High School Professional Studies in Health Sciences
Curriculum

Course Description: Professional Studies in Health Sciences is designed for students interested in pursuing a career path in the Health Sciences Industry. This course is currently offered onsite at St. Luke’s North Hospital. Professional Studies in Health Sciences combines professional-based classroom learning with four, two-week internship experiences in the healthcare industry. Students have the opportunity to acquire professional skills in the area of health care, learn about different types of healthcare delivery systems, explore a variety of legal and ethical issues related to medicine, and develop an individual career plan for postsecondary planning.
### Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Days</td>
<td>Professional Skills in Health Sciences</td>
<td>Topic 1: Professional Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Workplace Expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Confidentiality</td>
</tr>
<tr>
<td>8 Days</td>
<td>Communication</td>
<td>Topic 1: Verbal/Non-Verbal Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Active Listening and Speaking Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Digital World and Written Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 4: Medical Communications</td>
</tr>
<tr>
<td>7 Days</td>
<td>Health Sciences Delivery Systems</td>
<td>Topic 1: Health Care Delivery Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Health Care Economics</td>
</tr>
<tr>
<td>6 Days</td>
<td>Roles of Teams in Health Sciences</td>
<td>Topic 1: Building Positive Team Relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Roles and Responsibilities of Team Members</td>
</tr>
<tr>
<td>9 Days</td>
<td>Legal/Ethical Issues in Health Sciences</td>
<td>Topic 1: Patient Rights/Responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Legal Issues and Responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Ethical Issues and Responsibilities</td>
</tr>
<tr>
<td>7 Days</td>
<td>(multiple checkpoints throughout the semester and 5 days of work time/ presentations)</td>
<td>Capstone Experience</td>
</tr>
</tbody>
</table>
Unit 1: Professional Skills in Health Sciences

Subject: Health Sciences
Grade: 11-12
Name of Unit: Professional Skills in Health Sciences
Length of Unit: 8 days

Overview of Unit: In Unit 1 students are exposed to a variety of topics and activities that help students understand the importance of building professional skills prior to entering the healthcare industry. Students learn to improve individual skills and learn how these individual professional skills help them advance in their personal career path. Students also learn about information related to specific guidelines and regulations that are key to the rights of patients in the healthcare industry.

Priority Standards for unit:

- Identify personal traits and attitudes desirable in a member of the career ready healthcare team. (NHSS 4.11)
  A. Acceptance of criticism
  B. Competence
  C. Dependability
  D. Discretion
  E. Empathy
  F. Enthusiasm
  G. Honesty
  H. Initiative
  I. Patience
  J. Responsibility
  K. Self-motivation
  L. Tact
  M. Team player
  N. Willingness to learn

- Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior. (NHSS 4.12)

- Apply employability skills in healthcare. (NHSS 4.21)
  A. Chain of command
  B. Correct grammar
  C. Decision making
  D. Flexible
  E. Initiative
  F. Integrity
  G. Loyalty
H. Positive attitude  
I. Professional characteristics  
J. Prompt and prepared  
K. Responsibility  
L. Scope of practice  
M. Teamwork  
N. Willing to learn

**Supporting Standards for unit:**
- Explain principles of infection control. (NHSS 7.11)
  A. Chain of infection  
  B. Mode of transmission (direct, indirect, vectors, common vehicle [air, food, water], healthcare-associated infections [nosocomial], opportunistic)  
  C. Microorganisms (non-pathogenic, pathogenic, aerobic, anaerobic)
- Classifications (bacteria, protozoa, fungi, viruses, parasites) Differentiate methods of controlling the spread and growth of microorganisms. (NHSS 7.12)
  A. Aseptic control (antisepsis, disinfection, sterilization, sterile technique)  
  B. Standard precautions  
  C. Isolation precautions  
  D. Blood borne pathogen precautions  
  E. Vaccinations

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal traits and attitudes desirable in a member of the career ready healthcare team</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Professional standards as they apply to hygiene</td>
<td>Summarize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Professional standards as they apply to dress</td>
<td>Summarize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Professional standards as they apply to language</td>
<td>Summarize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Professional standards as they apply to confidentiality</td>
<td>Summarize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Professional standards as they apply to behavior</td>
<td>Summarize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Employability skills in health care</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**

1. What are personal traits and attitudes desirable in a member of the career ready healthcare team and why are they important?
2. How does appropriate hygiene, dress, language, confidentiality apply in the workplace/healthcare industry?
3. Why are employability skills, such as decision making, loyalty and teamwork important for health care professionals?

**Enduring Understanding/Big Ideas:**

1. The personal traits and attitudes desirable in a healthcare team member are acceptance of criticism, competence, dependability, discretion, empathy, enthusiasm, honesty, initiative, patience, responsibility, self-motivation, fact, team player, and willingness to learn. These are important because they are the necessary qualities for maintaining and keeping a job. These qualities also help with the progression of a career transitioning from an employee with minimal responsibility to an employee who assumes responsibilities such as managerial and leadership roles.
2. Appropriate hygiene, dress, and language are important in the workplace so you can keep a job and not offend other healthcare professionals or patients. As a professional, specifically a healthcare professional, first impressions are invaluable. Hygiene, dress, and use of formal and informal language are vital components in determining that “first impression”.
3. Maintaining confidentiality is one of the most important skills as a healthcare professional. Understanding the rules and regulations of HIPAA is imperative to assuring patient rights are protected and professional licenses are not put in jeopardy.
4. Employers desire employees to have a certain set of employability skills in addition to specific work-related skills; these skills make you a desirable employee and good part of the healthcare team.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th><strong>Academic Cross-Curricular Words</strong></th>
<th><strong>Content/Domain Specific</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance of criticism</td>
<td>Chain of infection</td>
</tr>
<tr>
<td>Competence</td>
<td>Mode of transmission (direct, indirect, vectors, common vehicle [air, food, water], healthcare-associated infections [nosocomial], opportunistic)</td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
</tr>
<tr>
<td>Discretion</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
</tr>
<tr>
<td>Honesty</td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Microorganisms (non-pathogenic, pathogenic, aerobic, anaerobic)</td>
</tr>
<tr>
<td>Patience</td>
<td>Classifications (bacteria, protozoa, fungi, viruses, parasites)</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>Self-motivation</td>
<td></td>
</tr>
<tr>
<td>Tact</td>
<td></td>
</tr>
<tr>
<td>Team player</td>
<td></td>
</tr>
<tr>
<td>Chain of command</td>
<td></td>
</tr>
<tr>
<td>Correct grammar</td>
<td></td>
</tr>
<tr>
<td>Decision making</td>
<td></td>
</tr>
<tr>
<td>Flexible</td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
</tr>
<tr>
<td>Loyalty</td>
<td></td>
</tr>
<tr>
<td>Positive attitude</td>
<td></td>
</tr>
<tr>
<td>Professional characteristics</td>
<td></td>
</tr>
<tr>
<td>Prompt and prepared</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>Scope of practice</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
</tr>
</tbody>
</table>
Engaging Experience 1

Title: Professional Attributes and Employability Skills

Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

Priority:

- Identify personal traits and attitudes desirable in a member of the career ready healthcare team. (NHSS 4.11)
  A. Acceptance of criticism
  B. Competence
  C. Dependability
  D. Discretion
  E. Empathy
  F. Enthusiasm
  G. Honesty
  H. Initiative
  I. Patience
  J. Responsibility
  K. Self-motivation
  L. Tact
  M. Team player
  N. Willingness to learn

- Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior. (NHSS 4.12)

- Apply employability skills in healthcare. (NHSS 4.21)
  A. Chain of command
  B. Correct grammar
  C. Decision making
  D. Flexible
  E. Initiative
  F. Integrity
  G. Loyalty
  H. Positive attitude
  I. Professional characteristics
  J. Prompt and prepared
  K. Responsibility
  L. Scope of practice
  M. Teamwork
  N. Willingness to learn
Detailed Description/Instructions: Students brainstorm five different attributes of an effective professional. Teacher facilitates this lesson. Students identify what are the necessary qualities of an effective professional and summarize their findings through the use of the collaborative activity, “Four Corners”.

Bloom’s Levels: Summarize, Identify
Webb’s DOK: 2

Engaging Experience 2

Title: Dress for Success

Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

Priority:
- Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior. (NHSS 4.12)
- Apply employability skills in healthcare. (NHSS 4.21)
  - O. Chain of command
  - P. Correct grammar
  - Q. Decision making
  - R. Flexible
  - S. Initiative
  - T. Integrity
  - U. Loyalty
  - V. Positive attitude
  - W. Professional characteristics
  - X. Prompt and prepared
  - Y. Responsibility
  - Z. Scope of practice
  - AA. Teamwork
  - BB. Willing to learn

Detailed Description/Instructions: Students identify professional dress for interviews, daily work in healthcare environments, and what their professional dress entails in various work environments. Students summarize and share their findings with the class.

Bloom’s Levels: Identify, Summarize

Webb’s DOK: 2
Topic 2: Workplace Expectations

Engaging Experience 1
Title: What to expect in healthcare?
Suggested Length of Time: 1 day (90 minutes)
Standards Addressed

Priority:
- Identify personal traits and attitudes desirable in a member of the career ready healthcare team. (NHSS 4.11)
  A. Acceptance of criticism
  B. Competence
  C. Dependability
  D. Discretion
  E. Empathy
  F. Enthusiasm
  G. Honesty
  H. Initiative
  I. Patience
  J. Responsibility
  K. Self-motivation
  L. Tact
  M. Team player
  N. Willingness to learn
- Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior. (NHSS 4.12)

Detailed Description/Instructions: St. Luke’s provides a guest speaker to discuss key professional skills needed to work in the healthcare industry. The instructor provides information and expectations for students’ professional behavior while participating in shadowing experiences in the healthcare system.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 2
Title: CPR and Infection Control Training
Suggested Length of Time: 3 days (270 minutes); CPR - 2 days (180 minutes); Infection Control - 1 day (90 minutes)
Standards Addressed

Priority:
- Explain principles of infection control. (NHSS 7.11)
  A. Chain of infection
B. Mode of transmission (direct, indirect, vectors, common vehicle [air, food, water], healthcare-associated infections [nosocomial], opportunistic
C. Microorganisms (non-pathogenic, pathogenic, aerobic, anaerobic)
D. Classifications (bacteria, protozoa, fungi, viruses, parasites)

Supporting:
- Differentiate methods of controlling the spread and growth of microorganisms.
  (NHSS 7.12)
  A. Aseptic control (antisepsis, disinfection, sterilization, sterile technique)
  B. Standard precautions
  C. Isolation precautions
  D. Blood borne pathogen precautions
  E. Vaccinations

Detailed Description/Instructions: Students are trained by an outside professional in the areas of CPR and Infection Control.
Bloom’s Levels: Identify, Summarize
Webb’s DOK: 2
Engaging Experience 1
Title: HIPAA Training
Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

Priority:

- Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior. (NHSS 4.12)

Detailed Description/Instructions: Students participate in HIPAA Training obtaining industry certification.

Bloom’s Levels: Identify, Summarize

Webb’s DOK: 2
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Timeline: 1 day (90 minutes)

Students will create personalized vision, mission, and value statements on what type of healthcare provider they would like to be.

Situation: What type of healthcare provider do you want to be?
Challenge: Communicate what your purpose is
Specific role: Envisioning what you want your career to look like
Audience: Class
Product/Performance: Printed document that will be hung around the room

Once students present their individual plans the class will create a class set.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Skills</td>
<td>Professional Attributes and Employability Skills</td>
<td>Students brainstorm five different attributes of an effective professional. Teacher facilitates this lesson. Students identify what are the necessary qualities of an effective professional and summarize their findings through the use of the collaborative activity, “Four Corners”.</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Professional Skills</td>
<td>Dress for Success</td>
<td>Students identify professional dress for interviews, daily work in healthcare environments, and what their professional dress entails in various work environments. Students summarize and share their findings with the class.</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Workplace Expectations</td>
<td>What to expect in healthcare?</td>
<td>St. Luke’s provides a guest speaker to discuss key professional skills needed to work in the healthcare industry. The instructor provides information and expectations for students’ professional behavior while participating in shadowing experiences in the healthcare system.</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Workplace Expectations</td>
<td>CPR and Infection Control Training</td>
<td>Students are trained by an outside professional in the areas of CPR and Infection Control.</td>
<td>270 minutes</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>HIPAA Training</td>
<td>Students participate in HIPAA Training obtaining industry certification.</td>
<td>90 minutes</td>
</tr>
<tr>
<td>ES</td>
<td>Vision, Mission, Values</td>
<td>Students will create personalized vision, mission, and value statements on what type of health care provider they would like to be.</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>
Unit 2: Communication

Subject: Health Sciences
Grade: 11-12
Name of Unit: Communication
Length of Unit: 8 days

Overview of Unit: In Unit 2 students will learn the importance of using a variety of professional communication skills in the healthcare industry. This unit starts with an understanding of the differences between verbal and nonverbal communication and how this type of communication directly impacts patient care. The unit also addresses the components of professional emails and medical charting. Students are exposed to a broad spectrum of medical jargon and abbreviations. The unit provides students with the importance of creating a positive digital footprint and provides the opportunity for students to begin their own professional digital footprint.

Priority Standards for unit:
- Model verbal and nonverbal communication. (NHSS 2.11)
- Practice speaking and active listening skills. (NHSS 2.15)
- Utilize proper elements of written and electronic communication (spelling, grammar, and formatting). (NHSS 2.31)

Supporting Standards for unit:
- Identify the differences between subjective and objective information. (NHSS 2.13)
- Modify communication to meet the needs of the patient/client and be appropriate to the situation. (NHSS 2.16)
- Use common roots, prefixes, and suffixes to communicate information. (NHSS 2.21)
- Interpret medical abbreviations to communicate information. (NHSS 2.22)
  A. Common abbreviations
  B. Joint Commission official “Do Not Use List”
- Prepare examples of technical, informative, and creative writing. (NHSS 2.32)
- Identify strategies for pursuing employment (social media, personal networking, job sites, internships). (NHSS 4.42)
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  o Advocate and practice safe, legal, and responsible use of information and technology.
  o Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  o Demonstrate personal responsibility for lifelong learning.
  o Exhibit leadership for digital citizenship.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal communication</td>
<td>Model</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Nonverbal communication</td>
<td>Model</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. Why is it important to be able to effectively use and interpret both verbal and nonverbal communication?
2. What are the components of active listening? How do you convey that you are actively listening to someone? Why is active listening an imperative professional skill in the healthcare industry?
3. What are the components of a professional email? How do you write professional emails?
4. Why is it important to maintain a positive digital footprint?
5. What are the basic components of medical charting? How do you chart and why is documenting important?
6. Why do you need to know medical jargon and abbreviations?

**Enduring Understanding/Big Ideas:**

1. Communication is the key to working together on a team effectively. Verbal communication and non-verbals are used together to express the message being delivered. If verbal communication and non-verbals do not match, a message can be misinterpreted. In some circumstances, non-verbal communication in a health care situation (with a patient) may be more important than verbal communication, in order to meet the patient’s needs.
2. Active listening is not listening just to respond, but listening to understand the other person’s message. Actively listening may help us understand that a person has a different need in the conversation than what we originally anticipated. Simple reflection or checking for understanding with the patient can assure we are properly understanding what the patient is trying to communicate.
3. You write professional emails by understanding appropriate format, use proper punctuation and grammar, and use standards business English. Emailing is utilized every single day and you want to ensure you are portraying yourself and the company in a positive light.
4. Maintaining a positive digital footprint is vital to being an effective professional. As a healthcare professional you have a responsibility to be an upstanding citizen. Posting inappropriate content virtually could be damaging to oneself but also the company you represent. Additionally, many companies check potential candidates’ social media accounts. As an aspiring professional, it is vital to understand and practice responsible
digital citizenship to ensure decisions made as young adults do not negatively impact future career options.

5. Medical documentation/charting is proof of what medical care was provided to the patient. If the medical care was not written down, then in a court of law, this medical care was never “done or provided”. For continuity of a patient’s care, it is essential to chart everything related to patient care. Charting should be written in objective wording, avoiding feeling language and subjective information.

6. Most medical facilities will have a list of acceptable medical abbreviations to use. These abbreviations help make the charting process faster. Knowing medical jargon helps you comprehend documentation for patients and for your own personal health care.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>active listening</td>
<td>subjective information</td>
</tr>
<tr>
<td></td>
<td>objective information</td>
</tr>
</tbody>
</table>
**Topic 1: Verbal/Non-Verbal Communication**

**Engaging Experience 1**

**Title:** Role Play  

**Suggested Length of Time:** 1 day (90 minutes)

**Standards Addressed**

*Priority:*
- Model verbal and nonverbal communication. (NHSS 2.11)

*Supporting:*
- Identify the differences between subjective and objective information. (NHSS 2.13)
- Practice speaking and active listening skills. (NHSS 2.15)
- Modify communication to meet the needs of the patient/client and be appropriate to the situation. (NHSS 2.16)
- Use common roots, prefixes, and suffixes to communicate information. (NHSS 2.21)

**Detailed Description/Instructions:** Students will learn skills to respond appropriately verbally and nonverbally. After students will role play scenarios where they have to respond appropriately, using effective body language and tone. Scenarios could include being confronted by your boss, smelling foul odors, being yelled at by a patient, etc.

**Bloom’s Levels:** Apply  

**Webb’s DOK:** 2
Topic 2: Active Listening and Speaking Skills

Engaging Experience 1
Title: Empathy training

Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

Priority:
- Practice speaking and active listening skills. (NHSS 2.15)
- Model verbal and nonverbal communication. (NHSS 2.11)

Supporting:
- Modify communication to meet the needs of the patient/client and be appropriate to the situation. (NHSS 2.16)
- Use common roots, prefixes, and suffixes to communicate information. (NHSS 2.21)

Detailed Description/Instructions: A guest speaker, social worker/hospice from St. Luke’s, will share how empathy and active listening was used in patient case scenarios. Students learn empathy training first hand from these case scenarios of patients who are at the end of their life cycle. Students learn how to apply empathy within the active listening skill process.

Bloom’s Levels: Apply

Webb’s DOK: 2
Engaging Experience 1

Title: Digital World  
Suggested Length of Time: ½ day (45 minutes)

Standards Addressed

Priority:
- Utilize proper elements of written and electronic communication (spelling, grammar, and formatting). (NHSS 2.31)

Supporting:
- Prepare examples of technical, informative, and creative writing. (NHSS 2.32)
- Identify strategies for pursuing employment (social media, personal networking, job sites, internships). (NHSS 4.42)
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.

Detailed Description/Instructions: Students learn to create a positive digital footprint when using social media. Students google themselves and analyze what their current digital footprint implies about them. Students are encouraged to sanitize or update any negative information that may produce an unprofessional digital footprint. Students begin to create professional footprints through LinkedIn, Twitter, Instagram, etc. accounts.

Bloom’s Levels: Apply; Webb’s DOK: 2

Engaging Experience 2

Title: Written Communication  
Suggested Length of Time: 1.5 days (135 minutes); ½ day on emailing, 1 day on charting

Standards Addressed

Priority:
- Utilize proper elements of written and electronic communication (spelling, grammar, and formatting). (NHSS 2.31)

Supporting:
- Prepare examples of technical, informative, and creative writing. (NHSS 2.32)

Detailed Description/Instructions: Students learn effective written communication skills. Students are taught the importance of using business English standards throughout emails and appropriate mechanics of medical charting.

Bloom’s Levels: Apply; Webb’s DOK: 2
Topic 4: Medical Communications

Engaging Experience 1
Title: Medical Jargon Application
Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

Priority:
- Model verbal and nonverbal communication. (NHSS 2.11)

Supporting:
- Use common roots, prefixes, and suffixes to communicate information. (NHSS 2.21)
- Interpret medical abbreviations to communicate information. (NHSS 2.22)
  A. Common abbreviations
  B. Joint Commission official “Do Not Use List”

Detailed Description/Instructions: Students learn buzz words in the medical industry. Students are able to identify commonly used medical acronyms and jargon. This is beneficial when participating in shadowing/internship experiences. After students have completed the activity, they will be given a medical chart to decipher the meaning.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Timeline: 1 day (90 minutes); ½ day (45 minutes) to prepare students; ½ day (45 minutes) to present

Students will create a 30 second elevator speech to communicate why they want to be a healthcare professional.

Situation: Why do you want to be a _____?
Challenge: Communicate this in 30 seconds
Specific Roles: Aspiring healthcare professional
Audience: Class and future employer
Product: Eyejot/Video Product
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal/ Non-Verbal Communication</td>
<td>Role Play</td>
<td>Students will learn skills to respond appropriately verbally and nonverbally. After students will role play scenarios where they have to respond appropriately, using effective body language and tone. Scenarios could include being confronted by your boss, smelling foul odors, being yelled at by a patient, etc.</td>
<td>90 min</td>
</tr>
<tr>
<td>Active Listening and Speaking Skills</td>
<td>Empathy Training</td>
<td>A guest speaker, social worker/hospice from St. Luke’s, will share how empathy and active listening was used in patient case scenarios. Students learn empathy training first hand from these case scenarios of patients who are at the end of their life cycle. Students learn how to apply empathy within the active listening skill process.</td>
<td>90 min</td>
</tr>
<tr>
<td>Digital World and Written Communication</td>
<td>Digital World</td>
<td>Students learn to create a positive digital footprint when using social media. Students google themselves and analyze what their current digital footprint implies about them. Students are encouraged to sanitize or update any negative information that may produce an unprofessional digital footprint. Students begin to create professional footprints through LinkedIn, Twitter, Instagram, etc. accounts.</td>
<td>45 min</td>
</tr>
<tr>
<td>Digital World and Written Communication</td>
<td>Written Communication</td>
<td>Students learn effective written communication skills. Students are taught the importance of using business English</td>
<td>135 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Medical Communications</strong></td>
<td><strong>Medical Jargon Application</strong></td>
<td>Students learn buzz words in the medical industry. Students are able to identify commonly used medical acronyms and jargon. This is beneficial when participating in shadowing/internship experiences. After students have completed the activity, they will be given a medical chart to decipher the meaning.</td>
<td>180 min</td>
</tr>
<tr>
<td><strong>Engaging Scenario</strong></td>
<td><strong>Elevator Speech</strong></td>
<td>Students will create a 30 second elevator speech to communicate why they want to be a healthcare professional.</td>
<td>90 min</td>
</tr>
</tbody>
</table>
Unit 3: Health Sciences Delivery Systems

Subject: Health Sciences
Grade: 11-12
Name of Unit: Health Sciences Delivery Systems
Length of Unit: 7 days

Overview of Unit: In Unit 3 students learn about the different types of healthcare delivery systems. Students also learn about common methods of payment in the healthcare industry and how these types of funding sources directly impact the consumer and the health care providers.

Priority Standards for unit:
- Compare healthcare delivery systems. (NHSS 3.11)
  - A. Non-profit and for profit (such as: hospitals, ambulatory facilities, long-term care facilities, home health, medical and dental offices, mental health services)
  - B. Government (such as: CDC, FDA, WHO, OSHA, Public Health systems/Health Departments, Veteran’s Administration)
- Discuss healthcare economics and common methods of payment for healthcare. (NHSS 3.14)
  - A. Private health insurance (such as: Blue Cross, Affordable Care Act - ACA)
  - B. Managed care (such as: HMOs, PPOs, medical home)
  - C. Government programs (Medicare, Medicaid, Tricare, and Workers’ Compensation)
  - C. Non-profit (such as: March of Dimes, American Heart Association)

Supporting Standards for unit:
- Describe the responsibilities of consumers within the healthcare system (such as: self-advocacy, patient compliance, provider and consumer obligations). (NHSS 3.12)
- Assess the impact of emerging issues on health care delivery systems (such as: technology, epidemiology, bioethics, socioeconomics). (NHSS 3.13)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - o Plan strategies to guide inquiry.
  - o Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - o Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - o Process data and report results.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-profit and for profit healthcare delivery systems</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Government healthcare delivery systems</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Healthcare economics</td>
<td>Discuss</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Common methods of payment for healthcare</td>
<td>Discuss</td>
<td>Understand</td>
<td>1</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How are nonprofit, for-profit, and government healthcare delivery systems different?
2. What are common methods of payment for healthcare and how do they impact the consumer and the healthcare provider?

**Enduring Understanding/Big Ideas:**
1. Hospital officials say there are only two major differences. For-profit hospitals pay property and income taxes while nonprofit hospitals don’t. And for-profit hospitals have avenues for raising capital that nonprofits don’t have. (The ability to access capital is important for hospitals looking to upgrade facilities or buy costly medical equipment or information technology systems.) But critics of for-profit hospitals -- including labor unions, consumer groups and some legislators -- say there are other differences, too. They note that unlike nonprofit hospitals, for-profit hospitals have to answer to shareholders, who may not have the same interests as the local communities. Critics also warn that for-profit hospitals are more likely to stop offering money-losing services (taken from http://ctmirror.org/2014/04/25/how-different-are-for-profit-and-nonprofit-hospitals/). Government healthcare delivery systems are for those people that are employed by the government.
2. Payments for healthcare services include private, insured, and governmental reimbursements. These reimbursements are influenced by legislative policy and directly impact quality of care for the consumer and the ability to generate revenue for the providers.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-advocacy</td>
<td>Hospital</td>
</tr>
<tr>
<td></td>
<td>Ambulatory facility</td>
</tr>
<tr>
<td></td>
<td>Long-term care facility</td>
</tr>
<tr>
<td></td>
<td>Home health</td>
</tr>
<tr>
<td></td>
<td>CDC</td>
</tr>
<tr>
<td></td>
<td>FDA</td>
</tr>
<tr>
<td></td>
<td>WHO</td>
</tr>
<tr>
<td></td>
<td>OSHA</td>
</tr>
<tr>
<td></td>
<td>Veteran’s Administration</td>
</tr>
<tr>
<td></td>
<td>Public Health Department</td>
</tr>
<tr>
<td></td>
<td>Patient compliance</td>
</tr>
<tr>
<td></td>
<td>Provider obligations</td>
</tr>
<tr>
<td></td>
<td>Consumer obligations</td>
</tr>
<tr>
<td></td>
<td>Epidemiology</td>
</tr>
<tr>
<td></td>
<td>Bioethics</td>
</tr>
<tr>
<td></td>
<td>Socioeconomics</td>
</tr>
<tr>
<td></td>
<td>Private health insurance</td>
</tr>
<tr>
<td></td>
<td>Managed care</td>
</tr>
<tr>
<td></td>
<td>Medicare</td>
</tr>
<tr>
<td></td>
<td>Medicaid</td>
</tr>
<tr>
<td></td>
<td>Tricare</td>
</tr>
<tr>
<td></td>
<td>Worker’s Compensation</td>
</tr>
</tbody>
</table>
Engaging Experience 1
Title: Compare/Contrast Delivery Systems
Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

Priority:

- Compare healthcare delivery systems. (NHSS 3.11)
  - A. Non-profit and for profit (such as: hospitals, ambulatory facilities, long-term care facilities, home health, medical and dental offices, mental health services)
  - B. Government (such as: CDC, FDA, WHO, OSHA, Public Health systems/Health Departments, Veteran’s Administration)

Supporting:

- Describe the responsibilities of consumers within the healthcare system (such as: self-advocacy, patient compliance, provider and consumer obligations). (NHSS 3.12)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

Detailed Description/Instructions: Divide students into pairs and assign them a different health care delivery system to research. Students put their top 6 “what you need to know” about the system onto a piece of chart paper. Students then complete a gallery walk to learn more about each system. Finally, have students complete a plus/delta of each and self-reflect on which sector interests them.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Topic 2: Health Care Economics

Engaging Experience 1
Title: Comparison of health care economics

Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

Priority:
- Discuss healthcare economics and common methods of payment for healthcare. (NHSS 3.14)
  A. Private health insurance (such as: Blue Cross, Affordable Care Act - ACA)
  B. Managed care (such as: HMOs, PPOs, medical home)
  C. Government programs (Medicare, Medicaid, Tricare, and Workers’ Compensation)
  D. Non-profit (such as: March of Dimes, American Heart Association)

Supporting:
- Describe the responsibilities of consumers within the healthcare system (such as: self-advocacy, patient compliance, provider and consumer obligations). (NHSS 3.12)

Detailed Description/Instructions: Students complete a comparison matrix composed of the various methods of payment for healthcare. Upon completion, students use their matrix as they engage in a mini-debate on this topic.

Possible Resource:
http://www.patientnavigatortraining.org/healthcare_system/module1/1_index.htm

Bloom’s Levels: Synthesize
Webb’s DOK: 4

Engaging Experience 2
Title: Emtala Guest Speaker

Suggested Length of Time: 1 day (90 minutes)

Standards Addressed

- Compare healthcare delivery systems. (NHSS 3.11)
  A. Non-profit and for profit (such as: hospitals, ambulatory facilities, long-term care facilities, home health, medical and dental offices, mental health services)
  B. Government (such as: CDC, FDA, WHO, OSHA, Public Health systems/Health Departments, Veteran’s Administration)
Supporting:

- Describe the responsibilities of consumers within the healthcare system (such as: self-advocacy, patient compliance, provider and consumer obligations). (NHSS 3.12)
- Assess the impact of emerging issues on health care delivery systems (such as: technology, epidemiology, bioethics, socioeconomics). (NHSS 3.13)

Detailed Description/Instructions: A guest speaker from the hospital will talk about Emtala and not denying healthcare to those without health insurance. Possible Resource: http://www.patientnavigatortraining.org/healthcare_system/module1/1_index.htm

Bloom’s Levels: Understand
Webb’s DOK: 1
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

This engaging scenario will engage students in understanding how delivery systems and healthcare economics impact the quality of patient care. Case scenarios will be used as simulations for students to “problem-solve” solutions for patient care.

Timeline: 2 days (180 minutes); 1 day to work through together as class; 1 day to work on own project (homework/outside of class); 1 day to present

At first the class will work through this cycle as an entire group…
Situation: Have a condition/case study of a patient with an illness
Challenge: Where do you go or care? For-profit? Non-profit? The implications of different insurance coverages?
Specific roles: Students need to have viewpoints from the healthcare team provided but also the patient
Audience: Patient and healthcare professional
Product: Group discussion

Students will then go out and find their own case study and follow the above prompt. Students will create a digital presentation of the scenario and what their findings were;
Situation: Have a condition/case study of a patient with an illness
Challenge: Where do you go or care? For-profit? Non-profit? The implications of different insurance coverages?
Specific roles: Students need to have viewpoints from the healthcare provided but also the patient
Audience: Patient and healthcare professional
Product: Digital presentation
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Delivery Systems</td>
<td>Compare/Contrast Delivery Systems</td>
<td>Divide students into pairs and assign them a different health care delivery system to research. Students put their top 6 “what you need to know” about the system onto a piece of chart paper. Students then complete a gallery walk to learn more about each system. Finally, have students complete a plus/delta of each and self-reflect on which sector interests them.</td>
<td>90 min</td>
</tr>
<tr>
<td>Health Care Economics</td>
<td>Comparison of Health Care Economics</td>
<td>Students complete a comparison matrix composed of the various methods of payment for healthcare. Upon completion, students use their matrix as they engage in a mini-debate on this topic.</td>
<td>180 min</td>
</tr>
<tr>
<td>Health Care Economics</td>
<td>Emtala Guest Speaker</td>
<td>A guest speaker from the hospital will talk about Emtala and not denying healthcare to those without health insurance.</td>
<td>90 min</td>
</tr>
<tr>
<td>Engaging Scenario</td>
<td>Case Scenarios</td>
<td>This engaging scenario will engage students in understanding how delivery systems and healthcare economics impact the quality of patient care. Case scenarios will be used as simulations for students to “problem-solve” solutions for patient care.</td>
<td>180 min</td>
</tr>
</tbody>
</table>
Unit 4: Roles of Teams in Health Sciences

Subject: Health Sciences  
Grade: 11-12  
Name of Unit: Roles of Teams in Health Sciences  
Length of Unit: 6 days  
Overview of Unit: In Unit 4 student learn how to become a positive team member when working in a healthcare setting. Students are exposed to a variety of different types of teams that are present within the healthcare industry and learn how group members’ roles vary depending on group member’s responsibilities.

Priority Standards for unit:

● Evaluate roles and responsibilities of team members. (NHSS 8.11)  
  A. Examples of healthcare teams  
  B. Responsibilities of team members  
  C. Benefits of teamwork  
● Recognize methods for building positive team relationships (such as: mentorships and team building). (NHSS 8.21)

Supporting Standards for unit:

● Identify characteristics of effective teams. (NHSS 8.12)  
  A. Active participation  
  B. Commitment  
  C. Common goals  
  D. Cultural sensitivity  
  E. Flexibility  
  F. Open to feedback  
  G. Positive attitude  
  H. Reliability  
  I. Trust  
  J. Value individual contributions  
● Analyze attributes and attitudes of an effective leader. (NHSS 8.22)  
  A. Characteristics (interpersonal skills, focused on results, positive)  
  B. Types (autocratic, democratic, laissez faire)  
  C. Roles (sets vision, leads change, manages accountability)  
● Apply effective techniques for managing team conflict (negotiation, assertive communication, gather the facts, clear expectations, mediation). (NHSS 8.23)
Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK
---|---|---|---
Roles and responsibilities of team members | Evaluate | Evaluate | 3
Methods for building positive team relationships | Recognize | Identify | 2

**Essential Questions:**
1. How do you build positive team relationships (to include mentorships)?
2. Within a team, how do you proactively deal with conflict (respectful conflict should be present within all teams for the team to be productive)?
3. What are the differences of interdisciplinary, intra-professional, and multidisciplinary healthcare teams and how does this impact patient care?
4. What are the components of an effective team and how does this impact the quality of care?

**Enduring Understanding/Big Ideas:**
1. Positive team relationships foster trust, effective communication skills, exhibit open-mindedness, respect for differing opinion, understanding of individual roles and responsibilities, and work together towards a common goal.
2. Within a team you deal with conflict by continually assessing the end goal. Seeking first to clarify the other person’s intent or idea. You remain your “professional self” (checking your “emotional” self for a feeling of “defensiveness”), respect differences and professionally communicate the pros and cons of each proposed solution.
3. Interdisciplinary teams are a group of healthcare professionals from diverse fields (i.e. - doctor, physical therapist, nurse, occupational therapist) that work together to coordinate a goal for the patient. Intra-professional teams are a team of professionals all from the same profession (i.e. - physical therapists) that collaborate on the same case. Multidisciplinary teams are a team of professionals from different professions/disciplines (i.e. - nurse, teacher, parent, doctor) that work together to coordinate patient care.
4. Effective teams have trust, effective communication skills, exhibit open-mindedness, respect for differing opinion, understanding of individual roles and responsibilities, and work together towards a common goal. The better the team functions, the better quality of patient care.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation</td>
<td>Health care team</td>
</tr>
<tr>
<td>Commitment</td>
<td></td>
</tr>
<tr>
<td>Cultural sensitivity</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
<td></td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td></td>
</tr>
<tr>
<td>Autocratic</td>
<td></td>
</tr>
<tr>
<td>Democratic</td>
<td></td>
</tr>
<tr>
<td>Laissez faire</td>
<td></td>
</tr>
<tr>
<td>Negotiation</td>
<td></td>
</tr>
<tr>
<td>Assertive communication</td>
<td></td>
</tr>
<tr>
<td>mediation</td>
<td></td>
</tr>
</tbody>
</table>
Topic 1: Building Positive Team Relationships

Engaging Experience 1
Title: Role Play

Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

Priority:
- Recognize methods for building positive team relationships (such as: mentorships and team building). (NHSS 8.21)

Supporting:
- Analyze attributes and attitudes of an effective leader. (NHSS 8.22)
  A. Characteristics (interpersonal skills, focused on results, positive)
  B. Types (autocratic, democratic, laissez faire)
  C. Roles (sets vision, leads change, manages accountability)
- Apply effective techniques for managing team conflict (negotiation, assertive communication, gather the facts, clear expectations, mediation). (NHSS 8.23)

Detailed Description/Instructions: Students role play different scenarios related to working within teams. A heavy focus is placed on developing both decision-making and conflict management skills.

Bloom’s Levels: Identify
Webb’s DOK: 2
Engaging Experience 1
Title: Health Care Teams
Suggested Length of Time: 2 days (180 minutes)
Standards Addressed

Priority:
- Evaluate roles and responsibilities of team members. (NHSS 8.11)
  A. Examples of healthcare teams
  B. Responsibilities of team members
  C. Benefits of teamwork

Supporting:
- Analyze attributes and attitudes of an effective leader. (NHSS 8.22)
  A. Characteristics (interpersonal skills, focused on results, positive)
  B. Types (autocratic, democratic, laissez faire)
  C. Roles (sets vision, leads change, manages accountability)
- Identify characteristics of effective teams. (NHSS 8.12)
  A. Active participation
  B. Commitment
  C. Common goals
  D. Cultural sensitivity
  E. Flexibility
  F. Open to feedback
  G. Positive attitude
  H. Reliability
  I. Trust
  J. Value individual contributions

Detailed Description/Instructions: Students engage in learning from a guest speaker(s) to discuss the use of teams in healthcare, with a specific focus on interprofessional, intra-professional, and multidisciplinary teams.

Bloom’s Levels: Evaluate
Webb’s DOK: 3
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For this engaging scenario: Students apply their knowledge of positive team membership to determining the best care for a patient in the healthcare system. Case studies will be used to simulate the patient scenarios.

Timeline: 3 days (180 minutes); 1 day as a class; 1 outside work day; 1 day to present

At first the class will work through this cycle as an entire group…
Situation: Have a condition/case study of a patient with an illness
Challenge: What other healthcare professionals do we need? Why do we need them? Have we covered all aspects of this patient's continuity of care?
Specific roles: Students need to have viewpoints from different healthcare providers but also the patient
Audience: Patient and healthcare professionals
Product: Group discussion

Students will then go out and find their own case study and follow the above prompt. Students will create a digital presentation of the scenario and what their findings were;
Situation: Have a condition/case study of a patient with an illness
Challenge: What other healthcare professionals do we need? Why do we need them? Have we covered all aspects of this patient's continuity of care?
Specific roles: Students need to have viewpoints from the healthcare provider but also the patient
Audience: Patient and healthcare professionals
Product: Digital presentation
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Positive Team Relationships</td>
<td>Role Play</td>
<td>Students’ role play different scenarios related to working within teams. A heavy focus is placed on developing both decision-making and conflict management skills.</td>
<td>180 min</td>
</tr>
<tr>
<td>Roles and Responsibilities of Team Members</td>
<td>Health Care Teams</td>
<td>Students engage in learning from a guest speaker(s) to discuss the use of teams in healthcare, with a specific focus on interprofessional, intra-professional, and multidisciplinary teams.</td>
<td>180 min</td>
</tr>
<tr>
<td>Engaging Scenario</td>
<td>Case Studies</td>
<td>Students apply their knowledge of positive team membership to determining the best care for a patient in the healthcare system. Case studies will be used to simulate the patient scenarios.</td>
<td>180 min</td>
</tr>
</tbody>
</table>
Unit 5: Legal/Ethical Issues in Health Sciences

Subject: Health Sciences
Grade: 11-12
Name of Unit: Legal/Ethical Issues in Health Sciences
Length of Unit: 9 days

Overview of Unit: In Unit 5 students learn about legal and ethical issues in health care. Students are exposed to a variety of current events currently impacted by legal and ethical issues in the healthcare industry. Students are challenged to critically think about these issues and formulate their own thoughts and opinions surrounding these “hot topic issues” in the healthcare industry.

Priority Standards for unit:
- Differentiate between ethical and legal issues impacting healthcare. (NHSS 6.11)
- Summarize the essential characteristics of a patient’s basic rights within a healthcare setting. (NHSS 5.23)

Supporting Standards for unit:
- Analyze legal responsibilities and implications of criminal and civil law. (NHSS 5.11)
  A. Malpractice
  B. Negligence
  C. Assault
  D. Battery
  E. Invasion of privacy
  F. Abuse
  G. Libel
  H. Slander
- Apply standards for the safety, privacy and confidentiality of health information (HIPAA, privileged communication). (NHSS 5.21)
- Describe advance directives. (NHSS 5.22)
- Define informed consent. (NHSS 5.24)
- Explain laws governing harassment and scope of practice. (NHSS 5.25)
- Identify ethical issues and their implications related to healthcare (such as: organ donation, in vitro fertilization, euthanasia, scope of practice, ethics committee). (NHSS 6.12)
- Utilize procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (such as: incident report). (NHSS 6.13)
- Discuss religious and cultural values as they impact health care (such as: ethnicity, race, religion, gender). (NHSS 6.21)
- Demonstrate respectful and empathetic treatment of ALL patients/clients (such as: customer service, patient satisfaction, civility). (NHSS 6.22)
Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Plan strategies to guide inquiry.
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  ○ Process data and report results.

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom's Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between ethical and legal issues impacting healthcare</td>
<td>Differentiate</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. What are patient rights and how do they impact patients, healthcare professionals, and quality care?
2. How do legal issues impact healthcare professionals?
3. How do ethical issues impact healthcare professionals?
4. What are the differences between legal and ethical issues in healthcare and how do they impact both the patient and the professional?

**Enduring Understanding/Big Ideas:**
1. Patient rights are provided to patients by healthcare professionals and impact quality of care. Professionals provide patients with patient rights and have an understanding of what those rights entail. Healthcare professionals also have a professional obligation to be advocates to uphold patient rights in times when patients are unable to advocate for themselves.
2. Legal issues impact healthcare professionals by defining what they can and cannot do. Healthcare professionals need to abide by these legal issues in order to maintain their license and to assure patients are receiving quality care.
3. Ethical issues impact healthcare professionals because ethics are governed by different views and/or beliefs. These are the “gray” areas of healthcare and are influenced by
many different facets within the case scenarios. Ethical issues allow healthcare professionals to look outside their lens to ensure they are doing what is best for all parties.

4. Legal and ethical issues are different because legal is black and white (what the law says versus what it doesn’t say). Ethical is a little grayer and varies by the patient and situation. Ultimately healthcare professionals need to look at treatment from both viewpoints, discuss this situation with the patient, and move forward with a legal and morally sound and/or ethical decision.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault</td>
<td>Malpractice</td>
</tr>
<tr>
<td>Battery</td>
<td>Negligence</td>
</tr>
<tr>
<td>Invasion of privacy</td>
<td>Advance directives</td>
</tr>
<tr>
<td>Abuse</td>
<td>Informed consent</td>
</tr>
<tr>
<td>Libel</td>
<td>Scope of practice</td>
</tr>
<tr>
<td>Slander</td>
<td>Organ donation</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>In vitro fertilization</td>
</tr>
<tr>
<td>Privileged communication</td>
<td>Euthanasia</td>
</tr>
<tr>
<td>Harassment</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
</tr>
<tr>
<td>Civility</td>
<td></td>
</tr>
</tbody>
</table>
Topic 1: Patient Rights/Responsibilities

Engaging Experience 1

Title: Bill of Rights Research

Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

Priority:

- Differentiate between ethical and legal issues impacting healthcare. (NHSS 6.11)
- Summarize the essential characteristics of a patient’s basic rights within a healthcare setting. (NHSS 5.23)

Supporting:

- Apply standards for the safety, privacy and confidentiality of health information (HIPAA, privileged communication). (NHSS 5.21)
- Describe advance directives. (NHSS 5.22)
- Define informed consent. (NHSS 5.24)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: Students will research different examples of patient’s bill of rights. Based upon research, they will then write their own bill of rights for patients.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Topic 2: Legal Issues and Responsibilities

Engaging Experience 1
Title: Legal Issues and Responsibilities Jeopardy
Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

Priority:

● Differentiate between ethical and legal issues impacting healthcare. (NHSS 6.11)

Supporting:

● Analyze legal responsibilities and implications of criminal and civil law. (NHSS 5.11)
  A. Malpractice
  B. Negligence
  C. Assault
  D. Battery
  E. Invasion of privacy
  F. Abuse
  G. Libel
  H. Slander

● Apply standards for the safety, privacy and confidentiality of health information (HIPAA, privileged communication). (NHSS 5.21)

● Explain laws governing harassment and scope of practice. (NHSS 5.25)

● Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Plan strategies to guide inquiry.
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  ○ Process data and report results.

● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.
**Detailed Description/Instructions:** After researching common legal responsibilities and implications of civil and criminal law on work in health care, students will participate in a Jeopardy game to test their decision-making skills based upon their learning.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Engaging Experience 1

Title: Ethical Dilemma Fishbowl

Suggested Length of Time: 2 days (180 minutes)

Standards Addressed

Priority:
- Differentiate between ethical and legal issues impacting healthcare. (NHSS 6.11)

Supporting:
- Identify ethical issues and their implications related to healthcare (such as: organ donation, in vitro fertilization, euthanasia, scope of practice, ethics committee). (NHSS 6.12)
- Utilize procedures for reporting activities and behaviors that affect the health, safety, and welfare of others (such as: incident report). (NHSS 6.13)
- Discuss religious and cultural values as they impact health care (such as: ethnicity, race, religion, gender). (NHSS 6.21)
- Demonstrate respectful and empathetic treatment of ALL patients/clients (such as: customer service, patient satisfaction, civility). (NHSS 6.22)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: After conducting research and analyzing different ethical dilemmas in healthcare, students will participate in a fishbowl activity where they will present the dilemma and their recommendation for action. An example topic could be the abuse of healthcare providers, as nurses rank 3rd in the country in workplace violence, behind law
enforcement and taxi cab drivers. Other students can enter the fishbowl to agree/disagree with the decisions and debate accordingly.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For this engaging scenario we will take what was learned to determine the legal and ethical issues within a healthcare system. We will use case studies to determine the best care for a patient, what is legal, and how to not infringe our own ethical moral compass.

Timeline: 3 days (180 minutes); 1 day as a class; 1 outside work day; 1 day to present

At first the class will work through this cycle as an entire group…
Situation: Have a condition/case study of a patient with an illness
Challenge: What are the legal implications? What are the ethical dilemmas?
Specific roles: Students need to have viewpoints from different healthcare providers but also the patient
Audience: Patient and healthcare professionals
Product: Group discussion

Students will then go out and find their own case study and follow the above prompt. Students will create a digital presentation of the scenario and what their findings were;
Situation: Have a condition/case study of a patient with an illness
Challenge: What other healthcare professionals do we need? Why do we need them? Have we covered all aspects of this patient's continuity of care?
Specific roles: Students need to have viewpoints from the healthcare provided but also the patient
Audience: Patient and healthcare professionals
Product: Digital presentation
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Rights/Responsibilities</td>
<td>Bill of Rights Research</td>
<td>Students will research different examples of patient’s bill of rights. Based upon research, they will then write their own bill of rights for patients.</td>
<td>180 min</td>
</tr>
<tr>
<td>Legal Issues and Responsibilities</td>
<td>Legal Issues and Responsibilities Jeopardy</td>
<td>After researching common legal responsibilities and implications of civil and criminal law on work in health care, students will participate in a Jeopardy game to test their decision-making skills based upon their learning.</td>
<td>180 min</td>
</tr>
<tr>
<td>Ethical Issues and Responsibilities</td>
<td>Ethical Dilemma Fishbowl</td>
<td>After conducting research and analyzing different ethical dilemmas in health care, students will participate in a fishbowl activity where they will present the dilemma and their recommendation for action. Other students can enter the fishbowl to agree/disagree with the decisions and debate accordingly.</td>
<td>180 min</td>
</tr>
<tr>
<td>Engaging Scenario</td>
<td>Case Studies</td>
<td>For this engaging scenario we will take what was learned to determine the legal and ethical issues within a healthcare system. We will use case studies to determine the best care for a patients, what is legal, and how to not infringe our own ethical moral compass.</td>
<td>180 min</td>
</tr>
</tbody>
</table>
Capstone Experience

Subject: Health Sciences
Grade: 11-12
Name of Unit: Capstone Experience
Length of Unit: 7 days; (multiple checkpoints throughout semester and 5 days of work time/presentations)
Overview of Unit: This unit encompasses all the culminating events for the Health Services Class. Students will be asked to create an individual career plan that will help with future post-secondary planning. Students will also maintain a digital portfolio, in the form of a website, of all the work they have created/participated in during Health Services.

Priority Standards for unit:
- Identify personal traits and attitudes desirable in a member of the career ready healthcare team. (NHSS 4.11)
  A. Acceptance of criticism
  B. Competence
  C. Dependability
  D. Discretion
  E. Empathy
  F. Enthusiasm
  G. Honesty
  H. Initiative
  I. Patience
  J. Responsibility
  K. Self-motivation
  L. Tact
  M. Team player
  N. Willingness to learn
- Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior. (NHSS 4.12)
- Apply employability skills in healthcare. (NHSS 4.21)
  A. Chain of command
  B. Correct grammar
  C. Decision making
  D. Flexible
  E. Initiative
  F. Integrity
  G. Loyalty
  H. Positive attitude
I. Professional characteristics
J. Prompt and prepared
K. Responsibility
L. Scope of practice
M. Teamwork
N. Willing to learn

- Model verbal and nonverbal communication. (NHSS 2.11)
- Practice speaking and active listening skills. (NHSS 2.15)
- Utilize proper elements of written and electronic communication (spelling, grammar, and formatting). (NHSS 2.31)
- Compare healthcare delivery systems. (NHSS 3.11)
  A. Non-profit and for profit (such as: hospitals, ambulatory facilities, long-term care facilities, home health, medical and dental offices, mental health services)
  B. Government (such as: CDC, FDA, WHO, OSHA, Public Health systems/Health Departments, Veteran’s Administration)
- Discuss healthcare economics and common methods of payment for healthcare. (NHSS 3.14)
  A. Private health insurance (such as: Blue Cross, Affordable Care Act - ACA)
  B. Managed care (such as: HMOs, PPOs, medical home)
  C. Government programs (Medicare, Medicaid, Tricare, and Workers’ Compensation)
  C. Non-profit (such as: March of Dimes, American Heart Association)
- Evaluate roles and responsibilities of team members. (NHSS 8.11)
  A. Examples of healthcare teams
  B. Responsibilities of team members
  C. Benefits of teamwork
- Recognize methods for building positive team relationships (such as: mentorships and team building). (NHSS 8.21)
- Differentiate between ethical and legal issues impacting healthcare. (NHSS 6.11)
- Summarize the essential characteristics of a patient’s basic rights within a healthcare setting. (NHSS 5.23)

Supporting Standards for unit:
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  ◦ Apply existing knowledge to generate new ideas, products, or processes.
  ◦ Create original works as a means of personal or group expression.
  ◦ Use models and simulations to explore complex systems and issues.
  ◦ Identify trends and forecast possibilities.
• Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  ○ Develop cultural understanding and global awareness by engaging with learners of other cultures.
  ○ Contribute to project teams to produce original works or solve problems.
• Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Plan strategies to guide inquiry.
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  ○ Process data and report results.
• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.
• Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  ○ Demonstrate personal responsibility for lifelong learning.
  ○ Exhibit leadership for digital citizenship.
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Timeline: Multiple checkpoints throughout the semester with 5 days of work time/presentations

Situation: Create an individual career plan
Challenge: What will your career look like? What are your vision, mission, and values? What are you strengths? What are areas of growth?
Specific role: Use self-assessment and reflection to make a career plan
Audience: Professionals, peers, parents, instructor
Product: Career Plan and present to class

Example:

Students will also have a digital portfolio (website) of all the work completed, journals, logs of hours, etc. that were completed in this course
Example:

Claire Butcher's
Internship

Hello,
a bit about my internship:

My name is Claire Butcher and I had an internship at The Eye Center of Parkville. At the beginning of my internship, I thought I wanted to be an optometrist. Now that I have had my internship, I know for certain that I would like to pursue this career. The Eye Center is one of the
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- ![This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.]
- ![This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.]

Board Approved: August 11, 2016