**Course Syllabus**

**Course Title:** Medical Academy I – Junior

**Course Number:** 84213

**Program Name:** MedicalAcademy

**Pre-requisites**

Students must have successfully completed Introduction to Health Occupations.

**Required Materials**

Text and workbook:

Simmers, Louise. *Diversified Health Occupations.* Sixth edition. DelmarCengage Learning, 2004.

**Recommended Supplemental Texts**:

Booth, Kathryn A. *Health Care Science Technology: Career Foundations.* New York: Glencoe, 2004.

Fremgen, Bonnie and Suzanne S. Frucht. *Medical Terminology: A Living Language.* Prentiss Hall, 2005.

Thibodeau, Gary and Kevin Patton. *The Human Body in Health & Disease.* Mosby, 2009.

Vennes, Donald, Clayton Thomas and Clarence Wilbur Taber, ed. *Taber's Cyclopedic Medical Dictionary.* F. A. Davis Company, 1993.

Additional Items:

Spiral notebook

Binder

Two black pens and two pencils

Journal notebook

Watch with a second hand

**Instructor’s Information:**

(Put your—the instructor’s—name and e-mail address at school here.)

**Course Description**

This is the second course in a three-year sequence of the Medical Academy classes. Five student performance outcomes will guide the studies in this course:

|  |
| --- |
| The student should be able to differentiate normal anatomy and physiology from pathological diseases and disorders.The student should be able to complete a research project that describes the five health clusters with at least three examples of careers for each cluster.The student should be able to demonstrate employability skills in various classroom scenarios.The student should be able to demonstrate mastery of basic clinical skills.The student should be able to create a portfolio that captures various information and assignments from all of the major units. |

To help achieve the student performance outcomes, the following topics will be examined:

* Structure and function of the body systems
* Career exploration
* Prevention, pathology, diagnosis, and treatment of common diseases/disorders
* Ethical, legal and professional responsibilities
* Cultural diversity
* Nutrition and therapeutic diets
* Infection control

The culminating activity of this class will be participation in the HOSA competition.

**Student Performance Assessments**

Performance Outcome 1. The student should be able to differentiate normal anatomy and physiology from pathological diseases and disorders.

*Performance Assessment*: The student will participate in panel discussions that describe the physiological changes that occur in specific diseases/disorders of the body systems including signs and symptoms, diagnosis, current treatments. The student will also take a written exam. Performance on the panel and the test will be scored using a rubric, and the student must attain a score of 80% or better.

Performance Outcome 2. The student should be able to complete a research project that describes the five health clusters with at least three examples of careers for each cluster.

*Performance Assessment*: The student will complete a research project that describes the five health clusters with at least three comprehensive examples of careers for each cluster. Projects will be scored using a rubric, and the student must attain a score of 80% or better.

Performance Outcome 3. The student should be able to demonstrate employability skills in various classroom scenarios.

*Performance Assessment*: Given a number classroom scenarios, the student will respond in a professional manner. Responses will be scored using a rubric, and the student must score 80% or better on the assessment rubric.

Performance Outcome 4.The student should be able to demonstrate mastery of basic clinical skills.

*Performance Assessment:* The student will pass a written exam demonstrating mastery of basic clinical skills with 80% accuracy according to the scoring rubric.

Performance Outcome 5.The student should be able to create a portfolio that captures various information and assignments from each major unit.

*Performance Assessment:* The student will submit a portfolio that will be graded using a scoring rubric. The student must score 80% or better on the scoring rubric.

**Course Grading System:**

Grades are based on a point system. Students are advised regarding how many points an assignment is worth. Students are evaluated using the following criteria:

Student Performance Outcomes

Portfolio

Projects(research papers, group work, individual presentations)

Exams and quizzes

Notebooks (class notes and journal entries)

Bell ringers

Class participation (includes being prepared for class, attendance, respect for classmates, group participation, attitude, behavior and grooming-uniform)

Mastery of clinical skills

Mastery of work place readiness skills

Clinical/Internship performance

**Grade Point Values**

The following is a suggested Chicago Public Schools grading scale; however, each school has the option to adjust the scale.

A = 95% - 100% D = 75% - 80%

B = 88% - 94% F = 74% or less

C = 81% - 87%

**Attendance**

Class attendance is extremely important. Good daily attendance, as well as being on time for class, will positively impact grades. The reverse will be true if a student misses class or comes late.

Students who are absent are expected to make up the work assigned during that class period or tests that were given. It is the student’s responsibility to see the teacher about make-up opportunities.

If a student cuts class or has poor attendance, parents/guardians will be contacted. If a student has an unexcused absence, make-up opportunities for the work assigned for that day will be subject to the school’s attendance policy regarding curs and make-up work.

**Honesty Policy**

The traits of a successful CPS Medical Academy student are personal integrity and academic honesty. Academic dishonesty is a serious offense, which includes but is not limited to the following:

Cheating

Respecting property of others (classmates, teacher, and clinical setting)

Cheating involves copying another student’s written work, quiz, test or exam, or the use of technological devices to exchange or submit information related to course material (class work, homework, quizzes, tests, projects, co-op work, etc.). Such practices and activities will not be tolerated and students associated with the like can have any certifications and/or licenses revoked as well as grade adjustments. Failure to comply with classroom policy and procedures will also result in disciplinary action as outlined in the Chicago Public Schools Code of Conduct.

**Additional Guidelines**

Each student will need a spiral notebook and binder with dividers. The notebook will be used to take notes, record journals and complete assignments. Students must come to class prepared everyday with textbook, pen, notebook and binder. Failure to attend class prepared will reflect negatively on grades.

Students must adhere to the instructor’s classroom rules (no eating in class, no electronic devices) which will be posted in the classroom.

**Illinois Learning Standard:**

12. A. Stage J.5 Explain disease from the organelle-to-population levels, explaining body defenses to infectious disease in various organisms, or researching historic and on-going efforts to prevent, cure or treat diseases.

**Additional Standards**

**SCANS** **Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens and speaks

**D***. Listening* – receives, attends to, interprets and responds to verbal messages and other cues

**NETS** **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

**a***.* Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environmentsand media*.*

**Workplace Skills** **H. Solving problems and critical thinking**

3. Identify solutions to a problem and their impacts

**Course Calendar**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic or Competency** | **Items Due** |
| 1 | Overview of Course; | Signed syllabus; |
| Curriculum and Syllabus;  | Medical terms flash cards; |
| Review medical terminology flash cards; | Employer expectations assignment |
| Employer expectations |   |
| 2 | Employer expectations; | Medical terms flash cards; |
| HOSA overview; | Case study questions; |
|   | Chart note transcriptions; |
|   | Professional journal entry; |
|   | Panel discussion grade sheet; |
|   | Practicum checklists; |
|   | Quiz: Medical terminology |
| 3 | Medical Terminology - Review | Medical Term - Jeopardy |
|   |   | Medical Term - Who Want to be a Mil |
| 4 | Integumentary System | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; |
| Quiz: Integumentary system |
| 5 | Skeletal System | Medical terms flash cards; Case study questions; |
| Five-week review | Chart note transcriptions; |
|   | Professional journal entry; |
|   | Panel discussion grade sheet; |
|   | Practicum checklists; Binder; Five-week exam |
| 6 | Muscular System | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; Quiz: Muscular system |
| 7 | Digestive System | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; Quiz: Digestive system |
| 8 | Cardiovascular System | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; |
| Quiz: Cardiovascular system |
| 9 | Hematology | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; Quiz: Hematology |
| 10 | Lymphatic System; | Medical terms flash cards; Case study questions; |
| Ten-week review  | Chart note transcriptions; |
|   | Professional journal entry; |
|   | Panel discussion grade sheet; |
|   | Practicum checklists; Binder; Ten week exam |
| 12-Nov | Respiratory System; | Medical terms flash cards; Case study questions; |
| Clinical Guidelines; | Chart note transcriptions; |
| Note: Performance Outcome 3: Clinical Internships may begin now | Professional journal entry; |
|   | Panel discussion grade sheet; |
|   | Practicum checklists; Quiz: Respiratory system |
| 13-14 | Neurology System | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; Quiz: Neurology system |
| 15-16 | Special Senses; | Medical terms flash cards; Case study questions; |
| Five-week review | Chart note transcriptions; |
|   | Professional journal entry; |
|   | Panel discussion grade sheet; |
|   | Practicum checklists; Binder; Five-week exam |
| 17-18 | Endocrine System | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; Quiz: Endocrine system |
| 19 | Urinary System | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; Quiz: Urinary system |
| 20 | Reproductive System; | Medical terms flash cards; Case study questions; |
| Twenty-week review; | Chart note transcriptions; |
|  | Professional journal entry; |
|   | Panel discussion grade sheet; |
|   | Practicum checklists; Binder; |
|   | Performance Assessment 2; Twenty-week exam |
| 21-22 | Nutrition and Metabolism | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; Nutrition project; |
| Quiz: Nutrition and Metabolism |
| 23-24 | Fluid and Electrolyte | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; Quiz: Fluid and Electrolyte |
| 25 | Acids and Bases; | Medical terms flash cards; Case study questions; |
| Five-week review | Chart note transcriptions; |
|   | Professional journal entry; |
|   | Panel discussion grade sheet; |
|   | Practicum checklists; Binder; Five-week exam |
| 26-27 | Genetic Diseases/Disorders | Medical terms flash cards; Case study questions; |
| Chart note transcriptions; |
| Professional journal entry; |
| Panel discussion grade sheet; |
| Practicum checklists; Group genetic project  |
| 28 | Effects of Aging | Unit items due; Group aging project |
| 29-30 | Performance Outcome 1: | Medical terms flash cards; Case study questions; |
| Post-Secondary Education Overview; | Chart note transcriptions; |
| Employability and Leadership Skills; | Professional journal entry; |
| Ten-week review | Panel discussion grade sheet; |
|   | Practicum checklists; Binder; |
|   | Performance Assessment 1: Post-Secondary Education Plan; Ten-week exam |
| 31-33 | Capstone Project Preparation; | Capstone project; |
| Note: Performance Outcome 3: Clinical Internships  | Performance Assessment 3: Clinical Internships |
| 34-39 | Performance Outcome 4: Capstone project | Binder; |
| Performance Assessment 4:Capstone project presentations |