

KAHUKU HIGH & INTERMEDIATE SCHOOL
Health Services Core Syllabus 2013–2014

Mrs. Martyn – R202

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<http://mrsmartyn.weebly.com>



COURSE DESCRIPTION

This course is designed for students with an interest in healthcare careers. It is the first in a series of courses in our Health Learning Center and is part of state's CTE program. Using a multidisciplinary team-based approach, students will learn about healthcare systems, legal systems and ethics, safety practices, preventive care, employment expectations, and cultural and socioeconomic sensitivity in dealing with patients and healthcare personnel, and some human anatomy and physiology.

Students will develop competency in communication, technology, and specific career skills.

STANDARDS

Standard 1: Covered in depth the 2nd year Health Learning Center Human Physiology class.

Body Systems – Analyze the interdependence of the major body systems as they relate to health and wellness.

- **HCO-1.1** Compare and contrast the major body systems, functions, components, and their common diseases and disorders.
- **HCO-1.2** Analyze the basic functions and the inter-relationship of the cardiovascular and respiratory body systems.

Standard 2: Skills & Attitudes – Evaluate personal interests and strengths for compatibility with the skills and attitudes expected in the delivery of quality health care.

- **HCO-2.1** Appraise the characteristics of the major body systems as they align to at least one of the following health care services: diagnostic, therapeutic, health informatics, support services or biotechnology research.
- **HCO-2.2** Demonstrate the ability to work collaboratively with persons from diverse backgrounds to accomplish a goal.
- **HCO-2.3** Develop mental and emotional skills needed to work daily in a potentially stressful environment.

Standard 3: Communication – Use medical terminology and mathematical skills in effective communication in the delivery of quality health care.

- **HCO-3.1** Read and interpret health-related information in order to interpret, transcribe and communication information, data and observations precisely.
- **HCO-3.2** Use correct medical terminology in a clear, concise, accurate and persuasive manner to gain or transfer information, express ideas or solve problems.
- **HCO-3.3** Apply interpersonal communication styles used to gain or transfer information, express ideas or solve problems.

Standard 4: Safety – Utilize safety practices to protect self and other individuals in the delivery of quality health care.

- **HCO-4.1** Demonstrate principles of infection control, including the appropriate handling of infectious waste, sterilization, cleansing and isolation.
- **HCO-4.2** Assess and justify appropriate responses to potential safety hazards.
- **HCO-4.3** Apply principles of proper body mechanics for range of activities within the health care workplace.

Standard 5: *Technology* – Integrate technology in the delivery of quality health care.

- **HCO-5.1** Analyze technology in various environments of diagnostic, therapeutic, health informatics, support services and biotechnology research.

Standard 6: *Legal / Ethical* – Evaluate legal and ethical issues as it relates to the role of the healthcare provider in the delivery of quality health care.

- **HCO-6.1** Distinguish between legal, ethical, and personal behaviors affecting the decisions of health care providers.

Standard 7: *Systems* – Evaluate the interrelatedness of health care systems and providers in facilitating the delivery of quality health care.

- **HCO-7.1** Differentiate the role of various health care providers and how each facilitates a patient’s care and outcome.

CONTROVERSIAL ISSUES

Health care workers deal with legal and ethical issues on a daily basis. In this course, we will discuss these issues using an open-ended approach. Some of these issues include abortion, embryonic stem cell research, patient rights, organ transplantation and more. We will watch two videos – “John Q” and “Patch Adams” during our course. Both movies are rated “PG-13” and involve class discussion and written assignments based on the information as it relates to health care. Students can receive an alternate assignment during the video showing, but please let me know now if this is something you want. Signing the syllabus indicates that you are comfortable with your child engaging in these activities.

MAJOR ASSIGNMENTS & ASSESSMENTS

Each student will maintain a **Notebook** following the AVID format. Each unit in the course will consist of individual and team-based assignments and tests. The team-based and individual **Projects** and **Clinical Skills** will constitute a large portion of our focus. Another area of focus will be medical terminology. Most units will have written tests and quizzes.

Some major projects and skills are listed as below:

Quarter 1 – Standards 2, 4, 5 and 7

Health Care History Timeline
 Hand washing Skills Test
 OSHA/Infection Control
 PPE skill
 Career Presentation

Medical Advancement
 Health Care Provider
 Career Ladder

Paper
 Presentation

Career Portfolio (continues

through Q – 4)

Quarter 2 – Standards 1 and 6

Patient Bill of Rights – Role Play
 Legal Obligation – Case Study
 Ethics Case Studies

Patient Bill of Rights
 Revision
 Medical Liability Scenario
 Ethics Debate– Genetic
 Testing

Vital Signs and Charting

Customized Food Guide

Fitness Testing – Goal setting

Quarter 3 – Standards 2 and 3

Cover Letter

Mock Interview

Teamwork Scenario

Medical Math Conversions

Charting

Quarter 4 – Standard 1 and 2

Body System Overview Posters

Career Portfolio final

Medical Terminology Final

Skills Test PPE

Urinalysis Lab

Resume

Time Management

Telephone Communication

Measurements

Cultural Sensitivity Scenarios

Heart Model

Disease Pamphlet

GRADING POLICY

Students will receive check lists or rubrics for the major assessments and the notebook. These rubrics/checklists also will be posted on <http://mrsmartyn.weebly.com> and should be followed.

To help students prepare for careers and college, a late assignment policy will be implemented. Any assignments turned in after the due date, but within one week of due date; will be docked 5%. Assignments turned in later than 1 week past the due date will be docked 15%. If a student has an IEP, extended times may be given.

***Its New!* ACTION PERIOD**

After 7th period on Tue and Thurs there is a scheduled **Action Period**, which last until 2:55. If a student has missing work or needs to take a test or help with an assignment, this is the time when I will always be available and in my classroom (W104, not R202). I encourage all students to take advantage of this. If you are failing the class, then I will ask you to come in for the help you need to get back on track. If the student needs to come in for help, but does not do so when I ask, then I will call home and ask the parent to help make sure that his or her child does come in.

A NOTE ON PLAGIARISM AND CHEATING

Plagiarism is the claiming that someone else's work is their own, whether that person is in the class or a distinguished professor from Harvard. Even "putting things in your own words" is plagiarism if credit is not given where it is due. Credit must be given in a formal format (MLA format or otherwise) to ideas, words, or even the structure of concepts. Plagiarism and cheating are Class C offenses. Please get in the habit of asking yourself whether your work contains plagiarism. If you are uncertain, ask me.

ON-LINE GRADES

The KHIS Online Grades System is a tool to communicate grades to parents and students. Grades will be posted using the online grading system and will be updated regularly. Grades posted online may not always indicate a student's final grade, but are a good way to see if students are falling behind in their work. Parents are encouraged to contact me if they have questions about grades.

MAKE-UP WORK POLICY

All assignments and material covered each day will be on the website <http://mrsmartyn.weebly.com> If an absent student needs a textbook to complete an assignment, and does not have one, the parent/guardian may request this by calling Q2 for high school (ext.250). A 24-hour notice is needed. Parents may pick up the book at Q2

(grades 9–12) after 2:30 pm of the day following the request. It is recommended that parents call the office to confirm before coming to the school.

All students have access to computers with internet access at school and in my W104 classroom. Checking the website should be the first step in getting work after an absence.

All assignments must be made up within one week of returning to school. After 1 week the assignment will be graded according to the “late assignment” policy described above.

If the student has many absences, then the student will be asked to attend the after school Action Period on Tue and Thurs. This will allow the student to get important information that was discussed during class, and for me to see the gaps in the students knowledge that will need to be filled in before completing the assignment will be possible.

HOMEWORK POLICY

Students will often need to work on projects and update their Notebooks. At times students will need to study for tests. Please do not put these things off until the last minute.

CLASSROOM EXPECTATIONS/RULES

It is hoped that students will be respectful of all people and take care of the school facilities at all times, and that students will take responsibility for their actions that lead towards a successful school year. Example, a student arriving at class with Notebook and writing instrument is demonstrating responsible behavior. We will be using the school wide rules posted in the student Red Book. If problems occur that talking cannot cure, I will contact parents for help.

SUPPLIES

Teacher Provides

Each student **will be provided with one composition notebook** at the beginning of the year. When this is full, the student will need to purchase another one.

Student Provides

1. pens and pencils
2. at least 1 highlighter
3. one 2 pocket folder to keep track of handout material

NOTE ON IPODS and CELL PHONES

Most of the time IPODs and Cell Phones will not be used in the classroom and should not be visible. Occasionally I may have music in the class or ask students to use their phones for the timers and internet access. However, if phones or ipods are visible when I have not authorized their use, the student will receive one warning. If there is a second offence then, I will take the phone and turn it over to the administration with a referral form.

Smart phones are wonderful devices and I enjoy mine too. However, texting has become a huge distraction for many students. To help them learn responsible use, I feel it is important to enforce this policy.

TEACHER/PARENT COMMUNICATION

Parents may reach me at ecmrsmartyn2000-kahuku@yahoo.com or kendra_martyn@notes.k12.hi.edu (I prefer the first one). Please communicate via email or phone (808-348-1697). Students are expected to use the Red Book as a resource, but I find it is not an effective way to communicate with me.

In addition, all important information, including daily assignments and handouts will be available at the class website: <http://mrsmartyn.weebly.com>. Please check this out. If your student cannot keep track of assignments and papers, you will not need to contact

me, but go to the website and get what you need. However, please feel free to contact me by phone or email whenever you would like to discuss your child or any other class issues. I would enjoy getting to know all parents.

To receive the parent bulletin, please e-mail: bulletin_kahukuhi@notes.k12.hi.us

I look forward to a getting to know each of you this year!!!!

Mrs. Martyn

Health Services Core/Mrs. Martyn/2013-2014

PARENT/ STUDENT RECEIPT/ACKNOWLEDGEMENT OF SYLLABUS

Please review this syllabus with your child and sign below. Both parent and student need to sign. Return this page only to the teacher and keep the syllabus for a reference.

Student: I have read this syllabus and understand all of the information contained in it. I agree to abide by all of the rules and expectations listed.

Student Signature _____ Date _____

Printed Name _____

Student e-mail to use for correspondence _____

Student cell # _____

- Student has computer access at home.
- Student has internet access at home.

Parent/Guardian: I understand all of the information contained in this syllabus and I have reviewed it with my child. My child has agreed to abide by all of the rules and expectations listed. Note: Any Accommodations/ Modifications for students will be implemented according to their IEP/MP.

Parent Signature _____ Date _____

Printed Name _____

Daytime Phone _____

Evening Phone _____

Parent's e-mail to use for correspondence _____

Best time/way to reach you: _____

- Parent has computer access at home.
- Parent has internet access at home.

_____ My student will need an alternate assignment on the movie days (John Q and Patch Adams)

Comments or questions