



## HEALTHCARE SCIENCE

**COURSE:** 25.525 General Medicine

**UNIT:** 1.1 Orientation to Medical Facilities / Overview of General Medicine



## INTRODUCTION

### Annotation:

This unit will give students an overview of the course. Students will learn about the various departments in an acute care/hospital setting. Careers opportunities found in various departments will be spotlighted and an overview of medical- surgical services in a hospital setting. Students will examine the role of possible departments and a sample of careers in many of the departments. The course is designed to offer students (preferably upper classmen -juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of each of the major departments of the average acute care setting/hospital, including but not limited to: Orthopedics, Cardiology, Diagnostic Imaging, MedSurg, Gastroenterology, Urology, and Customer Care Services. Students focusing on a career path in medicine (Pre-Med) or on a career in one of the ancillary departments noted above will apply classroom/lab knowledge and skills in the clinical setting(s) as they participate in direct client care. The work-based learning strategy appropriate for this course is a minimum 40-hour clinical practicum. When taken as the fourth course in the Therapeutic Services - Nursing career pathway, students successfully completing may be eligible to work as a Patient Care Technician.

### Grade(s):

<input type="checkbox"/>	9 <sup>th</sup>
<input type="checkbox"/>	10 <sup>th</sup>
<input checked="" type="checkbox"/>	11 <sup>th</sup>
<input checked="" type="checkbox"/>	12 <sup>th</sup>

**Time:** Five 50 minute periods

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### Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

**HS-TGM-2. Students will demonstrate professional demeanor at all times, both in the classroom and within the healthcare facilities.**

- a. Understand and demonstrate dependability as it relates to being present, on time, and ready to participate.
- b. Understand and demonstrate compassion as it relates to being sensitive to the needs of patients and co-workers.
- c. Understand and demonstrate flexibility as it relates to their willingness to adapt to changes, accept added responsibility, and be a team player.
- f. Understand and demonstrate the importance of personal appearance to include appropriate dress code, good personal hygiene, and professional demeanor.
- g. Understand and demonstrate the importance of good organizational skills.
- h. Understand and demonstrate excellent time management skills including completion of assignments.

### GPS Academic Standards:

**SSEF4** - The student will compare and contrast different economic systems, and explain how they answer the three basic economic questions of what to produce, how to produce and for whom to produce.

**MM2P1**-Students will solve problems (using appropriate technology).

**ELA11W3** – The student uses research and technology to support writing.

### National / Local Standards / Industry / ISTE:

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-1 through CTAE-FS-11 Apply !**

**Complementary Standards:**

**HS-IHS-3: The student will analyze healthcare delivery system models and the role of health professionals within each given model.**

- A. Explains systems theory
- C. Analyze current trends in delivery systems.
- D. Define, compare and contrast services performed in healthcare delivery systems to ensure the delivery of quality healthcare.
- E. Construct a healthcare delivery system model with a simulated organizational chart diagramming the interdependence of healthcare professions within the system.



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:**

- Students will understand that healthcare may be delivered in a variety of settings and regardless of the setting, professional demeanor is required. They will understand the skills needed to become gainfully employed in healthcare. They must practice professionalism in the classroom setting and transfer this behavior to the healthcare setting. They will also understand the organization of and interdependence of departments within given healthcare facilities.
- Students will be able to recognize careers in the healthcare career pathways, including therapeutic, diagnostic, health informatics, environmental support and biotechnology research and development and understand that career development continues throughout ones career.

**Essential Questions:**

- How is healthcare delivered in acute care/hospitals?
- What current trends are occurring in healthcare that will impact how care is delivered?
- What are the differences in the each of the healthcare pathways?
- What employability skills are essential to maintain employment and create satisfactory work expectations for my chosen career path?

**Knowledge from this Unit:**

- Using prior knowledge of the History of the healthcare delivery system the student will understand its impact on the delivery system today
- The student will learn current trends in healthcare today which may include but not be limited to
 

1. Alternative Medicine	7. Imaging Diagnostics
2. Biomedical Applications	8. Medical Office Technology
3. Cardiac Diagnostics	9. Optical diagnostics
4. Clinical Laboratory Science	10. Pharmacology
5. Dental diagnostics	11. Sports Medicine
6. Forensic Science	12. Veterinary medicine
- The healthcare pathway including therapeutic, diagnostic, health informatics, environmental support and biotechnology research and development
- Skills needed to have effective work ethics.
- How organizational structure exists and the responsibilities of the organization
- Skills needed to obtain employment
- Career development continues throughout ones career

**Skills from this Unit:** Performance.

- Students focusing on a career path in general medicine pathway will apply classroom/lab knowledge and skills in the clinical setting(s) as they participate in direct client care. Master Skills Check List should be maintained
- Establish personal goals
- Demonstrate work ethics. Employability Spread Sheet can be utilized by instructor during supervision at clinical sites
- Demonstrate skills needed for employment
- Verbalize relationship between education and career choices



## ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test  
☐ Objective assessment - multiple-choice, true- false, etc.  
☐ Quizzes/Tests  
☐ Unit test  
☒ Group project (skit may be used as a group project or oral presentation)

- ☒ Individual project (oral presentation may be used)
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☒ Journal reflections on concepts, personal experiences and impact on one's life
  - ☒ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☒ Academic prompts
  - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☒ Observe students working with partners
  - ☐ Observe students role playing
- Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- Dialogue and Discussion
  - ☒ Student/teacher conferences
  - ☒ Partner and small group discussions
  - ☒ Whole group discussions
  - ☒ Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - ☒ Chart good reading/writing/listening/speaking habits
  - ☒ Application of skills to real-life situations/scenarios (skit)
- Post-test

#### **Assessment(s) Title:**

- Organizational Chart worksheet or do a sample using texts or internet resources
- Time Management Assignment
- Skit with group analysis rubric
- Learning Log (this document is used to promote learning on a daily basis and holds the student accountable for their own "Learning Stretch")
- Evaluation for Clinical Interns
- Master Skills List
- Employability spread sheet (To be used by Instructor)

#### **Assessment(s) Description/Directions:**

- At the end of each clinical rotation, the student will present the Evaluation for Clinical Interns to the supervisor or mentor from that site. This evaluation may be sealed in an envelope/mailed or faxed to instructor.

#### **Attachments for Assessment(s):** Please list.

- Time Management Assignment
- Learning Log
- Evaluation for Clinical Interns
- Master Skills List
- Employability spread sheet



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

### 1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-TGM-2. Students will demonstrate professional demeanor at all times, both in the classroom and within the healthcare facilities.

SSEF4 - The student will compare and contrast different economic systems, and explain how they answer the three basic economic questions of what to produce, how to produce and for whom to produce.

MM2P1-Students will solve problems (using appropriate technology).

ELA11W3 – The student uses research and technology to support writing.

### 2. Review Essential Questions.

- How is healthcare delivered in acute care/hospitals?
- What current trends are occurring in healthcare that will impact how care is delivered?
- What are the differences in the each of the healthcare pathways?
- What employability skills are essential to maintain employment and create satisfactory work expectations for my chosen career path?

### 3. Identify and review the unit vocabulary. (Words Walls are helpful)

### 4. Assessment Activity.

- Review Prerequisite Knowledge and Skills
  - a. Concepts of communication and patient education
  - b. Professionalism used with all clients/patients/staff/ and family
    - 1. Dependability and Compassion
    - 2. Flexibility and adaptability
    - 3. Problem solving skills and rational thought
    - 4. Importance of being a team player with employability skills evidenced by evaluations
  - c. Good organization skills including time management

- d. Educational and credentialing requirements for healthcare careers at the post-secondary level
- e. Data Collection
- f. Organizational structure of medical facilities..... SHORT review of the following might be advantageous:

1. Types of healthcare facilities/providers and services provided with each/ history of healthcare delivery systems development
2. The services of government agencies vs. non-profit agencies
3. Types of insurance plans
4. Managed care concept
5. Types of insurance policies
6. Key terms ie: deductibles, co-pays, premiums
7. HMOs and PPOs
8. Medicare and Medicaid services

#### **Learning Activities:**

1. Explain skills employers are looking for (Master Skills Sheet will follow student through pathway)
2. Describe ethical behavior on the job (refer to pre-requisite knowledge)
3. Complete job and college applications (sample)
4. Team leader/and or instructor works with team to complete skills practice and check offs  
(Junior Achievement representatives and other healthcare professionals can be utilized-FIND your area representatives)
5. Create a business/career plan (CAREER PORTFOLIOS are VERY useful)
6. Do Team building game. Pair non-disabled students with students with special needs for this activity. A free sample is provided using tennis balls with this unit.
7. Role play working with a dissatisfied customer/patient/family member or co-worker... how would you handle it?) Additional practice time may be needed for students with disabilities.
8. Define, compare and contrast healthcare career pathways including therapeutic, diagnostic, environmental and informational services
9. Oral Presentations may be useful to enhance learning of career pathways. Additional time for preparation may be needed for students with disabilities
10. Work with residents and staff in a clinical setting (Sites will be assigned by instructor)
11. Guest speaker- \_\_\_\_\_ Healthcare systems if available for career information. Guest Speaker Summary attachment
12. Healthcare Facility Departmental Scavenger Hunts may be developed

**Attachments for Learning Experiences:** Please list.

- Skit for role play for working with a dissatisfied patient, family member, or co-worker
- Team building game from free Internet site
- Oral Presentation
- Rubric for presentation
- Guest Speaker Summary Sheet

**Notes & Reflections:**

- See Cross-References from prerequisite classes and transferred knowledge above



## CULMINATING PERFORMANCE TASK (Optional)

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**Culminating Unit Performance Task Title:**

- College/Career oral presentations (Directions attached and Presentation rubric)
- Master Skills check list ...one attachment
- Completion of Junior Achievement training careers with a purpose (optional)
- Copy of college acceptance letter
- Team Building Game...one attachment

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

- On attachments

**Attachments for Culminating Performance Task:** Please list.

- Master Skills Check List
- Employability Sheet (can be used by instructor as students are supervised in clinical setting)
- Free Team Building Game from [The Leaders Institute](#)
- [Oral presentation directions/format](#)
- [Presentation rubric](#)



## UNIT RESOURCES

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**Web Resources:**

- [www.Teambuilding123.com](http://www.Teambuilding123.com) has sample team building games



- [www.georgiahosa.org](http://www.georgiahosa.org)
- [www.hosa.org](http://www.hosa.org)
- There are numerous web sites for graphic organizers, just use a search engine and find them

**Attachment(s):** Supplemental files not listed in assessment, learning experiences, and performance task.

**Materials & Equipment:**

- PPT / laptop
- Computer/ Internet
- Textbook/Workbook/ Worksheets
- Video may be available
- TV/VCR/DVD/other 21<sup>st</sup> century technology
- Marker board and markers
- Tennis Balls for Team Building Game
- Application
- Written clinical evaluation
- Certified Nursing Assistant documents if taken as the fourth course in the Therapeutic Services -Nursing career pathway since students successfully completing may qualify as a Patient Care Technician
- IV arm to simulate IV puncture, IV catheter removal, and capillary puncture.

**What 21st Century Technology was used in this unit:**

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		

Graphic Organizer ideas:

1. Organizational Chart of a hospital or medical office (Most texts have these charts, example: from Diversified Health Occupations by Simmers, charts can be found under “organizational structure” in the Health Care systems chapter.) Or student’s may complete one from the work book or own their own.
2. Below is a sample list of hospital department/services to create a key terms list and also organization chart or find out the departmental organization of facilities where students will receive work-based learning experience

## Terminology

### Hospital Departments/Services

#### Administration

Includes hospital president, administrator and/or chief executive officer and support staff. The main department function is to develop an effective medical staff of physicians, nurses and other health care professionals and to supply that staff with adequate equipment and facilities to provide high-quality health care while, at the same time, maintaining a cost-effective environment.

#### Admitting

Provides for the processing of patient admissions, discharges and transfers.

#### Auxiliary

Self-governing membership organization founded by individuals from the community to assist the hospital in promoting the health and welfare of the community. Many auxiliary members volunteer in the hospital and also raise funds for specific hospital projects.

#### Business Office

Responsible for day-to-day business procedures, which deal primarily with patient accounts (posting, billing and collections), accounts payable and payroll.

#### Central Service/Supply

Responsible for sterilization, storage and distribution of sterile equipment and supplies to the nursing, surgery, emergency, laboratory, radiology, and other departments.

#### Chaplain Program

Administers religious activities and provides pastoral counseling to patients and their families and to the staff.

#### Communications

Provides instantaneous and reliable communication through administrative, patient and public telephones, electronic paging, and emergency dispatch. This department may also be responsible for alarm systems and intercom systems.

#### Dietary Services

Prepares and serves food to patients and hospital personnel and also provides nutritional care and education to patients.

#### Emergency Services

Responsible for evaluating the medical needs of emergency and non-emergency cases entering the emergency department and determining the appropriate treatment. Patients not requiring immediate treatment for injuries or illnesses of a traumatic nature may be referred to an outpatient clinic or other hospital services, thus relieving the patient load in

the emergency department.

**Engineering and Maintenance**

Provides for maintenance of the hospital's physical plant, including heating, ventilating and air conditioning systems, utilities, telecommunications and clinical engineering equipment.

**Environmental Services/Housekeeping**

Provides for maintenance of a safe and sanitary hospital by controlling solid and liquid wastes, radiation exposure and pathogenic organisms. The department also handles the daily cleaning routine, scheduled project work such as window washing and floor waxing, and cleaning of patient rooms during and after a patient's stay in the hospital.

**Foundation (Development Office)**

Not-for-profit organization established within a hospital to solicit gifts, money and other donations to provide support for hospital programs and services.

**Intensive Care Units**

Specialty nursing units designed for treating patients facing life-threatening situations.

**Laboratory**

Performs laboratory tests for all types of patients as ordered by physicians and as required by the hospital's routine procedures.

**Marketing**

Develops and implements the hospital's marketing plan to promote hospital services.

**Medical Records**

Maintains all records and documents related to patient care to meet medical, administrative, legal, ethical, regulatory, and institutional requirements of a hospital.

**Nursing Services**

Encompasses all activities related to nursing care performed by nurses and other professional and technical personnel.

**Occupational Therapy**

Assists patients in restoring or maintaining skills necessary for performing daily living tasks to their maximum capacity.

**Outpatient Services**

Provides treatment to patients who do not require admission as inpatients. Such a department might not be located within the hospital complex, but serve as a freestanding outpatient clinic.

**Personnel/Human Resources**

Provides for the planning and management of the hospital's human resources, including recruiting, interviewing and screening job applicants, providing benefits and maintaining salary scales, and providing orientation for new employees.

**Pharmacy**

Controls the preparation, dispensing, storage, and use of drugs. It generally services inpatients, outpatients and clinical and emergency patients.

**Physical Therapy**

Treats disease and injury by physical means, such as application of light, heat, cold, water, electricity, massage, and exercise.

**Planning**

Identifies the health needs of a community and the appropriate service opportunities to

meet those needs.

**Public Information/Public Relations**

Responsible for internal and external communications, including media relations. Also handles special events and product promotion.

**Radiation Therapy**

Provides medical applications of this clinical specialty that is devoted to the treatment of patients with cancer and other tissue growths by ionizing radiation alone or combined with other forms of therapy.

**Radiology (X-ray) Department**

Performs examination, testing and diagnostic services for inpatients, outpatients and emergency patients through a radiographic (x-ray) process.

**Respiratory Therapy**

Provides ventilatory support and associated services to patients, such as pulmonary function studies and blood gas analysis, administration of oxygen and certain potent drugs through inhalation or positive pressure, and teaching of breathing exercises.

**Social Services**

Generally responsible for the coordination of discharge planning, which is a centralized program to ensure each patient has a plan for needed follow-up care.

**Surgical Department**

Provides diagnosis and treatment through surgery. Surgery can be performed on inpatients or outpatients.

**Volunteer Services**

Responsible for the coordination of the volunteer services provided in the hospital