

Westbury High School
Lesson Plans
Principle of Health Science

Teacher: Larry Langlois

Weeks of: Dec 1 – 5, 2014

Do Now: Answer the following questions in your journal.

1. What makes a person healthy?
2. Are you healthy? Explain.

Objectives:

1. Define wellness.
2. Describe holistic care.
3. Explain how wellness may affect health care system.
4. Describe factors of healthy living..

SWBAT:

1. Define wellness.
2. Identify five areas of holistic health.
3. List types of alternative therapies.
4. Give examples of the wellness on health care system.
5. Identify factors of healthy living.

Lesson Activities: Student will complete all Wellness module activities in Health Center 21

Student will complete Wellness and Nutrition hand-outs in class.

Kahoot It – online game

Homework: Complete and turn-in no-later-than Tuesday December 8, 2014 “Review Questions” 1 through 6.

Instructional Method:

<input checked="" type="checkbox"/> Lecture with class discussion	<input checked="" type="checkbox"/> Individual
<input checked="" type="checkbox"/> Written work	<input checked="" type="checkbox"/> Team
<input checked="" type="checkbox"/> Demonstration	<input checked="" type="checkbox"/> Audio/Visual
<input type="checkbox"/> Work based	<input type="checkbox"/> Independent Study

Materials Needed:

<input checked="" type="checkbox"/> Textbooks: Diversified Health Occupations Sixth Edition Health Care Science Technology	Louise Simmers Kathryn Booth
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☒ Video
☒ Worksheet
☒ Other Health Center 21 Module - Personal Qualities

Assessment:

<input checked="" type="checkbox"/> Teacher evaluation	<input checked="" type="checkbox"/> Peer/self evaluation
<input type="checkbox"/> Employer evaluation	<input checked="" type="checkbox"/> Skills performance
<input type="checkbox"/> Presentation	<input checked="" type="checkbox"/> Tests

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

Modifications: