

DeBakey High School for Health Professions

Practicum in Health Science II
Advanced Anatomy and Physiology
Instructor: Marie C. Bielamowicz, DC
2019-2020
Room 323

Course Syllabus

Course Description, Goals, and Objectives:

This course is a 12-week rotation for seniors intended to help students gain an understanding of the organization and complexity of the human body and become familiar with the location and function of major body organs. Students will define medical terminology as it relates to the human body, diagnosis, pathology, and treatment of the major body systems. The students will be able to describe biological and chemical processes that maintain homeostasis; analyze forces and effects of movement, torque, tension, and elasticity on the human body; associate the disease process with changes in homeostasis; identify changes in structure and function due to trauma and disease; and identify normal and abnormal anatomy and physiology. Students will work in laboratory groups to use comparative anatomy in our sheep brain and heart dissections as well as the complete cat dissection. All laboratory activities will require critical thinking skills and allow for hands-on investigation.

Required Materials:

- 2-inch 3 ring binder notebook
- Loose leaf notebook paper
- Pens (black or blue) and #2 pencils
- Other materials will be requested as and when needed
- Textbooks will be used exclusively in class with a class set. Students will not be issued a textbook. However, a student can request a textbook to check out temporarily, if needed.
- **The most important things the student should bring to class every day are their full attention, enthusiasm, participation, and curiosity. All the previous materials in this list and everything I provide in class of are no use without them.**

Course Outline:

1. Laboratory Safety
2. Medical History, Ethics, and Infection Control
3. Orientation
 - a. Overview of Anatomy and Physiology
 - b. Levels of Structural Organization
 - c. Homeostasis
 - d. Language of Anatomy-Regional Terms
4. Skin and Body Membrane
5. Skeletal System
6. Muscular System
7. Nervous System-W/Sheep brain dissection
8. Endocrine System
9. Blood and Cardiovascular-W/Sheep heart dissection

10. Respiratory System
11. Digestive System
12. Cat Dissection
13. Major Project (TBA)

Practicum in Health Science II

Anatomy and Physiology

Grading Policies

mbielamo@houstonisd.org

I. GRADES

- A. Cheating will not be tolerated, and all penalties will be strictly enforced. See Code of Conduct.
- B. Late work will have 30 points deducted from the score the work would have earned had it been turned in on time. A zero will be recorded for work turned in more than 2 school days after the assignment was originally due.
- C. Broken or damaged supplies due to student negligence will be paid for by the student.
- D. If you were absent for any daily work or quizzes, it is your responsibility to arrange and complete make up work within five (5) days. Makeup work can be done by appointment with the teacher before school, during study/tutorial hall, or after school. Major exams will be made up during the next class meeting if possible or at the soonest time agreed upon by the student and instructor.
- E. A comprehensive final exam will be given at the end of each rotation or semester.
- F. If a student receives a failing grade on a major grade, he/she may request a re-do or re-take of the assignment/test.
 1. The request must be **made in writing** to the instructor on the day the failing major grade was issued.
 2. The re-do/re-take must be completed **within two school days** of receiving the failing grade.
 3. The re-do/re-take score will be an **average** of the original and new score with a maximum possible score not to exceed 70. **Regardless of the average of the two scores, a student will not earn a grade higher than a 70 for a re-take/re-do.**
 4. **Re-do/ re-takes are not allowed for non-major grades, common assessments, or for any major grade that is administered in the last week of any grading cycle.**
 5. The re-do/re-take can only be done before school, after school, or during lunch Monday through Thursday.
- G. **All test, quizzes and Scantrons are never to leave the classroom. These items are part of official records that are kept on file. Review of any test or quiz can be done by appointment before school, after school, during lunch, or during the study hall period.**
- H. All students are different, and each has their own way of learning. Therefore, several methods will be used to evaluate a student's performance. Grade breakdown will be as follows:
 - a. **50%** Major Grades (Tests, projects, notebook, portfolio, etc...)
 - b. **40%** Daily Grades (Quizzes, Class work, etc.)
 - c. **10%** Participation/Professionalism (Homework and Class Participation)
- I. Follow any additional school or health science department policies.

II. Tardy Policy (Per Semester)

Being Tardy will not affect numerical grades, however it will affect your conduct grade. *You must be in your assigned seat when the tardy bell rings. If you are not in the classroom when the tardy bell rings, you must obtain a permit from the office in order to enter the classroom.* **TARDY POLICIES WILL BE STRICTLY ENFORCED!!!** The tardy policy as indicated on the DeBakey HSHP website.

<u>Offense</u>	<u>Consequence</u>
*1 st Unexcused Tardy	Warning – sign tardy log
*2 nd Unexcused Tardy	½ hour after-school detention (Thursday)
*3 rd Unexcused Tardy	1 hour after-school detention (Thursday) – Written notification to student and parent
*4 th Unexcused Tardy	2 hours Saturday detention Required parent conference Growth Plan
*5 th Unexcused Tardy	Detention during an in-school activity (i.e., Fall Festival, Talent Show, etc...) Parent Notification Disciplinary Probation (with requisite office conduct of “P”)
*6 th Unexcused Tardy	Disciplinary Probation Non-renewal Recommendation

III. Conduct (Per Semester)

Students are expected to conduct themselves in a professional and courteous manner at all times. Conduct is a separate grade. Points will not be taken from your numerical grade for conduct violations, however poor conduct grades will prevent you from running for elected offices, going on clinical rotations and field trips, receiving scholarships and **being accepted into AP classes**. Continued conduct violations will result in dismissal from this school. **CONDUCT POLICIES WILL BE STRICTLY ENFORCED!!!**

CONDUCT OFFENSES

The following is a list of the most common conduct violations that are listed on the conduct log. After **3** conduct violations the student will receive an “**S**” in conduct. After **4** conduct violations the student will receive a “**P**” in conduct and be sent to the *office* for discipline. After **5** or more conduct violations student will be sent to the office for discipline. Punishment may include parent conference, detention, office “P” or “U”, probation and review for exit. Please note that any one offense can be so egregious as to trigger a drop in conduct or official disciplinary action.

Common Violations

- a. Failure to be in assigned seat (including leaving class without permission, & not signing out to leave)
- b. Use of insensitive/profane language
- c. Chewing gum, eating or drinking in class
- d. Applying makeup or combing hair in class
- e. Sleeping in class or putting your head down or feet up on desk
- f. Talking while test is in progress
- g. Writing or passing notes while teacher is lecturing
- h. Talking while teacher is lecturing or others are presenting (raise your hand if you wish to speak)
- i. Horse playing or game playing (cards, dice, listening to personal stereos, calculator games etc.)
- j. Talking too much or too loud
- k. Disrespecting Instructor or others (this includes taking items off teacher’s desk without permission)
- l. Failure to return required parent signature documents. (I.e. policy acknowledgement form, progress reports etc.).
- m. Follow class policy on cell phones and electronic devices
- n. Follow all cyber safety rules
- o. Other offense (See Student handbook)

Clarification of policy related to the wearing of scrubs:

As seniors you have earned the privilege of wearing scrubs to school on any school day. If you choose to wear your scrubs to school, you **MUST** wear both the top and bottom to the set. You may not pair a scrub top with khaki bottoms or pair the scrub bottoms with a club/uniform shirt. Any shirt worn under the scrub top should be white.

Any deviation from this policy will result in a conduct referral for a dress-code violation.

Expectations for Students in Health Science Rotations:

The Health Science department and administration have compiled expectations and requirements for student behavior in a classroom setting as well as any off-campus functions. There is also a rubric attached that teachers and administration will use in assessing student behavior.

1. Adult supervision is provided at the required ratios. The nature of clinical rotations or any class exercise off-campus dictates that students must be able to function with enough autonomy and self-monitoring to allow the adult chaperones to evenly spread their attention and focus among the group. Any one individual who requires extensive monitoring or direct eyes-on supervision will naturally move the attention of the adult away from every other student in their charge.
2. Supervising adult(s) need to have confidence that students will not create hazardous or disruptive situations that will endanger patients, staff, other students, equipment, themselves, or invite any undue level of liability for the facility, the school, or its representatives. Any student who may struggle with basic personal judgment in the absence of routine reminding is not an appropriate candidate for off-campus assignments.
3. Students need to be able to effectively communicate both verbally and in written form. This includes matters of body language, tone, respect, and relevance. Situations will arise in which a student is called upon to respond to questions or scenarios or will be expected to ask relevant questions. Proper communication is the key to success in this area.
4. Students need to be ready and willing to accept, follow, and institute the rules, regulations, and guidelines of all figures in authority, be they teacher, chaperone, administrator, facility director, medical staff, etc.... and be able to follow multiple directives simultaneously. This applies to expectations that are written, spoken, implied, or any combination thereof.
5. Students must be able to recognize that they are responsible for their own actions and regulate them accordingly. Behavioral shortcomings do not just reflect poorly on the student. They reflect poorly on the school and jeopardize DeBakey High School's relationship with the Medical Center entities that have so graciously allowed us access.

CONDUCT GRADING RUBRIC – Revised 08/18/2015				
Rationale	Behavior Standard	Seriously Disrupts Educational Process U – Documentation Required	Below Expectations P – Documentation Required	Meets Expectations E – Student Always Complies with Rules S – Student Mostly Complies with Rules
Adult supervision is provided at the required ratios. The nature of clinical rotations or any class exercise off-campus dictates that students must be able to function with enough autonomy and self-monitoring to allow the adult chaperones to evenly spread their attention and focus among the group. Any one individual who requires extensive monitoring or direct eye-on contact supervision will naturally move the attention of the adult away from every other student in their charge.	Student functions with autonomy and self-monitoring	<ul style="list-style-type: none"> Personal conduct negatively impacts health care explorations for self and disorients personal conduct jeopardizes school's relationship with health care entity 	<ul style="list-style-type: none"> Requires direct supervision Demonstrates limited spatial awareness Shows little interest in healthcare related educational experiences 	<ul style="list-style-type: none"> Works productively with others Works on assigned projects without direct supervision Engages in assigned activities only Walks in hallways and high-traffic areas Demonstrates interest in healthcare related educational experiences
Supervising adult(s) need to have confidence that students will not create hazardous or disruptive situations that will endanger patients, staff, other students, equipment, themselves, or invite any undue level of liability for the facility, the school, or its representatives. Any student who may struggle with basic personal judgment in the absence of routine reminding is not an appropriate candidate for off-campus assignments.	Student demonstrates productive, positive personal judgment	<ul style="list-style-type: none"> Repeatedly fails to follow school/health care institution rules Is dishonest Repeatedly leaves assigned clinical area Repeatedly fails to attend assigned homeroom, tutorial, or study hall 	<ul style="list-style-type: none"> Actions contradict agreements Shows a lack of regard for the needs of others Has been reprimanded for failing to attend classes or remain in assigned clinical area 	<ul style="list-style-type: none"> Follows school/health care institution rules Acts with integrity Is responsive to the needs of others Remains in assigned classes or in assigned clinical area Monitors internet presence to make sure personal and professional content are accurate and appropriate
Students need to be able to effectively communicate both verbally and in written form. This includes matters of body language, tone, respect, and relevance. Situations will arise in which students are called upon to respond to questions or scenarios or will be expected to ask relevant questions. Proper communication is the key to success in this area.	Student communicates effectively both verbally and in written form	<ul style="list-style-type: none"> Does not communicate with authority figures either verbally or in writing Repeatedly uses profanity Repeatedly communicates with disrespect or impertinence Repeatedly fails to report safety concerns Continually acts in opposition to instructions 	<ul style="list-style-type: none"> Uses profanity Is limited in ability to accurately describe information Acts without confirming instructions Communicates with disrespect or impertinence 	<ul style="list-style-type: none"> Accurately describes information Asks or answers questions Reports safety concerns Listens attentively Responds to instructions in a timely manner
Students need to be ready and willing to accept, follow, and institute the rules, regulations, and guidelines of all figures in authority, be they the teacher, chaperone, administrator, facility director, medical staff, etc., and be able to follow multiple directives simultaneously. This applies to expectations that are written, spoken, implied, or any combination thereof.	Student willingly accepts and follows institute rules, regulations, and guidelines, as well as the instructions of all authority figures	<ul style="list-style-type: none"> Continually violates rules, regulations, and guidelines in clinical or class settings Repeatedly fails to be at bus pick up/drop off at designated time 	<ul style="list-style-type: none"> Single instance of rule violation in clinical or class setting Fails to be at bus pick up/drop off at designated times 	<ul style="list-style-type: none"> Dress according to written code(s) Follows electronics policy Practices infection control measures Protects confidentiality
Students must be able to recognize that they are responsible for their own actions and regulate them accordingly. Behavioral shortcomings do not just reflect poorly on the student. They reflect poorly on the school and jeopardize DeBakey High School's relationship the Texas Medical Center institutions that have so graciously allowed us access.	Student demonstrates responsibility for his/her actions	<ul style="list-style-type: none"> Has more than three tardy arrivals to school or class 	<ul style="list-style-type: none"> Has arrived to school or class tardy from 1-3 occasions Has from 1-3 ADA absences Has from 1-3 class absences Has failed to participate in off-campus preceptorship experiences from 1-3 occasions Has submitted late assignments from one to as many as three occasions Responds inappropriately to performance feedback – throws away graded material, argues with instructor about grades, sends offensive correspondence 	<ul style="list-style-type: none"> Is punctual Attends school daily Practices time management strategies – Has a study schedule, pursues tutorial opportunities, Practices organization strategies– uses Time Tracker, HSD RUB, Naviance, Edmodo, PS Connect; maintains orderly notebooks; knows where to locate his/her books Communicates clearly Submits assignments on time Responds appropriately to performance feedback Gives constructive criticism

The Conduct Grading Rubric sections "Below Expectations" and "Seriously Disrupts Educational Process" provide descriptions of a broad range of behaviors considered to be misconduct. The behaviors described should be viewed as representative of the misconduct that most frequently causes disruption to the orderly educational process. The acts of misconduct listed are not inclusive. The student who commits an act of misconduct will be subject to disciplinary action by the classroom teacher, assistant principal, and/or principal.

I can be emailed at:

mbielamo@houstonisd.org

Provide **student's name, grade, and class period** on the subject line. In the body of the e-mail put your name and the best daytime number to contact you.

My conference period is 8th which is 2:00 p.m. - 3:25 p.m. on B Days only.

Thank you for your cooperation so that I can better serve you and your student.

Sincerely,

Marie C. Bielamowicz, DC

This page intentionally left blank.

Student/Parent Grading Policy Signature Form

I have read and understand the grading policies of the Health Science Program. *In addition, DeBakey High School students that are tardy will not be allowed in class without a permit from the office.*

I understand that I need to stay on task with homework, class assignments, study my health science notes every night in order to be successful, and that I may be required to take an unscheduled quiz at any time. I also understand that my class can be videotaped for educational or promotion of school purposes.

____/____/____

Printed Name of Student

Date Signed

Student's Signature

Parent/Guardian printed name _____

Parent/Guardian Signature: _____

Parent/Guardian preferred contact number: _____

Parent/Guardian email address: _____

Please fill out this form, detach it from the packet and have the student return it to me the next time he/she attends this class.