Health Science Clinical Syllabus

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Course Sequence/Credit
1 elective credit
1 semester course

Health Science Intro—10th grade
Health Science1 & 2—11th grade
Health Science 3 Clinical Study—12th grade
Health 3 Human Structure and Function—12th grade
Health Science 3 Clinical Study/ Certified Nurse Aide Training—12th grade

Prerequisite
Senior level course

Course Description:
 Health Science Clinical Study is a course that guides students to make connections from the classroom to the healthcare industry through work –based learning experiences/activities. This course is designed to provide for further development and application of knowledge and skills common to a wide variety of healthcare professions. The students in this course will build on all information and skills presented in the previous required course foundation standards. The students will relay these skills into real life experiences. The student, teachers and work-based learning coordinators will work together to create opportunities for the students to get the best experience available in the districts geographic region. Students in this course should be First-Aid and CPR certified before participating in any healthcare experience outside of the classroom.

Instructional Philosophy
Due to the increase in the elderly population in the United States, the need for trained caregivers is on the increase. South Carolina, in order to raise the level of education of those caring for our aging population, has developed regulations regarding the training and testing of those employed in long term care.

Student assessment will be based on mastering the skills mandated by the Omnibus Reconciliation Act and the performance of those skills in a long term care facility under the supervision of a registered nurse.

Students will be expected to meet all the course goals listed below and be able to demonstrate their understanding of the major concepts. Student assessment will be based on group work, individual completion of assignments, written reports, quizzes and tests.

Instructional Delivery Plan

Introduction to assignments

The teacher introduces the course and class activities, distributes the syllabus and explains the requirements. The teacher outlines the classroom and school policies and procedures. The evaluation and grading system is introduced at the beginning of the course to advise students of the standards they are expected to meet and pass the course and achieve better grades.

Class operation

The teacher provides direction and manages the class but gives the students as much responsibility as possible for planning, designing and completing projects. In classroom sessions, the teacher lectures, demonstrates certain concepts and provides parameters for student performance. Students are monitored by the teacher so that time lines and mastery are accomplished.

Monitoring, evaluating and grading performance

Each student is to complete all assignments/projects. The students are to use concepts of correct grammar and medical language. The teacher conducts periodic class discussions to emphasize points and to check student's progress and understanding. Students are expected to explain key concepts and their progress. The evaluation system is clearly explained to the student at the beginning to the course.

Course Goals

Upon completion of this course the student will be able to:

- Perform in a proficient manner Cardiopulmonary Resuscitation Skills
- Obtain CPR certification
- Complete an application for employment
- Develop a cover letter, resume, and reference letter
- Participate in a mock job interview
- Identify and demonstrate personal qualities of a health care worker
- Demonstrate ethical behavior including confidentiality
- Identify and demonstrate communication skills
- Participate in an Internship Program
- Complete an Internship Portfolio

Course Outline

   A. CPR CERTIFICATION

Module 1 objective: Given a simulated home/residential emergency, tell how to request emergency medical assistance.

Module 2 objective: Describe the signs of sudden cardiac arrest.

Module 3 objective: Given a simulated cardiac arrest of family/friend with manikin, show how to give CPR to an adult
Enabling Objectives:
- Given an adult CPR manikin and a playing video demonstration, push on the chest to meet current standards for 100 compressions.
    o Show proper hand position
    o Perform chest pushes to correct depth without stopping
    o "Push Hard – Push Fast" at a rate of at least 100 per minute
    o Let chest return to normal between each chest compression
- List steps of CPR.
- Given a simulated cardiac arrest of family/friend with manikin, perform entire CPR sequence
    o Check for scene safety
    o Place the victim on a firm surface
    o Check for response and abnormal breathing
    o Phone local emergency response number and ask for AED
    o Perform chest compressions
- Tell how to use an AED
    o Tell how to turn the AED on
        ▪ how and where to attach the pads (learner should state "follow the diagram")
    o Know the need to simply follow the AED prompts
        ▪ why and when to be sure no one is touching the victim
- Recognize that performing CPR is tiring
    o Know that if another rescuer arrives, the provider of CPR should change at approximately two minute intervals
    o Know that if a second rescuer is providing CPR, the first rescuer should give reminders that help improve the quality of the chest pushes

Module 4 objective: Describe how to help an adult choking victim.
- Given a simulated choking of family/friend with manikin, know how to help an adult choking victim.
- Tell how to help a responsive adult choking victim with a large abdomen

Module 5 objective: Given a simulated cardiac arrest of family/friend with manikin, show how to give CPR to a child.

Module 6 objective: Describe how to help a child choking victim.

Module 7 objective: Given a simulated cardiac arrest of family/friend with manikin, show how to give CPR to an infant.
Module objective: Describe how to help an infant choking victim.

B. Personal Qualities of a Health Care Worker

1. Explain how diet, rest, exercise, good posture and avoiding tobacco, alcohol, and drugs contribute to good health
2. Describe a health care worker who has at least eight personal/professional traits or attitudes
3. Identify four factors that interfere with good communication
4. Explain the importance of listening, nonverbal behavior, reporting and recording in the communication process
5. Explain why teamwork is beneficial – define teamwork
6. List six characteristics of a leader
7. List the differences between democratic, laissez-faire, and autocratic leaders
8. List major positive and negative stressors
9. List six ways to decrease or eliminate stress
10. Define, pronounce and spell key terms

C. Internship and Portfolio Completion

1. The student will participate in a 10 day internship program in a medical environment. The student must be eligible to participate based on attendance, grades and discipline.
2. The student will complete an internship portfolio and power point presentation based on the internship experience.

Foundation Standards:
1. Foundation 1: Academic Foundations: Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.

2. Foundation 2: Communications: Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing..
3. Foundation 3: Systems: Healthcare professionals will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and the quality of care.
4. Foundation 4: Employability Skills: Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

5. Foundation Standard 5: Legal Responsibilities: Healthcare professionals will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.

6. Foundation Standard 6: Ethics: Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

7. Foundation Standard 7: Safety Practices: Healthcare professionals will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

8. Foundation Standard 8: Teamwork: Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

9. Foundation Standard 9: Health Maintenance Practices: Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

10. Foundation Standard 10: Technical Skills: Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

11. Foundation Standard 11: Information Technology Applications: Healthcare professionals will use information technology applications required within all career specialties.

Major Course/Anchor Projects
Complete all workbook assignments
Demonstrate skills proficiently
Students will become CPR certified
Complete other assigned project
Students will complete a month long internship with a healthcare provider. They will complete a portfolio, which will include an evaluation from the employer. Also they will do research on a specific disease related to the internship site.

Senior Project
Project to showcase the knowledge and skills learned over the past 2-3 years. Will be completed during the senior year and assessed by a panel of judges.

Makeup Policy
When a student is absent they have a day to make up work for each absence. It is the student's responsibility to come to the teacher the day they come back for their makeup assignment. If students do not makeup their assignments in the allotted time they will receive a 0%.

Assessment Plan

A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Grading Percentages
Tests / Projects   60%
ERS/Classwork/Homework / Quizzes   40%