**Wilco Area Career Center 2019-2020**

**Introduction to Healthcare Professions**

**Instructor**: Jeannine Marco, RN, M Ed

**Grade level**: 11, 12

**Suggested Prerequisites:** Biology, Algebra 1, HS English/LA

**COURSE DESCRIPTION**

Introduction to Health Careers is designed to familiarize students with the various career options in the medical profession while introducing them to some basic skills and practices. Students will be introduced to body systems including anatomy and physiology of each system. Student will also learn medical terms and word forms related to each system. Students will become familiar with tests and procedures as they relate to diagnosis of problems within the various systems. Students will be introduced to hands on skills necessary for various healthcare career pathways while simultaneously learning skills necessary for use while working with others such as: providing good communication, proper safety practices, legal and ethical responsibilities, employability skills, cultural considerations in the healthcare industry, problem solving and decision making skills and accepting personal responsibility of oneself. In addition, students will receive basic college readiness skills in related mathematics and language arts standards.

Course components will include Medical Terminology, Introduction to Healthcare Careers, First Aid and CPR Certification. For a small fee, students will be given the opportunity during the course of the school year to sign up for Healthcare Provider/AED CPR certification. Upon completion and passing of American Heart Association written CPR exam and skill portion, the student shall receive a CPR certification card.

Students enrolled in Wilco are given the opportunity to receive College of Du Page credits for certain portions of the course. Students who enroll in these credits are expected to complete the course with minimum completion grade of a “C” or instructor will choose to withdraw student. No student should willingly accept a “D” on a college transcript as a result choosing to voluntarily withdrawal would be in his/her best interest. Wilco will not be held responsible if student does not meet these minimums on these tests or assignments. It is expected that the student will accept full responsibility for completing necessary requirements to obtain college credits.

**Instructional Philosophy**

Students will be expected to meet all listed course goals and be able to demonstrate their understanding of the concepts necessary for an introductory health care career. The instruction involves an application/ laboratory based structure with audio/visual support and class lecture. Students will work collaboratively to troubleshoot individual problem areas, complete review activities and prepare hands-on projects that integrate skills and written work. Assignments will require students to utilize academics skills in basic applied mathematics, health/life sciences and language arts. Student’s will be given work readiness evaluations monthly which will be based on class participation, quality of work, attendance, job completion, behavioral expectations, use of resources and ability to communicate with peers and instructor. Daily written assignments, written and oral unit projects, chapter quizzes, unit exams, and comprehensive semester exams shall comprise the main portion of the students’ grade.

Students will be able to access grades through the Wilco Area Career Centers on line grade component to monitor progress and attain ongoing grade reports. Instructor feedback will also be provided, so the student can make necessary corrections and adjustments. Upon completion of the school year students will demonstrate mastery of tasks as indicated on the student task list tool. Students will be held to all safety and quality standards expected on the job. Students will be expected to utilize outside resources to obtain information for some assignments. Library research and professional consultation will be required for some projects. Tutoring is available in

Student Services most days of the week. For those students pursuing college credits through College of Du Page, semester grade must be a minimum requirement of 70%, as well as, the student is required to complete or meet any other standardized testing minimum scores as established by the institution seeking credits from.

**Class Operation:**

The instructor provides direction and manages the classroom setting, but also gives the students some autonomy for planning certain day to day assignments and managing the class environment with peers. The instructor will meet briefly with students at the beginning of each day to review previous lectures, discuss the content for the day, provide notes and demonstrate any new concepts as needed. Individual assistance will be provided as necessary. Projects will require students to utilize all internal classroom resources as well as those in the community. Periodic class discussions will focus on student understanding of material. Students will be called upon in class discussion scenarios. Students will work independently and in small groups as the lesson dictates. Students will be given a variety of resources in the form of guided notes, resource lists and study guides. Students will be expected to actively participate in the instructors on line resources of Campus, Goggle classroom and Quizlet. If student has a situation which prevents this access the instructor should be made aware of these special circumstances.

**Monitoring Performance:**

Each student will be responsible for monitoring their individual progress throughout the year. Students will have access to the schools grade posting system. Students and families will be educated on access to the system at the beginning of the year. Students will be expected to check grades regularly and encouraged to question any grade in dispute in private with the instructor. Students will only be provided with grade monitoring sheets each Monday. Student will evaluate personal progress to determine a course for improvement as necessary. Since the focus of attending a career center is also to build appropriate skills for future healthcare employability, each 9 weeks students will receive a workplace skills evaluations from the instructor by evaluating these skills as related to the classroom setting. Students will be provided comments for improvement. These evaluations are property of the student and may be copied and used when student may be obtaining future employment.

**Student Professional Organization:**

All students will have the opportunity to join the Health Occupation Students of America. This organization costs $25.00 to join and supports the mission/skills of all healthcare related programs. Joining this organization allows students to participate in HOSA’s state competition conference in Springfield, Illinois in the spring. This conference allows health career students to be recognized for their clinical competencies within the state. Enrolling in this organization also provides an excellent professional organization to list on a resume.

**Suggested Course Supplies:**

Binder with separators (highly suggested)

Notebook paper

Journal Notebook

Index cards (lots)

Small storage box, baggies, or ring to hold flashcards together

Pens/Pencils/Highlighter

Dry Erase Marker

1 Folder with prongs for various projects

The Anatomy Coloring Book ($15.00 on Amazon; optional purchase)

# Wilco Area Career Center Grading Scale

100-90 A

89-80 B

79-70 C

69-60 D

Below 60 F

**Grade Components**

Work Readiness: Daily demonstration of self-initiative to include bell work response/share, class participation, exit slips, journal entries, Google classroom discussion board as well as, 9 week work place skills evaluation; establishing skills necessary for successful employment in a healthcare setting- 10%

Daily Work: Daily participation via group discussion, and small group projects as well as, lab work and written assignments; medical dictionary/flash cards – 30%

Quizzes/ Chapter Assessments/Nine Week Projects: Weekly quizzes, intermittent unit and semester projects -50%

9 week Exams/AVC Post Test/Speaking Exam: Comprehensive evaluation of knowledge and application of core concepts from the units presented. Standardized curriculum assessment or AVC Post Test to assess growth at the midpoint. Final to include speaking assessment to establish comprehensive approach in medical terminology. -10%

***COURSE CONTENT***

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| --- | --- | --- | --- |
| **Language of**  **Medicine**    (Health Careers Text reference by chapter number) | **Chapter lesson** | **Careers to Explore** | **Skills**  (found in **Health Careers**  **Text**) |
| **Chapters 1-4** | Introduction to  Medical  Terminology  Word Structure | Career Clusters | \*HOSA  \*History of Healthcare (1)  \*Employability  \*Interviewing  \*Problem Solving  \*Body organization (9) |
| **Chapter 5&6 (**Chapter 16) | Digestive System | Internist, Family Practitioner, Gastroenterologist, Dentist,  Orthodontist , Prosthodontist,  Dental assistant, Dental Lab  Technician, Dietician, Dietary  Aide | \*Denture Care  \*Feeding  \*My Plate  \*Measuring Ht/Wt |
| **Chapter 7**  **(**Chapter 17) | Urinary System | Registered Nurse, Surgical technologist, Medical Equipment Preparer, Medical Clinical  Laboratory Technician Medical Records and Health Information  technologist, Hospital Administrator, Medical Assistant, Cytotechnologist, Radiologist | \*Measuring Intake and  Output    \*Urine Specimen types/collection    \*Charting/SOAP format  \*Answering the phones  \*Computers and PDA use |
| **\*Semester 1 Project: Job search log, cover letter, resume** | | |  |
| **Chapter 11** (Chapter 11) | Cardiovascular System | Cardiologist, Cardiovascular  Surgeon, Plastic Surgeon,  Surgical Tech, Cardiovasc. Tech, Exercise physiologist, ambulance driver, EMT, Diagnostic sonographer, PA, RN, HIM,  Hospital Administrator | \*EKG lead Placement  \*Military Time  \*BP  \*Pulse sites |
| **Chapter 12** (Chapter 13) | Respiratory System | Pulmonologist, Respiratory  Therapist, Nurse Practitioner,  Registered Nurse, Licensed  Practical Nurse, Home Health  Aid, Medical Equipment  Preparer, Nuclear Monitoring  Tech, Health Services Manager | \*Measuring Temperature  **\***Graphing Vital signs  \*Auscultating Breath sounds |
| **Chapter 10** (Chapter 19) | Nervous | Neurologist, EEG technician,  Chiropractor, Alternative  Medicine Healer Somnographer | **\***Reflex Testing  \*Cranial Nerve Exam  \*Memory Exam |
| **Chapter 8/9** (Chapter 21) | Reproductive | Obstetrician, Gynecologist, Nurse  Midwife, Obstetrical Nurse,  Infertility Specialist, Geneticist,  Genetic Counselor, Ultrasound  Technician | \*Cultural Awareness (5)    \*Bed Making  \*Ultrasound use |
| **Chapter 15**  (Chapter 14/15) | Musculoskeletal | Podiatrist, Orthopedist,  Occupational Therapist, Physical  Therapist/Assistant,  Massage Therapist | \*Dressing the patient   * Range of Motion   \*Body Positioning   * Back Massage |
| **Chapter 16** (Chapter 10) | Skin/Integumentary | Dermatologist, Pediatrician,  Pediatric Nurse, Flight Nurse,  EMT, Paramedic, Microbiologist, Research Scientist, Health Inspector, Public Health Director | \*Healthcare Safety (3)  \*Body Mechanics  \*Handwashing |
| Optional content or may be added to another unit as time allows: | | | |
| **Chapter 13/14** (Chapter 12) | Blood**/** Lymphatic/Immune | Phlebotomist, Blood Bank  Personnel, Lab Tech, Medical  Assistant | \*PPE/Isolation technique  \*Agar Streak Plate/ Bacteria  Growth |
| **Chapter 17**    **(**Chapter 20) | Sensory | Audiologist, Optometrist,  Optician, Optometrist, Speech  Language Pathologist,  Acupuncturist, Hypnotherapist,  Reflexologist | \*Visual Acuity/ Snellen Eye  Test |
| **Semester 2 Project Due: Career Project** | | |  |
| **Safety**  American Heart Association | AHA BLS CPR  First Aid |  | \*optional BLS CPR provider card  \*CPR/choking skills for adult and infant  \*first aid hands on application of skills |
| FEMA.gov | CERT Skills |  | \* team demo of CERT skills |
| (Ch 3) | Workplace Safety |  |  |

**MAJOR COURSE PROJECTS**

Students will be expected to complete the following course projects each nine weeks. Each project will be worth a 100 point unit assessment and shall be turned in by due date assigned unless specific arrangements have been made in advance of due date with instructor. All projects not received by due date shall incur a baseline loss of 10 points or one letter grade. (NO projects will be accepted via email). The following list is representative of the projects due each nine weeks. Instructor will make every attempt to allow some time in class for work on projects.

## FIRST NINE WEEKS/ JOB SEEKING DUE DATE \_\_\_\_\_\_\_\_\_\_

**EMPLOYMENT PORTFOLIO**: Prepare a cover letter and resume for a potential introductory healthcare career. Complete a job search inventory whereby 10 current health career postings are reviewed or potential college programs in your area of study are explored for cost and minimum necessary requirements for acceptance into the program are indicated. A copy of the above items will be placed in a presentation folder to serve as the student’s portfolio during a prospective job interview.

## THIRD NINE WEEKS/ CAREER PROJECT DATE DUE\_\_\_\_\_\_\_\_\_

*(Choose One)*

**HEALTH CAREER DISPLAY:** Choose a health related career of interest to you. Prepare a visual 3 sided poster display of the specific career. Make the display interactive for students who view the display. Provide handouts, brochures or other visuals and activities as the topic allows. Be prepared to interact with students and answer questions as they visit your display during our career fair day.

**CAREER RESEARCH PAPER/MINI POWERPOINT PRESENTATION: Pr**epare a standard research project/paper by researching a health career of interest to student. Student shall type a 5 page paper to be turned in by date designated. Student shall also create a mini 8-10 slide slideshow of any format to showcase the chosen career and this will be presented to the class on assigned date.

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