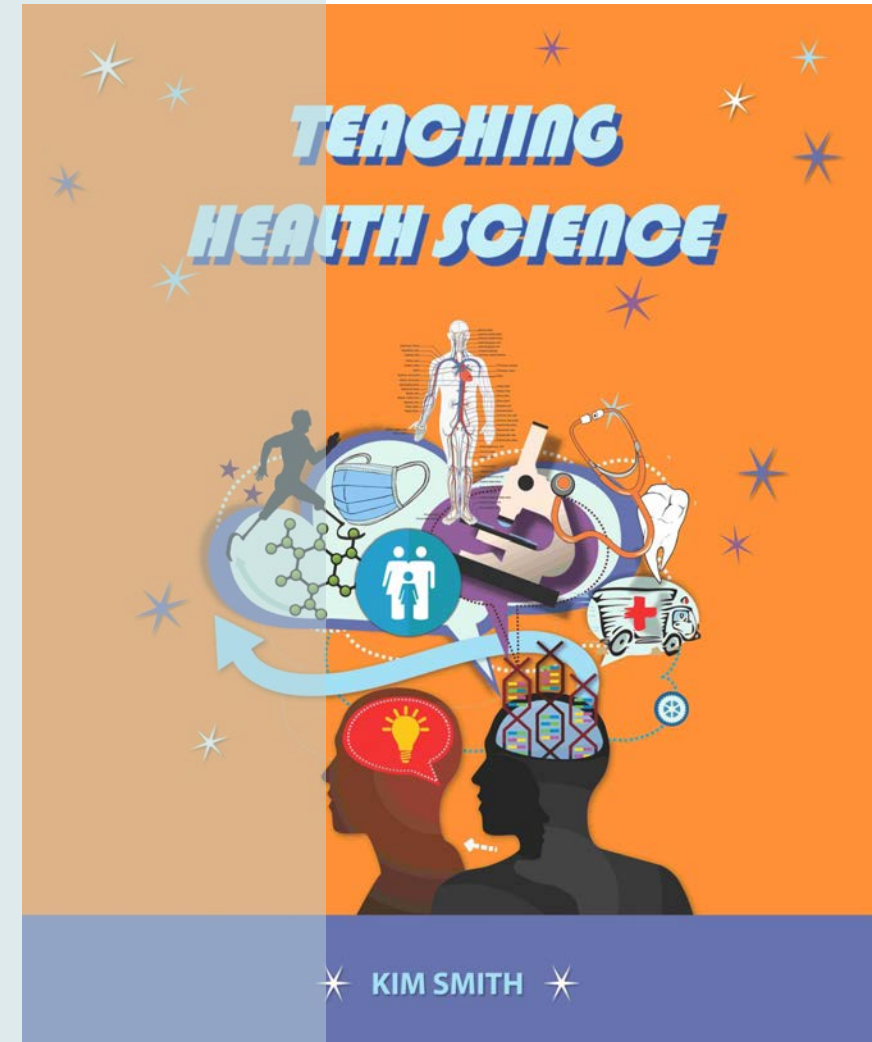


TEACHING HEALTH SCIENCE

Kim Smith



WERE YOU PREPARED TO TEACH MIDDLE/HIGH SCHOOL HEALTH SCIENCE?

- A. Yes. Bachelor's degree in education.
- B. Mostly. Taught nursing or other health career skills.
- C. Nope. Directly from health career to the classroom.





42 YEARS LATER...



BEST PART – COLLABORATION

ACKNOWLEDGEMENTS

In February 2023, I invited health science professionals to review this book and provide their feedback and suggestions. It is with greatest pleasure that I offer my respect, regard and sincere thanks to an amazing group of reviewers:

Denise Abbott, RN, MA
Health Science Instructor
Utah HOSA State Advisor
Provo, Utah

Lissa Bartle, RN, MS
Health Science Teacher
Palm Harbor University High School
Palm Harbor, Florida

Jim Koeninger, PhD
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HOSA - Future Health Professionals
Southlake, Texas

Grace Nugent Garvey, RN, MSN
Interprofessional Education Specialist
SickKids: The Hospital for Sick Children
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Amanda Placke, RN, BSN
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Public Instruction
Raleigh, North Carolina

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Health Science Program Consultant
Kentucky Department of Education
Frankfort, Kentucky

THIS WORKSHOP

#1

The Big
Picture

#2

Retrieval

#3

Cognitive
Neuroscience

#4

What Walt
Said

#5

Q&A

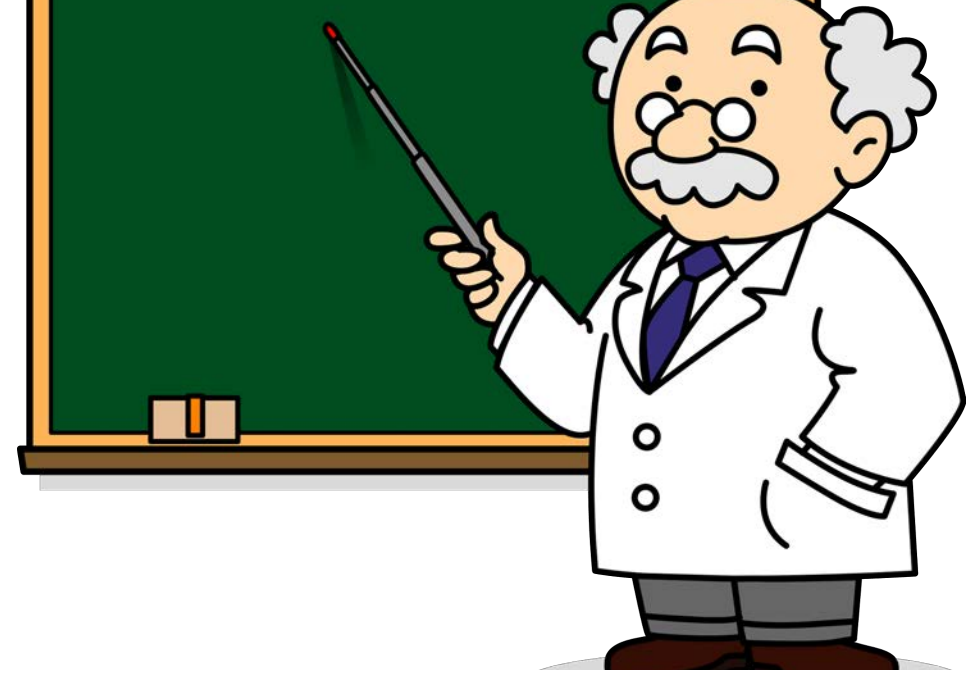
A photograph of a group of people, mostly women, sitting at tables in a conference room. In the foreground, a woman with short grey hair and black-rimmed glasses is looking towards the camera. She is wearing a brown cardigan over a dark top and has an orange lanyard with 'nha' logos around her neck. She is holding a blue pen and looking at a piece of paper. Other people in the background are also wearing lanyards and appear to be engaged in the event. A white circular graphic with the number '#1' is overlaid on the top left. A semi-transparent grey box with the text 'YOU!!' is overlaid on the bottom left. The bottom of the image contains a footer with the year '2023', the text 'TEACHING HEALTH SCIENCE', and the page number '6'.

#1

YOU!!

BESIDES TEACHING
CONTENT, HOW MANY
OTHER THINGS DO YOU
TEACH?

Write a number in the chat.



YOUR JOB



CONTENT



ETHICS

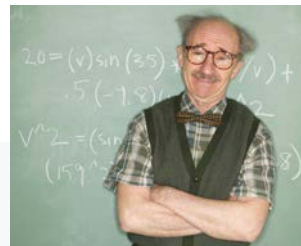


COMPASSION

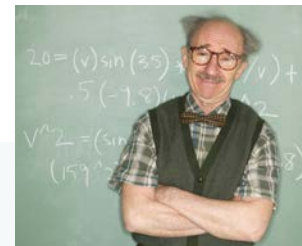


ROLE MODEL

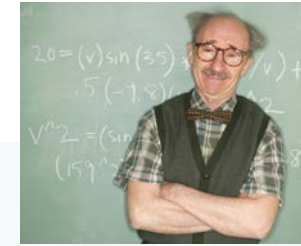
HIS JOB



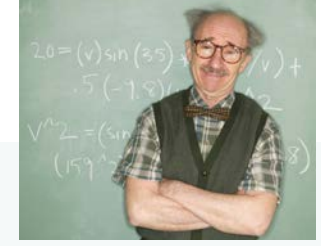
CONTENT



CONTENT



CONTENT



CONTENT

YOUR JOB



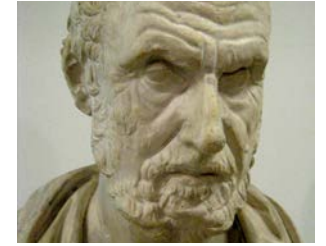
CAREER GUIDANCE



HEALTH AND WELLNESS

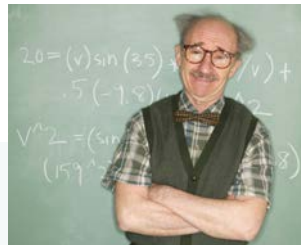


INCLUSION

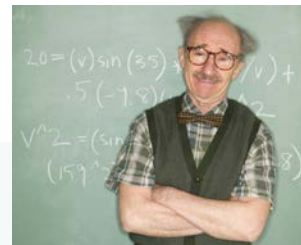


HISTORY

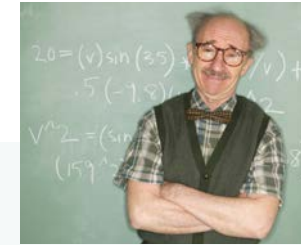
HIS JOB



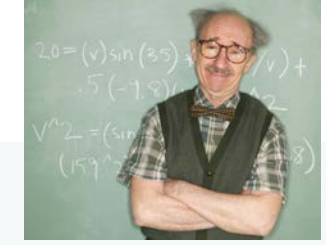
CONTENT



CONTENT



CONTENT



CONTENT

YOUR JOB



COURAGE



LEADERSHIP

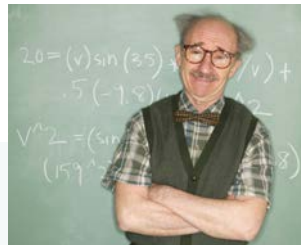


TEAMWORK

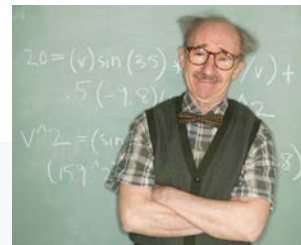


SPONSORSHIP

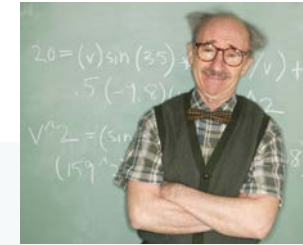
HIS JOB



CONTENT



CONTENT



CONTENT

Math Club

OR NATIONAL HONOR SOCIETY



SO WHAT?

- Embrace your strengths
- Decide to be great

#2

RETRIEVAL

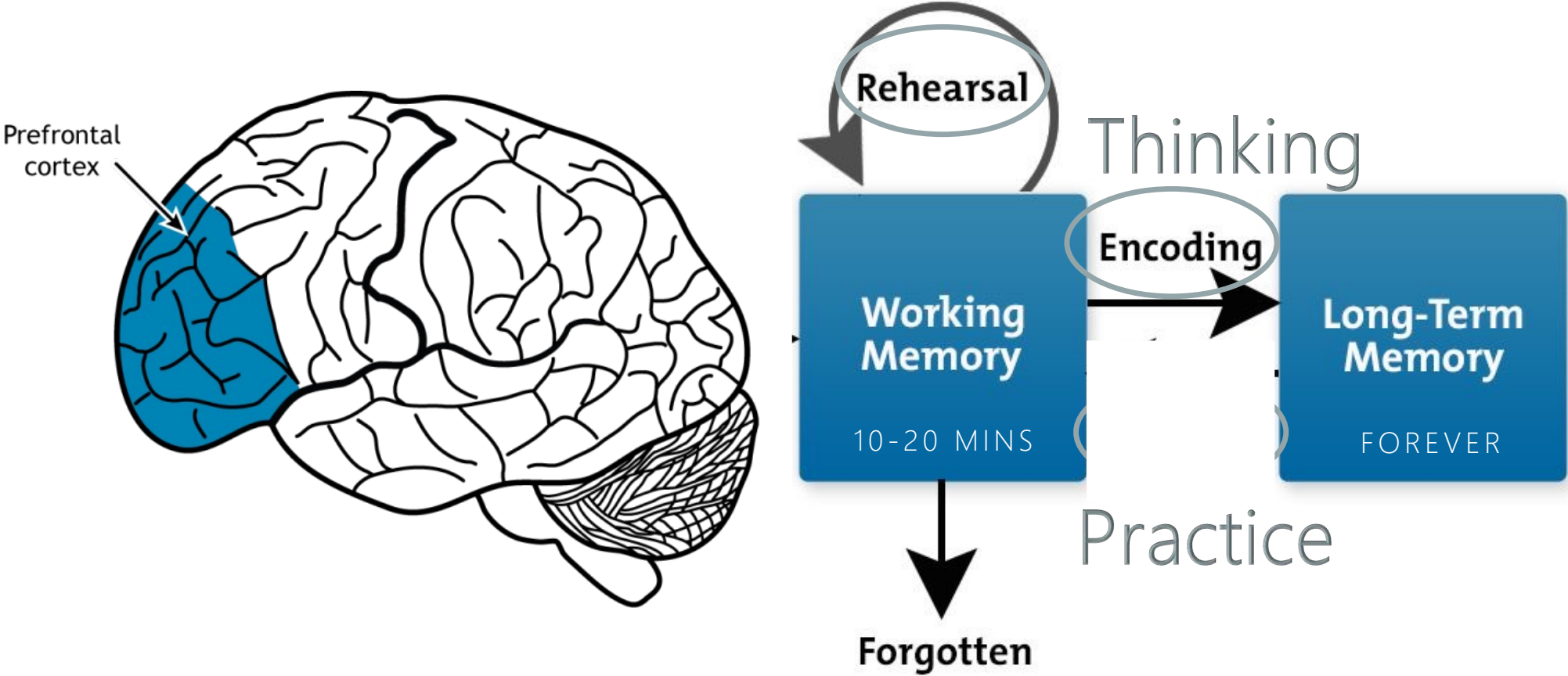


WHAT PERCENT OF CLASS TIME DO YOU SPEND GETTING INFORMATION IN – AND HOW MUCH TIME GETTING INFORMATION OUT?

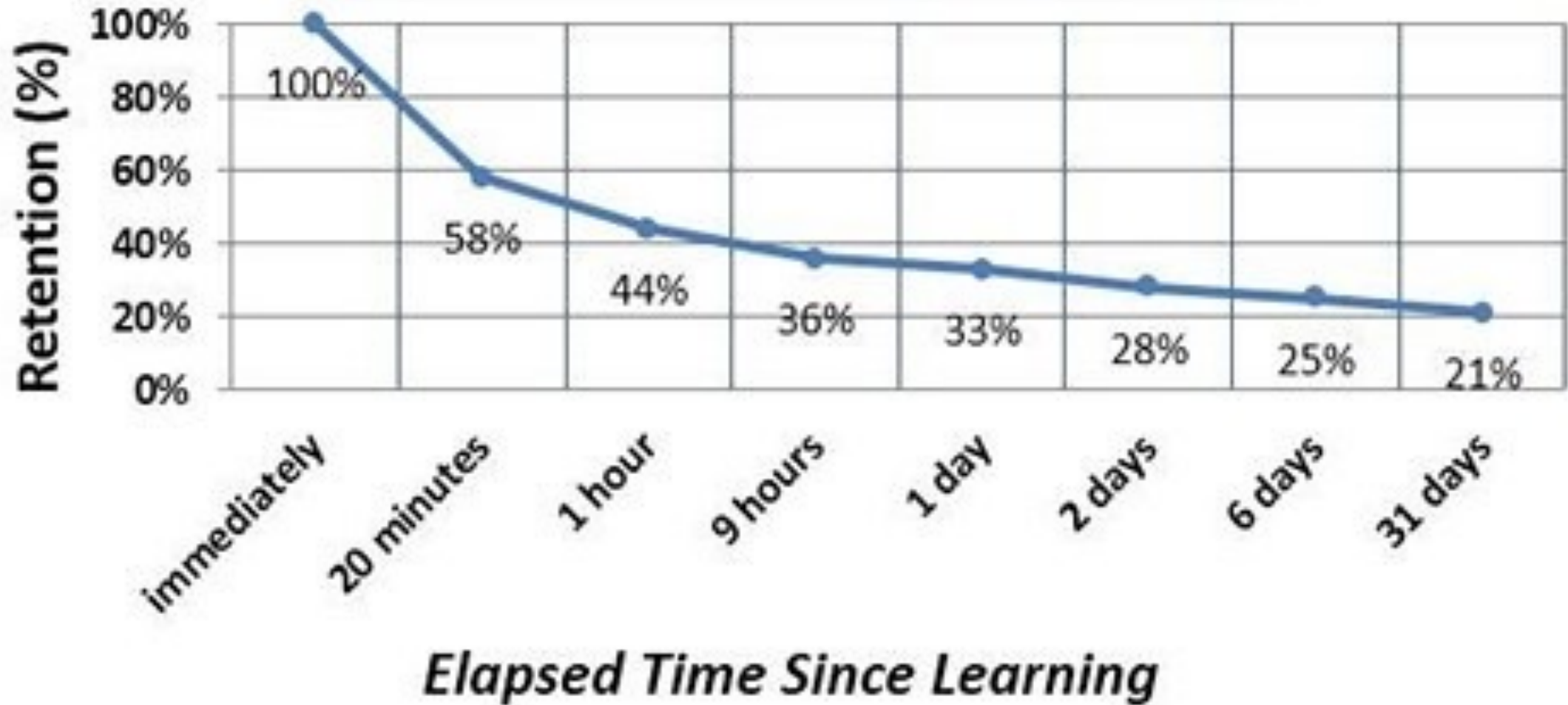
- A. 95% in – 5% out
- B. 80% in – 20% out
- C. 65% in – 35% out
- D. 50% in – 50% out



HOW WE PROCESS AND RECALL INFORMATION

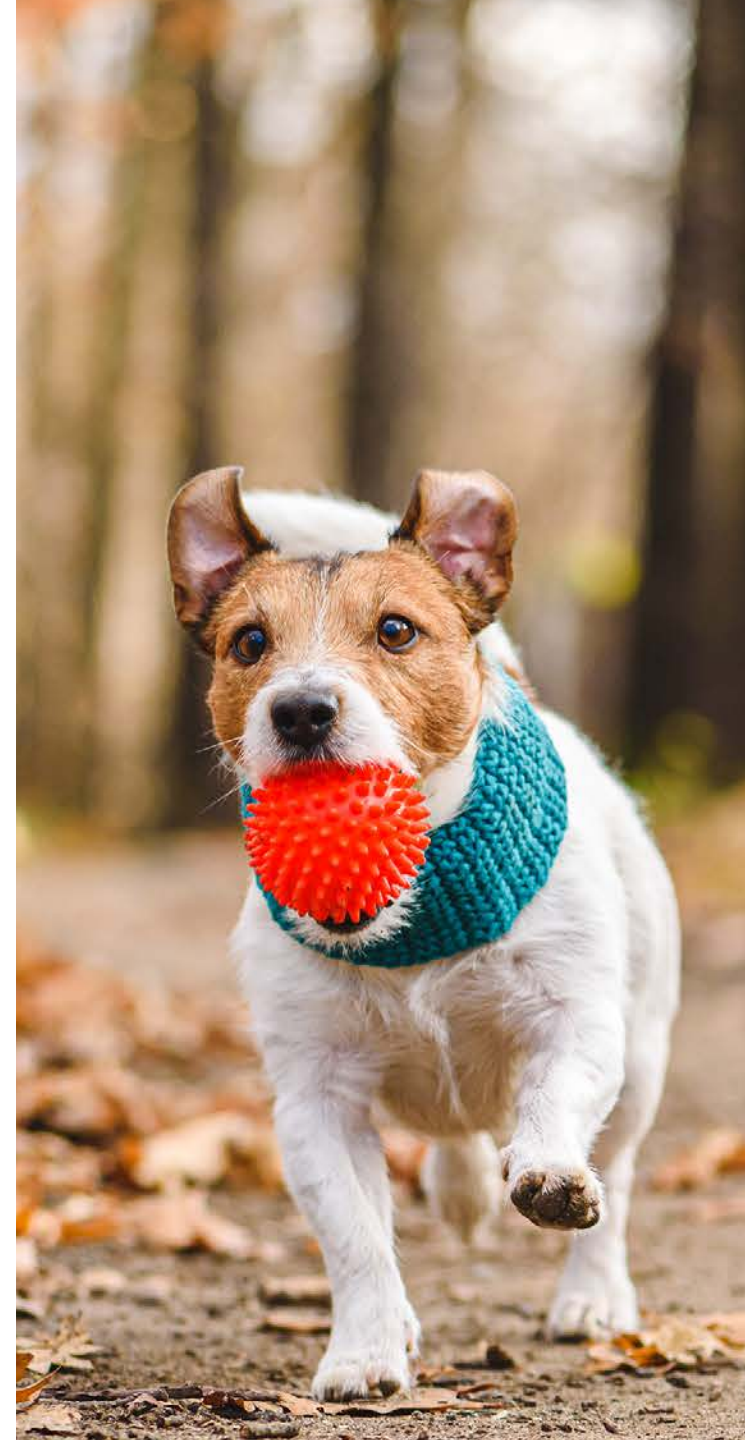


Ebbinghaus Forgetting Curve



Retrieval practice

- Tests and quizzes
- Simulation
- Role play
- Games and puzzles
- Free recall (write down everything you learned)
- Discussion question
- Compare
- Spacing



Buy our book, *Powerful Teaching: Unleash the Science of Learning!*



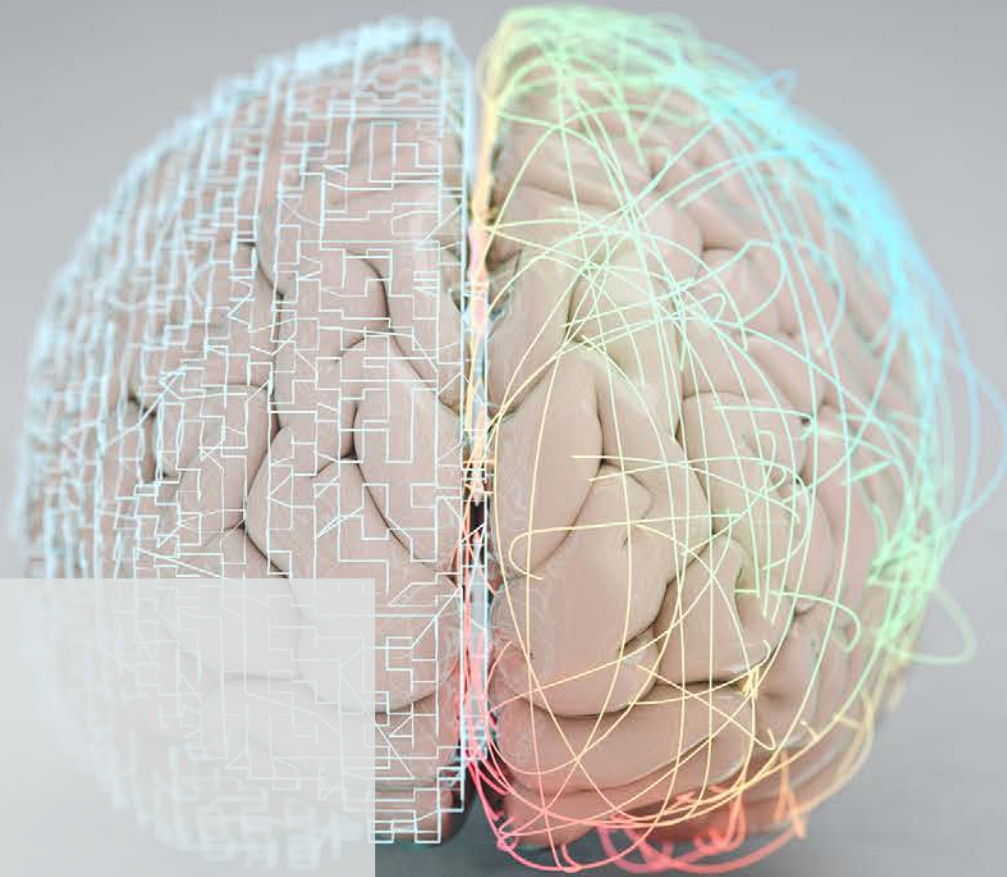
BOOK / STRATEGIES / DOWNLOAD / RESOURCES / ABOUT / SUBSCRIBE



Unleash the Science of Learning



#3



COGNITIVE NEUROSCIENCE

TEACHERS SHOULD
ASSESS STUDENT
LEARNING STYLES
AND TEACH TO
EACH STUDENTS'
STYLE.



TEACHERS SHOULD
DIFFERENTIATE
INSTRUCTION
BASED ON NEED –
NOT STYLE.

CRAP

THE BRAIN DOES
NOT MULTITASK.




THE BRAIN
SWITCHES BACK
AND FORTH AND
SWITCHING TAKES
TIME.

FACT

THE NUMBER ONE
REASON THAT
STUDENTS DON'T
LIKE SCHOOL IS
BOREDOM.



STUDENTS WHO
ARE NOT ENGAGED
ARE BORED AND
ARE NOT
LEARNING.



FACT

EFFECTIVE STUDY
TECHNIQUES
INCLUDE
REREADING AND
HIGHLIGHTING.



REREADING
DOESN'T
ENCOURAGE
THINKING AND
STUDENTS MIGHT
HIGHLIGHT THE
WRONG THINGS.

CRAP



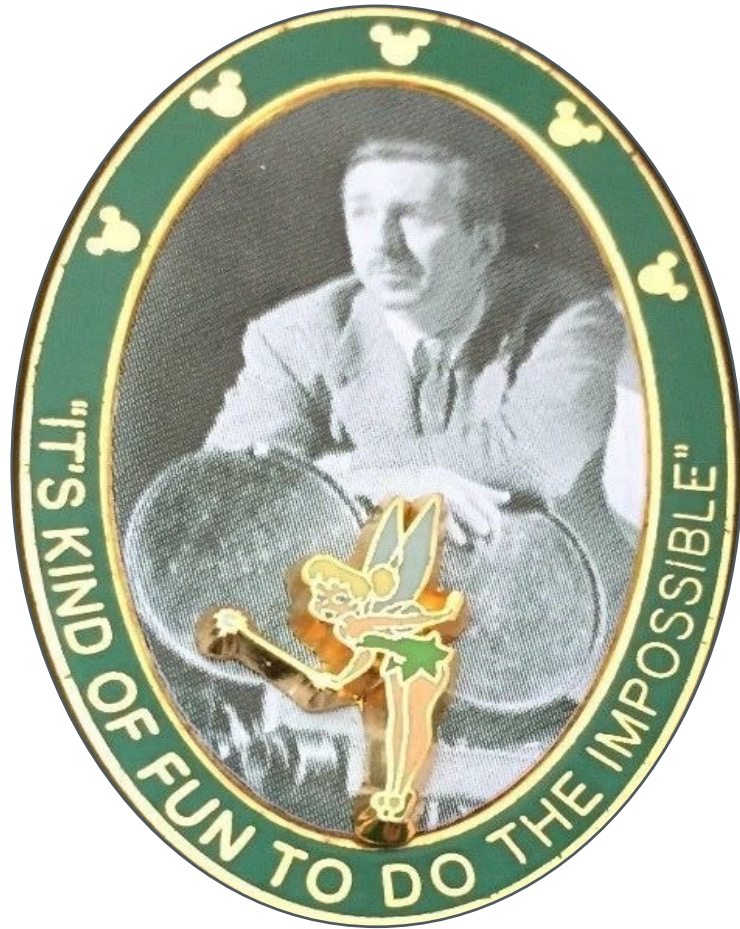
THE BEST WAY TO LEARN OR STUDY

1. Think about it.
2. Recall/retrieve from working memory.



#4

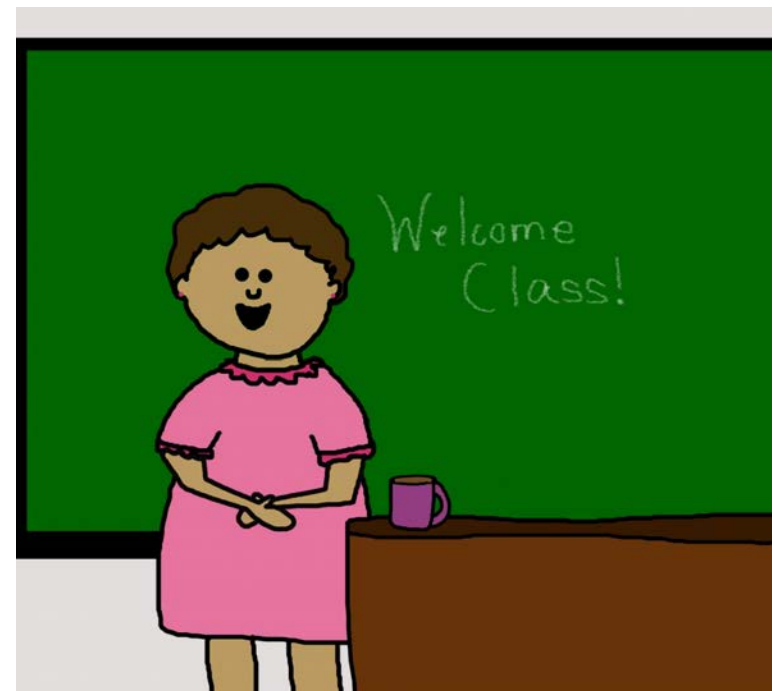
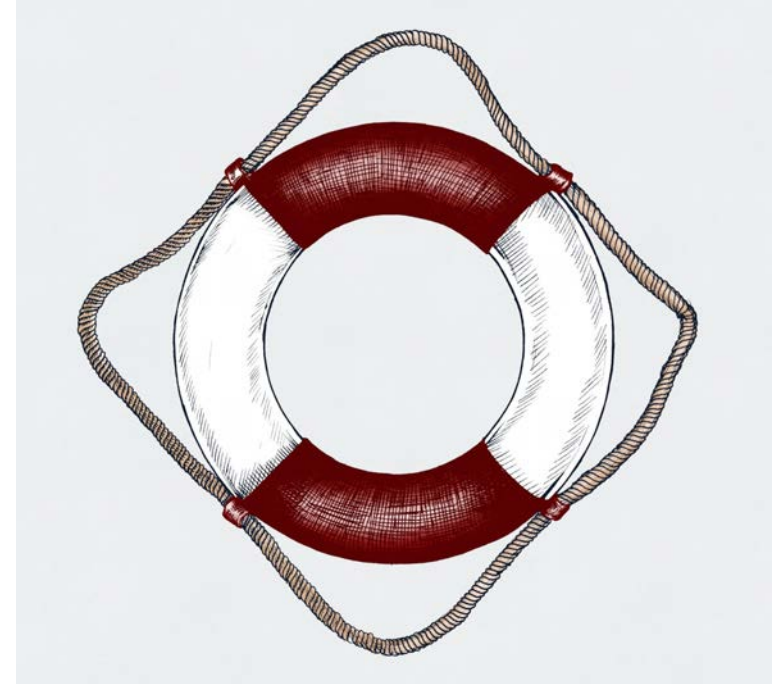
WHAT WALT SAID



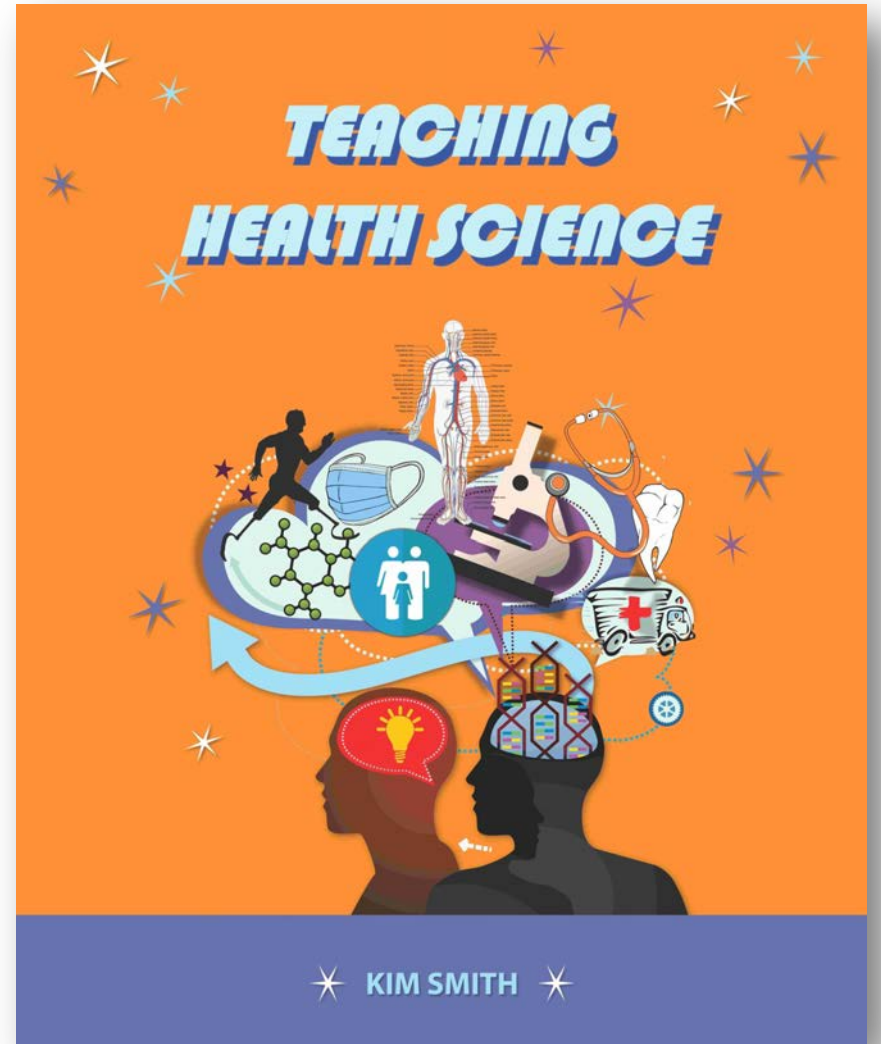
IT'S KIND OF FUN TO
DO THE IMPOSSIBLE

- What did he mean by that?
- What does that have to do with you?

HAVE YOU EVER DONE THE IMPOSSIBLE?



MY IMPOSSIBLE



A. YOUR PROFESSION

- A.1 Your Purpose
- A.2 Students
- A.3 Administration
- A.4 The School Community
- A.5 Parents
- A.6 Partnerships (Clinical)
- A.7 The Health Science Education Community
- A.8 HOSA: Future Health Professionals
- A.9 You
- A.10 Resources

A.1 YOUR PURPOSE

What is your purpose? What guides your actions and decisions? Why did you decide to become a teacher? What is the purpose of Health Science Education (HSE)?

The two most important days in your life are the day you were born and the day you find out why.
- Mark Twain

Based on the information you received when you were employed, what do you believe is your purpose?

Yes, you were hired to teach students in a health science program, but your purpose is bigger than that. Your purpose is what you hope to accomplish. It is why you do what you do.

Teaching involves multiple responsibilities, but what is your one, most important focus?



Think about it. Your role is to inform and develop future health professionals. You "inform" when you help students understand what it means to provide quality, compassionate healthcare. You help students "develop" the skills and character traits they need to successfully pursue their career goals.

Students who are informed and prepared in your classroom develop health science expertise appropriate to their grade level and a plan for their future.

The informing part of health science serves a dual purpose. 1) It will help your students understand the path they need to take to be successful, and 2) for some, it will become clear that a healthcare profession is not for them.

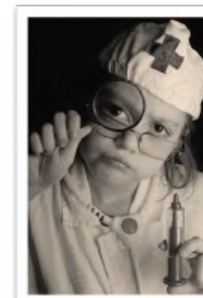
And that is also a success.

If a health career is not a good fit for them, your class is a great place to figure that out. Some students benefit from an early course correction, and the things they learned about the healthcare delivery system will help them become more informed consumers of healthcare in the future and hopefully give them the knowledge they need to live healthier lives.

Your purpose is bigger than your classroom.

Yes, your purpose is to develop future health professionals, but what does that involve? The US Department of Education takes a worldly view of your purpose. They say your purpose is "to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access."

Do you agree?



Margi discovered that a health profession isn't quite what she imagined.

When it comes to fully understanding our purpose as health science teachers, I am inspired by something Dr. Martin Luther King, Jr. wrote in the Morehouse College campus newspaper.

He argues that teaching has a moral purpose. While he uses the word "man" when today "person" would be more appropriate, and I wish I had a health science conclusion about our purpose.

The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals.

We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education. (King)

Health science teachers agree that character is tremendously important in the development of health professionals and in Health Science Education.

DESIGNED TO BE READ

#5

Q&A



CALL TO ACTION

Step out of your
comfort zone and
find your impossible.



THANK YOU

Kim Smith

KimCreativEd@gmail.com

CreativEdServices.net



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