 

**Introduction to Healthcare Science**

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Welcome to Introduction to Healthcare Science. This is the first course of the Healthcare Pathway. We will learn from handwashing to how to develop a career plan. This is part of the foundation for healthcare.

**25.52100** Introduction to Healthcare Science (HS-HIS): Course Overview

This is considered foundational course for all Health Science pathways and is a prerequisite for all other Health Science pathway courses. This course will enable students to receive initial exposure to the many healthcare 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 and 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 to continue their education and training.

**Course Standards**

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| Demonstrate employability skills required by business and industry. | Demonstrate an understanding of the legal responsibilities, limitations, and implications of actions within the healthcare delivery setting. Evaluate the importance of duties according to regulations, policies, laws, and legislated rights of clients. |
| Demonstrate standard safety practices for all classroom, laboratory, and field experiences. Understand the existing and potential hazards to clients, co-workers, and self, and prevent injury or illness through safe work practices by following current health and safety policies and procedures. | Identify and demonstrate the various methods of providing and obtaining information from patients, family members, other agencies, and other members of the healthcare team. |
| Describe how various healthcare roles fit into the office/department, the organization and the overall health care environment. Identify how key systems affect services performed and quality of care. | Practice preventive health behaviors personally and professionally. |
| Develop a Career Plan. | Apply mathematical computations related to healthcare procedures. |
| Evaluate the impact of diversity and ethics on healthcare delivery. | Demonstrate CPR, First Aid, and the AED utilizing current standards. |
| Describe the stages of development from birth to adulthood (i.e. neonatal period, infancy, childhood, adolescence and puberty, adulthood, and geriatrics). | Utilize information technology applications required within all career specialties. Demonstrate use as appropriate to healthcare applications. |
| Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events. | Analyze different types of microorganisms and their defining characteristics to reduce the risk of infection or illness. Demonstrate physicochemical methods and the use of PPE in preventing and controlling the spread of microbial growth. |

**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.
* One of the resources for instruction is *Nursing Assistant-a Nursing process approach by Barbara Acello and Barabara Hegner: 11th Edition*

**Materials List**

* 1½-inch or 2-inch 3-ring binder (for handouts, notes, and assignments)
* 5-tab dividers (labeled: Notes, Assignments, Projects, Vocabulary, Assessments)
* Loose-leaf college-ruled notebook paper
* Spiral notebook or composition book (for journal reflections and class warm-ups)
* Blue or black pens
* Pencils and erasers
* Highlighters (at least 2 colors)
* Colored pencils or markers (for posters and group projects)
* Index cards (for vocabulary terms or flashcards)
* Sticky notes (for reading responses and reminders)
* Pocket folder (for temporary handouts or homework)
* Reusable water bottle
* Hand sanitizer or personal pack of tissues (optional but encouraged)
* Access to a school-issued or personal laptop/tablet
* USB flash drive (optional, for saving group project files)

**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, Reflections journal, 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.

**Classroom Management Policy**

\*Students are expected to follow all school policies as outlined in the Student Handbook & Code of Conduct\*

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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 and Parent Contact3rd Offense Parent phone call and Detention4th Offense Parent conference and detention5th Offense Office Referral |

Always putting your best foot forward😊

***UNLIMITED POSSIBILITIES***