

Dynamics of Health Care

Prepared by:

Lisa McNerney

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

January 7, 2020

Dynamics of Health Care in Society

Course Description:

This course provides an orientation to health care services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers. This course is offered through the Rutgers, School of Health Related Professions' (SHRP) Health Science Careers Program which enables students to earn 3 college credits.

Suggested Course Sequence:

- Unit 1: The Health Care Team/Overview of Health Care Careers: 2 weeks
- Unit 2: Personal/ Professional Qualities, Values and Teamwork: 2 weeks
- Unit 3: Ethical Issues and Legal Aspects in Health Care: 2 weeks
- Unit 4: History of Health Care/Evolution of Health Care: 2 weeks
- Unit 5: Concepts of Health and Illness/Human Growth and Development: 1 week
- Unit 6: Cultural Diversity: 1 week
- Unit 7: Professional Development: 1 week
- Unit 8: Critical Thinking and Professional Decision Making: 1 week
- Unit 9: Health Communication: 1 week
- Unit 10: Written Communication for Health Professionals/Health information/
Management/Medical Documentation: 2 weeks
- Unit 11: Infection Control and Safety: 1 week
- Unit 12: Health Care Systems/Health Care Economics: 1 week
- Unit 13: Computers in Health Care: 1 week
- Unit 14: Advocacy: 1 week
- Unit 15: Public Health: 1 week

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 1 - The Health Care Team/Overview of Health Care Careers

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

Many different professionals, working in the interdisciplinary system has replaced the traditional hierarchical structure, provide health care services. This unit should help students understand the roles played by all these team members as they work to deliver comprehensive and coordinated care.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

- **C. Diseases and Health Conditions**

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

- **E. Social and Emotional Health**

Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Technology increases the capacity of individuals to communicate in multiple and diverse ways.

- **C. Character Development**

Core ethical values impact behaviors that influence the health and safety of people everywhere.

- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations

- **C. Communication and Collaboration**

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.

- **D. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- **E. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- **F. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.

2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What are the different types of health care facilities? • How do licensed health care professionals practice? • What is registration for health care professionals? • What is certification for health care professionals? • What do medical assistants do? • What is a surgical technologist? • What does a physician assistant do? • What do EMTs and Paramedics do? 	<ul style="list-style-type: none"> • Health care facilities include hospitals, subacute care, extended care, rehabilitation centers, mental health facilities, and hospice. • Licensed health care professionals must practice their professions according to the guidelines and limitations set by the state in which they are licensed. • Registration means that a health care professional has graduated from an accredited school and has passed a standardized national exam. • Certification is awarded by professional

- What are the differences between and RN, an LPN, and a CNA?
- What are the differences between a Dentist and a Dental Hygienist?
- What is a Clinical Laboratory Technologist?
- What is a Laboratory Assistant?
- What is the difference between a Pharmacist and a Pharmacy Technician?
- What are the health careers available in Diagnostic and Imaging Services?
- What are the health careers in Therapy and Rehabilitation?

organizations.

- Medical assistants perform administrative and clinical tasks to keep medical offices running smoothly.
- A surgical technologist performs tasks before, during, and after operations.
- A physician assistant examines patients, diagnoses illnesses, arranges treatment, and performs other tasks under the supervision of a doctor.
- EMTs and Paramedics provide emergency medical treatment for critically ill and injured people at the scene of accidents and other locations.
- An RN is a Registered Nurse, an LPN is a Licensed Practical Nurse, and a CAN is a Certified Nursing Assistant.
- A Dentist cares for people's teeth and gums and a Dental Hygienist clean and polish teeth.
- A Clinical Laboratory Technologist prepares specimens, performs tests on them, checks the results, and interprets results.
- A Laboratory Assistant provides a variety of clinical and administrative support services.
- A Pharmacist is authorized by law to dispense prescription medication and a Pharmacy Technician helps Pharmacists fill prescriptions, and do administrative work.
- Diagnostic and Imaging careers include Cardiographic Technicians, Phlebotomists, Diagnostic Medical Sonographers, Radiologic Technicians, and Nuclear Medicine Technologists.
- Therapy and Rehabilitation careers include Physical Therapy, Occupational Therapy, Respiratory Therapy, and Massage Therapy.

Unit Learning Targets

Students will...

- Define the mission of the health related professions and the health care team. They will understand the scope of this mission and its underlying concepts.
- Identify a minimum of fifteen (15) health care professionals (HCPs) by describing how each helps in providing care.
- Describe the educational requirements for Associate, Baccalaureate, Master's and Doctoral degree level preparation for specific professions.
- Describe the difference between certification, registration and licensure for professional practice.
- Compare the fifteen HCPs referred to in #2 by describing basic activities performed in each, listing

their specific duties, explaining their educational prerequisites, and reporting on current employment opportunities.

- Distinguish between hierarchal and team health systems.
- Identify and describe the major health facilities.
- Identify and describe the major trends that influence health care.
- Explain how effective communication and mutual respect contribute to optimum functioning of an interdisciplinary health care services team.

Evidence of Learning

Summative Assessment (X days) – 10 days

Tests

Review Questions

Investigate It Questions at the end of each chapter

Projects

Equipment Textbooks, Interwrite Board, Laptops

Needed:

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- Teacher observation
- Written responses
- Class Discussion
- Class work
- "Investigate It" responses

Modifications:

Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

Assign a buddy, same language or English speaking

Allow errors in speaking

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

At-Risk Students

Provide extended time to complete tasks

Consult with Guidance Counselors and follow I&RS procedures/action plans

Consult with classroom teacher(s) for specific behavior interventions

Provide rewards as necessary

Gifted and Talented Students

Provide extension activities
 Build on students' intrinsic motivations
 Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Today's Health Care System and Overview of Health care Careers	2 days
2	Medical and Surgical Careers	2 days
3	Dental, Laboratory, and Pharmacy Services.	2 days
4	Diagnostic and Imaging Careers	2 days
5	Therapy and Rehabilitation Careers	2 days

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, Roxann. Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
 ISBN of 978-1-4511-8977-3.

Diversified Health Occupations

L. Simmers
 Delmar Publishers, INC

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
 Lana Christianson, MT, MA, CRC
 Pine Ridge Publications, (812) 876-7211
 1051 West Burma Rd.
 Bloomington, Indiana 47404

Health Politics and Policy

Third Edition
 Theodor J. Litman
 Leonard S. Robins

Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman
Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 2 - Personal/ Professional Qualities, Values and Teamwork

Target Course/Grade Grades 11 and 12

Level:

Unit Summary:

As the health care system's evolved so has the approach to health care. The Health Care Team is made up of a group of health professionals that work together for the common goal of the health and wellbeing of the patient. The team consists of various levels of professionals within the same field.

Interdisciplinary Connections:

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2.2E Health Services

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8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.		
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.		
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8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.		
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	<ul style="list-style-type: none"> • Stress can result from physical, chemical, and emotional factors. • Stress can be minimized by setting priorities; keeping life and work simple; identifying and reducing stress producers; shifting thinking; enlisting social support; and taking time to relax. • Proper nutrition, exercise, and sleep help health care professionals reduce stress and provide better patient care. • Health care professionals should pay particular attention to personal hygiene and grooming.
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Unit Learning Targets

Students will...

- Differentiate among the terms “occupation”, “profession” and “professionalism”.
- Identify, analyze and set priorities for their values regarding human and professional attitudes, beliefs and behavior.
- Identify the development of an individual set of values, especially their own.
- Develop and defend choices of action when confronted with conflicting value decisions.
- Compare and contrast the characteristics of a profession with observed incidents of professional or non-professional behavior.
- Discuss several internal and external factors which may influence professional conduct.
- Recognize the personal qualities and skills that are essential for health Care providers.
- Describe values and how they are developed
- Understand stress and use strategies to cope with stress
- Identify the characteristics of being a leader and differentiate among those characteristics.
- Explain the role of nutrition and sleep in maintaining a healthy body
- Recognize the importance of good health behaviors, personal hygiene and grooming for the health care professional.

Evidence of Learning

Summative Assessment (X days) – 10 days

- Tests
- Review Questions
- Investigate It Questions at the end of each chapter
- Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Teacher observation • Written responses • Class Discussion | <ul style="list-style-type: none"> • Class work • “Investigate It” responses |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|

Modifications:**Special Education Students**

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

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Allow errors in speaking

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Provide extended time to complete tasks

Consult with Guidance Counselors and follow I&RS procedures/action plans

Consult with classroom teacher(s) for specific behavior interventions

Provide rewards as necessary

Gifted and Talented Students

Provide extension activities

Build on students' intrinsic motivations

Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Personal Attributes	2 days
2	Professional Attributes	2 days
3	Values	2 days
4	Values	2 days
5	Personal Health	2 days

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, R. *Dynamics of Health Care in Society*, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
ISBN of 978-1-4511-8977-3.

Diversified Health Occupations

L. Simmers
Delmar Publishers, INC

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
Lana Christianson, MT, MA, CRC
Pine Ridge Publications, (812) 876-7211
1051 West Burma Rd.
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The Resume Catalog

200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 3 - Ethical Issues and Legal Aspects in Health Care

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

Confronted with dilemmas with possible ethical implications, health professionals must form judgments and evaluate options. By engaging in a systematic process of ethical reasoning and decision-making, they can isolate the question or problem at issue; decide what action, if any, is required; and determine what the consequences of intervention might be.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

- **C. Diseases and Health Conditions**

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

- **E. Social and Emotional Health**

Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Technology increases the capacity of individuals to communicate in multiple and diverse ways.

- **C. Character Development**

Core ethical values impact behaviors that influence the health and safety of people everywhere.

- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations

- **C. Communication and Collaboration**

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.

- **D. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- **E. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- **F. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family,

	community, and global health.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the duties of health care professionals? • What laws must health care professionals understand? • What is the health care provider's key responsibility? • What must a health care provider obtain from patients? • What is a patient's right to privacy? • What are ethical principles? • What is ethical decision making? • What are professional associations good for? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Health care professionals have a duty to protect patients' civil rights, constitutional rights, and human rights. • Health care professionals must understand the legal nature of the health care provider-patient relationship. • A health care provider's key responsibility is being a patient advocate. • A health care provider must obtain a patient's written, informed consent for most medical procedures. • A patient's right to privacy is a basic civil right protected under the Health Insurance Portability and Accountability Act (HIPAA). • Ethical principles are standards of conduct

	<p>based on moral judgment.</p> <ul style="list-style-type: none"> • Ethical decision making is rational and systematic and is based on ethical principles and codes, rather than on emotions or intuition. • Professional associations are a good source for educational materials, networking opportunities, and management tools.
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Unit Learning Targets

Students will...

- Recognize ethical issues and the moral implications of individual and/or collective decisions.
- Analyze the fundamental question and implications of selected ethical issues in health care.
- Identify the basic rules of ethics for health care personnel
- Identify the rights of patients receiving health care.
- Recognize ethical issues and the moral implications of individual and/or collective decisions.
- Analyze the fundamental question and implications of selected ethical issues in health care.
- Propose and defend their positions and judgments in the analysis and deliberative resolution of ethical dilemmas.
- Identify and explain the Patients' Bill of Rights.
- Understand laws as related to health care issues.
- Define a tort and differentiate between intentional and unintentional torts
- Define and Understand the HIPAA regulations and protecting patients 'rights.

Evidence of Learning

Summative Assessment (X days) 10 days

Tests

Review Questions

Investigate It Questions at the end of each chapter

Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- | | |
|-----------------------|------------------------------|
| • Teacher observation | • Class work |
| • Written responses | • "Investigate It" responses |
| • Class Discussion | |

Modifications:

Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

Consult with Case Managers and follow IEP

accommodations/modifications

English Language Learners

Assign a buddy, same language or English speaking

Allow errors in speaking

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

At-Risk Students

Provide extended time to complete tasks

Consult with Guidance Counselors and follow I&RS procedures/action plans

Consult with classroom teacher(s) for specific behavior interventions

Provide rewards as necessary

Gifted and Talented Students

Provide extension activities

Build on students' intrinsic motivations

Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Health Care Law	2 days
2	Protecting Patient's Rights	2 days
3	Ethics	2 days
4	Ethical Decision Making	2 days
5	Professionalism	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Required Textbook

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University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 4 - History of Health Care/Evolution of Health Care

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

All health care professionals should have a good grasp of the history of medicine. Knowing how modern procedures evolved will enable today's providers to understand what they are doing better and help them to deliver the best possible care.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

- **C. Diseases and Health Conditions**

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

- **E. Social and Emotional Health**

Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Technology increases the capacity of individuals to communicate in multiple and diverse ways.

- **C. Character Development**

Core ethical values impact behaviors that influence the health and safety of people everywhere.

- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations

- **C. Communication and Collaboration**

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.

- **D. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- **E. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- **F. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family,

	community, and global health.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review
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8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
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8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
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8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Unit Essential Questions <ul style="list-style-type: none"> Who laid much of the foundation for modern health care? What are some of the scientific and technological advances that have occurred over the past few centuries? What are the results of new technologies and medical advances in the US? 	Unit Enduring Understandings <ul style="list-style-type: none"> Greek and Roman influences laid much of the foundation for modern health care. Scientific and technological advances that have occurred over the past few centuries are medication and vaccines; hygiene and sanitation; military actions; and the space program. New technologies and medical advances have helped create new roles for health care professionals.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Describe the history of medicine and how it has changed from its beginnings. Recognize the importance of the major health care events throughout the ages. 	

- Differentiate between early and current beliefs about the causes of disease and treatment.
- Identify the historical individuals or scientists who made major contributions to the advancement of health care.
- Identify the principal discoveries and advances in medicine during the 17th through 21th centuries.

Evidence of Learning

Summative Assessment (X days) 10 days

Tests

Review Questions

Investigate It Questions at the end of each chapter

Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- Teacher observation
- Written responses
- Class Discussion
- Class work
- "Investigate It" responses

Modifications:

Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

Consult with Case Managers and follow IEP accommodations/modifications

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Assign a buddy, same language or English speaking

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Consult with classroom teacher(s) for specific behavior interventions

Provide rewards as necessary

Gifted and Talented Students

Provide extension activities

Build on students' intrinsic motivations

Consult with parents to accommodate students' interests in completing tasks at their level of

engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Health Care Through the Ages	4 days
2	Scientific and Technological Advances	4 days
3	Health Care Today	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

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Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia, PA

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 5 - Concepts of Health and Illness/Human Growth and Development

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

Students preparing for careers in the health professions should develop an understanding of the dynamic nature of concepts about health, and human growth and development. By exposing students to a range of such views, this unit will help them to understand many of the factors that give meaning to people's perceptions, beliefs, and behavior about health and affect the way they utilize health care delivery systems.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

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CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills
Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

- **C. Diseases and Health Conditions**

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

- **E. Social and Emotional Health**

Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Technology increases the capacity of individuals to communicate in multiple and diverse ways.

- **C. Character Development**

Core ethical values impact behaviors that influence the health and safety of people everywhere.

- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable

research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations

- **C. Communication and Collaboration**

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.

- **D. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- **E. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- **F. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability,

	accessibility, benefits, and accreditation.		
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.		
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review		
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.		
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.		
8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.		
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.		
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.		
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.		
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.		
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.		
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.		
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.		
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.		
<table border="1"> <tr> <td style="vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How can growth and development be facilitated or delayed? • What are other factors that influence growth and development? • What are the developmental theories that explain human responses? • What are the five states of grief and who developed them? • What is the Hierarchy of Basic Human Needs? </td> <td style="vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Growth and development may be facilitated or delayed by hereditary, prenatal factors, individual differences, caregiver factors, environment, and nutrition. • Other factors that influence growth and development are health or illness and culture. • Three important theories of human development were established by Erik Erikson, Robert Havighurst, and Sigmund Freud. • Elisabeth Kubler-Ross identified five stages of grief: denial; anger; bargaining; depression; </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How can growth and development be facilitated or delayed? • What are other factors that influence growth and development? • What are the developmental theories that explain human responses? • What are the five states of grief and who developed them? • What is the Hierarchy of Basic Human Needs? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Growth and development may be facilitated or delayed by hereditary, prenatal factors, individual differences, caregiver factors, environment, and nutrition. • Other factors that influence growth and development are health or illness and culture. • Three important theories of human development were established by Erik Erikson, Robert Havighurst, and Sigmund Freud. • Elisabeth Kubler-Ross identified five stages of grief: denial; anger; bargaining; depression;
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How can growth and development be facilitated or delayed? • What are other factors that influence growth and development? • What are the developmental theories that explain human responses? • What are the five states of grief and who developed them? • What is the Hierarchy of Basic Human Needs? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Growth and development may be facilitated or delayed by hereditary, prenatal factors, individual differences, caregiver factors, environment, and nutrition. • Other factors that influence growth and development are health or illness and culture. • Three important theories of human development were established by Erik Erikson, Robert Havighurst, and Sigmund Freud. • Elisabeth Kubler-Ross identified five stages of grief: denial; anger; bargaining; depression; 		

and acceptance.

- The Hierarchy of Basic Human Needs was developed by Abraham Maslow. They five levels of needs are: Physiologic needs; Safety and security needs; love and belonging needs; Self-esteem needs; and Self-actualization needs.

Unit Learning Targets

Students will...

- Differentiate between health, wellness, illness and disease, health promotion/disease prevention and treatment.
- Develop personal and professional definitions of health, wellness, illness and disease.
- List the various stages of life and identify the mental, emotional and social developments that present during each stage.
- List and describe the stages of dying and death.
- Define and explain Maslow's Hierarchy of Needs.
- Develop personal and professional definitions of health, wellness, illness and disease.

Evidence of Learning

Summative Assessment (X days) – 5 days

Tests

Review Questions

Investigate It Questions at the end of each chapter

Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- Teacher observation
- Written responses
- Class Discussion
- Class work
- "Investigate It" responses

Modifications:

Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

Assign a buddy, same language or English speaking

Allow errors in speaking

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

At-Risk Students

Provide extended time to complete tasks

Consult with Guidance Counselors and follow I&RS procedures/action plans

Consult with classroom teacher(s) for specific behavior interventions

Provide rewards as necessary

Gifted and Talented Students

Provide extension activities

Build on students' intrinsic motivations

Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Growth and Development	2 days
2	Theories of Growth and Development	1 day
3	Stages of Grief	1 day
4	Hierarchy of Basic Human Needs	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, Roxan. Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
ISBN of 978-1-4511-8977-3.

Diversified Health Occupations

L. Simmers
Delmar Publishers, INC

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
Lana Christianson, MT, MA, CRC
Pine Ridge Publications, (812) 876-7211

1051 West Burma Rd.
Bloomington, Indiana 47404

Health Politics and Policy

Third Edition
Theodor J. Litman
Leonard S. Robins
Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman
Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 6 - Cultural Diversity

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

Health care professionals must work, interact with or provide care to many individuals from a variety of backgrounds and cultures. We must be aware of these factors that make all humans unique and treat everyone with respect and kindness.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **C. Diseases and Health Conditions**

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

- **E. Social and Emotional Health**

Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Technology increases the capacity of individuals to communicate in multiple and diverse ways.

- **C. Character Development**

Core ethical values impact behaviors that influence the health and safety of people everywhere.

- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and

treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**
Students demonstrate a sound understanding of technology concepts, systems and operations
- **C. Communication and Collaboration**
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.
- **D. Digital Citizenship**
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- **E. Research and Information Fluency**
Students apply digital tools to gather, evaluate, and use information.
- **F. Critical thinking, problem solving, and decision making**
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
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8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What does culture affect? • What are dominant groups and minority groups? • What is ethnicity? • What influences an individual's physical characteristics? • What must health care professionals understand regarding their patients? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Culture affects roles and interactions with other and is apparent in the values, attitudes, and behaviors of particular groups • Cultures include both dominant groups and minority groups. A minority group usually has some physical or cultural characteristics that identify the people within it as different from the minority group. • Ethnicity involves a sense of identification with a group, largely based on the group's heritage. • Race, ethnicity, and culture can influence an individual's physical characteristics. • Health care professionals must understand that their view of a given situation could differ from the patient's view.
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<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Define cultural diversity and differentiate between culture, ethnicity, and race. • Identify the characteristics of culture that may present in the work environment and how they may relate to health care. • Analyze the way various genetic, environmental and behavioral factors affect people's concepts of health, illness and disease. • Describe how health care providers can show respect for individuals' religious beliefs and cultural

diversity.

- Examine the impact of cross-cultural diversity on issues of health and illness.
- Describe bias, prejudice and stereotype and explain how they can cause barriers to effective communication with others.
- Describe examples of alternative health care practices or treatments.

Evidence of Learning

Summative Assessment (X days) – 5 days

Tests

Review Questions

Investigate It Questions at the end of each chapter

Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- Teacher observation
- Written responses
- Class Discussion
- Class work
- “Investigate It” responses

Modifications:

Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

Assign a buddy, same language or English speaking

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Provide extended time to complete tasks

Consult with Guidance Counselors and follow I&RS procedures/action plans

Consult with classroom teacher(s) for specific behavior interventions

Provide rewards as necessary

Gifted and Talented Students

Provide extension activities

Build on students' intrinsic motivations
Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Cultural Diversity and Cultural and Ethnic Differences	2 days
2	Differences Among Individuals	1 day
3	Diversity in Health Care Practices	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, Roxann. Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
ISBN of 978-1-4511-8977-3.

Diversified Health Occupations

L. Simmers
Delmar Publishers, INC

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
Lana Christianson, MT, MA, CRC
Pine Ridge Publications, (812) 876-7211
1051 West Burma Rd.
Bloomington, Indiana 47404

Health Politics and Policy

Third Edition
Theodor J. Litman
Leonard S. Robins
Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman
Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog
200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion
Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures
Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 7 - Professional Development

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

Health professionals function as team players but are also often called upon to be leaders. To develop their leadership skills and to gain experience dealing with responsibility, students can participate in school organizations. When they enter the workplace, students assume responsibility to their employers as well as for themselves as employees. And, as health care workers, they will have to accept the additional responsibility of keeping their skills at high levels by participating in continuing education.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills
Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

- **C. Diseases and Health Conditions**

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

- **E. Social and Emotional Health**

Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Technology increases the capacity of individuals to communicate in multiple and diverse ways.

- **C. Character Development**

Core ethical values impact behaviors that influence the health and safety of people everywhere.

- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable

research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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Students demonstrate a sound understanding of technology concepts, systems and operations

- **C. Communication and Collaboration**

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.

- **D. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- **E. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- **F. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability,

	accessibility, benefits, and accreditation.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
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8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
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8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What does a health care team consist of? • What makes a team successful? • What are the elements of team structure? • What does effective teamwork require? • What is conflict management? • What is leadership? • What are the three main leadership styles? • What are health care professionals who serve in managerial roles responsible for? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A health care team consists of members with a variety of health-related backgrounds, education, and experiences. • The structure of a team determines whether a team is successful. • The elements of team structure include the team's purpose, specific goals, the roles of team members, and the functions of the team. • Effective teamwork requires open and honest communication, organizational resources, and mutual support among team members.

	<ul style="list-style-type: none"> • Conflict management is an essential skill for health care professionals and involves finding the right solution for the situation. • Leadership is the ability to influence others while working toward a goal. • The three main leadership styles are autocratic, democratic, and laissez-faire. • Health care professionals who serve in managerial roles are responsible for planning, organizing, directing and controlling.
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<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Evaluate their leadership skills • Develop the skills needed to be effective team players • Describe how HOSA – Health Occupations Students of America- functions. • Describe the continuing education requirements of selected professions.

Evidence of Learning

<p>Summative Assessment (X days) – 5 days Tests Review Questions Investigate It Questions at the end of each chapter Projects</p> <p>Equipment Needed: Textbooks, Interwrite Board, Laptops Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion</p>

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Written responses • Class Discussion • Class work • “Investigate It” responses

<p>Modifications:</p> <p>Special Education Students Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications</p> <p>English Language Learners Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions, and</p>

permit drawing, as an explanation
Accept participation at any level, even one word

At-Risk Students

Provide extended time to complete tasks
Consult with Guidance Counselors and follow I&RS
procedures/action plans
Consult with classroom teacher(s) for specific
behavior interventions
Provide rewards as necessary

Gifted and Talented Students

Provide extension activities
Build on students' intrinsic motivations
Consult with parents to accommodate students'
interests in completing tasks at their level of
engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Definition of a Team	1 day
2	Elements of Team Structure	2 days
3	Leadership	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, Roxann. Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
ISBN of 978-1-4511-8977-3.

Diversified Health Occupations

L. Simmers
Delmar Publishers, INC

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
Lana Christianson, MT, MA, CRC
Pine Ridge Publications, (812) 876-7211
1051 West Burma Rd.
Bloomington, Indiana 47404

Health Politics and Policy

Third Edition
Theodor J. Litman
Leonard S. Robins
Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman
Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 8 - Critical Thinking and Professional Decision Making

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

In today's society, we are bombarded by a constantly changing overload of information that can confuse us, make us hesitant and unsure of ourselves and even overwhelm us. Many decisions require quick and accurate decisions. If we take the time to understand information instead of being swamped by it, we can take advantage of this wealth of data to make highly accurate, productive, and professional decisions. Critical thinking and decision-making are skills. Developed to its fullest potential, the ability to make excellent decisions can become a valuable asset for the future professional.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

- 21st century themes:** Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills
Career Ready Practices
- CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well-being.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.
 - CRP7. Employ valid and reliable research strategies.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9. Model integrity, ethical leadership and effective management.
 - CRP10. Plan education and career paths aligned to personal goals.
 - CRP11. Use technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- **C. Diseases and Health Conditions**
Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
- **E. Social and Emotional Health**
Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**
Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
Technology increases the capacity of individuals to communicate in multiple and diverse ways.
- **C. Character Development**
Core ethical values impact behaviors that influence the health and safety of people everywhere.

- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations

- **C. Communication and Collaboration**

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.

- **D. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- **E. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- **F. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.		
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.		
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review		
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.		
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.		
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8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.		
<table border="1"> <tr> <td> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is critical thinking? • What are characteristics of critical thinking? • What are the five steps in problem-solving? • What are other problem-solving techniques? • What are the four processes of studying? • What are strategies that help you store information? </td> <td> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Critical thinking is a systematic way to form and shape one's thinking. • Characteristics of critical thinkers include fair-mindedness, autonomy, perseverance, integrity, creativity, humility, and confidence. • The problem-solving technique includes five steps: identifying the problem; gathering information and identifying possible solutions; selecting the best option; implementing the solution; and evaluating the results. • Other problem solving techniques include </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is critical thinking? • What are characteristics of critical thinking? • What are the five steps in problem-solving? • What are other problem-solving techniques? • What are the four processes of studying? • What are strategies that help you store information? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Critical thinking is a systematic way to form and shape one's thinking. • Characteristics of critical thinkers include fair-mindedness, autonomy, perseverance, integrity, creativity, humility, and confidence. • The problem-solving technique includes five steps: identifying the problem; gathering information and identifying possible solutions; selecting the best option; implementing the solution; and evaluating the results. • Other problem solving techniques include
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	<p>trial and error, scientific problem solving, and intuition.</p> <ul style="list-style-type: none"> • The four processes of studying are: refreshing one's memory; taking in new information; organizing and memorizing data; and making connections among information. • Strategies that can help you store information include making associations, using acronyms and acrostics, making flashcards, putting information to music, and studying in small groups.
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<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Identify the characteristics of critical thinking. • Identify the root cause or causes of a problem before deciding on ways to correct it. • Identify the basic problem solving steps. • Learn to analyze the "problem environment" by gathering data and recognizing the unique features that characterize it. • Learn to view the problem by examining by its deep, possibly obscure, background as well as its surface configuration. • Distinguish between cause and effect. • Learn to set priorities and to analyze possible alternate solutions. • Explain the importance of being open-minded to ideas of others and to suspend judgment.

Evidence of Learning

<p>Summative Assessment (X days) – 5 days Tests Review Questions Investigate It Questions at the end of each chapter Projects</p> <p>Equipment Needed: Textbooks, Interwrite Board, Laptops Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion</p>

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Written responses • Class Discussion • Class work • "Investigate It" responses

<p>Modifications: Special Education Students Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP</p>

accommodations/modifications

English Language Learners

Assign a buddy, same language or English speaking

Allow errors in speaking

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

At-Risk Students

Provide extended time to complete tasks

Consult with Guidance Counselors and follow I&RS procedures/action plans

Consult with classroom teacher(s) for specific behavior interventions

Provide rewards as necessary

Gifted and Talented Students

Provide extension activities

Build on students' intrinsic motivations

Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Critical Thinking	2 days
2	Problem Solving	2 days
3	Study Skills	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, Roxann. Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition

ISBN of 978-1-4511-8977-3.

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Leonard S. Robins
Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman
Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 9 - Health Communication

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

Communication is defined as the exchange of information throughout the entire health care system. Communication can involve assessment, diagnosis treatment or documentation but in all categories communication must be precise and confidential. Many kinds of relationships exist in health care settings, between professionals and patients; professionals and family members; and between one professional and other professionals; just to name a few. The roles people play in these relationships affect what they say and write to each other and how they do it. By gaining insight into how people react to each other through what they say and what they write and how they utilize non-verbal cues, health care professionals can improve their communications skills and thus contribute to improved functioning of their group in delivering health care.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

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Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills
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CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
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CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

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- **A. Personal Growth and Development**

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

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Students demonstrate a sound understanding of technology concepts, systems and operations

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2.2.12.C.1	Analyze the impact of competition on personal character development
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8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.		
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What does the communication process involve? • What are the three central elements of communication? • What are the three basic communication modes? • What is verbal communication? • What is assertive communication and active 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The communication process involves the sending and receiving of information between two or more individuals. • The three central elements of communication consist of the sender, the message, and the receiver. • The three basic communication modes are verbal, nonverbal, and written. 		

<p>listening important for?</p> <ul style="list-style-type: none"> • What does nonverbal communication relay? • What does medical writing require? • What must be done with patient information? 	<ul style="list-style-type: none"> • Verbal communication involves the use of spoken words. • Assertive communication and active listening are important aspects of verbal communication. • Nonverbal communication relays a message without speaking or writing. • Medical writing requires accuracy and clarity. • Patient information must be recorded completely and accurately
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Unit Learning Targets
Students will...

- Describe the components/elements of communication theory or process. (Sender, Message, Receiver)
- Differentiate between the three most common modes of communication.
- Describe the methods of communication with patients
- Recognize a communications dilemma.
- Describe the non-verbal components of communication
- Utilize the sensitivity and the problem solving skills essential for the improvement of the interpersonal communication that is required in the efficient delivery of health care services.
- Display sufficient understanding of oral, written, and non-verbal intercourse to be able to maintain clear and easily traveled pathways of communication, detecting and averting breakdowns before they can cause trouble.

Evidence of Learning

Summative Assessment (X days) – 5 days
 Tests
 Review Questions
 Investigate It Questions at the end of each chapter
 Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops
Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

<ul style="list-style-type: none"> • Teacher observation • Written responses • Class Discussion 	<ul style="list-style-type: none"> • Class work • “Investigate It” responses
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Modifications:
Special Education Students
 Allow errors
 Rephrase questions, directions, and explanations
 Allow extended time to answer questions, and

permit drawing, as an explanation
Accept participation at any level, even one word
Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

Assign a buddy, same language or English speaking
Allow errors in speaking
Rephrase questions, directions, and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Accept participation at any level, even one word

At-Risk Students

Provide extended time to complete tasks
Consult with Guidance Counselors and follow I&RS procedures/action plans
Consult with classroom teacher(s) for specific behavior interventions
Provide rewards as necessary

Gifted and Talented Students

Provide extension activities
Build on students' intrinsic motivations
Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	The Communication Process	1 day
2	Communication Models	2 days
3	Nonverbal Communication	1 day
4	Communication with Patients	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, Roxann. Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
ISBN of 978-1-4511-8977-3.

Diversified Health Occupations

L. Simmers
Delmar Publishers, INC

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
Lana Christianson, MT, MA, CRC
Pine Ridge Publications, (812) 876-7211
1051 West Burma Rd.
Bloomington, Indiana 47404

Health Politics and Policy

Third Edition
Theodor J. Litman
Leonard S. Robins
Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman
Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 10 - Written Communication for Health Professionals/Health information Management/Medical Documentation

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

Communication, defined as an exchange of information, is important throughout the health care system. Communication involves assessment, diagnosis, treatment, and/or documentation. Precision and confidentiality are imperative in all aspects of health care communications. Working with medical documents is one of the most important tasks for any health care professional. Good medical documentation is essential to the smooth operation of any medical facility.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

- 21st century themes:** Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills
- Career Ready Practices
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**
Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- **C. Diseases and Health Conditions**
Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
- **E. Social and Emotional Health**
Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**
Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
Technology increases the capacity of individuals to communicate in multiple and diverse ways.
- **C. Character Development**
Core ethical values impact behaviors that influence the health and safety of people everywhere.
- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations

- **C. Communication and Collaboration**

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.

- **D. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- **E. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- **F. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.		
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.		
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review		
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.		
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.		
8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.		
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.		
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.		
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.		
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.		
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.		
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.		
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.		
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.		
<table border="1"> <tr> <td style="vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the importance of medical documentation? • What do medical records include? • What is the definition of good medical documentation? • What do progress notes document? </td> <td style="vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Medical documentation serves many purposes, including communication, assessment, quality assurance, reimbursement, legal record, education, and research • Medical records include an admission sheet, graphic sheet, physician's orders, progress notes, medical history and examination sheet, reports, correspondence, and other documents. • Good medical documentation is accurate, complete, concise, legible, and organized. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the importance of medical documentation? • What do medical records include? • What is the definition of good medical documentation? • What do progress notes document? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Medical documentation serves many purposes, including communication, assessment, quality assurance, reimbursement, legal record, education, and research • Medical records include an admission sheet, graphic sheet, physician's orders, progress notes, medical history and examination sheet, reports, correspondence, and other documents. • Good medical documentation is accurate, complete, concise, legible, and organized.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the importance of medical documentation? • What do medical records include? • What is the definition of good medical documentation? • What do progress notes document? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Medical documentation serves many purposes, including communication, assessment, quality assurance, reimbursement, legal record, education, and research • Medical records include an admission sheet, graphic sheet, physician's orders, progress notes, medical history and examination sheet, reports, correspondence, and other documents. • Good medical documentation is accurate, complete, concise, legible, and organized. 		

- Progress notes documents each contact made between a health care professional and the patient.

Unit Learning Targets

Students will...

- Explain how important writing is in transmitting ideas and instructions.
- Give examples of clear, direct writing.
- Explain what Roger Angell meant, in his introduction to his step-father’s great book, *The Elements of Style*, “...We are all writers and readers as well as communicators, with the need to please and satisfy ourselves (as White put it) with the clear and almost perfect thought.”
- Show how a piece of writing improves in style and clarity as it is revised and revised and revised over and over again.
- Analyze the work of others.
- Analyze and criticize examples of health related writing posted on the web.
- Understand what Will Strunk was talking about when he urged writers to “Omit needless words!”
- Understand the difference between the active and the passive voice and know why it is almost always better to use the active voice.

Evidence of Learning

Summative Assessment (X days) – 10 days

Tests

Review Questions

Investigate It Questions at the end of each chapter

Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- | | |
|-----------------------|------------------------------|
| • Teacher observation | • Class work |
| • Written responses | • “Investigate It” responses |
| • Class Discussion | |

Modifications:

Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

Assign a buddy, same language or English speaking

Allow errors in speaking

Rephrase questions, directions, and explanations
 Allow extended time to answer questions, and permit drawing, as an explanation
 Accept participation at any level, even one word

At-Risk Students

Provide extended time to complete tasks
 Consult with Guidance Counselors and follow I&RS procedures/action plans
 Consult with classroom teacher(s) for specific behavior interventions
 Provide rewards as necessary

Gifted and Talented Students

Provide extension activities
 Build on students' intrinsic motivations
 Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Purposes of Documentation	3 days
2	Types of Information in Patient Records	3 days
3	Characteristics of Good Medical Documentation	2 days
4	Types of Progress Notes	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, Roxann. Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
 ISBN of 978-1-4511-8977-3.

Diversified Health Occupations

L. Simmers
 Delmar Publishers, INC

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
 Lana Christianson, MT, MA, CRC

Pine Ridge Publications, (812) 876-7211
1051 West Burma Rd.
Bloomington, Indiana 47404

Health Politics and Policy

Third Edition
Theodor J. Litman
Leonard S. Robins
Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman
Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 11 - Infection Control and Safety

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

We all as health professional are responsible for the health and safety of all our patients. The understandings of the basics of infection control are indispensable for any health care worker in any health care setting.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

- **C. Diseases and Health Conditions**

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

- **E. Social and Emotional Health**

Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Technology increases the capacity of individuals to communicate in multiple and diverse ways.

- **C. Character Development**

Core ethical values impact behaviors that influence the health and safety of people everywhere.

- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations

- **C. Communication and Collaboration**

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.

- **D. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- **E. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- **F. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
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2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family,

	community, and global health.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control and Prevention (CDCP)? • What are the safety precautions and preventative actions for health care workers? • What causes diseases to lead to infection? • What is the chain of infection? • What are standard precautions? • What is medical asepsis? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • OSHA and CDCP are regulatory agencies that provide safety rules and regulations for health care facilities. • Health care workers should be familiar with safety precautions and preventative actions for a variety of situations, including patient interactions, fires, electrical hazards, oxygen use, chemical hazards, radiation, and workplace violence. • Diseases can lead to infection when pathogens or microorganisms pass from one person to another. • The chain of infection includes a reservoir, an exit from the reservoir, a vehicle of transmission, a portal of entry, and a

	<p>susceptible host for the pathogen.</p> <ul style="list-style-type: none"> • Standard precautions are a set of procedures to reduce the transmission of microorganisms in any health care setting. • Medical asepsis refers to the measures taken to control and reduce the number of pathogens present on an object or in an area.
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Unit Learning Targets

Students will...

- Identify the classes of microorganisms.
- List the components in the chain of infection.
- Identify the safety precautions and preventative actions used.
- Describe “standard precautions”
- Define antisepsis, disinfection, and sterilization and differentiate between them.
- Describe the role of the Occupational Safety and Health Administration and the Centers for Disease control and prevention.
- Identify and observe all safety standards established by OSHA

Evidence of Learning

Summative Assessment (X days) – 5 days

Tests

Review Questions

Investigate It Questions at the end of each chapter

Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Teacher observation • Written responses • Class Discussion | <ul style="list-style-type: none"> • Class work • “Investigate It” responses |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|

Modifications:

Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

Assign a buddy, same language or English speaking

Allow errors in speaking

Rephrase questions, directions, and explanations
 Allow extended time to answer questions, and permit drawing, as an explanation
 Accept participation at any level, even one word

At-Risk Students

Provide extended time to complete tasks
 Consult with Guidance Counselors and follow I&RS procedures/action plans

Consult with classroom teacher(s) for specific behavior interventions

Provide rewards as necessary

Gifted and Talented Students

Provide extension activities

Build on students' intrinsic motivations

Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Role of Regulatory Agencies	1 day
2	Principles of Safety	1 day
3	Safety Precautions and Actions	1 day
4	Infectious Disease	1 day
5	Preventing the Spread of Disease	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, Roxann. Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
 ISBN of 978-1-4511-8977-3.

Diversified Health Occupations

L. Simmers
 Delmar Publishers, INC

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
Lana Christianson, MT, MA, CRC
Pine Ridge Publications, (812) 876-7211
1051 West Burma Rd.
Bloomington, Indiana 47404

Health Politics and Policy

Third Edition
Theodor J. Litman
Leonard S. Robins
Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman
Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 12 - Health Care Systems/Health Care Economics

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

There are many types of agencies and facilities that deliver health care. Health care is the fastest growing industry in the United States which employs over 13 million individuals. Health has become a major business. The extremely high cost of health care in the United States is a major concern for all Americans. The large number of uninsured individuals is rising which is creating the need for instituting a national health care plan.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills
Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

- **C. Diseases and Health Conditions**

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

- **E. Social and Emotional Health**

Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Technology increases the capacity of individuals to communicate in multiple and diverse ways.

- **C. Character Development**

Core ethical values impact behaviors that influence the health and safety of people everywhere.

- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable

research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations

- **C. Communication and Collaboration**

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.

- **D. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- **E. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information.

- **F. Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability,

	accessibility, benefits, and accreditation.		
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.		
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review		
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8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.		
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.		
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.		
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.		
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.		
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.		
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the US health care system composed of? • What is a voluntary nonprofit institution? • What is a proprietary institution? • What is a government institution? • What are the most common health care payments in the US? • What are two types of government insurance? • What is managed care? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The US health care system is composed of voluntary nonprofit, proprietary, and government institutions. • A voluntary nonprofit institution must provide community benefits in order to retain their nonprofit status and tax exemption. • Proprietary institutions are for-profit health care facilities. • Government institutions receive most of their funding from local, state, or federal agencies. • The most common health care payment </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the US health care system composed of? • What is a voluntary nonprofit institution? • What is a proprietary institution? • What is a government institution? • What are the most common health care payments in the US? • What are two types of government insurance? • What is managed care? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The US health care system is composed of voluntary nonprofit, proprietary, and government institutions. • A voluntary nonprofit institution must provide community benefits in order to retain their nonprofit status and tax exemption. • Proprietary institutions are for-profit health care facilities. • Government institutions receive most of their funding from local, state, or federal agencies. • The most common health care payment
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the US health care system composed of? • What is a voluntary nonprofit institution? • What is a proprietary institution? • What is a government institution? • What are the most common health care payments in the US? • What are two types of government insurance? • What is managed care? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The US health care system is composed of voluntary nonprofit, proprietary, and government institutions. • A voluntary nonprofit institution must provide community benefits in order to retain their nonprofit status and tax exemption. • Proprietary institutions are for-profit health care facilities. • Government institutions receive most of their funding from local, state, or federal agencies. • The most common health care payment 		

	<p>methods in the US are private insurance, direct payment, and government plans.</p> <ul style="list-style-type: none"> • Two types of government plans are Medicare and Medicaid. • Managed care provides coverage for health care through a select group of providers, with predetermined rates for services.
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Unit Learning Targets

Students will...

- Describe the various types of health care facilities.
- List the government agencies
- Identify the various types of health care institutions.
- Describe the various types of health care payment methods.
- Describe types of managed care and its implications on the United States

Evidence of Learning

Summative Assessment (X days) – 5 days

Tests

Review Questions

Investigate It Questions at the end of each chapter

Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- | | |
|-----------------------|------------------------------|
| • Teacher observation | • Class work |
| • Written responses | • “Investigate It” responses |
| • Class Discussion | |

Modifications:

Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

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Provide extended time to complete tasks
 Consult with Guidance Counselors and follow I&RS
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 Consult with classroom teacher(s) for specific
 behavior interventions
 Provide rewards as necessary

Gifted and Talented Students

Provide extension activities
 Build on students' intrinsic motivations
 Consult with parents to accommodate students'
 interests in completing tasks at their level of
 engagement

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Differences Among Health Care Institutions	1 day
2	Health care Payment Methods	2 days
3	Government Health Care Plans	1 day
4	Managed Care and Cost Containment Measures	1 day

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, Roxann. Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
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It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

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 Lana Christianson, MT, MA, CRC
 Pine Ridge Publications, (812) 876-7211
 1051 West Burma Rd.

Bloomington, Indiana 47404

Health Politics and Policy

Third Edition

Theodor J. Litman

Leonard S. Robins

Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman

Regents/ Prentice Hall

Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples

Yana Parker

Ten Spees Press

P.O. Box 7123

Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood

Griffen Paperbacks

Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti

University of Pennsylvania Press

Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 13 - Computers in Health Care

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

Computers have become a staple in everyday life in the United States and it is no exception that they have become an integral part of health care information management as well as the diagnosis of disease. They are used for educational purposes and the analysis of research data. All health care professionals are expected to be fluent in the use of a computer.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

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CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills
Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**
Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- **C. Diseases and Health Conditions**
Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
- **E. Social and Emotional Health**
Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**
Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
Technology increases the capacity of individuals to communicate in multiple and diverse ways.
- **C. Character Development**
Core ethical values impact behaviors that influence the health and safety of people everywhere.
- **D. Advocacy and Service**
Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to

address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems and operations

- **C. Communication and Collaboration**

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.

- **D. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

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Students apply digital tools to gather, evaluate, and use information.

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Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
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2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
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2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.		
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8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review		
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	<p>information.</p> <ul style="list-style-type: none"> • Health care systems provide administrative, clinical, cost control and decision support and allow health care professionals to enter medical orders electronically. • Computer technology has made possible the use of reporting systems, monitoring systems, and diagnostic and imaging systems in health care.
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Unit Learning Targets

Students will...

- Describe the roles of computers in health care.
- Identify the components of the computer hardware and how they function.
- Identify the various computer applications used today in the health care industry.
- Explain the necessity of computer security.
- Identify the technological advances of health care.

Evidence of Learning

Summative Assessment (X days) – 5 days

- Tests
- Review Questions
- Investigate It Questions at the end of each chapter
- Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Teacher observation • Written responses • Class Discussion | <ul style="list-style-type: none"> • Class work • “Investigate It” responses |
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Modifications:

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- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
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permit drawing, as an explanation
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At-Risk Students

Provide extended time to complete tasks
Consult with Guidance Counselors and follow I&RS
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Consult with classroom teacher(s) for specific
behavior interventions
Provide rewards as necessary

Gifted and Talented Students

Provide extension activities
Build on students' intrinsic motivations
Consult with parents to accommodate students'
interests in completing tasks at their level of
engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Computers in Health Care	2 days
2	Health informatics	2 days
3	Other Technology in Health Care	1 day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Required Textbook

DeLaet, Roxann. Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
ISBN of 978-1-4511-8977-3.

Diversified Health Occupations

L. Simmers
Delmar Publishers, INC

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
Lana Christianson, MT, MA, CRC
Pine Ridge Publications, (812) 876-7211
1051 West Burma Rd.
Bloomington, Indiana 47404

Health Politics and Policy

Third Edition
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Medical Law and Ethics

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Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples
Yana Parker
Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 14 - Advocacy

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

This unit will show students how to form effective, persuasive arguments supporting an idea, a cause, or a policy.

Interdisciplinary Connections:

SCIENCE: LS1B Growth & Development of Organisms

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

LANGUAGE ARTS LITERACY:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during health data analysis.

WIDA English Language Development Standard 1

English language learners communicate for social and instructional purposes within the school setting.

21st century themes: Creativity and Innovation, Critical Thinking and Problem Solving,

Communication and Collaboration, Information Literacy, Media Literacy, Communication Literacy, and Life and Career Skills

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- **A. Personal Growth and Development**

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

- **C. Diseases and Health Conditions**

Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.

- **E. Social and Emotional Health**

Stress management skills impact an individual's ability to cope with different types of emotional situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- **A. Interpersonal Communication**

Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.

Technology increases the capacity of individuals to communicate in multiple and diverse ways.

- **C. Character Development**

Core ethical values impact behaviors that influence the health and safety of people everywhere.

- **D. Advocacy and Service**

Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

- **E. Health Services and Information**

Potential solutions to health issues are dependent on health literacy and available resources. Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- **A. Technology Operations and Concepts**
Students demonstrate a sound understanding of technology concepts, systems and operations
- **C. Communication and Collaboration**
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.
- **D. Digital Citizenship**
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- **E. Research and Information Fluency**
Students apply digital tools to gather, evaluate, and use information.
- **F. Critical thinking, problem solving, and decision making**
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

CPI #	Cumulative Progress Indicator (CPI)
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests,

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8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review		
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.		
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.		
8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.		
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.		
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.		
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.		
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.		
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.		
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.		
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.		
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.		
<table border="1"> <tr> <td style="vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is patient advocacy? • What is workplace advocacy? • What is professional advocacy? • What is the ANA Code of Ethics? • How does a nurse how to advocate? </td> <td style="vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Patient advocacy is the act of supporting a cause or proposal for the patient. • Workplace advocacy is the act of supporting a cause or proposal for the workplace. • Professional advocacy is the act of supporting a cause or proposal for the profession. • The ANA Code of Ethics is the nurse's duty to protect the patient's privacy, ensure that the patient and important others have a voice in decision making, and protect the patient from incompetent, unethical, illegal, or impaired practice of any health care provider. • A nurse learns to advocate by standing up for others, learning by watching, and gaining confidence through experience. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is patient advocacy? • What is workplace advocacy? • What is professional advocacy? • What is the ANA Code of Ethics? • How does a nurse how to advocate? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Patient advocacy is the act of supporting a cause or proposal for the patient. • Workplace advocacy is the act of supporting a cause or proposal for the workplace. • Professional advocacy is the act of supporting a cause or proposal for the profession. • The ANA Code of Ethics is the nurse's duty to protect the patient's privacy, ensure that the patient and important others have a voice in decision making, and protect the patient from incompetent, unethical, illegal, or impaired practice of any health care provider. • A nurse learns to advocate by standing up for others, learning by watching, and gaining confidence through experience.
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Unit Learning Targets*Students will be able to:*

- Define advocacy and its purpose
- Identify characteristics of an advocate
- Understand a selected topic for advocacy
- Identify the target audience
- Utilize resources to support advocacy
- Communicate the needs or requests of the community
- Identify problems
- Describe the roles that must be assumed and the tasks that must be undertaken to find solutions to these problems
- Effect changes and influence outcomes
- Demonstrate communication skills, such as listening carefully and being firmly but not offensively assertive, that are essential to effective advocacy.

Evidence of Learning**Summative Assessment (X days) – 5 days**

Tests

Review Questions

Investigate It Questions at the end of each chapter

Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops**Teacher Resources:** Textbooks and Dynamics of Health Care Teaching Companion**Formative Assessments**

- Teacher observation
- Written responses
- Class Discussion
- Class work
- "Investigate It" responses

Modifications:**Special Education Students**

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

Assign a buddy, same language or English speaking

Allow errors in speaking

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and

permit drawing, as an explanation
Accept participation at any level, even one word

At-Risk Students

Provide extended time to complete tasks
Consult with Guidance Counselors and follow I&RS
procedures/action plans
Consult with classroom teacher(s) for specific
behavior interventions
Provide rewards as necessary

Gifted and Talented Students

Provide extension activities
Build on students' intrinsic motivations
Consult with parents to accommodate students'
interests in completing tasks at their level of
engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	What is Advocacy? The Call to Advocacy	1 day
2	The Strength to Advocate & Relationships between Health care Professionals	1 day
3	Uncertainty, Dilemma, and Distress	1 day
4	Learning How to Advocate	1 day
5	Advocacy for the Profession	1 day

Teacher Notes:

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Unit Overview

Content Area: Dynamics of Health Care in Society

Unit Title: UNIT 15 - Public Health

Target Course/Grade Level: Grades 11 and 12

Unit Summary:

Many health organizations, agencies, professional groups, consumer groups, individual consumers, and individual providers play important roles in the delivery of health care. But the largest single force in the American health care system is the federal government which, among other things, provides direct service to many patients, provides funds for the care of other patients, and conducts research projects.

Interdisciplinary Connections:

SCIENCE: *LS1B Growth & Development of Organisms*

2.1A Personal Growth & Development

2.1C Disease

2.2E Health Services

2.3A Medicine

SOCIAL STUDIES:

Similar connections may be made between social studies content areas (6.3) and the following areas of content such as (2.2A) interpersonal communication skills, (2.1E) social, and (2.2E) health services.

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CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
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2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
2.2.12.C.1	Analyze the impact of competition on personal character development
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
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8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
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8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
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8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What does community-based nursing emphasize? • What is the foundation for community-based care? • What does primary, secondary, and tertiary prevention focus on? • What does disease management strives to do? • What is Healthy People 2020? • What is disaster management? • What is alternative healthcare? • What are alternative therapies? • How can alternative and complementary therapies be evaluated? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Community-based nursing emphasizes advocating for patients, promoting self-care, focusing on health promotion and disease prevention, and recognizing the importance of family, culture, and the community. • Client empowerment through teaching, explaining options, and supporting decision making is a foundation for community-based care. • Primary prevention focuses on preventing disease; secondary prevention focuses on early diagnosis; tertiary prevention focuses on preventing long-term disability and restoring functional capacity. • Disease management strives to promote health through effective treatment of targeted diseases and health conditions.
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	<ul style="list-style-type: none"> • Healthy People 2020 is a federal effort that includes overall goals, priority areas, and leading indicators to measure progress in developing healthier communities. • Disaster management refers to the plans that are in place designating the community's response to a disaster. • Alternative healthcare encompasses those types of care outside of conventional Western medicine. • Alternative therapies are considered complementary therapies when used along with traditional medical care. • Alternative and complementary therapies can be evaluated based on a five-step process that includes safety and effectiveness of the therapy, credentials of the provider, service delivery, cost of services, and consultation with the regular health care provider.
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Unit Learning Targets

Students will be able to:

- Identify how moving care to communities will effect various health occupations
- Understand the various approaches to patient empowerment.
- Describe Healthy People 2020; its vision, mission and goals, and identify priority areas and leading health indicators that relate to the goals of Healthy People 2020
- Identify the types of community disasters and identify various disaster responses.
- Describe and identify the various complementary and alternative health care systems.

Evidence of Learning

Summative Assessment (X days) – 5 days

Tests

Review Questions

Investigate It Questions at the end of each chapter

Projects

Equipment Needed: Textbooks, Interwrite Board, Laptops

Teacher Resources: Textbooks and Dynamics of Health Care Teaching Companion

Formative Assessments

- | | |
|-----------------------|------------------------------|
| • Teacher observation | • Class work |
| • Written responses | • "Investigate It" responses |
| • Class Discussion | |

Modifications:

Special Education Students

Allow errors

Rephrase questions, directions, and explanations

Allow extended time to answer questions, and permit drawing, as an explanation
 Accept participation at any level, even one word
 Consult with Case Managers and follow IEP accommodations/modifications

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 Allow errors in speaking
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Provide extended time to complete tasks
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 Consult with classroom teacher(s) for specific behavior interventions
 Provide rewards as necessary

Gifted and Talented Students

Provide extension activities
 Build on students' intrinsic motivations
 Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Understanding Community-Based Nursing	1 day
2	Health Promotion and Disease Prevention Services	1 day
3	Healthy People 2020 and Maintaining Continuity of Care	1 day
4	Disaster Response in the Community	1 day
5	Complementary and Alternative Healthcare	1 day

Teacher Notes:

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