

## Teaching as art-week2

# Syllabus

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## General Introduction

According to the curriculum design of my “utopia 10th grade” last week, my syllabus this week is mainly to contextualize with the curriculum. “Care” focuses on “Health” and “Social Care”, the aim of that is to provide students with the underpinning knowledge related to Health and Social Care. Inspired by Simone Leigh’s work, the combination with “Art” is interspersed with related course activities (P.E. , music, arts and social & behavioral science).

## Week 1 - Human Development and Healthcare

- **Description**

The week allows students to explore how to **take and record basic clinical measurements** such as temperature, pulse, breathing rate and blood pressure. This knowledge will help them to understand the routine procedures that take place in health and social care environments, including the monitoring of **body systems**.

- **Schedule**

The second half of P.E. + Social & Behavioral Science

- **Learning outcomes**

Knowledge
1.Outline the main systems in the human body with their main functions.
2.Outline the different life factors which influence the health and wellbeing of individuals.
Experience
1.Explain the most common reasons why pulse, temperature, breathing rate and blood pressure readings might be outside that range.
2. Explain factors which affect the everyday needs of individuals.

## Week 2 - Positive communication

- **Description**

This week enables students to acquire the knowledge, **understanding** and **practical skills** they have learned to **communicate effectively** in a healthy and socially caring environment.

- **Schedule**

Social & Behavioral Science + the second half of Arts

- **Learning outcomes**

Knowledge
1.Outline the stages of the communication cycle.

2. Identify the skills needed for positive communication.
Experience
1. Describe ways to overcome barriers to communication. 2. Describe the skills needed for positive communication in health and social care environments.

- **Workshop (Go to local old people's home )**

Participate in an effective one-to-one interaction and take part in an effective group interaction, using all the skills to communicate well.

## Week 3 - Take actions about safety

- **Description**

The week enables students to explore the knowledge and skills related to health and safety issues, which are beneficial to **minimize potential risks**. In addition, students will gain a basic knowledge of **first aid**, which is essential to help a person in preventing further damage in the event of an accident or injuries.

- **Schedule**

Social & Behavioral Science + the second half of P.E.

- **Learning outcomes**

Knowledge
1. Describe the method used to undertake a basic risk assessment 2. State why First Aid skills are important for health and social care workers.
Experience
1. Describe how professional staff can control risks when giving a service. 2. Determine the First-Aid procedure needed in an emergency.

- **Workshop (Interview the star firefighter )**

Demonstrate the first aid procedures needed in a particular situation.

## Week 4 - True Equality

- **Description**

This week aims to give students a deeper **understanding of equality** in health and social care and its positive and negative impact on society.

- **Schedule**

The second half of Arts + the second half of Social & Behavioral Science + Music

- **Learning outcomes**

Knowledge
1. List the factors that might lead to discrimination. 2. Describe the several main different types of discriminatory practices that individuals might face when they in the society. (the situation you met or people around you met)
Experience
Discuss the effects and solutions of discrimination on an individual when she/he is facing discrimination.

- **Workshop (Debate)**

Participate in a debate about the crucial factor that might result in discrimination.

## Week 5 - Meaningful Diversity

- **Description**

This week aims to give students an **understanding of diversity** in health and social care and its positive and negative impact on society.

- **Schedule**

Arts + the second half of Music

- **Learning outcomes**

Knowledge
Explain the difference between welfare state and arts field.
Experience
Explain the assistance provided by different professions in Health and Social Care contexts.

- **Workshop**

Interview the local international student department within the health and social care sector.

## Week 6 - Rights

- **Description**

This week will explore **prejudices** and **stereotypes**.

- **Schedule**

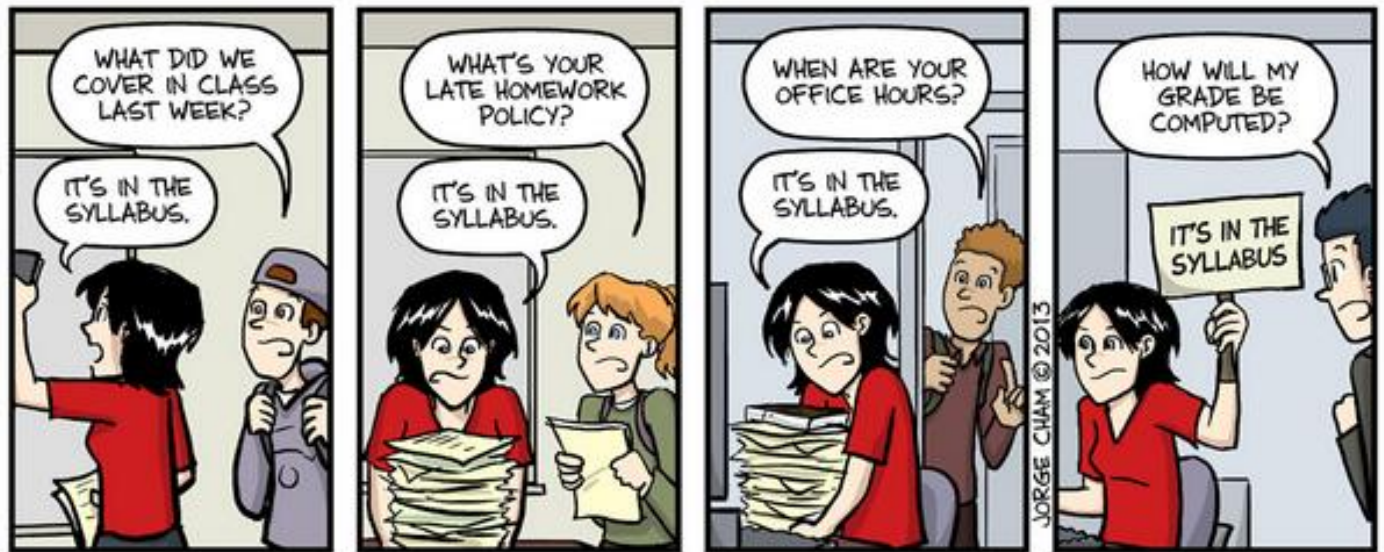
Arts + the second half of Music + the second half of Social & Behavioral

- **Learning outcomes**

Knowledge
Describe the core values that health and social care workers must have.
Experience
Explain why it is important that one's own values do not impact on the service given.

- **Conclusion**

Write a reflective essay.



# IT'S IN THE SYLLABUS

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