

# Principles of Health Science



## Course Overview

Principles of Health Science is the first course in the Health Science Technology Education pathway that introduces the student to a possible career in health care. This is a fast paced course that will cover various topics in health care giving the student a strong foundation to build on if they choose to continue pursuing a health care related career through the HSTE pathway.

## Materials Needed

- ❖ 3 ring binder with dividers
- ❖ Spiral notebook for bell ringers
- ❖ Blue or black ink only
- ❖ Pencils
- ❖ Index cards (optional for flash cards)

## GRADING POLICY

**Grade Weighting**    60 % Major Grades (Summative Assessments)  
                                  40 % Daily Grades (Formative Assessments)

### Major Grades will consist of: (minimum of 3/6 weeks)

- ❖ Current events reports
- ❖ Projects
- ❖ 6 week tests
- ❖ Skills Check offs/ Labs

### Daily Grades will consist of: (minimum of 7/6 weeks)

- ❖ Bell ringers
- ❖ Medical term quizzes
- ❖ Worksheets
- ❖ Class work

**Minimum of 10 total grades per six weeks**

## Late Work

Late work may be submitted but the grade must be recovered within 3 class periods. No late work will be accepted after a grading period closes, except for work that is missed due to an absence. Acceptable late work is subject to a maximum grade of 70.

**Megan Gattis RN BSN**

**Cedar Creek High School**

**Health Science Technology Education**

**mgattis@bisdtx.org (preferred)**

**(512) 772-7300**

**Tutorial Hours:**

**Tuesday, Thursday 7:55-8:25am**

**Mrs. Gattis'**

**Eagle Expectations**

**Remember to S.O.A.R!**

## Be Safe

- ❖ Keep hands, feet and objects to yourself.
- ❖ Use equipment only for intended purposes.
- ❖ Follow all safety guidelines established by the teacher.

## Take Ownership

- ❖ Own your behaviors and consequences.
- ❖ Own your learning and work.

## Act Responsibly

- ❖ Be on time, stay on task and use time wisely.
- ❖ Come prepared with materials and in dress code.

## Show Respect

- ❖ Do not talk or text while others are talking or presenting.
- ❖ Treat others and things how you would like to be treated.

## **Make-Up Work**

- The student will be responsible for obtaining and completing make-up work in a satisfactory manner and within the new due date established upon their return.
- For any assignment not turned in or not made up within the grading cycle (mid six weeks or end of the six weeks), the student may receive a grade of zero.
- The BISD District Policy will be followed at all times. Refer to student handbook.

## **Electronic Devices**

The use of electronic devices will be allowed at designated times during class for educational purposes. Electronic devices should be powered off and put up when the student walks through the door. It is unacceptable to be using electronic devices while the teacher is teaching class or during any kind of presentation. If the student uses the electronic device during an inappropriate time the teacher has the discretion to collect the device and turn it into the office where the student will then have to pay a fee to get it back at the end of the day.

If the student is using the electronic device as part of an assignment the student must be using it for the assignment and not for other purposes such as texting or social media sites (face book). When using electronic devices for class work students must be willing to show the teacher when asked what they are using their electronic device for. This is not an attempt to invade privacy but to help students stay on task and take ownership in their learning.

## **Tests and Quizzes**

**Students will have a test every 6 weeks. Tests will be given in the beginning of the week during the last week of the 6 weeks with the exception of the 3<sup>rd</sup> and 6<sup>th</sup> 6 weeks. 6 weeks test will be given the week before due to final exams the last week.**

**Students will have quizzes weekly over medical terms. The teacher reserves the right to give a pop quiz over content that has been covered in class.**

## **Current Events Journals**

**Current events journals will be due no later than the 2<sup>nd</sup> to last day of the 6 weeks with the exception of the 3<sup>rd</sup> and 6<sup>th</sup> 6 weeks. Journals will be due the Friday before the last week.**

## **Scope and Sequence: Semester 1 (subject to change)**

### **1<sup>st</sup> 6 weeks**

- ❖ Unit 1 Health Care Systems and History of Health Care
  - Students will research the historical significance of health care
    - Biography of historical figure related to health care or
    - (mock) Face book project relating to health care historical figures.
  - Students will be able to differentiate between different types of health care facilities
    - Project over creating a health care facility
  - Students will learn about different types of insurance plans and what they entail.
- ❖ Unit 6 Personal Qualities of a Health Care Worker
  - This unit will be split up throughout the year covering different topics each 6 weeks.
  - These 6 weeks students will learn how to demonstrate affective communication techniques and etiquette as it relates to the professionalism in the work place and health care.
  - Students will also discuss leadership and leadership behaviors.
- ❖ Unit 4 Basic medical Terminology
  - Students will accurately interpret, transcribe, and communicate medical vocabulary.
  - We will be going over concepts of medical terminology throughout the year. We will start with common prefixes.
    - There are multiple medical term activities and games that we will work on to help reinforce learning
    - Examples:
      - Chalk man (students will use side walk chalk to trace each other and label with proper medical terms.
      - Fly swatter game (students will be quizzed on terms and definitions in a fun way)
- ❖ Unit 3 Anatomy and Physiology
  - We will be touching on several topics related to anatomy and physiology throughout the year.
  - These 6 weeks we will be discussing body planes, cavities and directional terms.

### **2<sup>nd</sup> 6 weeks**

- ❖ Unit 2 Careers in Health Care
  - Students will investigate and research various careers in health care and create a presentation to share with the class. (Students will receive extra points if they dress the part)
  - Students will learn the different arenas and professions belonging to those arenas.
- ❖ Unit 6 Personal Qualities of a Health Care Worker
  - These 6 weeks we will focus on:
    - Personal traits of health care professionals
    - Goal setting
    - Mobile matters (cell phone etiquette)
- ❖ Unit 3 Anatomy and Physiology
  - These 6 weeks the focus will be on homeostasis, cells and tissue.
    - Students will create diagrams of cells and various types of tissues found in the body.
    - Students will conduct an osmosis lab.

- ❖ Unit 4 Medical terminology
  - Students will learn how to use military time as it is used in the health care field.

### **3<sup>rd</sup> 6 Weeks**

- ❖ Unit 3 Anatomy and Physiology
  - These 6 weeks the focus will be on the integumentary, skeletal and muscular systems.
- ❖ Unit 15 Infection Control
  - Students will identify wellness strategies for the prevention of disease.
    - Students will create projects related infection and disease using various HOSA competitions in class.
  - Investigate the cycle of infection
  - Demonstrate proper hand washing and gloving in the lab.
    - Glow germ lab
- ❖ Unit 13 Promotion and Safety
  - Promotion and Safety will be covered at different time throughout the year.
  - These 6 weeks the focus will be on body mechanics and range of motion.
- ❖ Semester exams will be during the last week of the 6 weeks.

## **Semester 2**

### **4<sup>th</sup> 6 Weeks**

- ❖ Unit 3 Anatomy and Physiology
  - These 6 weeks the focus will be on the cardiovascular and respiratory systems.
- ❖ Unit 14 CPR/ AED and First Aid
  - Students will be introduced to principles of first aid and medical emergencies
  - Students will be introduced to the basic concepts and skills of CPR.
- ❖ Unit 10 Vital Signs
  - Students will learn what the 4 vital signs are and how to obtain them.
  - Students will learn systems of measurement as it relates to health care.
- ❖ Unit 8 Human Growth and Development
  - Death and dying/ stages of grief
- ❖ Unit 7 Legal and Ethical
  - Students will have an introduction to legal and medical ethics including advanced directives.

### **5<sup>th</sup> 6 Weeks**

- ❖ Unit 3 Overview of body systems
  - These 6 weeks we will focus on the digestive, endocrine systems, nervous and lymphatic systems
- ❖ Unit 12 Nutrition and Wellness
  - Students will identify wellness strategies and disease prevention
  - Students will analyze their diets and find ways to make healthier choices
  - We will discuss several diseases and illness as they relate to nutrition such as:
    - Eating disorders
    - Obesity
    - diabetes

## 6<sup>th</sup> 6weeks

- ❖ Unit 3 Body Systems Overview
  - These 6 weeks we will focus on the urinary and reproductive systems
- ❖ Human Growth and Development
  - Students will investigate the different stages of Maslow's Hierarchy of Human Needs
  - Students will research the different stages of development.
- ❖ Unit 6 Personal Qualities of Health Care Worker
  - These 6 weeks we will focus on parliamentary procedure as it relates to HOSA.
  - We will also start the interview process to move up to the Health Science class.

The next steps in the Health Science Technology Education pathway are as follows:

- ❖ 9<sup>th</sup> graders are encouraged to take Anatomy and Physiology. (This will count as a science credit)
- ❖ 10<sup>th</sup> graders will have the opportunity to take the Health Science course.
  - 10<sup>th</sup> graders who want to continue and take the Health Science course will have to go through and interview process for admission to the class.
  - There is a limit of 15 students per Health Science class so not everyone will be able to take it.
  - Acceptance into the upper level classes will be determined by the student's behavior, grades, participation, commitment and other courses taken within the HSTE pathway.
    - Example: A student who has taken principles of health science and anatomy and physiology may be accepted before a student who has only taken principles of health science.
  - The teacher will not discriminate against age, race, gender, or religious back ground. Interviews will be conducted fairly in a professional manner.

**It is the teacher's responsibility to give each student a syllabus and review the expectations of the class. The teacher will not discriminate toward gender, race, religion or age. Everyone will be treated equally. It is the student's and guardian's responsibility to read this syllabus and ask questions if something is not clear.**

**I have read and understand the syllabus for Principles of Health Science.**

\_\_\_\_\_  
**Student (print name)**

\_\_\_\_\_  
**Guardian (print name)**

\_\_\_\_\_  
**Student Signature**

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**Guardian Signature**