**Intro. to Healthcare Science**



**2019-2020 Tangela McCorkle**

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**Textbook/Course Resources:** **Diversified Health Occupations, 8th edition, by Louise Simmers** Workbook pages will be provided by the instructor. Guest Speakers, Field Trips, Audiovisual Aids, Key Train, and Career Cruising.

*Students are financially responsible for all books issued by CHS. The copy which was issued must be turned in at the end of the course. The cost of replacement will be assessed to any student that fails to turn in the book they were issued or turns in a damaged book.*

**Course Description:** This two-semester course introduces the student to the world of health care. This course will expose students to healthcare science skills and attitudes applicable to healthcare including the concepts of health, wellness, and preventive care. The changes in healthcare delivery systems and the subsequent impact on healthcare delivery for individual consumers is explored and evaluated. Medical terminology, microbiology, and basic life support skills are emphasized, as well as, the ethical and legal responsibilities of today’s healthcare provider. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as OSHA and CDC. Students are **expected** to participate in the career and technical student organization – Health Occupations Students of America (HOSA) to enhance leadership development and understanding of today’s healthcare marketplace. Students will also have at least one major paper each semester.

**Course Topic & Standards**

[HS-IHS-14: CTSO](http://introductionhealthscience.wikispaces.com/HS-IHS-14+CTSO) (Health Occupations Students of America)

[HS-IHS-02: Safety Practices](http://introductionhealthscience.wikispaces.com/HS-IHS-02+Safety+Practices)

[HS-IHS-03: Healthcare Systems](http://introductionhealthscience.wikispaces.com/HS-IHS-03+Healthcare+Systems)

[HS-IHS-04: Careers](http://introductionhealthscience.wikispaces.com/HS-IHS-04+Careers)

[HS-IHS-01: Employability Skills](http://introductionhealthscience.wikispaces.com/HS-IHS-01+Employability+Skills)

[HS-IHS-05: Diversity and Ethics](http://introductionhealthscience.wikispaces.com/HS-IHS-05+Diversity+and+Ethics)

[HS-IHS-06: Legal Responsibilities](http://introductionhealthscience.wikispaces.com/HS-IHS-06+Legal+Resposibilities)

[HS-IHS-07: Communication](http://introductionhealthscience.wikispaces.com/HS-IHS-07+Communication)

[HS-IHS-09: Microbiology](http://introductionhealthscience.wikispaces.com/HS-IHS-09+Microbiology)

[HS-IHS-10: CPR](http://introductionhealthscience.wikispaces.com/HS-IHS-10+CPR)

[HS-IHS-11: Growth and Development](http://introductionhealthscience.wikispaces.com/HS-IHS-11+Growth+and+Development)

[HS-IHS-12: Information Technology](http://introductionhealthscience.wikispaces.com/HS-IHS-12+Information+Technology)

[HS-IHS-08: Preventative Health Behaviors](http://introductionhealthscience.wikispaces.com/HS-IHS-08+Preventative+Health+Behaviors)

**Detail Description of Standards**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Introduction-to-Health-Science.pdf>

**CTAE Gradebook:**

Summative Assessments (Test, Check-offs, Shadowing, etc.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_50%

Formative Assessments (Quizzes, Presentations, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20%

Progress (Study Guides, Classwork, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_10%

Cumulative Final Exam/Portfolio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20%

**Fulton County School Board Policy IHA Grading and Reporting System**

**Provision for Improving Grades**

1. Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.

2. Teachers will determine when and how students with extenuating circumstances may improve their grades.

**CTAE Department Provision for Grade Improvement Policy**

Students who have received a grade below 75% on a major test/project have the opportunity to recover their grade through the Grade Improvement process.

• The maximum grade that can be earned is 75%.

• Students must initiate the recovery process.

• Once notified of the low grade, students have up to 10 days to initiate and complete the recovery work.

• The individual teacher will determine the means of recovery.

• Students can have no more than 5 unexcused absences from the class.

• All missing work/zeros must be made up before the recovery process can begin.

**Late/Missing Work**

* Work that is turned in after the deadline will receive a maximum grade of 75%.
* Work that is missing will receive a zero, the grade will remain as a zero.
* Students have until 10 days prior to the end of the semester to submit late/missing work.

**CTAE End Of Pathway Assessment (EOPA)**

The Georgia Department of Education has made available an End-of-Pathway Assessment to ascertain the competence of our Career Technology students. The End-of-Pathway Assessment measures the level of technical skill attainment of each career pathway completer. The End-of-Pathway Assessment will be administered to all CTE students who have finished or are finishing a pathway. The End-of-Pathway Assessment will be administered in April and students that pass the test will receive an industry-recognized certification. Seniors who pass the test will receive a special CTE cord to wear at graduation.

**Extra Help:** It is the student responsibility to seek help immediately when needed. It does you no good to wait until test time. I will make myself available before school or after school for individual help.

**Classroom Expectations:** **All student handbook rules and policies will be enforced in class. The following rules are expected in the classroom:**

1. Be respectful and polite to others in class.
2. Bring all of your materials to class daily.
3. Maintain a neat and organized note book.
4. All music devices and cell phones are to be out of site or may be confiscated.

***\*Failure to follow these rules will result in private detention, a phone call to your parents, or a referral to the appropriate administrator*.**

**HOSA:** All Healthcare Science students are **expected** to join Health Occupations Students of America (HOSA). Dues are **$35.00** and should be paid on or before **September 6th, 2019.** HOSA is a national student organization endorsed by the U. S. Department of Education and the Health Science Technology Education division of Agricultural and Career Technical Education (ACTE). HOSA’s two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA’s goal is to encourage all health occupations instructors and students to join and be actively involved in the HSTE-HOSA Partnership. Students will have the option to purchase a t-shirt. More information will be provided later in the semester. Students choosing not to join HOSA will be provided with alternative assignments that will be used to meet the grading requirements.

 **Intro. to Healthcare Science**

**2019-2020**

**Ms. McCorkle**

# Print Student Name: ­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please access copies of class syllabus through Ms. McCorkle’s website. I have read the class syllabus for the 2019-2020 school year of Intro. to Healthcare Science. I understand what is expected of me both academically and socially. I have read and fully understand the safety procedures and guidelines. I understand the need to be safe and follow teacher instructions at all times.

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**Student Signature Date**

I have read the class syllabus for the 2019-2020 school year of Intro. to Healthcare Science. I understand the specific academic requirements and workload that this class demands of my student. I have read the grading policies of this course as well as Chattahoochee’s grade recovery policy. I understand this is in addition to Fulton County’s attendance and discipline policies and procedures including but not limited to honor code and technology violations. I give permission for my son or daughter to view curriculum related videos.

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**Please PRINT parent(s) name Parent Signature Date**

**Email\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone # (to be reached during the day): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Consent for WBL Teacher’s Assistant Support**

**I grant permission for Ms. McCorkle’s WBL Teacher Assistant to assist in my class with assigned classroom responsibilities including, but not limited to tutoring and student assistance.**

**Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for 2019-2020.**

**Infinite Campus**: Every parent is encouraged to join Infinite Campus. This web-based program allows parents to obtain student grades, their cumulative average, attendance, tardiness, and conduct. I recommend using this program to help you stay informed about your student’s progress.