Articulation Agreement
2018-2019

University Alaska Fairbanks
Kuskokwim Campus
201 Akiak Drive
Bethel, Alaska 99559

Lower Kuskokwim School District
1004 Ron Edwards Memorial Drive
Bethel, Alaska 99559

Purpose:
In addition to the current Tech Prep Agreement between University of Alaska Fairbanks and Lower Kuskokwim School District, we have agreed to add the following course that is within CRCD Allied Health programs.

1. Lower Kuskokwim School District will follow a UAF Allied Health curriculum in coordination with the administration and faculty of the University of Alaska Fairbanks pertaining to the following courses on the course below.
2. Lower Kuskokwim School District will teach for the attached outcomes.
3. The attached syllabus will follow the learning outcomes of the university-approved course listed.

<table>
<thead>
<tr>
<th>UAF Course Number</th>
<th>UAF Course Title</th>
<th>Number of UAF Credits</th>
<th>Lower Kuskokwim School District Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH F105</td>
<td>Introduction to Health Careers</td>
<td>2 credits</td>
<td>Introduction to Health Careers</td>
</tr>
</tbody>
</table>

1. The attached syllabus will be followed.
2. Lower Kuskokwim School District will provide necessary support for students to be successful in this course which may include computer support, reference books and academic assistance.
3. Kuskokwim Campus will process the registrations.
4. In order to receive concurrent credit, the student will register for the Tech Prep class during the semester in which the competencies will be completed.
Approvals:

Shawn Russell
Allied Health Program Co-Chair
Professor of Allied Health
UAF Community and Technical College
Fairbanks, AK 99701

Cathleen Winfree
Allied Health Program Co-Chair
Professor of Allied Health
UAF Community and Technical College
Fairbanks, Alaska 99701

Linda Curda
Acting Director of Kuskokwim Campus
University of Alaska Fairbanks
Bethel, Alaska 99559

Dan Walker
Superintendent
Lower Kuskokwim School District
Bethel, Alaska

[Signatures and dates]
Kevin Illingworth
Acting Dean of College of Rural and Community Development
University of Alaska Fairbanks
Fairbanks, AK 99775

Dr. Anupma Prakash
Provost and Executive Vice Chancellor
University of Alaska Fairbanks
Fairbanks, AK 99775
COURSE SYLLABUS
HLTH F105 KT8 - Introduction to Health Careers – 2 credits
Spring 2019

Course offered for Dual Credit:
University of Alaska Fairbanks, CRCD, Kuskokwim Campus
Lower Kuskokwim School District, Bethel, Alaska

Course Dates:
January 14th – March 22, 2019
Monday – Thursday: 2:40pm – 4:00pm and Friday: 11:20am – 12:10pm

Location:
Bethel via VTC to village sites

Instructor:
Ms. Jennifer Bacus
office: 1st floor District Office, Room # 101
office phone: 543-4856
office hours: Mon – Thu 11 a.m. – 2 p.m.
email: Jennifer_bacus@lksd.org
Moodle: Intro to Health Careers
gmail chat

Course Description:
Introduction to health careers and the psychology of patient care. Roles and responsibilities of different members/functional units of the health care team; information on related job and educational opportunities; needs and roles of health providers in rural and urban Alaska settings.

University Prerequisite: High school graduation or GED or permission of the program coordinator.

Note: course is approved as a dual credit high school/college level offering.

Course Goal: The goal of the course is to introduce students to a wide variety of opportunities in allied health, medical and behavioral health careers. Visioning and confidence building will accompany concrete information about career pathways. Special attention will be given to trends and opportunities.
Student Learning Outcomes:

1. Identify five major events in the history of health care and why they are important
2. Compare work in health care in community based and facility based institutions
3. Describe ten different health careers including duties, educational requirements, and employment opportunities
4. Identify four factors that interfere with communication
5. Be familiar with the benefits of teamwork and the basic characteristics of a leader
6. List the six rights of a patient who is receiving health care
7. Describe ways to show respect for cultural diversity
8. Describe health care legal and ethical responsibilities
9. Describe disease prevention and workplace safety practices
10. Provide examples of how bias and prejudice can cause barriers to communication and relationship building
11. Identify precautions to maintain patient confidentiality
12. List five job-keeping skills
13. Reflect on personal skill set, interests and discuss ways to research and pursue future career paths in health care using tools like the Internet.
14. Research and gain in-depth knowledge of health related careers of his/her interest

Teaching Techniques:
The class time will be divided between reading, discussion, class work, and guest presenters.

All assignments are due on time and will follow the Late Work Policy description from the student handbook.

Daily Assignments:
on time = full credit
after due date = 80% of earned points
after the chapter or unit = no credit

Major Assignments: (papers, essays, tests, quizzes, projects, etc.)
1-2 class days late = minus 20% of corrected grade
3+ class days late = minus 50% of corrected grade
Exceptions include prior arrangements with the teacher

<table>
<thead>
<tr>
<th>Types of assignments I will assign</th>
<th>The purpose for each assignment</th>
<th>How often each type of assignment is assigned</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Assessments</td>
<td>To check progress on understanding the content</td>
<td>5 per semester</td>
<td>To assess general learning of the health career content</td>
</tr>
<tr>
<td>Vocabulary quizzes</td>
<td>to check progress on understanding the content</td>
<td>9 per semester</td>
<td>To expose students to the language of health careers</td>
</tr>
<tr>
<td>Career research paper</td>
<td>To assess mastery of the course content</td>
<td>1 per semester</td>
<td>To provide students with the opportunity to explore one “career of interest” deeply</td>
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<tr>
<td>guest speaker reflections</td>
<td>to practice skills useful in the world of work (work ethic)</td>
<td>Varies per semester</td>
<td>To expose students to different careers in the career health pathway</td>
</tr>
<tr>
<td>Projects</td>
<td>To assess mastery of the course content</td>
<td>Approximately 4-5 per semester</td>
<td>To give students an opportunity to simulate selected tasks in health care profession</td>
</tr>
<tr>
<td>Bell ringers</td>
<td>To practice skills useful in the world of work (work ethic)</td>
<td>daily</td>
<td>to be in seat on time and ready to work</td>
</tr>
</tbody>
</table>

Textbook:

**Introduction to Health Care, Third Edition**

Author: Dakota Mitchell, Lee Haroun


**Grade System:**

90% - 100% = A  
80%-89% = B  
70%-79% = C

**Method of Evaluation:**

50% quizzes/tests  
15% research paper  
20% classwork  
10% skills/projects  
5% attendance/participation

A = Demonstrates originality, independence, mastery, consistently, demonstrates a deep understanding, presented with exceptional clarity and poise  
B= Demonstrates proficient quality and effort: better than the average. Papers and projects are presented neatly and thoroughly but do not have the depth or originality for an ‘A’  
C= Demonstrates basic understanding of the essential information; material is complete and presented on time.

Students must earn 70% in order to receive credit.

**Classroom Rules:**

1. Follow directions
2. Be ready to work when the VTC starts
3. Respect everyone and everything
4. Follow the VTC protocols

Homework is due regularly (see course calendar syllabus). LATE WORK WILL BE ACCEPTED under circumstances with reduced grade. School
related trips, these include travel for sports competition, extracurricular activities and field trips for classes and medical are considered as excused absence, in which case you must make arrangements prior to your travel.

Course Outline & Calendar:
Intro to Health Care Careers, F105, KT8, Spring 2019
Textbook: Introduction to Health Care; Fourth Edition; Mitchell & Haroun

*Course calendar may be revised on an as needed basis

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Introduction VTC protocol Syllabus</td>
<td>Syllabus communication plan and VTC protocol document</td>
<td>Career Research Project-choose career</td>
</tr>
<tr>
<td></td>
<td>Jan 14</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Jan 15</td>
<td>Essential Qualities</td>
<td>Text 5-6</td>
<td>homework #1: Essential qualities</td>
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<td>Text 7-26</td>
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<tr>
<td>3</td>
<td>Jan 16</td>
<td>• Standards for Health Care Workers</td>
<td>Text: 28 – 33</td>
<td>Homework #2: Career ladder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Securing employment</td>
<td></td>
<td>Homework #3: Problem solving</td>
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<td>• Occupation Profiles</td>
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<td>• Thinking like a health care professional</td>
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<tr>
<td></td>
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<td>• Problem solving</td>
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<tr>
<td>4</td>
<td>Jan 17</td>
<td>• Historical events</td>
<td>Text: 37-44</td>
<td>Homework #4: Top 10 historical events</td>
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<tr>
<td></td>
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<td>• Forces driving health care</td>
<td>Text: 36, 44-45</td>
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<td>5</td>
<td>Jan 18</td>
<td>Health Care facilities</td>
<td>Text: 46-51</td>
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<tr>
<td>2</td>
<td>6</td>
<td>Complimentary and Alternative Medicine</td>
<td>Test: 52-56</td>
<td>Homework #5: New approaches to health care</td>
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<td>Jan 21</td>
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<tr>
<td>7</td>
<td>Jan 22</td>
<td>• Challenges</td>
<td>Text: 56 -60</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Health Care Trends</td>
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<tr>
<td>8</td>
<td>Jan 23</td>
<td>Review</td>
<td></td>
<td>Assessment</td>
</tr>
<tr>
<td>9</td>
<td>Jan 24</td>
<td>• Ethics</td>
<td>Text: 62-68</td>
<td>HIPAA notes/review questions</td>
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<td></td>
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<td>• Professional Code</td>
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<td></td>
<td>• Law &amp; Ethics</td>
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<td></td>
<td></td>
<td>• Ethical principles</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>10</td>
<td>Jan 25</td>
<td>Ethical Challenges and dilemmas</td>
<td>Text: 70-75, Homework #6 Ethics &amp; Personal Values</td>
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</table>
| 11     | Jan 29| • Patient Consent  
• Advance Directives  
• Abuse/Responsibilities | Text: 70-75      |
| 12     | Jan 30| • HIPAA  
• Patient's Rights                               | Text: 76 - 78, Homework #7 (choice) |
| 13     | Jan 31| Ethics & HIPAA                                                          | Text: 78-81, Assessment |
| 14     | Feb  1| Math in Health Care  
• Importance of  
• Anxiety  
• Metrics conversions                                 | Test: Chapter 5, Health care math: Packet #4 |
| 15     | Feb  4| Math in Health Care                                                                                             | Text:  
Health care math: Packet #5 |
| 16     | Feb  5| Math in Health Care  
• Pharm. Tech  
• Prescription Abbrev  
• Decoding prescription                                  | Text: 118 – 121, Health Care math: Packet #1 |
| 17     | Feb  6| Math in Health Care  
• Calculating dosage  
• IV Terms  
• Rounding Drops  
• Time conversions                                           | Text: 111-112, Health care math: Packet #3 |
| 18     | Feb  7| Math in Health Care  
• IV flow rate formula  
• IV calc for med order                                       | Text:  
Health care math: Packet #2 |
| 19     | Feb  8| Review                                                                                                           | Assessment |
| 20     | Feb 11| • Human Body  
• Structural organization                                         | Text: Chapter 6 - all, 125-135, Human Body coloring pages |
| 21     | Feb 12| • Importance of anatomy/physiology  
• Diseases  
• Signs/symptoms  
• Treatment/prognosis  
• Prevention                                                   | Text: 138-139, Body systems Powerpoint (organization chart prepared) |
| 22     | Feb 13| • Med Term  
• Word Roots  
• Suffixes  
• Prefixes                                                       | Text: Chapter 4, 86 - Med Term Des Moines quizzes |
<p>| 23     |       | • Eponyms                                                              | Des Moines, Med Term Des |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Resources</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Feb 14</td>
<td>Basics</td>
<td>University online Med Term course</td>
<td>Moines quizzes</td>
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<tr>
<td>Feb 24</td>
<td>Musculoskeletal Sys.</td>
<td>Text: 139-148</td>
<td>Body systems activity pages #1</td>
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<tr>
<td>Feb 25</td>
<td>Integumentary System</td>
<td>Text: 148-150</td>
<td>Activity pages #1</td>
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<tr>
<td>Feb 26</td>
<td>Circulatory System</td>
<td>Text: 150-157</td>
<td>Body systems activity pages #3</td>
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<tr>
<td>Feb 27</td>
<td>Respiratory System</td>
<td>Text: 157-159</td>
<td>Activity pages #4</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Digestive System</td>
<td>Text: 159-162</td>
<td>Activity pages #5</td>
</tr>
<tr>
<td>Feb 29</td>
<td>Urinary System</td>
<td>Text: 162-165</td>
<td>Activity pages #6</td>
</tr>
<tr>
<td>Feb 30</td>
<td>Nervous System</td>
<td>Text: 164-173</td>
<td>Body systems activity pages #7</td>
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<tr>
<td>Feb 31</td>
<td>Endocrine System</td>
<td>Text: 173-180</td>
<td>Body systems activity pages #8</td>
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<tr>
<td>Mar 32</td>
<td>Review</td>
<td>Assessment</td>
<td>Assessment</td>
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<tr>
<td>Mar 34</td>
<td>Chain of infection</td>
<td>Text: 223-240</td>
<td>Homework #8: Chain of Infection</td>
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<tr>
<td>Mar 35</td>
<td>Antiseptics</td>
<td>Text: 240-256</td>
<td>Homework #9: Safety in the workplace</td>
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<tr>
<td></td>
<td>Drug Resistance</td>
<td>Text: 260-272</td>
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<td>Environmental Safety</td>
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<td>Risks/precautions</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Text Range</td>
<td>Homework</td>
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<tr>
<td>Mar 8</td>
<td>Healthy Lifestyle</td>
<td>278-285</td>
<td>Homework #10: Dietary pyramid &amp; packaged food labels</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Healthy Lifestyle</td>
<td>286-292</td>
<td>Homework #11: Preventive measures chart</td>
</tr>
<tr>
<td>Mar 12</td>
<td>Healthy Lifestyle</td>
<td>292-294</td>
<td>Homework #12: Risk assessment</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Professionalism in the workplace</td>
<td>298-300</td>
<td>Homework #13: Professional characteristic profile</td>
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<tr>
<td>Mar 14</td>
<td>Professionalism in the workplace</td>
<td>300-302</td>
<td>Homework #14: Role play</td>
</tr>
<tr>
<td>Mar 15</td>
<td>Review</td>
<td></td>
<td>Research paper due</td>
</tr>
<tr>
<td>Mar 18-22</td>
<td>Review</td>
<td></td>
<td>Review for Final Exam</td>
</tr>
</tbody>
</table>

Teacher Site Inservice Jan 28
Spring Break Feb 27 – Mar 1

Kuskokwim Campus – University of Alaska Fairbanks Support Services:
Students enrolled in college courses are afforded all support services available to KuC students including but not limited to: consortium library in Yup'ik Piciyarat Cultural Center, computer lab and writing center (by appointment) financial aid and wellness coordinator counseling.

KuC 907 543-4500
Student Services 907 443-4562
Library 907 543-4516
Writing Center  907 543-4573  
Financial Aid     907 543-4563  
Wellness Coordinator  907 543-4506

UAF Disability Services:
UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development's campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit http://www.uaf.edu/disability/ on the web, or 907-474-5655, or contact a student affairs staff person at your nearest local campus.
At LKSD: Please check with your instructor.
At Kuskokwim Campus you can contact Casie Stockdale, Student Services Coordinator.

Title IX Policy:
The University Of Alaska Board Of Regents has clearly stated in BOR Policy that discrimination, harassment, and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including harassment, misconduct, and assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting (besides your local school district counselor) are:
1) You may access confidential counseling by contacting the UAF Health & Counseling Center at (907) 474-7043,
2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at (907) 474-6600, and
3) You may file a criminal complaint by contacting the local police department.
Turn in this portion only

Period ____________________________

Date: ____________________________

1. ____________________________ parent or guardian
   of ____________________________ have read and understand
   the Introduction To Health Careers course syllabus.

Parent Name: ____________________________

Parent Signature ____________________________

Student Name ____________________________

Student signature ____________________________
Jennifer L. Bacus
Bethel, Alaska 99545 | 907-588-2118 | jennifer_bacus@lksd.org

Objective
To become an instructor at KUC for the dual credit medical terminology class for the READY Academy – Health program

Education
- University of Alaska - Southwest, MEd - Mathematics. | May, 2010
- Eastern Michigan University, BS General Science | May, 2004
- Northern Michigan University, fields of study Nursing, and Med Tech | 1978 - 1982

Experience
August, 2017 – present
Teacher | Lower Kuskokwim S.D. | Bethel, Alaska
READY Academy – Health position, teacher

August, 2005 – 2017
Teacher | Lower Kuskokwim S.D. | Kwillingok, Alaska
Mathematics and Science teacher; co-teacher for UAF Pre-calculus and Algebra dual credit classes; proctor for UAF, KUC and AVTEC; FLL and FTC coach; Math and Rocket Club coach; and NYO coach

August, 2004 – 2005
Teacher | Lower Kuskokwim S.D. | Kipnuk, Alaska
Mathematics teacher and co-teacher for the Aviation Ground School VTC program

1994 – 1996
EMT - Firefighter | LaBelle F.D. | LaBelle, Florida
EMT and Firefighter duties, and supported the EMS with transporting patients

Awards & Acknowledgements
- NAGT Earth Science Teacher Award – State of Alaska, 2012
- Highly Qualified in Mathematics GR 6-12, Science GR 6-12, Equivalent to Major Biology, Equivalent to Major Earth Science, Equivalent to Major Ecology, Middle School Praxis 0069 MS Mathematics
- Dean’s List
- STEP program – UAF, 2007
- EDGE program – UAS, 2007
- Candy Striper - volunteered over 300 hours 1975 – 1979