GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

HEALTHCARE SCIENCE

COURSE: 25.521 Introduction to Healthcare Science

UNIT: 1.1 Healthcare Delivery Systems

✅ INTRODUCTION

Annotation:

> In this unit students will identify healthcare delivery systems and how the systems work together to deliver quality healthcare including health insurance plans. Students will construct a healthcare delivery system model using organizational charts as they utilize the most common healthcare pathways in these systems. Students will research the history of healthcare delivery systems and analyze current trends in healthcare delivery.

Grade(s):

X	9th
X	10th
X	11th
X	12th

Time:

> Twelve 50 minute class periods

Author:

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Additional Author(s):

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

GPS Focus Standards:

HS-IHS-3:

The student will analyze healthcare delivery system models and the role of health professionals within each given model.

a. Explain systems theory.

b. Research the history of healthcare delivery systems development including evaluating the impact of enhanced technology and other factors that may affect various healthcare delivery systems.

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.

f. Analyze the economic impact of healthcare delivery and calculation of health insurance plans to include deductibles, co-pays, PPOs and HMOs.

GPS Academic Standards:

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

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)

MM2P4- Students will make connections among mathematical ideas and to other disciplines.

SSEF2- The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action)

SSEPF5- The student will describe how insurance and other risk-management strategies protect against financial loss.

National / Local Standards / Industry / ISTE:

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the services provided by many different healthcare delivery systems and how the systems ensure quality healthcare.

- Students will identify key persons, times, and events in the history of healthcare delivery systems and how these past events and current trends compare and affect the healthcare delivery that we have now.

- Students will analyze coverage of different types of health insurance plans and calculate deductibles and co-payments for all types.

- Students will construct a healthcare delivery system model with a simulated organizational chart diagramming the interdependence of healthcare professions within each system.

- Nursing Essentials students will construct a nursing organizational chart and explain the importance for following policies and procedures of a healthcare system.

Essential Questions:

- What are the different types of healthcare delivery systems, who qualifies for their services, and what are the services that these systems provide?

- How has the history of healthcare delivery systems changed over the years and how has current trends in delivery systems changed in this technological age?

- What are different types of health insurance plans and what services do they provide and what are the responsibilities of the insurer and the insured?

- How do I design a healthcare system delivery business of my choice, what staff do I need to run my business, and how will I advertise my business?

- Nursing Essentials Students only: Why is it vitally important to follow the policy and procedures manual of an institution?

Knowledge from this Unit:

- Healthcare delivery system and health insurance terms
- How organizational structure charts work
- Historical persons, time periods, and events that has changed healthcare delivery.

Skills from this Unit:

- Application of mathematical skills: percentages; measurements; and basic math problems.
- Drawing skills either via computer or freehand of a healthcare system.

- Speaking skills as students share their health delivery system model with others.

- Writing skills as students make "help wanted" ads and advertising brochures of their model.

- Teamwork skills as students design their model in pairs or small groups.

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>
_____   Pre-test
_____   Objective assessment - multiple-choice, true- false, etc.
         __ Quizzes/Tests
         __ Unit test
_____   Group project
_____   Individual project
  X   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
  X   Subjective assessment/Informal observations
         __ Essay tests
         __ Observe students working with partners
         __ Observe students role playing
  X   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
  X   Constructed Responses
         __ Chart good reading/writing/listening/speaking habits
         __ Application of skills to real-life situations/scenarios
_____   Post-test
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Assessment(s) Title:

- Formative assessment (daily grade) Lesson 1, 2, 3

- Self Assessment Lesson 1, 2 (Review game)

- Summative assessment (Knowledge test) Lesson 1, 2, 3

- Combined methods for Lesson 4 of self assessment, peer assessment, informal checks, and teacher assessment with constructive responses

- Informal check, daily grade, test grade for Lesson 5

Assessment(s) Description/Directions:

- Daily grade (optional) for <u>assignment sheets</u> for Lesson 1, 2, 3

- Participation grade for Review Games

- Written test over Lessons 1, 2, 3

- Project grade over Lesson 4 using Rubric

- Informal check, daily grade, or knowledge test (summative) over Lesson 5

Attachments for Assessment(s):

- Healthcare Delivery Systems Assignment sheet- (Written assignment over Lesson 1 and 2)

- Health Insurance-   (This could be displayed on a white board projector as a class assignment for Lesson 2)

- Healthcare Delivery Systems Review Game- (Option 2 of this game could be placed on student share drive so students could do it on computer after studying Lessons 1-3)

- Organizational Structure Assignment- (This is Lesson 3 assignment. This chart is very rough. If you use

- Inspiration Software program, you could design a very neat structure chart. Nursing Essential Phase may do a nursing flow chart as well.)

- History Review Game- (This is for Lesson 5. May cut up names and descriptions and have students draw out and match them going around room. May place on student share drive and let students cut and paste as a review.)

LEARNING EXPERIENCES

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

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

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)

MM2P4- Students will make connections among mathematical ideas and to other disciplines.

SSEF2- The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action)

SSEPF5- The student will describe how insurance and other risk-management strategies protect against financial loss.

2. Review Essential Questions.

- What are the different types of healthcare delivery systems, who qualifies for their services, and what are the services that these systems provide?
- How has the history of healthcare delivery systems changed over the years and how has current trends in delivery systems changed in this technological age?
- What are different types of health insurance plans and what services do they provide and what are the responsibilities of the insurer and the insured?
- How do I design a healthcare system delivery business of my choice, what staff do I need to run my business, and how will I advertise my business?
- Nursing Essentials Students only: Why is it vitally important to follow the policy and procedures manual of an institution?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Introduction to Healthcare Science Course

1. Introduce the unit by asking "Have any of you ever been sick? When you went to the doctor, think of all the different workers that you saw in that office? Do you know what their titles were and what duties that they did? Are there only doctors and nurses in a doctor's office?"
2. Lesson 1: Instruct students to complete assignment over types of healthcare facilities and health insurance plans. (50 minute period)
3. Lesson 2: Instruct students to complete assignment over health insurance plans. (50 minute period)
4. Lesson 3: Look at organizational structures, discuss, and design one of your own. (50 minute period)
5. Lesson 4: Construct a healthcare delivery system model that will demonstrate the interdependence of healthcare professions within the system. (five to eight 50 minutes periods)
6. Lesson 5: Research the history of healthcare delivery systems and analyze current trends in delivery systems. (three 50 minute periods)

Nursing Essentials Course

1. Review Lessons 1 and 2. Use a Nursing Organizational Chart for this course instead of the medical office organizational chart of Lesson 3. (two 50 minute periods)

2. Explain the importance of following policy and procedure books when doing nursing skills.

Attachments for Learning Experiences:

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

Most of this Unit Plan is designed for Introduction of Healthcare Science Course. A brief review of healthcare delivery systems via games could be used for Nursing Essentials Course and the organizational structure chart should be for nursing career. Following policy and procedure books in nursing should be emphasized.

CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title #1:

Healthcare Delivery Systems/ Health Insurance Plans/ Organizational Charts

Culminating Unit Performance Task Description/Directions/Differentiated Instruction #1:

(Assignment sheets and review game for this task are in the Balanced Assessment section above)

Using your Healthcare Science textbook and assignment sheets to:

1. Identify healthcare facilities including government and nonprofit agencies and explain what services they provide.

2. Describe different types of health insurance plans and what services that each provides and to whom they provide the services.

3. Calculate deductibles, co-payments, and premiums of health insurance plans as you analyze costs of healthcare delivery.

4. Construct an organizational structure chart for a healthcare office that you will design.

Attachments for Culminating Performance Task #1:

Healthcare Delivery Systems Test- Written test over lessons 1, 2, and 3 with answers

Healthcare Delivery Systems test (modified) - Modified test over lessons 1, 2, and 3 with answers

Culminating Unit Performance Task Title #2:

Construct a healthcare delivery system model.

Culminating Unit Performance Task Description/Directions/Differentiated Instruction #2:

Directions for designing healthcare delivery system model

Attachments for Culminating Performance Task #2:

Healthcare Delivery System Model Rubric

Culminating Unit Performance Task Title #3:

Research the history of healthcare delivery systems throughout time including key persons, inventions, discoveries, time periods, and technology. Also analyze the current trends in delivery systems today.

Culminating Unit Performance Task Description/Directions/Differentiated Instruction #3:

1. Use Multi-media attachment for lecture and discussion about important persons and times in history of healthcare. History of Healthcare Multi-Media
2. Play "history review game" found in Balanced Assessments above.
3. Have students share "current events" in healthcare monthly. This can be orally, by news reporter style, video taped, etc. to share with whole class.

Attachments for Culminating Performance Task # 3:

Healthcare History Written Test

UNIT RESOURCES

Web Resources:

www.inspiration.com (You may click on this link for a free trial offer of Inspiration Software if it is not on your school or home computer.)

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit?

X	Slide Show Software		Graphing Software		Audio File(s)
	Interactive Whiteboard		Calculator		Graphic Organizer
	Student Response System		Desktop Publishing		Image File(s)
	Web Design Software		Blog		Video
	Animation Software		Wiki		Electronic Game or Puzzle Maker
	Email	X	Website		