



**CHS Medical Academy in Leadership and Medicine (AIM)
in collaboration with AHS' Aim Program Course Syllabus
CHS Science Department**

Contact Information: Parents may contact me by phone, email or visiting the school.

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Teacher Contact Websites:

- Google Classroom
- Remind

CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Honors CHS Medical Academy in Leadership and Medicine in collaboration with AHS' Aim Program Course- 378 (Credit Flex only)

State Course #: 139998

Prerequisite: National Honor Society Member and Application Process

Elective Grade: 12

Weighted Grade Credit: 1

Course Description:

The CHS Medical Academy in Leadership and Medicine in collaboration with AHS' Aim program Course will be graded at an honors (4.5 GPA) level and will be worth one (1) elective science credit (EMIS Code 139998 listed as "Other Advanced Science"). This course is for students who are interested in the medical field through medicine or administration. The course will require a service learning component, a final research project/presentation, and additional assignments as deemed necessary by the teacher of record for the course.

Students will be required to fill out a credit flexibility packet to take this course for credit. The packet must be completed within the first two (2) weeks of the school year and approved by the building principal, guidance department, teacher of record, and department coordinator as well as the student and the student's parent/guardian. Students will be required to obtain a pre-approved absence form each month and turn the form in five (5) days prior to any absences that are necessary to fulfill program requirements.

Failure to adhere to timelines mentioned will result in inability to take the course for credit and/or disapproval of student's absences. Students in the program who miss two (2) assigned sessions, fail to complete two (2) or more assignments, or do not adhere to program expectations set by the school or organization may be dismissed from the academy.

Learning Targets per Unit: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas.

1st Quarter

- **Unit I: Patient Confidentiality and Professionalism in the Medical Field**
 - **Big Idea #1:** I can MAINTAIN Patient Confidentiality of patient information and I understand that it is sacrosanct and MUST BE MAINTAINED at all cost.
 - *Essential Question #1:* What does HIPAA stand for?
 - *Essential Question #2:* What behaviors and attitudes that maintain Patient Confidentiality, MUST I, as an AIM Program student, exhibit and maintain AT ALL TIMES?
 - *Essential Question #3:* How are HIPAA and FERPA related?
 - **Big Idea #2: I can EXHIBIT the Professionalism that is IMPERATIVE for medical professionals.**
 - *Essential Question #1:* What is professionalism?
 - *Essential Question #2:* What specific behaviors/attitudes are required of medical professionals?
 - *Essential Question #3:* What professional attitudes/behaviors MUST I exhibit DAILY as an AIM Program student?
- **Unit II: Medical Terminology**
 - **Big Idea #1: I can demonstrate an understanding of the basic medical/anatomical terminology that is necessary to understand procedures and diagnoses in the medical field.**
 - *Essential Question #1:* How do I demonstrate my understanding of medical/anatomical root words, prefixes, and suffixes?
 - *Essential Question #2:* How do I demonstrate my understanding of root words, prefixes, and suffixes to interpreting medical diagnoses, procedures, and pathological conditions?
 - **Big Idea # 2: I can demonstrate my understanding of medical/anatomical terminology used in what I experience with my preceptors, “during Lunch Lectures,” and in the Simulation Lab.**
 - *Essential question #1:* How do I apply the medical terminology that I have learned by appropriately incorporating terms I have learned as I write each monthly reflection piece and my final project?

2nd Quarter – 4th Quarter

- **Unit III: Preceptor Rotations, “Lunch Lectures,” and Sim Lab Experiences provide bases for me to deepen my understanding of various aspects of the medical field.**
 - **Big Idea #1: I can and will write a Reflection piece after each preceptor rotation experience (from Sept – Nov and Jan – March) will help me clarify my understanding of the practice of that specific specialty AND where MY INTEREST LIES.**
 - *Essential Question #1:* How do I describe the highlights of what I observed/learned while working with my preceptor?
 - *Essential Question #2:* How do I incorporate the various pertinent medical terms that I heard/learned during my experience?
 - *Essential Question #3:* How do I describe my thoughts and feelings about the particular specialty that I observed?
 - **Big Idea #2: I can and will write a Reflection piece after each monthly “Lunch Lecture” will help me clarify my understanding non-practice aspects of medicine AND where MY INTEREST LIES.**
 - *Essential Question #1:* How do I describe the highlights of what I learned and the medical terminology used during the “Lunch Lecture?”

- *Essential Question #2*: How do I describe the importance of the ancillary department/topic of focus to the field of medicine AND where MY INTEREST LIES?
 - **Big Idea #3: I can and will write a Reflection piece after each Simulation Lab experience will help me clarify my understanding of specific, “hands on” medical procedures AND where MY INTEREST LIES**
 - *Essential Question #1*: How do I describe the highlights of the procedures I observed/learned during each Sim Lab experience?
 - *Essential Question #2*: How do I incorporate the various pertinent medical terms that I heard/learned during my experience?
 - *Essential Question #3*: How do I describe my thoughts and feelings about the particular procedures that I practiced?
- 2nd and 3rd Quarters
 - **Unit IV: Current “Hot Topics” in Medicine Book discussion/writing**
 - **Big Idea #1**: Each generation of Medical Practitioners faces “Hot Topics” that are particular to the era and geographical location in which they practice. A current, local, serious problem that both medical practitioners and law enforcement officials face is the Opiate Addiction Epidemic. *Dreamland: The True Tale of America’s Opiate Epidemic* by Sam Quinones traces the history of the recent increase in the breadth and depth of this problem.
 - *Essential Question #1*: How do I summarize the factors that led to the present severity of the opiate epidemic?
 - *Essential Question #2*: How do I explain how each of the six specialties through which I rotate has been affected by the opiate epidemic?
 - *Essential Question #3*: What possible solutions to various aspects of this problem could I explain AFTER I RESEARCH THE PRESENT LITERATURE IN THE FIELD?
 - **Big Idea #2**: In addition to the issues encountered in *Dreamland*, there are other medical/psychological issues that patients encounter.
 - *Essential Question #1*: How do I compare/contrast the reading of *Dreamland* and my own chosen reading selection?
 - **Unit V: Medical professionals will always face ethical dilemmas in their practice. It is critical that each professional have their integrity intact and be mindful of ethical standards as they practice.**
 - **Big Idea #1: *The Immortal Life of Henrietta Lacks*** by Rebecca Skloot brings to light several major societal problems still prevalent today, as well as an important ETHICAL ISSUE.
 - *Essential Question #1*: How do I define/describe the societal issues?
 - *Essential Question #2*: How do I define/describe the ethical issue?
 - **Big Idea #2**: In addition to the ethical issue written about in *The Immortal Life of Henrietta Lacks*, other ethical issues exist today that may or may not have been pertinent in the 1950’s.
 - *Essential Question #1*: How do I explain/describe one serious ethical issue present in the medical arena, today, and explain/describe how **I would handle the issue in my practice?**

4th Quarter

- **Unit VI: Final Poster Presentation Project**
 - **Big Idea #1**: As I go through my Preceptor Rotation days and understand the major areas identified in the 2017 Adena Health Needs Assessment, I can and will find a topic of interest to me, research the topic independently, and create a Poster Board Presentation that I will deliver, publically, (using the given Poster Presentation format) at our graduation dinner in May.
 - *Essential Question #1*: What topic(s)/procedures/ancillary medical fields peaked my interest?

- *Essential Question #2*: What research area(s) did I find most interesting?
- **Big Idea #2**: I can incorporate and explain the appropriate related medical terminology that I have learned throughout my project/presentation.
 - *Essential Question #1*: How do I demonstrate my understanding of the medical terms pertaining to my chosen topic by explaining them and by using them correctly in my presentation?

- **END OF COURSE EXAM**

- **Your Unit 6 Final Project IS YOUR FINAL EXAM.**

Course Material:

Google Chromebook

Textbook:

Quick Medical Terminology: A Self-Teaching Guide, 5th edition, by Shirley Soltesz and Natalie Pate Capps
ISBN: 047886196 (9780470886199); Publisher: Wiley and Sons, Inc.

Supplemental Textbook(s):

- ❖ *Dreamland: The True Tale of America's Opiate Epidemic* by Sam Quinones
ISBN: 978-1-62040-252-8, Publisher: Bloomsbury Press
- ❖ *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
ISBN: 978-1-4000-5218-9, Publisher: Broadway Books of Random House
- ❖ Other texts pending adviser approval

Electronic Resources:

- Google Classroom
- Interactive Medical Terminology: American med terminology: medterminologyforcare.com

Course Expectations:

As you move through this unique opportunity you are expected to adhere to the following guidelines:

Leave your electronic devices **TURNED OFF** so that you are not tempted to text, take selfies, read email, play games, etc.!

Arrive 10 min early for each rotation. Arriving exactly on time is **LATE!**

Treat all practice staff and patients cordially and with respect.

Dress professionally for each rotation day

MAINTAIN STRICT CONFIDENTIALITY of any and all patient information that you may encounter

ASK QUESTIONS! The preceptors who have volunteered are excited to have you there so let them see your curiosity!

Take brief notes, if possible, to make it easier for writing your reflections.

ALL ASSIGNMENTS will be turned in **ON TIME!**

Each student has been selected because she/he models the four pillars of NHS, namely, Scholarship, Character, Leadership, and Service and because we have confidence that each student WILL represent CCSD with DIGNITY, CLASS, and PRIDE. Therefore, adhering to each of the above expectations is mandatory. Failure to do so may result in expulsion from the program.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- End of Course Exam is 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandboook>

Late Work: Late work will be subject to the board adopted policy on assignments that are turned in late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused) students will be expected to make up the work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up their work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit, can still turn in late work for partial credit. Any student who turns in work, up to 1 week late, must at least be given the opportunity to earn 75% on the assignment they turn in.
- Any student who exceeds the allotted time to turn in an assignment for full credit can still turn in late work for partial credit. Any student who turns in work up, to 2 weeks late, must at least be given the opportunity to earn 60% on the assignment they turn in.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Calamity Day/Illness Requirement:

The policy agreement between Adena Regional Medical Center and CCSD is that if there is no school or a two hour delay at Chillicothe City Schools, students will NOT ATTEND their scheduled Preceptor Rotation on that day. It may not be possible to make up that day due to the tight schedule. In the event that you become ill, you should stay home so that you do not contaminate patients and the Adena staff. In each of these three scenarios, it is expected that you will contact your Preceptor's office as soon as possible, in order to demonstrate your dependability, reliability, and work ethic.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

**CHS Medical Academy in Leadership and Medicine in collaboration with AHS' AIM Program
Course Syllabus Signature Sheet**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____