York Region District School Board
Bur Oak Secondary School
TPJ3M Grade 11 Health Care Technology
COURSE OUTLINE

Course Title: Health Care Technology
Course Code: TPJ3M
Grade: 11
Course Type: Mixed College/University
Credit Value: 1.0
Prerequisite: NONE

Curriculum Policy Document: The Ontario Curriculum Grades 11 and 12 Technological Education 2009
Department: Technological Education
Course Developer: Angela McKay
Department Head: Aron Katz
Development Date: 2013
Revision Date: January 2022

Course Overview

This course enables students to develop their understanding of health care. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems, communication in health care, the safe and appropriate use of instruments, equipment, and materials and the factors that affect homeostasis and alter wellness.. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.

Overall Expectations:

HEALTH CARE FUNDAMENTALS
A1. demonstrate an understanding of health care terminology and its correct usage;
A2. demonstrate a basic understanding of human anatomy and physiology;
A3. demonstrate an understanding of homeostasis and its relationship to personal health;
A4. describe the relationship between lifestyle choices and personal health and well-being;
A5. compare conventional and complementary methods of disease prevention and treatment.

HEALTH CARE SKILLS
B1. use health care instruments, equipment, and materials safely and correctly;
B2. demonstrate the ability to use vital signs to determine a client's health status;
B3. demonstrate the ability to apply health care skills and techniques safely and to industry standards;
B4. demonstrate the ability to apply a variety of techniques for communicating with clients and collecting client information. and character); blood pressure; and pain intensity (e.g., using a pain scale);

HEALTH CARE,THE ENVIRONMENT, AND SOCIETY
C1. describe the impact of health care industry activities on the environment and identify ways of minimizing their harmful consequences;
C2. describe the impact of current social patterns and trends on personal health and the delivery of health care.

PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES
D1. demonstrate an understanding of and comply with safe working practices and the laws and regulations governing the health and safety of workers in the health care industry;
D2. demonstrate an understanding of legal and ethical standards governing the practice of health care;
D3. describe career opportunities in the health care field and related educational requirements.

UNITS OF STUDY

Unit 1 Health Care Fundamentals

This unit has two main areas of focus: Medical terminology and infection control.
Students will understand and practice the manipulation of medical prefixes, roots and suffixes, they will be able to accurately apply directional terms and other anatomical descriptors used by healthcare professionals.
Students will be able to identify how disease is spread and how to prevent the spread of disease.

Expectations	Focus	Assessment
A1, B3, A4, A5, B3, C1, D1	Manipulation of prefix, root and suffix Language of anatomy Chain of infection Hand hygiene Donning and doffing of PPE	KU/TI/C/A Frequent formative assessments Unit test Skills assessment

Unit 2 Anatomy and Health Care Skills 1

Students will have a working knowledge of basic human anatomy, with a focus on the musculoskeletal system - that will allow them to perform related health care skills that meet industry standards.

Expectations	Focus	Assessment
A1, A2, A3, A4, A5, B1, B2, B3, D1, D3	Homeostasis Levels of organization Musculoskeletal anatomy and function Use of assistive devices	KU/TI/C/A Formative assessments Skills demonstration Unit test

Unit 3 Health Care Skills and Anatomy 2

This unit builds on the anatomy basics of unit 2, focusing on the study of the cardiovascular, respiratory and nervous systems giving the students the required foundation for safe and accurate assessment of these body systems.

Expectations	Focus	Assessment
A2, A4, A5, B1, B2, B3, C2, D1, D3,	Nervous, cardiovascular and respiratory system anatomy and function Nervous system assessment Vital signs assessment Disease prevention and treatment	KU/TI/C/A Formative assessments Skills demonstration Performance task Unit test

Unit 4 Health Care and Society and Professional Practice

This unit will focus on the Canadian health care system and its goals of disease prevention and health promotion. Students will become familiar with the regulation and roles of health care professionals through the lens of mental health care.

Expectations	Focus	Assessment
A1, A2, A4, A5, B4, C2, D2, D3	Medicare Wellness Regulated Health Professions Act Mental health	KU/TI/C/A Formative assessments Performance task Unit test

Evaluation will take the form of the four level system as provided by the Ministry of Education:

- **Level 1** **- 50 - 59%** **- Limited** effort in relating: Knowledge, Thinking/ Inquiry, Communication and Application
- **Level 2** **- 60 - 69%** **- Moderate** effort in relating: Knowledge, Thinking/ Inquiry, Communication and Application
- **Level 3** **- 70 - 79%** **- Considerable** effort in relating: Knowledge, Thinking/ Inquiry, Communication and Application
- **Level 4** **- 80 - 100%** **- High Degree** of effort in relating: Knowledge, Thinking/Inquiry, Communication and Application

Grades will be based upon the following:

70% of the course grade is based on assessments throughout the semester. These include but are not limited to unit tests and projects. This 70% is divided into the following categories.

- **Knowledge & Understanding 17%**

Understanding subject-specific content and comprehension of its meaning and significance. Knowledge and understanding will be assessed through a variety of question formats including multiple choice, matching, diagrams and short answer questions during summative assessments.

- **Thinking & Inquiry 14%**

Use of planning skills. Use of processing skills. Use of critical/creative thinking processes

- **Communication 14%**

Expression and organization of ideas and information in oral, visual, and written forms. Communication for the specific audience in oral, visual, and/or written forms. Use of conventions vocabulary, and terminology of the discipline in oral, visual, and written forms,

- **Application 25%**

Application of knowledge and skills in familiar contexts. Transfer of knowledge and skills to new contexts
Making connections within and between various contexts

Assessment marks will be posted on the YRDSB Teach Assist where they are available for viewing by students and parents/guardians.

During the first week of school students will be given access to the Google classroom which will contain assignments, powerpoints and practice activities for students. I strongly encourage parents/guardians to have the students show them how to access the Google classroom and Teachassist so that you are aware of the work being done and can monitor the student's progress. If you have any questions about this please contact me at angela.mckay@gapps.yrdsb.ca

Learning Skills

In addition to the specific skills that are developed throughout the course, students learn to:

- Solve problems through careful analysis, cooperation and communication;
- Develop Time-management Skills To Design And Follow Organizational Plans To Complete A Range Of Tasks;
- Develop Individual And Group Skills Through Student-centred Activities;
- Show Commitment To A Task By Maintaining A Level Of Effort Required To Complete Projects And Activities
- Develop The Ability To Self-monitor Progress Using Record-keeping And Tracking Procedures Such As Logs, Journals And Project Portfolios.

Assessment/Evaluation Techniques

Methods of assessment and evaluation include a variety of approaches to enhance the learning environment. Assessment methods may include: performance assessment such as project deliverables and skill demonstrations; personal communication assessment such as instructional questions and answers, conferences, classroom discussions, journals, or log books; and standardized tests such as classroom tests or examinations. Self and peer assessment assist the student by providing directions to improve performance. Assessment charts included in each activity provide the basis for teacher evaluation rubrics, student self-assessment, and peer assessment.

Teaching/Learning Strategies

A variety of teaching and learning strategies are used throughout the course, including: classroom lessons, brainstorming, collaborative and cooperative learning, student–teacher conferencing, design process, independent study, demonstrations, practical applications, theory lessons and assignments, research and reflection.

Equity and Inclusive Education

Throughout the units of study in the Health Care Technology course students are guided to explore and discuss a variety of social, economic and cultural perspectives related to the application of health care skills and policies. Concepts of health care are presented so that students can see themselves, and their own and classmates' lived experience reflected in what and how they are learning.

We will work together to minimize the barriers that limit students' ability to achieve and to pursue their chosen pathways after graduation while supporting the choice of appropriate pathways to work, college, apprenticeship, or university.

Safe and Appropriate Use of Equipment and Facilities
As per the BOSS student handbook, No communication devices are to be played on school property without the authorization of the teacher. Unauthorized use of cell phones, tablets, laptops etc. are not permitted and may be confiscated at the school's discretion.

Students are expected to practice safety/censorship on the Internet by following School Board Policies relating to appropriate student use and access to Internet services. The teacher will address safety/censorship on the Internet by implementing School Board Policies relating to appropriate student use and access to Internet services.

The units in this course profile rely upon the availability of a wide range of equipment. Students are expected at all times to use all equipment with utmost care. Horseplay and careless use of equipment can result in students not getting to use the equipment. All students are responsible for putting away equipment after use. Students are required to report all equipment misuse or damage immediately to the teacher. Any student who through acts of misuse causes damage to any equipment will be required to pay for all repair and or replacement costs.

Students will be instructed in the safe use of equipment on an ongoing basis throughout the semester and will be required to sign safe use agreements related to the learning.

Any disrespectful or inappropriate use of manikins or equipment will not be tolerated and students will lose the privilege of their use at the discretion of the teacher.

If a student does not use classroom equipment appropriately they may not be able to complete required work.

Plagiarism, attendance, late and missed assignments, tests and performance activities:

Please refer to the BOSS Assessment, Evaluation and Communication Policy for more information

The teacher will clearly identify the summative evaluations that will be used to arrive at a final grade.
Students who are absent for part or all of a class may miss important learning opportunities.
Students are responsible for work covered during any absence, and can expect to be evaluated on all information covered in the course. It is the student's responsibility to find out what they have missed.
Persistent absences may place the student in jeopardy of losing the credit.
Sometimes absences from class are unavoidable. If a student has an anticipated absence on the day of summative assessment the student must notify the teacher two days prior to the absence and arrange for submission or completion of the assessment prior to the absence.
If a student has an unscheduled, authorized absence on the due date for a summative assignment the student will be expected to make arrangements to submit the assignment directly to the teacher on the scheduled due date despite the absence. This may be achieved by having a friend, sibling or parent/guardian hand the assignment directly to the teacher or by submitting evidence of the completed assignment via email or google classroom.
Students are expected to submit completed projects at the beginning of class on the due date.
Work submitted later than the beginning of the class on the due date will be considered late. Incomplete work handed in on time will be assessed using the assessment outline and rubric.
All late assignments may be subject to a mark reduction of 3% per day to a maximum of 15%.
Students with unauthorized absences will be given a mark of zero on missed evaluations.
If a student has a scheduled absence on the day of a summative test the student is expected to make arrangements to write the test prior to the absence.
If a student has an unscheduled, authorized absence on the day of a summative test the student will be expected to be responsible for attending and writing the test on the day of their return at lunch or during class, whichever comes first.
Students who have absences during some or all of any group work projects will be expected to complete alternate assignments. Limited opportunity may be available in class for catching up. Students who need extra time or assistance with understanding course content and project expectations may arrange to see the teacher during non teaching periods.
To assist students in recognizing and avoiding plagiarism most summative work will be done in the Google Classroom. Students will be expected to show evidence of their process in the google classroom and as instructed **all work should be done in the Google classroom on the documents provided** by the teacher. Students may be asked to submit some assignments to Turnitin. **If a project expectation is submission through Turnitin then the project will not be graded until this step is completed.**

My email is **angela.mckay@gapps.yrdsb.ca** Parents/guardians and students please use this email to contact me with any questions, comments or concerns that you have throughout the semester.
I look forward to working together.