

Wilco Area Career Center 2022-23

Introduction to Healthcare Professions

Instructor: Jeannine Marco

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. Students will also learn medical terms and the parts of the medical terms as related to each system. Students will become familiar with diagnostic tests and procedures and hands on skills necessary for various healthcare career pathways. Students will practice in the class good communication, proper safety practices, legal and ethical responsibility, employability skills, problem solving and accepting personal responsibility of oneself. In addition, students will receive basic college readiness skills in related 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 the 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 DuPage credits for certain portions of the course. Students who enroll in these credits are expected to complete the course with a minimum completion grade of a “C” or instructor will choose to withdraw the student. No student should willingly accept a “D” on a college transcript as a result choosing to voluntarily withdraw would be in his/her best interest. Wilco will not be held responsible if a 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 academic skills in basic applied mathematics, health/life sciences and language arts. Student’s will be given work readiness evaluations quarterly 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 the instructor. Daily written assignments,

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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 online grade component called Campus. Instructor feedback will also be provided, so the student can make the 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 DuPage, 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, Google classroom and Quizlet. If a student has a situation which prevents this access the instructor should be made aware of these special circumstances. Late work will be accepted for partial credit up until the end of a unit unless alternative arrangements have been made with the student and instructor.

Remote learning will be implemented when the health of the area is compromised by a pandemic such as Covid 19. This learning will be done online as described by the instructor.

Hybrid learning will be implemented when health restrictions are lifted in the area; we will gradually be returning to in person classroom learning and coming into the classroom a few days of the week to practice lab skills as well as learning through Google Classroom, Quizlet, and other platforms.

Monitoring Performance:

Each student will be responsible for monitoring their individual progress throughout the year. Students will have access to the school's 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. Students 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 nine weeks students will receive 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 the student may obtain future employment.

Student Professional Organization:

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All students will have the opportunity to join the HOSA. This organization has a small fee 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 or college application. Cost: 30.00 (If finances are preventing you from joining, please contact me so we can work through the issue.)

Suggested Course Supplies:

Binder with separators (I have plenty of "loaners")
Notebook paper
Index cards (if you are a person who likes to make flashcards)
Colored Pens/Pencils/Highlighters
Dry Erase Marker
1 Folder with prongs for various projects

Wilco Area Career Center Grading Scale

100-90 A
89-80 B
79-70 C
69-60 D
Below 60 F

Grade Components

Career 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 workplace skills evaluation; establishing skills necessary for successful employment in a healthcare setting- 20%

Daily Work: Daily participation in group discussion, small group projects, close reads, lab work and individual written assignments- 20%

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

Semester Exams/COD Final Exam /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%

Grading Policies

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Late Work Policy: Late work can be submitted up until the final summative assessment for any given unit but shall incur a loss of 10%. Once a unit is complete, late work will be accepted for 50% of the original value up until the end of the nine weeks. After the nine week exam has been given for the unit no further late work will be accepted unless extenuating circumstances are discussed individually with the instructor.

Retake Policy: All unit work must be completed prior to a student being eligible for a retake on an assessment. Students may qualify for up to 2 retakes per semester. Students must meet with the instructor to discuss an action plan for preparing for the retake. All retakes must be completed before the next unit assessment.

Homework Policy: As a general rule, if a student makes good use of in class work time, homework will not occur. If a student fails to make good use of in class time or is absent homework will be assigned.

Absent/Make Up Work: Students are expected to check the google classroom when absent. To receive full credit, students must complete missed assignments within 24 hours of the date assigned unless an alternate due date has been discussed with the instructor. Students shall be allowed one day for every day absent to make up missed work.

COURSE CONTENT (order of units at teacher discretion)

Language of Medicine (Health Careers Text reference by chapter number)	Chapter lesson	Careers to Explore	Skills (found in Health Careers Text)

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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: Employment Portfolio			
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	*Reflex Testing *Cranial Nerve Exam

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		Medicine Healer Sonographer	*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: Career Commitment			
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

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(Ch 3)	Workplace Safety		
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MAJOR COURSE PROJECTS

Students will be expected to complete a larger project each semester. Each project will be worth a 100 point unit assessment and shall be turned in by the due date assigned unless specific arrangements have been made in advance of the due date with the 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 semester. Instructors will allow time in class for work on projects but student absences will not preclude students from turning in the final project.

SEM 1- JOB SEEKING

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.

SEM 2-CAREER COMMITMENT

(Personal Choice)

HEALTH CAREER DISPLAY: Choose a health related career of interest to you. Prepare a visual 3 sided poster display of the specific career. Display will be interactive for students who view the display. Handouts, brochures or other visuals and activities as the topic allows. Displays will be presented on our career fair day.

CAREER RESEARCH PAPER/MINI POWERPOINT PRESENTATION: Prepare a standard research project/paper by researching a health career of interest to students. Students shall type a 5 page paper to be turned in by date designated. Students shall also create a mini 10-12 slide presentation of any format to showcase the chosen career and this will be presented to the class on the assigned date.