****Essentials of

Healthcare

**Dr. Akayleeya Kennebrew**

**Contact:** kenneak@boe.richmond.k12.ga.us

**Remind Code:** akennebr3

**Welcome to Essentials of Healthcare!**

Hello Future Leaders! My name is Dr. Akayleeya Kennebrew (ARJ Alumni), and I am looking forward to being your teacher for this year. I have a bachelor’s degree in biology (2011) and my Doctorate Degree in Pharmacy (PharmD) (2016).

**Course Overview**

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The pre-requisite for this course is Introduction to Healthcare.

**Course Standards**

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| 1. Demonstrate employability skills required by business and industry | 9. Examine the anatomy, physiology, and basic pathophysiology of the nervous system and special senses, and perform technical skills related to these systems. |
| 2. Classify the basic structural and functional organization of the human body and identify body planes, cavities, regions, directional terms, tissues, organs, and parts of the cell. | 10. Evaluate the anatomy, physiology, and basic pathophysiology of the endocrine system, and perform technical skills related to the system. |
| 3. Analyze the anatomy, physiology and basic pathophysiology of the integumentary system, and evaluate and monitor body temperature. | 11. Investigate the anatomy, physiology, and basic pathophysiology of the digestive system, and perform technical skills related to the system. |
| 4. Investigate the anatomy, physiology, and basic pathophysiology of the cardiovascular system, and evaluate and monitor blood pressure and pulse. | 12. Analyze the anatomy, physiology, and pathophysiology of the lymphatic system, and perform technical skills related to the system. |
| 5. Examine the anatomy, physiology, and basic pathophysiology of the respiratory system, and evaluate and monitor respirations. |  |
| 6. Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems. |  |
| 7. Analyze the anatomy, physiology, and basic pathophysiology of the urinary system, and apply knowledge in the performance of technical skills related to the system. |  |
| 8. Analyze the anatomy, physiology, and basic pathophysiology of the reproductive system, and perform technical skills related to the system. |  |

**Launchpad, Canvas, and Textbook**

* Launchpad is our single sign on platform. All the apps/webtools that students will access throughout the school year, in all their courses, can be found here.
* Our learning management system, Canvas, can be found in each student's Launchpad. The courses they are registered for will be displayed on the Dashboard in Canvas. Click on each course to find announcements, assignments, and all online instruction. You may also download the Canvas app for parents and the Canvas app for students to your cell phone or tablet.

**Materials List**

* 3-ring binder or spiral notebook
* Composition notebook
* Paper
* Pencil or Pen (Blue or Black ink)
* Laptop (ARJ issued)

**Grading Policy**

Student performance will be recorded and reported in all courses by numerical grades, based on a 100-point scale.

* Calculation of Final Grades will be determined by the cumulative semester average using the following criteria:

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| Minor Grades= 60% | Quizzes, Labs, reflection journals, Discussions, and other graded assignments to assess certain standards in a unit of study**. Minimum number of minor grades per 6-week progress report period=5** |
| Major Grades= 40% | Unit tests, project-based assignments, and other culminating assessments to measure mastery of standards that comprise a unit of study. **Minimum number of major grades per 6-week progress report period =2** |

**Late/Missing Assignments**

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school. Students are expected to submit assignments on time.

Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student’s work habits through an academic contract.

Scores may **be reduced by 5% per school day for a 25% maximum** reduction (five school days).

**Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.**

**Relearn/Reassess**

Students who perform below 70% on a major assignment will be given the opportunity to relearn and reassess to show improvement in their mastery of the standard.

Students will submit a Relearning Plan as part of this process. This plan should include:

* Analysis of their errors or misconceptions on the previous major assignment.
* Complete assignments provided to relearn the content for mastery. Students may also attend a tutoring session.
* Complete and turn in any missing assignments.
* Commit to date(s) and time(s) to redo the assignment or retake the assessment.
* Share the plan with their parent and teacher for approval and signatures.

Upon satisfactory completion of the plan, as determined by the teacher, student should be given a minimum of one opportunity to be reassessed.

Teachers should have discretion to determine if R&R opportunities will be given for any minor assessment.

**Tutoring**

Tutoring is available as needed by appointment only.

**Tuesdays 3:30pm to 4pm**

**Classroom Management Policy**

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| **Expectations** | **Consequences** |
| Be on Time!Be Prepared for class!Be Respectful!Stay on Task! | 1st Offense Student Warning2nd Offense Student Warning 3rd Offense Parent phone call 4th Offense Parent call and detention5th Offense Office Referral |

