

Syllabus

Health Science—2A

Course Overview

This one-semester course is intended to help you understand the skills required to achieve success in modern-day careers related to health care. This course has 18 lessons organized into three units, plus three Unit Activities. Each lesson contains one or more Lesson Activities.

This course will cover diverse topics such as the healthcare system, diagnostic services, stress management, health informatics, medical math, and professional conduct.

You will submit the Unit Activity documents to your teacher, and you will grade your work in the Lesson Activities by comparing them with given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson; the pre- and post-test questions that come at the beginning and end of the unit, respectively; and an end-of-semester test. All of these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

Course Goals

This course will help you meet the following goals:

- Analyze US health care delivery systems, inequalities, and access in health care in the United States.
- Appraise the roles and responsibilities of various healthcare and therapeutic professions, including the necessary skills, education, and credentials.
- Inspect the roles of various medical services and therapies as well as technological impacts and advances in each.
- Employ professional skills essential to health care professionals such as leadership, communication, critical thinking, stress-management, and problem-solving skills.
- Measure the impact of diversity, cultural beliefs, and stereotypes on interpersonal relations and healthcare treatment.
- Examine patient rights, policies, laws, professional standards, and the ethical treatment of patients and their information.

Prerequisite Skills

Health Science—2A has the following prerequisites:

- basic math knowledge
- ability to visualize and apply creativity and innovation
- familiarity with the writing process and following guidelines

General Skills

To participate in this course, you should be able to do the following:

- Perform basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.

Credit Value

Health Science—2A is a 0.5-credit course.

Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course teacher may modify the schedule to meet the specific needs of your class.

Course Components and Grading Rubric

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

Course Components	Count	Weight
Pretest. <i>Pretests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective, the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemptive pretests for first-time credit courses. Pretests are not included as a component of the student's final grade.</i>	3	0%
Module. <i>Each module in this course contains an interactive tutorial and an associated mastery test. Tutorials may include one or more Lesson Activities that constitute tasks associated with the tutorial. The module score comes from a student's score on the mastery test.</i>	18	30%
Discussion. <i>Online discussions allow for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may add more discussion topics.</i>	3	10%
Unit Activity. <i>Unit Activities are at the end a unit and constitute one or more small tasks. Their purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>	3	20%
Posttest. <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>	3	20%
End of Semester Test. <i>The end of semester test (EOS) appears at the end of the course. Students are delivered a few items from every tutorial in the course in order to assess the major course objectives.</i>	1	20%
Total	31	100%

**Teachers may manually adjust these weights if desired, per district grading requirements.*

Unit 1: Career Pathways

Summary

In this unit, you will learn about the healthcare delivery systems and the role of multidisciplinary teams across the systems. You will also learn about the available career options and skills required to pursue these careers in the field of therapeutic, diagnostic, and support services. Additionally, in this unit, you will familiarize yourself with the scope of the career fields and the emerging trends and advancements in the fields related to health care.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Plato Student Orientation <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2–5	Healthcare Delivery Systems <i>Describe healthcare delivery systems, factors that impact them, and access to health care in the United States.</i>	Lesson
4 days: 4–9	Healthcare Teams <i>Identify careers in professional healthcare and explain how multidisciplinary teams collaborate to deliver quality health care.</i>	Lesson
5 days: 10–14	Therapeutic Services <i>Discuss the role of therapeutic services and the evolution of trends and technologies in the field; identify career and advancement opportunities.</i>	Lesson
4 days: 15–18	Diagnostic Services <i>Describe the role of diagnostic services professionals in patient care and the evolution of trends and technologies in the field; identify career and advancement opportunities.</i>	Lesson
4 days: 19–22	Health Informatics <i>Recall advances in health informatics over the years as well as the role they play in patient care; identify career and advancement opportunities.</i>	Lesson
4 days: 23–26	Support Services <i>Recall the evolution of the role of support services; identify career and advancement opportunities.</i>	Lesson

Day	Activity/Objective	Type
3 days: 27–29	Biotechnology Research and Development <i>Describe the role of biotechnology R&D professionals and how the field has evolved; identify career and advancement opportunities.</i>	Lesson
1 day: 30	Space Jumble	Game
4 days: 31–34	Unit Activity /Threaded Discussion—Unit 1 <i>Discuss careers in health care and the US healthcare system.</i>	Unit Activity
1 day: 35	Posttest—Unit 1	Assessment

Unit 2: Employability Skills

Summary

In this unit, you will learn how to develop communication and leadership skills. You will also understand how you can apply critical thinking and problem-solving techniques to resolve a conflict. Additionally, you will learn how to combat stressful situations at work.

Day	Activity/Objective	Type
3 days: 36–38	Communication Skills <i>Identify effective verbal and nonverbal communication skills and techniques that are crucial to quality patient care.</i>	Lesson
3 days: 39–41	Leadership Skills <i>Compare leadership styles and describe effective leadership skills and techniques in the health care industry.</i>	Lesson
3 days: 42–44	Decision Making and Critical Thinking <i>Describe effective critical thinking and decision-making skills and techniques, including the role of abstract reasoning.</i>	Lesson
4 days: 45–48	Problem Solving and Conflict Resolution <i>Identify effective problem solving and conflict resolution techniques and processes essential for healthcare professionals; describe how cultural beliefs and stereotypes can result in conflict.</i>	Lesson

Day	Activity/Objective	Type
4 days: 49–52	Stress Management <i>Describe stress and grief management techniques for health care workers and patients; explain the effects of stress hormones in the body.</i>	Lesson
1 day: 53	Para Jumble	Game
4 days: 54–57	Unit Activity/ Threaded Discussion—Unit 2 <i>Discuss how skills such as leadership skills, communication skills, and decision-making skills affect employability and help healthcare professionals do their jobs effectively.</i>	Unit Activity
1 day: 58	Posttest—Unit 2	Assessment

Unit 3: Professional Skills

Summary

In this unit, you will learn how to conduct yourself professionally, and maintain healthy relationships with your colleagues and patients. You will understand how to handle colleagues and patients belonging to diverse ethnic groups. You will also familiarize yourself with the various technological tools to gather information, and use math to perform medical tasks.

Day	Activity/Objective	Type
3 days: 59–61	Professional Conduct <i>Describe essential qualities, skills, and professional conduct in various health care careers; identify methods to accomplish professional goals.</i>	Lesson
3 days: 62–64	Healthy Relationships <i>Describe how technological innovations and advancements affect the provider-patient relationship; explain emotional intelligence and its role in maintaining healthy personal and professional relationships.</i>	Lesson
4 days: 65–68	Diversity at Workplace <i>Identify disparity issues in the health care industry and the impact of diverse medical and cultural beliefs on health care.</i>	Lesson

Day	Activity/Objective	Type
4 days: 69–72	Technology and Health Care <i>Compare the positives and negatives of technology on the lives and health of individuals; identify HIPPA violations.</i>	Lesson
5 days: 73–77	Gathering, Filing, and Reporting Information <i>Describe the FIFE style of patient interviewing and appropriate procedures for gathering, filing, and reporting information in healthcare facilities; identify provider’s actions that violate HIPPA.</i>	Lesson
5 days: 78–82	Medical Math <i>Identify measures to reduce errors and explain why precise mathematical calculations are essential in health care.</i>	Lesson
1 day: 83	Thwack-A-Mole	Game
4 days: 84–87	Unit Activity/ Threaded Discussion—Unit 3 <i>Explain how the concepts you have learned apply to the healthcare field. In addition, identify a healthcare worker of your choice and practice effective interviewing and question creation skills. Relate the results of the interview in a synopsis.</i>	Unit Activity
1 day: 88	Posttest—Unit 3	Assessment
1 day: 89	Semester Review	
1 day: 90	End-of-Semester Test	Assessment

Course Map

You will achieve course level objectives by completing each lesson’s instruction, assignments, and assessments. For a detailed look at how the materials met these objectives, review the [course map for Semester A](#).