**Course Syllabus**

**Course Title:** Medical Academy II – Senior

**Course Number:** 84223

**Program Name:** Medical Academy

**Prerequisites:**

Students must have successfully completed Medical Academy I

**Required Materials:**

Text: Thibodeau, Gary and Kevin Patton. *The Human Body in Health & Disease.* Mosby, 2002.

**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.

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

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

Any additional items required by instructor for class

**Instructor’s Information:**

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

**Course Description**

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

|  |
| --- |
| 1. The student should be able to develop and implement a post-secondary educational plan. 2. The student should be able to analyze cellular malfunctions and abnormalities that result in diseases or disorders; as well as describe current prevention and treatment modalities for those diseases. 3. The student should be able to complete a clinical internship meeting departmental standards. 4. The student should be able to complete a senior capstone project that meets departmental standards. 5. The student should be able to earn CPR and Blood Borne Pathogen Certification. |

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

* Research methodology
* Review of employability skills
* The ethical, legal and professional responsibilities of healthcare workers
* Pharmacology
* Medical terminology
* Fluid and electrolyte balance
* Acid and base balance
* Effects of aging

The culminating activities of this class include will be a capstone project which may include all or some of the following components:

Medical Academy Health Fair

Research paper

Oral presentation

Completion of portfolio

**Student Performance Assessments**

Performance Outcome 1. The student should be able to develop and implement a post-secondary educational plan.

*Performance Assessment*: The student will provide his/her post-secondary career plan and evidence of its completion. Evidence of completion will include: applications to a minimum of five colleges, completion of at least five scholarship applications, and completion of the financial aid application (FASFA).

Performance Outcome 2. The student should be able to analyze cellular malfunctions and abnormalities that result in diseases or disorders as well as describe current prevention and treatment modalities for those diseases.

*Performance Assessment*: Given a patient case study, the student will determine the illness or disorder as well as describe treatment modalities for that illness. The case study response will be scored using a scoring rubric, and the student must attain a score of 80% or better.

Performance Outcome 3. The student should be able to complete a clinical internship meeting departmental standards.

*Performance Assessment*: The student will demonstrate mastery of employability and health care skills by meeting departmental standards and completing a clinical internship. The clinical supervisor will evaluate the student using a clinical rubric. The students must attain a score of 80% on the clinical rubric.

Performance Outcome 4. The student should be able to complete a senior capstone project that meets departmental standards.

*Performance Assessment:* The student will complete a senior capstone project that meets departmental standards. Projects will be scored using a departmental rubric, and students must attain a score of 80% or better.

Performance Outcome 5. The student should be able to earn CPR and Blood Borne Pathogens Certifications.

*Performance Assessment*: Student will earn CPR and Blood borne Pathogens Certifications.

**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:

Class participation/attendance 20%

Homework/assignments 30%

Exams (every five weeks) 20%

Quiz 10%

Performance Assessments 20%

**Grade Point**

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 cuts and make-up work.

**Honesty**

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 settings)

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

A**dditional 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**

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| **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; |
| Mechanisms of Disease; | Case study questions; Chart note transcriptions; |
| CPR/AED First Aid Certification | Professional journal entry; |
|  | Panel discussion grade sheet; |
|  | Practicum checklists; CPR Certification exam |
| 3 | Employer expectations; | Medical terms flash cards; |
| Mechanisms of Disease; | Case study questions; Chart note transcriptions; |
| CPR/AED First Aid Certification | Professional journal entry; |
|  | Panel discussion grade sheet; |
|  | Practicum checklists; CPR Certification exam |
| 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; |
| Performance Outcome 2 | 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 |

**PARENTS PLEASE REVIEW THE ATTACHED SYLLABUS WITH YOUR CHILD. IT PROVIDES YOU WITH AN OVERVIEW OF THE CURRICULUM FOR THIS YEAR. PLEASE SIGN BELOW AND HAVE THE STUDENT RETURN THE FORM TO THE TEACHER.**

**THANK YOU.**

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**Parent Signature Date**

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**Student Signature Date**

**\*\*\*\*Medical Academy Clinical Internships**

Medical Academy students participate in clinical internships with our healthcare business partners at local clinics and hospitals. Students must obtain the required healthcare screenings and have documentation of completion of all screenings.

Students’ anticipated clinical rotations dates, times and frequency will vary pending the clinical sites. Some examples of the clinical sites are Children’s Memorial Hospital, Advocate-Trinity Hospital and Little Company of Mary Hospital. Students will be provided guidelines, evaluations and are required to document their clinical experiences. Students in the Medical Academy will also have the opportunity to obtain their Pharmacy Technician’s Certification and/or Certified Nurse’s Assistance Certification.

Students are certified in CPR and Blood Borne Pathogens as part of their preparation for their clinical internships.

The curriculum for the junior and senior level concentrates on Anatomy and Physiology at different levels. The junior level examines the normal physiology and some pathophysiological changes that occur with diseases/disorders. The senior level analyzes the pathophysiological changes from the cellular level, the affect it will have on the client’s live, diagnosis and current treatment methodologies.

Although the topics are similar the depth and content are very different and examining the two textbooks will give you a better understanding of the differentiation of the lessons for each level.