Westbury High School

Lesson Plans

Principles of Health Science

Teacher: Debra Hurt Weeks of: Jan. 08, 2015 -Jan. 09, 2015

**Lesson Topic**-1. Disease or Birth Defect research for the end of the 1st semester project.

2. Health Care Debate Topics (Due at end of six-weeks)

**Objectives:** 1. Student will be able to identify and present the definition, causes, and treatment of a disease or birth defect of choice to the class.

2. Debate preparation will give students the opportunity to gain proficiency in accessing information from electronic databases, to use resources from professional organizations, and to synthesize and analyze information to present to peers. In addition, the debate process will give students experience in developing oral communication skills.

.

**Lesson** **Activities**:

1. Individual student Powerpoint and poster presentations

2. Teacher will introduce subject, rules and groups for the end of the semester Debate Project.

**Do Now/Bell-Ringer:** Student presentations on research project on a Disease or Birth Defect**.**

Instructional Method:  Lecture with class discussion  Individual

Written work  Team

Demonstration  Audio/Visual

Work based  Independent Study

Materials Needed: Textbooks: Diversified Health Occupations Sixth Edition - Louise Simmers

Health Care Science Technology-Kathryn Booth

Video -

Worksheet

Other-School Library

Assessment:  Teacher evaluation  Peer/self -evaluation

Employer evaluation  Skills performance

Presentation  Tests

TEKS: 130

|  |  |
| --- | --- |
| Knowledge & Skills | Student Expectations |
| 1. The student applies math, science, English language arts, & social sciences in health science. | a. interpret data from various sources to make conclusions  b. compile information from a variety of sources to create a technical report  c. research, write, & present a technical report  d. plan, prepare, & deliver a presentation  e. identify the environmental factors that affect homeostasis  f. observe & relate anatomical structure to physiological functions  g. identify atypical anatomy & physiology  h. use the scientific method to prepare clinical case studies  i. compare & contrast community health issues of the U.S. with other countries  j. compare & contrast various health care reform plans |
| 2. The student used verbal & non-verbal communication skill. | a. accurately describe observations & procedures related to client care  b. demonstrate advanced communication skills to provide quality client care  c. identify barriers to communication & take measures to minimize their effects |
| 3. The student knows the knowledge & skills necessary to maintain employment. | a. monitor & evaluate his/her own performance to ensure continuous improvement  b. adjust career goals based on personal interests & clinical experience    c. describe the steps necessary for entrepreneurship in a free enterprise system  d. identify & follow procedures for advancement, resignation, or relocation  e. transfer knowledge & skills to new situations & apply problem-solving strategies.  f. demonstrate proficiency in medical terminology  g. update skills to enhance employability |
| 4. The student knows ethical behavior standards & legal responsibilities. | a. practice ethical behavior standards  b. comply with industry standards of confidentiality  c. comply with protocol & legal requirements & perform within the designated scope of practice  d. review court cases related to professional liability & ethics |
| 5. The student knows the importance of functioning as a health care team member. | a. participate in team teaching  b. refine consensus-building techniques  c. manage conflicts using peer mediation, problem-solving, & negotiation skills  d. identif6y leadership opportunities in the community |
| 6. The student maintains a safe environment to prevent hazardous situations. | a. comply with standard precautions  b. teach principles of body mechanics to others  c. develop a fire prevention plan  d. respond to emergency situations consistent with level of training  e. participate in a disaster drill  f. comply with regulatory standards & guidelines |
| 7. The student demonstrates multi-competent health care worker knowledge & skills. | a. identify knowledge & skills that are transferable among occupations  b. predict client’s needs for follow-up or alternative care  c. update skills to enhance employability  d. identify emerging technologies in the health care industry |