GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

HEALTHCARE SCIENCE

COURSE: 25.561 Introduction to Healthcare Science

UNIT: 7.1 Legal/Ethical Responsibilities

INTRODUCTION

Annotation:

In this unit students will be introduced to the main issues involved in healthcare as it relates to following legal and ethical standards. Activities include word search, defining vocabulary, research, role play, presentation of research, written test.

Grade(s):

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

Time:

Five 50 minute periods

Author:

Libbye Sills

Phyllis Dumas

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-8:

> **The student will demonstrate integration of accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare classroom and all clinical environments utilized.**
>
> **a.** Differentiate between moral, ethical, and legal issues impacting healthcare and the relationship of each to healthcare outcomes.
>
> **b.** Contrast personal, professional, and organizational ethics.
>
> **c.** Differentiate between federal and state regulations/laws of healthcare and discuss Professional Standards of Care.

HS-IHS-9:

> **The student will explain the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.**
>
> **a.** Analyze the basic legal responsibilities of healthcare workers in regards to torts, malpractice, negligence, invasion of privacy, privileged communication, patient/client confidentiality, doctrine of informed consent including identification of HIPAA regulations and the impact on healthcare communications.
>
> **b.** Discuss legal contracts and how they affect healthcare delivery including but not limited to: advance directives, living wills, durable power of attorney, and other legal directives regarding medical treatment.
>
> **c.** Examine the American Hospital Association's "Patients Bill of Rights;" the Omnibus Budget Reconciliation Act (OBRA); the Patient Self –Determination Act, National Patient Safety Goals, and Joint Commission on Accreditation of Health Organizations (JCAHO).
>
> **d.** Define and differentiate between policies and procedures; comply with the institutional policies and procedures.
>
> **e.** Define and determine a reportable variance (incident) and follow established Risk Management protocol.
>
> **f.** Describe standards for accessing, reporting and documenting client health information (PHI).

GPS Academic Standards:

ELA9LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9RC2: The student participates in discussions related to curricular learning in all subject areas

ELA9RL5: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

National / Local Standards / Industry / ISTE:

✅ UNDERSTANDINGS & GOALS

Enduring Understandings:

The student will understand that there are legal and ethical responsibilities in healthcare of which the healthcare worker must be knowledgeable. It is important to understand how to practice legal and ethical responsibilities consistently and that there are potential consequences for failing to do so.

Essential Questions:

- What does it mean to practice ethical and legal responsibilities personally and professionally?
- How can failure to practice ethical and legal responsibilities impact me and the healthcare system?

Knowledge from this Unit:

Skills from this Unit:

✅ ASSESSMENT(S)

Assessment Method Type:

X	Pre-test
X	Objective assessment - multiple-choice, true- false, etc.

    __ Quizzes/Tests
    __ Unit test

____	Group project
____	Individual project
____	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
    Post-test

Assessment(s) Title:

Ethical and Legal Responsibilities Quiz from Jama Kirkland, RN

Pre and Post-Test on Confidentiality

Assessment(s) Description/Directions:

Give students the Pre and Post-Test on Confidentiality –See below

Attachments for Assessment(s):

LEARNING EXPERIENCES

Sequence of Instruction

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

HS-IHS-8: The student will demonstrate integration of accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare classroom and all clinical environments utilized.

HS-IHS-9: The student will explain the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.

ELA9LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9RC2. The student participates in discussions related to curricular learning in all subject areas

ELA9RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

2. Review Essential Questions.

- What does it mean to practice ethical and legal responsibilities personally and professionally?
- How can failure to practice ethical and legal responsibilities impact me and the healthcare system?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

a) Introduce the lesson by presenting a story of a legal or ethical issue and ask the students to identify what is wrong in the situation.

b) Give students pretest on confidentiality.

c) Give students a copy of the word search and clues to complete.

d) Give students worksheet to complete using text and notes as a review sheet

e) If you plan to have students' research information, give them the requirements on day 1 or 2 at the latest.

f) Conduct or participate in interactive lecture or discussion over the basic legal responsibilities of healthcare workers in regards to torts, malpractice, negligence, invasion of privacy, privileged communication, patient/client confidentiality, informed consent in relationship to HIPPA and the impact on healthcare system

g) Show students samples of policies and procedures and explain differences

h) Show samples of incident reports and how they are completed. Have students complete an incident for an event.

i) Explain how Personal Health Information can be accessed.

j) Explain contracts and how they may vary, show examples

k) Explain the American Hospital Association's "Patients Bill of Rights (Patient Care Partnership);" the Omnibus Budget Reconciliation Act (OBRA); the Patient Self –Determination Act, National Patient Safety Goals, and Joint Commission on Accreditation of Health Organizations (JCAHO).

l) Give students list of examples of ethical issues for research and guidelines for research

m) Prepare a list of scenarios involving torts, cultural, social, and ethnic differences, divide students in groups and have each group draw a scenario from a bag, plan, and present a role play. Have remaining students identify the ethical and legal issues involved. See Role-Play Rubric below.

Student:

a) Using assigned text, define tort, malpractice, negligence, invasion of privacy, privileged communication, patient/client confidentiality, informed consent in relationship to HIPPA and the impact on healthcare system

b) Brainstorm how culture is related to healthcare

c) Research HIPPA requirements in the computer lab

d) Differentiate between policies and procedures,

e) Complete a sample incident report

f) Describe standards for accessing, reporting and documenting client health information

g) Explain the differences between legal contracts including advanced directives: living will, DPA, healthcare proxy, etc.

h) Define differences between types of legal contracts: consents, agents, etc.

i) Examine role of OBRA and the Patients Bill of Rights

j) Research in groups an ethical issue and present to class for discussion

Attachments for Learning Experiences:

Notes & Reflections:

> This unit can be taught in a variety of ways, students can research and prepare a presentation on the different legal and ethical topics or you can use an interactive lecture. There are many health issues that can be used to not only introduce the lesson but to determine the students ethical and legal perceptions both before and after teaching the lesson. You might also consider showing clips from some of the healthcare related television programs or from the news. Variations of this unit can be made by setting up scenarios involving torts and assigning students to respond to the scenario. A copy of a former Patients' Bill of Rights is included but also the link to the AHA   website's document is included since the title has changed to Patient Care Partnership.

CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

HIPAA Research and presentation

- Research project on ethical issues related to healthcare-Presentation of findings
- Role Play-Demonstrate application of ethical and legal principles in simulated situations involving cultural, social, and ethnic situations (Role-play rubric below)

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will present completed group projects on HIPAA, and Ethical or Legal Research

Attachments for Culminating Performance Task:

UNIT RESOURCES

Web Resources:

AHA Patients' Bill of Rights- http://www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html

HIPAA website- http://www.hhs.gov/ocr/hipaa/privacy.html

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

Materials & Equipment:

- PPT lecture
- Computer lab for research
- Textbook
- Venn Diagrams for comparisons
- Ethics Word Search and clues
- Worksheet
- Daily questions
- Copy of Patients Bill of Rights-Now called Patient Care Partnership

  http://www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html
- HIPAA- http://www.hhs.gov/ocr/hipaa/privacy.html See student worksheet below
- Sample policies and procedures
- Sample incident report from local facility
- Ethical and Legal Responsibilities Quiz
- Rubric for HIPAA and Ethical Issues Research
- Flash Cards of torts

List of ethical and legal issues in healthcare such as:

Cloning Liability, Malpractice and Lawyers, Euthanasia, Patient Abuse, Stem Cell Research, Abortion, Organ Donation, Surrogate Parenthood, Selection of Transplant Patients, Religion, Patient's Rights and Technology, Patient Privacy and Rights, Errors in Healthcare

What 21st Century Technology was used in this unit:

☐	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		