques in the work environment.
6. Apply standard precautions as described in the rules and regulations set forth by the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC).
7. Practice fire safety related to a healthcare setting.
8. Comply with safety signs, symbols, and labels.

### **Foundation Standard 8: Teamwork**

Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

1. Define roles and responsibilities of team members.
2. Recognize characteristics of effective teams.
3. Recognize methods for building positive team relationships.
4. Describe attributes and attitudes of an effective leader.
5. Apply effective techniques for managing team conflict.

### **Foundation Standard 9: Health Maintenance Practices**

Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

1. Apply behaviors that promote health and wellness.
2. Describe strategies for prevention of diseases including health screenings and examinations.
3. Discuss complementary and alternative health practices.

### **Foundation Standard 10: Technical Skills**

Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

1. Discuss procedures for measuring and recording vital signs.
2. Explain cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO), and first aid.

## **Foundation Standard 11: Information Technology Applications**

Healthcare professionals will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

1. Communicate using technology (fax, e-mail, and Internet) to access and distribute data and other information.
2. Recognize technology applications in healthcare.

***Timeline is tentative and may be adjusted by Instructor as needed throughout the semester.***

### **RESOURCES:**

*Simmers, Louise, Introduction to Health Science Technology. Albany, NY: Delmar, latest edition.*

*Simmers, Louise, Introduction to Health Science Technology: Student Workbook. Albany, NY: Delmar, latest edition.*

### **WEBSITE RESOURCES:**

*National HOSA Handbook, Sections A, B, and C; Policies and Procedures; [www.hosa.org](http://www.hosa.org)*

*National Healthcare Skill Standards, National Consortium on Health Science and Technology Education, 2410 Woodlake Drive, Suite 440, Okemos, MI 48864, phone 517-347-3332, fax 517-347-4096. [www.nchste.org](http://www.nchste.org)*

*South Carolina Occupational Information System (SCOIS), [www.scois.net](http://www.scois.net)*