

**2013**

*A project of the Interior Alaska AHEC & Gelvin Professional Training*



# **Rural Alaska Career Technical Education**

## **Program of Study**

## **Implementation Guide-Health**



### Components of a Successful CTE Program of Study (PoS) :

- **Supportive administration including counselors to develop PLCP**
- **Adequate funding: local, state & federal**
- **Engaged Advisory Committee: including industry partners to assure rigorous standards, assessments & evaluation**
- **Teacher ready for integrated professional development**
- **Dedicated facilitator/ coordinator**
- **Technical assistance/ mentoring**
- **Aligned UA policies & programs for course sequence**

### Inside this guide:

Implementation Steps & Key Criteria	2
Connections and Partnerships	3
PoS Community Project	3
AHEC's Story	4
Galena's Story	4
<b>Appendix A-G</b>	
A. Professional Development	5
B. Readiness Checklist	6
C. Regional EMS Councils for ETT/EMT Instructors	7
D. Equipment & Materials	8
E. CTEPS	9
F. Sample Course Syllabus	10
G. Tentative Schedule	13

# Rural Alaska Career Technical Education (CTE) Program of Study Implementation Guide - Health

## Introduction

This guide for the Rural Health CTE Program of Study (PoS) is geared towards establishment of a health care education track. However, the principles and recommendations can easily be expanded for use in other industries.

Key components are necessary for successful implementation of a new Program of Study. These include most importantly a community invested in their school, with school district and health clinic leaders committed to gathering resources and combining efforts to implement the Alaska CTE Plan. Success of this project to date has also been facilitated by the regional healthcare education specialist from the Interior Area Health Edu-

cation Center (AHEC), and an experienced educational consultant familiar with both education and health care systems.

After the introductory course is under way, the long-term goal of any full Program of Study is to offer a sequence of courses that will provide a strong foundation to students and prepare them for post-secondary programs. This sequence of foundational courses makes certificate courses and post-secondary education more manageable and meaningful. Health care CTE coursework should be complemented by math and science courses, working toward the Alaska Performance Scholarship requirements. Curriculum support documents should accompany outreach. (See appendices.)

## This Guide is the product of Alaska's CTE Plan, Alaska's Health Workforce Coalition and an AWIB grant, revised in 2013.

The Alaska CTE Plan mandates the development of CTE Programs of Study across the state. The Alaska Health Care Workforce Coalition developed an Action Agenda, part of which aimed to engage more high school students in pursuing health care careers. The Alaska Workforce Investment Board (AWIB) funded several projects in FY'12 and FY'13 to further these goals, as follows:

1) The alignment of University of Alaska health courses with high school health courses, in order to provide students with Tech Prep credits and allow for articulation with health programs across the three main UA campuses.

2) The implementation of a health CTE PoS in Galena, Alaska, and during FY 13 a testing of this **Implementation Guide** as outreach continued to four additional Interior Alaska high schools; they all will start their Health CTE PoS in Fall 2013.



**Student Experiences:**  
 Student Individual PLCP  
 School Course Offerings  
 Local Intensive Courses  
 Distance Delivery Courses  
 CTSO Participation  
 Local Job Shadows  
 Summer Academies

***“Schools that have any health care courses should be considered for outreach”***

**“Ideal Teachers”**



**Science teachers or teachers with health care background**

- 1. Identify School/Community with Key Components\***
- 2. Secure Adequate Funding**
- 3. Make Connections and Establish Partnerships**
- 4. Involve the Community**
- 5. On-going Plans**

**1. Identify School**

District personnel and/or community members can research prospective communities for key components\* to host a successful Health CTE Program of Study. Send an outreach letter with support documents, such as this Implementation Guide; travel to the community or organize locally to meet with school administration and community stakeholders to build grassroots support for the program. Continue outreach efforts with all interested groups. Regional Training Centers (RTCs) and schools with any health care course on the schedule, e.g. Emergency Trauma Technician (ETT), should be considered for outreach. A school may self-assess using the Readiness Checklist. (See Appendix B.)

**\*Key Component: An Engaged Advisory Committee**

- ◆ Supportive school administration including counselors/CTE Coordinator
- ◆ Local health care facility staff, to provide a mentor for the teacher, information about employment opportunities, job shadows and guest speakers
- ◆ Regional AHEC personnel to organize professional development and facilitate local job shadows
- ◆ Technical consultant—experienced in both education and health care
- ◆ One or two additional academic teachers to coordinate/integrate lessons
- ◆ University of Alaska representative for PLCP coordination and Tech Prep
- ◆ Interested parent(s) and student representative
- ◆ Local tribal or community official
- ◆ Ideally a science teacher or one with a health care background

The teacher will work with UA local/regional coordinator to establish “Tech Prep Instructor” status, providing course syllabus and detailed resume, including health care training. See **Appendix A** for Professional Development.

**2. Secure Adequate Funding:**

Secure adequate funding for program start-up and sustainability from state DEED, DOL/AWIB, and federal Perkins grants. Also, pursue support from local clinic and local businesses. Estimated costs can include:

- Text books, work books, materials and equipment (~\$7,000)
- Professional technical assistance to train & mentor new teacher (~\$5,000)
- Professional development for both teachers and counselors (~\$6,000)

**Implementation Steps (cont.)****3. Connections and Partnerships**

- ◆ Connect with local and/or regional health care providers or facility for an essential partnership.
- ◆ Work with administrators, counselors and UA rep to integrate the school's existing courses into the PoS, securing Tech Prep credit when appropriate, e.g. Computer Literacy, First Aid & CPR, Nutrition, ETT/EMT and PCA/CNA.
- ◆ Coordinate Distance/eLearning Health CTE course options as well as local "intensive" courses into student schedule and PLCP.
- ◆ Connect with local Fire/EMS Rescue Squad and regional EMS councils to coordinate offering ETT and/or EMT classes.
- ◆ Connect with Certified Nursing Assistant (CNA) instructors to offer courses.



**Teachers mentored by  
Health Care Providers**

**4. The Program of Study is a Community Project**

- a. Meet with school personnel, health care facility and community stakeholders to assess interest and or need. Build relationships to establish a Health Care Advisory Council/Committee. Invite interested parties to meet face to face around one table. Discuss suggested PoS objectives, course sequence and invite feedback.
- b. Schedule an information meeting to share PoS plans with the community, market the program to students and parents, solicit in-kind donations, and build the program into a community project. Explain Tech Prep and CTE Programs of Study.
- c. Student recruitment: mail announcements, print announcement in school handbook or informational flyers and post on school website; host or participate in any career fairs, career day or health careers academy with First Aid & CPR for program promotion.

***"Meet with  
stakeholders,  
build  
relationships"***

**5. On-going Plans**

The CTE Program of Study Advisory Committee needs to meet regularly to re-evaluate the PoS, at least each semester, using labor market data, UA and stakeholder suggestions to plan ahead for implementation of more courses in the recommended sequence and future professional development.

**Documents in Appendix to accompany this guide:**

- A. Professional Development**
- B. Readiness Checklist**
- C. Regional EMS Councils: Contacts for ETT/EMT Instructors**
- D. Suggested Equipment and Support Materials**
- E. CTEPS – sequence of recommended courses**
- F. Sample Course Syllabus**
- G. Sample Tentative Course Calendar**



**The work continues:  
partnering, leveraging,  
expanding, and  
improving**

### Interior Alaska AHEC

<http://interiorahec.com/>

### Northwest AHEC

<http://nwahecak.org>

### South Central AHEC

<http://www.providence.org/alaska/ahec>

### Southeast AHEC

<http://www.seahecak.org>

### YK-AHEC

<http://www.ykhc.org/607.cfm>



Interior Alaska AHEC is a program based at Fairbanks Memorial Hospital, funded with federal dollars through the University of Alaska Anchorage. This program works with community partners across the region to weave together educators, students and providers to promote health careers and grow our own next generation of health care workers. It connects students to career information, coordinates clinical rotation experiences and provides continuing education to rural health providers. Interior AHEC is part of a statewide AHEC system of centers available to help rural Alaska obtain better health care through development of the health care workforce.

Principle contractor for this project was Andrea Gelvin, MEd, of Gelvin Professional Training. Andrea is a retired health science teacher with 15 years experience and national certification in medical assisting. Andrea has been a First Aid & CPR Instructor for over 20 years, EMT instructor, and an active volunteer Firefighter/EMT 3 for 11 years.



## Galena's Story



**Industry Partner:  
Edgar Nollner Health Clinic  
Galena, Alaska**

Interior AHEC's Megan Gooding and consultant Andrea Gelvin flew to Galena several times during the first year of the project to meet with Galena's medical provider and several other health facility staff, as well as Galena City Schools superintendent, principals and teachers. They established an Advisory Committee and mentored the science teacher with curriculum development and extensive classroom support materials.

The teacher in Galena took an intensive ETT course and participated in the Teacher/Industry Externship (TIE) program to learn about the health care industry. As a result of this professional development, she was prepared to teach *Introduction to Health Careers* in the Fall of 2012, and then *Professionalism in Health Care* in the Spring of 2013. Galena is expanding their Health CTE PoS with the addition of Medical Terminology in the Fall of 2013. The teacher is continuing her professional development by receiving CPR Instructor training, and on track to become an ETT Instructor as well. (See Appendix A)

**Appendix A**

## Professional Development

The best case scenario for any school is to start with a science teacher already working in the school district and build upon his/her educational foundation. A Health-Science CTE Program of Study is part of a national effort to encourage more students toward science/technology/engineering and math (STEM) programs and careers; hence the preference for an academic science teacher. However, qualified Alaska teachers have diverse interests and education, therefore if teachers have any other type of health care background and are interested and willing to commit to intense professional development, they should be encouraged to do so.



### Initial Training:

1. Teacher Industry Externship (TIE) program for health care at local clinic & regional hospital, or extensive job-shadowing at local or regional hospital, concluding with a workshop on coursework delivery
2. AKCIS training for PLCP (for both teachers and counselors)
3. Training to prepare students for job shadows: Professionalism/Etiquette, Legal/Ethical, Safety (with material from National Consortium for Health Science Education-NCHSE or AHEC)
4. First aid and CPR training (eventually teacher could become an Instructor)
5. ETT/EMT training or refresher courses which include CPR (or other areas of health care)

### Additional Training:

6. Continuing health care courses (take them, then teach them); conferences e.g. NCHSE, ACTE, AACTE
7. Career Technical Student Organization (CTSO) advisor training to facilitate formation of local chapter of Health Occupations Students of America (HOSA) club for students
8. Math in CTE – integrate throughout course—<http://www.eed.state.ak.us/tls/cte/mathincte.html>
9. With AHEC's assistance, compile and update health science opportunities for students (intensives, summer camps/academies)
10. Attend Alaska-ACTE's Professional Development Conferences to stay up to date on CTE issues and network with other CTE teachers.



**The teacher will work with UA local/regional coordinators to establish Tech Prep instructor status, providing a detailed resume that includes health care training, course syllabus and tentative schedule, see Appendix F & G.**

## Appendix B: Rural Alaska Health CTE Program of Study Readiness Checklist

With the completion of this Guide and curriculum support documents, a school may consider initiating a Health CTE Program of Study. Successful implementation of such a program requires many committed individuals working together in support of this project. When the majority of these individuals are “signed on” to form a local advisory committee, contact with AHEC can be made to coordinate the counselor’s and teacher’s professional development. This usually takes place in the summer months, so planning for the following school year is best done by mid-spring at the latest.

Name of School and District	20____ - 20____ School year of planned implementation
1. _____ Administrator: Superintendent and/or Principal	
_____ Funding for course: Textbooks, Workbooks, equipment, materials, PD and technical assistance	
3. _____ Counselor and/or CTE Coordinator	
_____ 4. Health Science Teacher _____	
_____ 5. Additional academic teachers ready and willing to be supportive, coordinate/integrate lessons _____	
_____ 6. Local Clinic or Health Care Mentor(s) _____ _____	
Fire/EMS _____	
_____ 6. UA Representative _____	
_____ 7. Regional AHEC Representative _____	
_____ 8 _____ Parent Parent	
_____ 9. Community or Tribal Representative _____	
_____ 10. _____ Student Representative Recent Graduate Student	
First meeting of Advisory Committee Scheduled for: _____ / _____ / _____ Month Day Year	

## Appendix C

### Alaska Regional EMS Councils – Contacts for CPR/ETT/EMT Instructors

#### Interior Region EMS Council, Inc.

2503 18th Avenue  
Fairbanks, AK 99709  
Main Phone: (907) 456-3978; FAX: (907) 456-3970  
[David Rockney](#), Regional EMS Training Coordinator

#### Southern Region EMS Council, Inc.

6130 Tuttle Place  
Anchorage, AK 99507  
Main Phone: 907-562-6449; FAX: (907) 562-9893  
[Thomas Meyer](#), Regional Training Coordinator

#### Southern Region EMS Council, Inc.

##### – Subregional Offices

#### Aleutian Pribilof Island Association

[Melissa Robbins](#)  
Regional Health Clinics Administrator  
Aleutian/Pribilof Islands Association  
1131 East International Airport Road  
Anchorage, Alaska 99518-1408  
Office Phone: 276-2700; Office Fax: 279-4351

#### Eastern Aleutian Tribes

[Robin Medina](#)-EMS Liaison  
3390 C Street, Suite 100  
Anchorage, Alaska 99503  
Office Phone: 277-1440

#### Municipality of Anchorage

[Erich Scheunemann](#)  
District Chief/EMS Chief  
Municipality of Anchorage Fire Department  
100 E. 4th Avenue  
Anchorage, Alaska 99501-2506  
AFD Phone: 267-4936; Office Fax: 267-4977

#### Bristol Bay Area Health Corporation

[Dave Milligan](#)-EMS Director  
Bristol Bay Area Health Corporation  
PO Box 130  
Dillingham, Alaska 99576  
Office Phone # 842-9423 or (800) 478-5201  
Office Fax: 842-9301  
Email Address: [dmilligan@bbaahc.org](mailto:dmilligan@bbaahc.org)

#### Kenai Peninsula EMS Council

[Jane Schultz](#) -Kenai Peninsula EMS Coordinator &  
AURORA Specialist  
35605 K-Beach Road  
Kenai, AK 99611  
Phone: 283-9322; Fax: 283-9321

#### Kodiak Area Native Association

[Jud Brenteson](#)-EMS Program Coordinator  
Kodiak Area Native Association  
3449 Rezanof Drive East  
Kodiak, Alaska 99615  
Phone: (907) 486-9800 (ext. 2678)

#### Matanuska Susitna Borough

[Clint Vardeman](#)-Deputy Director  
Dept. of Emergency Services  
Matanuska Susitna Borough  
680 N. Seward Meridian Parkway  
Wasilla, Alaska 99654  
Office Phone: 373-8800; Office Fax: 376-0799

#### Chugachmiut

[Skip Richards](#)-EMS Coordinator  
Chugachmiut – Homer Field Office  
4252 Hohe Street, Suite B  
Homer, Alaska 99603  
Office Phone: 235-0577; Office Fax: 235-6038

#### Southeast Region EMS Council, Inc.

[Anjela Johnston](#), EMS Tr Coordinator (907) 321-0905  
100 Clothilde Bahovec Way  
Sitka, AK 99835-9548  
Phone: (907) 747-8005; FAX: 907-747-1406

#### Norton Sound Health Corporation

EMS Program  
P.O. Box 966  
Nome, AK 99762  
Main Phone: 907 443-3306; FAX: 907 443-3731  
[Louis Murphy](#), Regional EMS Director

#### Maniilaq Association

EMS Program  
P.O. Box 256  
Kotzebue, AK 99752  
Main Phone: (907) 442-3311; FAX: (907) 442-7559  
[Aggie Jack](#), Emergency Medical Services Program Director  
(907) 442-7595

#### Emergency Medical Services Program North Slope Borough Fire Department

P.O. Box 69  
Barrow, AK 99723  
Main Phone: (907) 852-0307; FAX: (907) 852-0388  
[Dave Potashnick](#), Reg EMS Director

#### Yukon/Kuskokwim Health Corporation EMS Program

PO Box 528  
Bethel, AK 99559  
Main Phone: (907) 543-6080; FAX: (907) 543-6143  
[Bill O'Brien](#), EMS Instructor-(907) 543-6078

## Appendix D

### **Suggested Equipment & Support Material for *Introduction to Health Careers***

Text: Introduction to Health Care 3<sup>rd</sup> Ed, Mitchell & Haroun, 2012, ISBN-13: 9781435487550  
and Workbook ISBN-13: 9781435487536, bundle-13: 978-1-133-07439-7

From publisher <http://www.cengagebrain.com> text ~\$101+ WkBk \$50 = \$151 (bundle & quantity discount)

Reference Books (texts from <http://www.cengagebrain.com> or Amazon.com)

Practical Problems in Math for Health Science Careers, Simmers (2012) \$58.52

Diversified Health Occupations, 7<sup>th</sup> Ed, Simmers \$89.49

Taber's Medical Dictionary \$50.69 (mooremedical.com)

The Merck Manual of Diagnosis and Therapy \$67.04 (amazon.com)

Nice to have:

Medical Terminology for Health Professions 7th Ed, Ehrlich & Schroeder \$78.99

Nursing Drug Reference \$44.95 (mooremedical.com)

AMA Health Care Career Directory- <http://www.ama-assn.org/ama/pub/education-careers/careers-health-care/directory.page?>

A & P Models (equipment from [www.mooremedical.com](http://www.mooremedical.com)) as a suggestion only

Full size skeleton \$374

Classic heart model \$71.79

Brain with arteries model \$54.59 (NTH)

Beam scale with height rod \$365 (possibly from local clinic, or school nurse)

Syringes: 1,3, 5cc,10-12cc box of 100 \$17.09 (NTH)

Glo-Germ Kit \$81.89

For vital signs

Sm, Med & Lg nitrile gloves \$12.49/box = \$37.47

10 BP Cuffs Kit with Stethoscopes \$24.29 = \$242.90, and Teaching Stethoscope w/dual head

Pulse oximeter \$325 (many cheaper <\$100) (NTH)

Thermometers- (NTH) Welch Allyn Electronic \$325, Braun – ear \$50, temporal \$37

10-12 Penlights, pack of 6 \$ 13.69 (NTH)

DVDs: These topics from [Insight Media.com](http://Insight Media.com) or another vendor (1-4 highest priority, 5-10 nice to have)

1. *Health Science Careers* 2010 96AY12442 \$129

2. *Healthcare, Medicine & Science* 2009 19AY11182 \$129

3. *Break the Chain: Your Role in Preventing the Spread of Infection* 2008 19AY10960 \$159

4. *Privacy & Security in the new HIPAA Rules* 2010 96WF12333 \$299

5. *Ethical & Legal Issues* 2008 37AY13024 \$139

6. *Biotechnology: A Global Perspective* 2006 96AY12154 \$119

7. *Greatest Discoveries with Bill Nye: Medicine* 2005 37AY6683 \$119

8. *History of Nursing* 2008 96AY11020 \$199

9. *Diabetes and Exercise* 2010 83TS16424 \$109

10. *Common Diseases & Conditions of the Human Body* 2008 37AY12889 - \$149

# Appendix E: CTEPS-Career Technical Education Program of Study– Suggested Course Sequence

**Career Cluster:** Health Science  
**Pathway:** Support Services, Therapeutic & Diagnostic  
**Major:** Medical Assistant, Emergency Services or Pre-nursing

**District Name:** Galena City School District  
**Developed by:** Andrea Gelvin  
**Date:** 2012 draft

**Career Cluster Description: Providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.**

Major Options		Community Health Aide		Registered Nurse		Dental Assistant		Certified Nursing Assistant	
<ul style="list-style-type: none"> <li>Clinical Lab Technician</li> <li>Diagnostic Medical Sonographer</li> <li>Administrative/Coding/Billing Specialist</li> <li>Receptionist</li> </ul>	<ul style="list-style-type: none"> <li>Nutritionist</li> <li>Medical Assistant</li> </ul>	<ul style="list-style-type: none"> <li>Pharmacy Tech</li> <li>Radiology Tech</li> </ul>	<ul style="list-style-type: none"> <li>Dental Hygienist</li> <li>Phlebotomist</li> </ul>	<ul style="list-style-type: none"> <li>EMT/Paramedic</li> <li>Physician's Assistant</li> </ul>					
9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade			
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2		
English I	English I	English II	English II	English III or World Literature	English III or World Literature	AP English or Journalism	AP English or Journalism		
Integrated Science	Integrated Science	Biology	Biology	Anatomy / Physiology	Anatomy / Physiology	Chemistry	Chemistry		
Alaska Studies	Alaska Studies	World History	World History	U.S. History	U.S. History	Government	Government		
Algebra	Algebra	Geometry	Geometry	Algebra 2	Algebra 2	Pre-Calculus/Calc or Consumer Math	Pre-Calculus/Calc or Consumer Math		
P.E	Health	P.E	P.E.	Medical Terminology	Medical Terminology	Math in Health Care	ETT		
Computer Science (CIOS 150) (HL,TH 130)	Computer Science (CIOS 150) (HL,TH 130)	Life Skills (CPR/1 <sup>st</sup> Aid)	Life Skills	<b>Introduction to Health Careers</b>	<b>Professionalism In Health Care</b>	Spanish	PCA or CNA or Spanish		
Work-Based Learning Opportunities				Career-Technical Student Organizations (CTSO)		Certifications			
<ul style="list-style-type: none"> <li>Apprenticeship</li> <li>Cooperative Education</li> <li>Job Shadowing</li> </ul>	<ul style="list-style-type: none"> <li>Paid/Unpaid Internship</li> <li>Community Support Projects</li> <li>Service Learning</li> </ul>	<ul style="list-style-type: none"> <li>Health Occupation Students of America (HOOSA)</li> </ul>	<ul style="list-style-type: none"> <li>CPR/First Aid</li> <li>ETT/EMT 1</li> <li>Certified Nursing Assistant or PCA</li> </ul>						
Two-Year College or Proprietary Programs		Adult Registered Apprenticeships		Four-Year College and University Programs		Certifications		Licenses, On The Job Training, Training Certificates, etc.	
<ul style="list-style-type: none"> <li>Medical Assistant</li> <li>Radiological Technology</li> <li>Pharmacy Technician</li> <li>Paramedic</li> <li>Registered Nurse</li> <li>Dental Assistant/Hygienist</li> </ul>	<ul style="list-style-type: none"> <li>Dietetic Internship after 4 year degree</li> <li>Community Health Aide</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> <li>Medical Technology</li> <li>Registered Nurse BSN</li> <li>Pre Med</li> <li>Pharmacy</li> </ul>	<ul style="list-style-type: none"> <li>CPR</li> <li>First Aid</li> <li>CNA</li> <li>PCA</li> </ul>	<ul style="list-style-type: none"> <li>ETT</li> <li>EMT 1</li> <li>EMT 2</li> <li>EMT 3</li> </ul>	<ul style="list-style-type: none"> <li>Food Science &amp; Nutrition</li> <li>Medical Laboratory Technology</li> <li>Emergency Services</li> <li>Pre-Nursing &amp; Pre-Radiological Technology</li> <li>Pharmacy Technician</li> <li>Medical Receptionist/Coding</li> </ul>				

# Appendix F - Sample Syllabus (page 1)

## Introduction to Health Careers

Health 105

Fall 2013

School Name

Instructor: \_\_\_\_\_

E-mail: \_\_\_\_\_

School Phone: (907) \_\_\_\_\_

Student Office Hours: 8:00 – 8:50 AM by Appointment Only

**Tech Prep Credits:** 2

**H.S. Credit:** 0.5

**Class/Office Location:** \_\_\_\_\_

**Class Meeting Time:** \_\_\_\_\_

**Class Dates:** Class Begins August \_\_\_\_\_, class ends \_\_\_\_\_

**Course Prerequisite:** Students must have a junior or higher standing in high school, with the academic drive to do all of the necessary work to complete a college level course. Exceptions may be made for freshman and sophomore students on a case-by-case basis, at the discretion of the school counselor and instructor.

**Course Description:** Students in this course will explore a variety of health care related careers, and gain knowledge of the roles, responsibilities, and training required for each. Participants will conduct guided self-assessments to help them envision themselves in rewarding careers that are appropriate to their skills and interests. Students will also learn the roles and responsibilities of different members/functional units of the health care team; information on related job and educational opportunities; needs and roles of health providers in rural and urban Alaska settings. Through this course, students will also receive a great introduction to some of the basic skills, legal and ethical responsibilities, and medical terminology that are essential to any of the health care careers.

### **Required Textbook:**

Introduction to Health Care, 3<sup>rd</sup> Edition

Author: Dakota Mitchell and Lee Haroun

ISBN-10: 1435487559 ISBN-13: 9781435487550

Publish Date: 2012

Publisher: Delmar Cengage Learning

### **Materials:**

Textbook and Workbook. A 3-ring binder is needed for the student to keep class hand-outs, notes, reference materials and project/research paper work in. Computer and internet access will also be necessary and provided in-class.

### **Course Goals and Student Learning Outcomes:**

The goal of the course is to introduce students to a wide variety of opportunities in allied health, medical and behavioral health careers. Visioning and confidence building will accompany concrete information about career pathways. Special attention will be given to trends and opportunities. Students will be introduced to foundation skills according to National Healthcare Skill Standards. These include: building an academic foundation, communication skills, a health care systems overview, employability skills, legal and ethical responsibilities, safety practices, teamwork, provider self-care, technical, and information technology applications.

## Appendix F (cont. Sample Syllabus page 2)

### After completing the course a student will be able to:

1. Demonstrate knowledge of health care industry core standards.
2. Explore, compare and contrast potential health care careers with respect to education and opportunities.
3. Demonstrate understanding of the U.S. health care system and the interdependence of careers and professionals.
4. Demonstrate understanding of the legal and ethical responsibilities and limitations with regard to their duties and client rights.
5. Demonstrate appropriate communication: verbal, non-verbal, written, using medical terminology as appropriate.
6. Use math skills to measure and perform calculation.
7. Exhibit knowledge of basic human anatomy & physiology, growth, development, wellness and disease.
8. Utilize work-place safety, body mechanics, and disease prevention practices in the classroom.
9. Demonstrate basic health care technology skills & modalities.
10. Demonstrate employability and professionalism with respect to appearance, hygiene, skill competence, integrity, critical thinking, cooperation, responsibility with a commitment to continuing improvement and growth.

**Instructional Methods:** Health 105 is delivered via classroom lectures, small group discussions, hands-on practice/labs and project work in class, along with assigned readings and assignments that the students are expected to work on out of class time.

### Course Policies and procedures:

In addition to the policies and procedures highlighted here, all of the \_\_\_\_\_ School District's rules, policies and procedures will be followed.

**Class Participation:** Class attendance and participation are vital to your success in this course. You will be expected to attend class and turn in assigned work. Penalties for not participating in class are listed below.

### **Absence Policy –**

- If you miss a class, **YOU** are **responsible** for making up the missed class work.
- You are responsible for finding out what was done during the class(es) in which you were absent. You may set up a time to meet with instructor (outside of instructional time)
- You are responsible for obtaining copies of all of the hand-outs that were given on the day(s) missed.

**Homework Policy –** Homework will be collected in class on the day in which it is due. Early homework will be accepted. Any homework that is not turned in at the time of collection will be considered late. **Late homework** may be turned in within **a day** of the date in which it was due, for a maximum of 95% of the original assignment grade. Exceptions may be on a case-by-case basis (family emergencies, etc.). All coursework must be turned in before the regular class ends.

**Plagiarism:** Any plagiarized work will not be accepted. If you turn in plagiarized work, you will lose all points for that assignment and NOT be given an opportunity to make-up those points or redo the assignment. Do NOT plagiarize!

## Appendix F (cont. Sample Syllabus page 3)

### **Evaluation:**

Assignments, discussions, projects (including a research paper), labs, tests, quizzes and a final exam will be assigned throughout the semester.

**Assignments** – Assignments will be given on an ongoing basis. The assignments are designed to encourage learning and reinforce your understanding of a concept. Some assignments will be completed in class, some will be classroom discussions, while some will be expected to be done outside of class time. See Tentative Course Calendar.

**Projects** – Throughout the semester there will be a few projects assigned. One project in particular involves writing a research paper. Unlike assignments, the projects will require more time and effort. Some time in class will be provided to work on the projects. However, to achieve a good grade you will need to also work on the projects on your own time.

**Laboratory Activities:** There will be several in-class laboratory activities throughout each semester. Laboratory activities take time to set up and do. Because of the time required, lab activities are hard to make up

**Quizzes & Tests** – Each chapter or topic being discussed will be assessed with a project and/or some form of a quiz or test.

**Final Exam** – There will be a cumulative final exam at the end of the class.

**Grading Policy:** Each assignment, project and quiz is allocated points depending upon the time required to complete the assignment well and the difficulty of the assignment. Your semester grade will be based on the percentage of points you have completed. Grades are tabulated off of absolute scores.

Assignments	30%	90% -100%	A
Lab Work	10%	80% -89%	B
Projects	20%	70% -79%	C
Quizzes/tests	30%	60 – 69%	D
Final Exam	10%	≤59%	F

**Support Services:** Students in need of support are encouraged to contact me via e-mail, telephone, or at the end of class to discuss possible options for receiving additional help (After school, morning work sessions, Q&A time via the internet, etc.). A response will be made within 24 hours. As this course is a college level class, students may find it challenging. If you feel that you are falling behind and are worrying about your success in the class, please contact me immediately. I want to ensure your success in the course!

**Disabilities Services:** The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (208 Whitaker BLDG, (907)474-5655) and the Special Education Department of the school district to provide reasonable accommodation to students with disabilities. Please contact me or the Office of Disability Services if you require special assistance.

Tech-Prep credit is awarded for successful completion of this course, with a letter grade of C or better.

## Appendix G

Tentative Course Calendar Fall 2013

Instructor:

Introduction to Health Careers - 0.5 high school credits			HLTH 105-Tech Prep 2 credits	
Date	Topics	Assignments	Due Date	Points
Aug	<b>Getting Started Health Care Today</b> Ch 1: Your Career in Health Care Ch 24: Career Research Job Leads & Resume Guest Speaker	Completion of class notes & review Qs - 20 Class discussions-participation-20 Start Career research-10, Resume-10 Job Application -10 Guest Speaker notes-10, Interest Survey -10 Quiz to match health careers-20		110
Sept	Ch 2: Current Health Care Systems and Trends, Health News Guest Speaker	Completion of Class Notes & Rev Qs: 20 Guest Speaker notes-10, Health News - 10 Ch 1 Test-20, Ch 2 Test-20		80
Sept	Ch 3 Legal & Ethical Issues  Guest Speaker	Completion of class notes & Rev Qs 3 - 20 Ethical Dilemma & patient rights and responsibilities discussion - 20 Guest Speaker notes -10, Ch 3 Test - 20		70
Oct	Ch 4: Medical Terminology  Guest Speaker	Completion of Class notes - 20 Terminology Bingo: Roots, Suffix, Prefix-60 Peer edit of rough draft of research paper -30 Guest Speaker Guide-10		120
Oct	Ch 5 Medical Math Ch 20 Vital Signs  Career Research Paper	Quiz in Medical Terminology Roots, etc-80 Health Literacy – Personal data sheet -20 Vital Sign Skill Sheets -20 Career Research Paper due -100		220
Nov	Ch 6: Organization of the Human Body Guest Speaker	Completion of class notes & Rev Qs 6 -20 Disease & Disorder discussion – 20 Guest Speaker Guide – 10, Ch 5 Test - 20		70
Nov	Ch 7: Structure & Function of the Human Body Guest Speaker	Completion of class notes & Rev Qs 7-20 Disease & Disorder discussion – 20 Guest Speaker Guide – 10, Ch 6 Test-20		70
Dec	Ch 9: Body Mechanics Ch 10: Infection Control Ch 11: Environmental Safety Tour of Clinic	Completion of class notes 20 Review Questions for Ch 9-10-11 -20 Ch 6-7 A & P (skeleton) Test -20 Clinic Tour notes-20, Ch 9,10 & 11 Test-20		100
Dec	Ch 15: The Patient as an Individual Ch 18: Computers & Technology Review for final Exam Final Exam	Completion of Class notes 15 & 18 -20 Review Qs 20 Completion of Final Study Guide -20 Final Exam - 100		160
			<b>Total</b>	1000

Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points
A	900-1000	B	800-899	C	700-799	D	600-699	F	<600

Tech-Prep credit is awarded for successful completion of this course, with a letter grade of C or better

