



# Canyon Springs High School

## Learning is Priority 1



### Syllabus: Introduction to Health Care

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*Introduction to Health Care* is the *required* foundation technical course for students in the Health Academy. This health careers core course introduces industry-wide standards that are necessary for anyone employed in health care. *Relevant* workplace explorations, guest speakers, First-Aid/CPR training and certification, community service opportunities and volunteer experiences complement the *rigorous* health care based interdisciplinary curriculum. At the conclusion of this course, students will be able to make informed decisions about potential career paths and more effectively plan the remainder of their high school program. Extra-curricular commitment is required, including fifty hours of community service during the year.

**Textbooks:** Simmers, L. (2004). *Diversified Health Occupations*. (6<sup>th</sup> ed.). New York: Delmar.  
Martin, L. (2001). *We Can't Kill Your Mother! and Other Stories of Intensive Care*. Indiana: Author: House.  
Ehrlich and Schroeder (2005) *Medical Terminology for Health Professionals* (5<sup>th</sup> ed.). New York: Delmar

#### Career Performance Standards:

**1. Personal Skills:** Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

**2. Interpersonal Skills:** Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

**3. Thinking and Problem-Solving Skills:** Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.

**4. Communication Skills:** Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.

**5. Occupational Safety:** Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

**6. Employment Literacy:** Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.

**7. Technology Literacy:** Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.

#### Course Objectives:

**1. Socioeconomics:** Students will understand how health care practices, procedures, and philosophies have evolved from primitive practices to current use of high technology. They will explain how this evolution has had an impact on health care practices and the roles of various health care delivery systems in disease prevention, health maintenance, diagnosis, treatment, and rehabilitation.

**2. Growth and Development:** Students will understand the basic developmental stages of human growth and development. They will recognize behaviors, physical characteristics, and health issues commonly associated with each developmental stage.

**3. Safety:** Students will understand occupational safety issues as they relate to the employer, employee, and patient within the health care setting. They will describe health safety habits that prevent injury.

**4. Communication and Decision Making:** Students will

understand their role and responsibilities as a member of a health care team, demonstrate concepts of individual and group dynamics and conflict resolution, and be able to accept supervision and assume leadership roles. They will be sensitive to gender and multicultural issues and promote the delivery of quality health care.

**5. Ethical and Legal Responsibilities:** Students will understand the laws, guidelines, and professional codes of the health care community. They will explain how individual responsibility for choice of action and behavior within legal and professional boundaries impacts the quality of care.

**6. Career Planning:** Students will understand the range of skills necessary for entry into the health care field. They will use this information as they research education requirements, employment outlook, and career potential for various health care careers; and they will develop an initial career plan.

#### Partners

- Arc Riverside ● Loma Linda University ● Moreno Valley Community Hospital ● Moreno Valley Unified School District ●
- Parkview Community Hospital ● Riverside Community College ● Riverside County Office of Education, ROP ●
- Riverside County Regional Medical Center ● University of California, Riverside ●

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## Course Outline:

- 1) **Socioeconomics**
  - a) Evolution of health care practices, procedures, philosophies
    - i) Primitive practices to high technology
      - (1) Impact on health care practices
    - ii) Roles of health care delivery systems
      - (1) Disease prevention
      - (2) Health maintenance
      - (3) Diagnosis
      - (4) Treatment
      - (5) Rehabilitation
- 2) **Growth and Development**
  - a) Basic developmental stages of human growth and development
    - i) Behaviors
    - ii) Physical characteristics
    - iii) Health issues
- 3) **Safety**
  - a) Occupational safety issues within the health care setting
    - i) Employer
    - ii) Employee
    - iii) Patient
  - b) Health safety habits
  - c) First-Aid/CPR training and certification
- 4) **Communication and Decision Making**
  - a) Medical terminology, introduction
  - b) Health care teams
    - i) Roles and responsibilities
    - ii) Individual and group dynamics
    - iii) Conflict resolution
    - iv) Supervision
    - v) Leadership
- 5) **Ethical and Legal Responsibilities**
  - a) Laws
  - b) Guidelines
  - c) Professional codes
  - d) Individual responsibility
  - e) Quality of care
  - f) Choice of action within legal and professional boundaries
- 6) **Career Planning**
  - a) Range of skills
  - b) Education requirements
  - c) Employment outlook
  - d) Career potential
  - e) Initial career plan.

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## Requirements and Evaluation:

Grading is designed to assess student progress toward Career Performance Standards and Course Objectives. Assignments, projects, and participation count 67% of the total course grade. Unit tests and the final exam count 33%. Percentages to calculate standard letter grades are determined by points earned toward a stated goal for each assignment and project:

A+	98% - 100%	B+	88% - 89%	C+	78% - 79%	D+	68% - 69%	F	0% - 59%
A	93% - 97%	B	83% - 87%	C	73% - 77%	D	63% - 67%		
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%	D-	60% - 62%		

“APA Style” is the standard for scientific publication. Therefore, student papers will conform to the current publication standards of the American Psychological Association. Specific instruction in APA Style will be given according to the latest *Publication Manual of the American Psychological Association*.

The nature of this course is such that students cannot simply do a worksheet for make-up when absent—consistent attendance is essential. Guest speakers, field trips, community service, and student presentations are critical components of the course and related assignments cannot be made up. Attendance is also an indicator of critical employability attributes such as dependability and reliability. Therefore, attendance will count as 20 participation points daily: an absence or tardy of 20 minutes or more earns 0 points and a tardy less than 20 minutes earns 10 points.

Students are allowed 3 excused absences per quarter without points being counted against them. The only way to excuse an absence in this class is to notify the instructor in person at least a day ahead of time or call the Health Careers Academy voice mail at **571-4768** prior to the start of class and leave a clear message stating: student’s name, phone number, reason for absence, and expected length of absence. (This is in addition to the school’s requirement that students notify the Attendance Office to clear an absence; likewise, clearing an absence through the Attendance Office does not excuse the absence with respect to participation points for this class. Students must notify the HCA directly, just as they would an employer.)

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## Classroom Policy:

In order to ensure an enjoyable and productive classroom environment, students are expected to abide by the Campus Behavior Rules as detailed in the *Parent and Student Handbook* and the terms of your Health Careers Academy *Contract*. In general, students are expected to behave in a manner appropriate to high-school-age students in a program designed and funded for their benefit.

***Treat everyone with a sense of respect and you will deserve to be treated with respect yourself.***

The Academy team—teachers, counselor, and administrator—meet regularly to evaluate student progress and intervene in the event of academic, attendance, and/or behavior problems. A student may be placed on HCA probation for repeated or serious violations. Unsuccessful probation may result in dismissal from the Academy. Academic honesty is required: cheating and/or plagiarism will result in failure of the assignment and HCA probation.

Be seated before the tardy bell rings: school tardy policy will be enforced. Cell phones and other electronic communication devices are to be turned off in the classroom. Passes will be issued at the discretion of the instructor and only if the student presents a valid CSHS ID. Students are to remain seated until dismissed by the instructor.