HEALTH CAPSTONE

OCAS Code: 8554

Instructor Information (Determined by Instructor)

Instructor

Email

Office Hours & Location

Frist, Last

Email

Info

General information

Grade Level

Comprehensive High School, 9-12

Credit

1 semester, 120 hours, .5 credits

Teacher Certification Necessary

Any certification area

Student Certificate

8001 National Health Science Certificate

Prerequisites

8551 Foundations of Healthcare

8552 Essential Healthcare Practices

5333 Anatomy and Physiology

Course Description

This course is the capstone course for high school health programs. It offers students the opportunity to choose intensive theme study areas and complete a targeted occupational observation with a health professional or health organization. Students finalize their health portfolio, certification requirements and transition strategies for college or other educational/training options. Students are

required to complete community outreach projects and obtain financial literacy as required by state law.

Expectations and Goals

1. **Thematic Study Areas**: *Provide students with the opportunity to choose intensive theme study areas within the field of health, such as public health, nutrition, mental health, environmental health, or healthcare administration. Students will deepen their understanding of specific health topics through research, projects, and discussions.*
2. **Occupational Observation:** *Facilitate targeted occupational observations with health professionals or organizations to give students firsthand exposure to various healthcare settings and careers. This hands-on experience will help students explore potential career paths and gain insight into the day-to-day responsibilities of health professionals.*
3. **Health Portfolio Finalization:** *Guide students in finalizing their health portfolios, which may include reflections on their learning experiences, achievements, career goals, and evidence of competency in key health concepts and skills. The portfolio serves as a comprehensive record of their health education journey and can be valuable for college applications or future job opportunities.*
4. **Certification Requirements:** *Support students in meeting any certification requirements relevant to their chosen health career paths, such as CPR certification, first aid training, or healthcare industry certifications. This ensures that students are well-prepared to pursue further education or enter the workforce in their desired healthcare fields.*
5. **Transition Strategies:** *Assist students in developing transition strategies for their post-high school plans, whether it involves pursuing higher education in health-related fields, entering the workforce, or pursuing other educational or training options. This includes guidance on college applications, financial aid, scholarship opportunities, and career readiness skills.*
6. **Community Outreach Projects**: *Engage students in community outreach projects that apply their knowledge and skills to address health issues or promote health and well-being within their local communities. These projects provide opportunities for students to make a positive impact and apply their learning in real-world contexts.*
7. **Financial Literacy:** *Ensure that students acquire essential financial literacy skills as required by state law, including budgeting, saving, investing, understanding credit and debt, and making informed financial decisions. These skills are important for students' overall well-being and future financial independence.*
8. **Reflection and Evaluation:** *Encourage students to reflect on their learning experiences, achievements, and growth throughout the capstone course. Conduct regular evaluations to assess students' progress and outcomes, and provide feedback to support their continued development.*

Course Syllabi

Foundation Standard 1: Financial Literacy

1. Understand interest, credit card debt and online commerce
2. Discuss rights and responsibilities of renting or buying a home

3. Compare savings and investing
4. State value of planning for retirement
5. Define bankruptcy and its implications
6. Explore banking and financial services
7. Demonstrate balancing a checkbook
8. Understand loans and borrowing money, including predatory lending and payday loans
9. Understand insurance
10. Identity types of fraud and theft
11. Explore charitable giving
12. Understand the financial impact and consequences of gambling
13. Explore facets of earning an income
14. Understand state and federal taxes

Foundation Standard 2: Study Skills and Test Preparation

Complete interactive training module on study skills and test preparation.

Foundation Standard 3: Interview Preparation and Mock Interview

Identify professional dress
2. Develop a resume
3. Describe job search procedures
4. Demonstrate job application skills
5. Identify professional behaviors including manners and etiquette valuable in the workplace
6. Participate in "Job Seeking Skills" (HOSA Competitive Event)

Foundation Standard 4: Personal Portfolio

Letter of Introduction
2. Resume
3. Project
4. Writing Sample
5. Work-Based Learning
6. Oral Presentation (Speech)
7. Service Learning (Community Service)

8. Credentials
9. Technology
10. Leadership
11. Other Content

Foundation Standard 5: College or Adult Health Careers Entrance Preparation

1. Select three healthcare areas of interest in a college or technology center setting.
2. Complete all entrance requirements for program.

Foundation Standard 6: Plan and Implement Service-Learning Project (Community Service)

1. Discover Community Needs: We'll start by exploring our local community to find out what health issues need our attention the most. This means talking to people, doing research, and figuring out where we can make the biggest impact.

2. Set Clear Goals: Once we know what needs to be done, we'll set clear goals for our project. These goals will be like our roadmap, helping us stay on track and measure our success along the way.

3. Choose Activities to Help: We'll decide on specific things we can do to help address the health needs we've identified. This could include anything from hosting workshops to doing health screenings or organizing events to promote healthy habits.

4. Plan Everything Out: We'll make a detailed plan for our project, including who's doing what, when things need to happen, and what resources we'll need. It's like planning a big event, but with a purpose!

5. Team Up with Others: We'll work with local organizations, healthcare providers, and other groups who can help us make our project a success. Together, we'll be stronger and able to do even more good.

6. Get Ready to Make a Difference: Before we dive in, we'll make sure we're prepared for the work ahead. This means learning about the health topics we'll be focusing on, practicing our communication skills, and getting trained on anything specific we'll need to do.

7. Make It Happen!: Now comes the fun part – putting our plan into action! We'll roll up our sleeves, get out there, and start making a real difference in our community.

8. Reflect on What We've Done: Throughout the project, we'll take time to think about what we're learning, what's going well, and what we could do better. Reflection helps us learn and grow, so we can make an even bigger impact.

9. Show Off Our Success: Once our project is finished, we'll share what we've accomplished with others. Whether it's through presentations, reports, or other ways, we'll make sure everyone knows about the positive change we've made.

10. Celebrate Our Achievements: We'll take a moment to celebrate all that we've accomplished together. Making a difference isn't always easy, so it's important to recognize and appreciate our hard work and the impact we've had on our community.

Foundation Standard 7: Career Awareness

1. Student will identify one occupation of interest and explore this occupation at length.
2. Student will complete Career Portfolio and skill checklist as described in the HOSA Competitive Event, Clinical Specialty.

Foundation Standard 8: Prepare and Teach Health Education Topic

1. As a team, prepare, teach, and evaluate the educational process of a health education topic using the HOSA Competitive Event Guidelines for Health Education.

Foundation Standard 9: Prepare Health Related Topic for Community Awareness Project

1. As a team, prepare a community awareness project.
2. Present multiple activities to increase community awareness.
3. Follow the HOSA CE Guidelines for Community Awareness.

Foundation Standard 10: Departmental Rotation Observation in Targeted Occupational Area

1. At the end of this experience each student will be able to:

- Describe the kinds of services provided by the facility visited.
- Relate the scope of the facility visited to the delivery of health care.
- List the various positions within the facility.

- List the job responsibilities for this facility.
- Discuss the costs in time and money around becoming qualified to perform the jobs found in this facility.

2. During this experience the students will see:

- Various procedures and services provided by the facility visited.
- Any specific equipment used that is unique to this facility
- The documentation necessary to deliver procedures or services.

3. During this experience the student will have an opportunity to ask questions about:

- The jobs found in this facility.
- The educational requirements for jobs within this facility.
- The purpose of specialized equipment or procedures used in delivering service from this facility.
- Career advancement within this facility.

Course Materials (Determined by Instructor)

Required materials

Need a heading or a bullet? On the Home tab, in the Styles gallery, choose from all styles used in this syllabus.

• Tap to add text.

• Tap to add text.

Optional materials

Want to add more tables to your document that look like the Course Schedule and Exam Schedule tables that follow? Nothing could be easier. On the Insert tab, just select Table to add a new table. New tables you create in this template are automatically formatted to match.

Required text

Item name 1 Media Type, Author Name

Item name 2 Media Type, Author Name

Course Schedule (Determined by Instructor)

Week	Topic	Reading	Exercises
Week 1	Enter topic	Enter reference	Enter exercise

Week	Topic	Reading	Exercises
Week 2	Enter topic	Enter reference	Enter exercise
Week 3	Enter topic	Enter reference	Enter exercise

Exam Schedule (Determined by Instructor)

Date	Subject
Date 1	Enter subject
Date 2	Enter subject
Date 3	Enter subject

Additional Information and Resources

Resources

1. Competitive Events Guidelines https://hosa.org/guidelines/ (HOSA-Future Health Professionals

2. Work-Based Learning Guide 4.0 (National Consortium for Health Science Education) Work Based Learning | National Consortium for Health Science Education (healthscienceconsortium.org)

3. Personal Financial Literacy (OK State Department of Education)

   a. Personal Financial Literacy Teacher and Student Materials: Personal Financial Literacy Teacher and Student Materials | Oklahoma State Department of Education

   b. Personal Financial Literacy Frameworks
   Personal Financial Literacy Teacher and Student Materials | Oklahoma State Department of Education

   c. Personal Financial Literacy FAQ
   Personal_Financial_Literacy_Standards_FAQs_121307.pdf (ok.gov)

   d. Personal Finance Glossary
   PFLGlossary.pdf - Google Drive

OKLAHOMA CareerTech | HCE Health Careers Education

e. Guide for Personal Financial Literacy for Students with Disabilities and English Language Learners
PFLGuide-StudentsWithDisabilitiesAndELL.pdf (ok.gov)

f. Free Personal Financial Literacy Resources
Free Personal Financial Literacy Resources | Oklahoma State Department of Education

4. Oklahoma Department of Career and Technology Education

a. Technology Centers Technology Centers (oklahoma.gov) (Scroll to find school closest to you)
b. Interactive Data State Programs by Tech Center District & Campus (oklahoma.gov)
(State Programs by Tech Center District & Campus-Select program of interest at campus near you)

c. OK Career Guide OKCareerGuide (oklahoma.gov)