



Health Careers 1: Exploration Syllabus - 14001

Instructor

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Course Description

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Health Science Careers I explores the current interprofessional education (IPE) teamwork approach in health science and career options in an ever-expanding healthcare environment. Students in the course will evaluate unique abilities and explore personal career aspirations. In addition, the student will be exposed to legal, ethical, and safety implications inherent to providing high quality patient care.

Aim:

Health Science Careers I is the first cluster course in the Health Science career cluster. Completion of Health Science Careers I: Exploration prepares a student to participate in Health Science Careers II or Medical Terminology and then pathway courses in any of the Health Science pathways: Biotech Research and Development, Therapeutic Services, Health Informatics, Diagnostics, or Support Services.

Topics covered:

- Career exploration
- Healthcare delivery system
- Healthcare legal and ethical issues
- Safety practices in the healthcare environment
- Communication in healthcare

Place within the program of study: Grade Level: 10, 11, 12

Length: Semester long, 50-minute periods

Prerequisite: None

Instructional Philosophy and Instructional Delivery Plan

Expectations for student performance: Students are expected to meet all of the course goals and be able to demonstrate their understanding of the underlying concepts.

How the instruction will be delivered: The class will be presented through Blackboard and supported with interactive video. The instruction will include various video demonstrations by with return demonstrations done by students, class discussions, a suggested healthcare facility tour, SCRUBS camp participation, activities and projects.

How students will work: Students will be assigned activities and projects that will require them to work independently and in groups.

How the community will be used: Community healthcare facilities will be accessed for a tour and a shadowing experience with a healthcare professional as available.

How will students be evaluated: Activities and projects will be scored on rubrics. A final written assessment will be completed.

How late assignments will be graded:

All work assignments, activities, labs, etc. will be due on Fridays at 12:00 pm midnight.

Any work turned in post due date, assignments will be given an automatic 80% points. After one week of late work, the grade automatically goes to 70% and then if not turned in by the second week following due date, a 0 will be given.

Plagiarism / Fabrication / Cheating, etc. listed in the DIAL Virtual School Student Policy:

- First offense: Student will be given a verbal warning and a chance to redo the assignment. The district e-mentor / facilitator will be notified.
- Second offense: Grade weights will be changed, tests are proctored, and will receive a zero on the assignment. The district e-mentor / facilitator will be notified.

Course Goals

Students will learn how to:

- A. Explore career options in the health sciences.
- B. Analyze careers in the health sciences in respect to job duties, training and qualifications needed.
- C. Assess personality interests that are common in healthcare careers.
- D. Demonstrate basic technical skills representative of entry level healthcare jobs.
- E. Analyze soft skills needed in healthcare careers.
- F. Apply skills to an authentic situation in a healthcare facility.

Dial Virtual School Student Code of Conduct

As a student taking a distance learning class, I am aware that:

1. High standards are expected of me as a student. My cooperation and appropriate attitude are needed to maintain a positive teaching and learning environment in the online classroom.
2. Appropriate language is expected and required for all classes, whether face-to-face, video conferencing, and for email and online discussions.
3. I am expected to make a commitment to academic integrity. This means:
 - a. Your work on each assignment will be completely your own.
 - b. Your collaboration with another classmate on any assignment will be pre-approved by your teacher.
 - c. You will not practice plagiarism in any form. Plagiarism is defined as copying or using ideas from another person, an online classmate, or an Internet or print source, and presenting it as your own work.
 - d. You will not allow others to copy your work.
 - e. You will not misuse content from the Internet.
4. Because of the technology, anything I do in the classroom can be video taped or seen by others and emails or discussion postings are stored electronically and may be viewed by others.
5. I am expected to comply with my local school district's "Acceptable Use Policy," regarding use of computers and the Internet as well as other local district policies.
6. The following classroom procedures must be followed:
 - a. Students will complete the online course introduction /orientation video.
 - b. Students should complete and submit assignments in accordance with the class due dates.
 - c. Failure to submit by due dates may result in students being dropped from the class or receiving a failing grade.
7. Students will follow all other rules specified by the teacher and classroom facilitator.

The procedures for students who cannot follow the above listed rules are listed below:

1. **First offense:** Students will be given a verbal warning and chance to redo the assignment. The district e-mentor / facilitator will be notified.
2. **Second Offense:** Grade weights will be changed, tests are proctored, and receive a "0" on the assignment(s). The district e-mentor/facilitator will be notified.

Health Care Skill Standards

By completing this course, students will achieve the following standards:

HSI 1: Understand the healthcare setting networks and roles and responsibilities.

<i>Webb Level</i>	<i>Sub-indicator</i>
Two Skill/Concept	HSI 1.1 Differentiate between private and public/government healthcare settings (managed care).
Two Skill/Concept	HSI 1.2 Collaborate and communicate effectively with colleagues, patients/residents, and/or family members.
Three Strategic Thinking	HSI 1.3 Identify positive and negative personal traits in a member of the healthcare setting.

HSI 2: Identify health science career pathways.

<i>Webb Level</i>	<i>Sub-indicator</i>
Two Skill/Concept	HSI 2.1 Identify and compare health science career pathways.
One Recall	HSI 2.2 Demonstrate knowledge of levels of education and credentialing requirements for a variety of health science careers of interest.
One Recall	HSI 2.3 Explore and demonstrate knowledge of employment opportunities, workplace environments, and career growth potential.

HSI 3: Examine legal/ethical responsibilities and limitations of the healthcare worker.

<i>Webb Level</i>	<i>Sub-indicator</i>
Three Strategic Thinking	HSI 3.1 Understand legal/ethical issues, religious and cultural diversity and their impacts on health care.
Two Skill/Concept	HSI 3.2 Explore scope of practice state-specific requirements and a variety of professional standards including the American Medical Association, American Nurse Association, American Dental Association.
Three Strategic Thinking	HSI 3.3 Examine the implications of Health Insurance Portability and Accountability Act (HIPAA) for healthcare professionals.
Four Extended Thinking	HSI 3.4 Analyze Patient/Residents' Bill of Rights and advanced directives.

HSI 4: Understand and demonstrate safety practices in the healthcare environment.

<i>Webb Level</i>	<i>Sub-indicator</i>
Four Extended Thinking	HSI 4.1 Apply principles of body mechanics and ergonomics.
Two Skill/Concept	HSI 4.2 Identify common safety hazards in the healthcare environment including patient/resident, community, and healthcare worker settings.