

# **Academy for Allied Health and Sciences at Plainfield High School**



**Plainfield High School  
in partnership with  
JFK-Muhlenberg-Snyder Schools  
Union County College  
Lincoln Technical Institute  
Rutgers University**

## **Dynamics of Health Care**

### **Curriculum**

IDST 2250

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## **Course Philosophy**

Dynamics of Health Care in Society is an orientation to health care and delivery, from an interdisciplinary perspective, with a focus on process skills to include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. The professional competencies stress application to general issues and topics common to all health care providers. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services.

In this course, students will learn about the environment and components of the health care field of employment. Topics will include professional behavior, ethics, management, infection control, stress and time management, health careers, communication, resumes, the interview process and infection control. Students will be participating in many varied activities and projects to help understand and implement the importance of teamwork and interpersonal relationships throughout their careers. This course will serve as a foundation for the students in exploring the fundamentals of health care in today's society.

## Course Goals

### *The Students will be able to:*

1. Identify health care, diversity, historical events shaping today's health care, factors in the work environment, and many careers available in health care today.
2. Understand the many attributes of being a professional, and using these very qualities to learn to make informed and well thought out decisions throughout their career.
3. Understand basic rules to follow in health care with regards to professional standards, and will formulate their own philosophies on personal values with regard to life and career.
4. Recognize proper means of communicating with patients and one another within the health care community.
5. Describe general safety practices to keep the environment accident-free, and prevent the spread of infection.
6. Describe stress, and identify how to decrease stress in the work environment through various methods.
7. Understand a job from a supervisory point of view and understand the importance of a manager's role in the work environment.
8. Understand that change is sometimes inevitable and may have a positive or negative effect on the work environment.
9. Understand necessary components of getting a job, and factors that may increase job satisfaction.
10. Embody and demonstrate professionalism in all health related activities in thought and act.

## **Outline of Content Area**

- I. The Health Care Work Environment
- II. Concepts of Professionalism, Decision Making, Ethics
- III. Communication
- IV. Safety
- V. Stress and Time Management
- VI. Understanding Management Concepts, Performance Evaluations
- VII. Change
- VIII. Getting a Job, Job Satisfaction
- IX. Health Occupations Students of America Training

## **I. The Health Care Work Environment**

### ***A. Objectives: The Student will be able to***

1. Distinguish between work and play.
2. State the reasons for work.
3. Discuss Maslow's Hierarchy of Needs and identify which level they feel they have reached. (2.4.12A.1)
4. Describe different work ethics from various companies and decide what kind of work environment they may be best suited for. (9.2.12D.4)
5. Define related medical terminology.
6. Compare the difference between physical and mental environment. (9.1.12B.2)
7. Explain ways people may be affected by their mental and physical work environments. (9.1.12A.3, 9.2.12B.2, 9.2.12F.5)
8. Relate how attitudes and other factors may impact a job. (9.1.12A.3)
9. Describe good grooming habits of a health care professional and its importance in a work environment. (2.1.12A.2)
10. Analyze important periods of time in health care history and discuss their significance.
11. Explain important advances of health care from ancient times to today. (5.2.12B.2)
12. Describe 19 important historical figures' contributions to society. (5.2.12B.1)
13. Compare and contrast health care in the past with the modern advances of today. (5.2.12B.2)
14. Identify 10 health occupations. (2.2.12F.2, 3.1.12D.1)
15. Identify qualifications necessary for associates, bachelors, masters and doctoral degrees. (2.2.12F.2, 9.1.12A.2)
16. List 10 abbreviations in health care occupations.
17. Compare and contrast health care duties of 3 specific careers. (9.1.12B.2)
18. Using several sources of reference material and props, prepare a 4-5 minute presentation of a chosen health career, and present to the class. (3.1.12D.1, 3.1.12D.2, 3.2.12A.3, 3.2.12.1A. 4, 3.2.12A.5, 3.3.12A.3, 3.3.12B.6, 3.3.12D.3, 3.4.12A.1, 3.4.12A.3, 3.4.12B.1, 3.4.12B.2, 9.1.12B.1,2,3).
19. Compare salaries and job outlook for 10 careers.
20. Discuss teamwork and its value in health care settings. (2.2.12E.1)
21. Identify situations in which student has been a leader and a follower. (2.2.12E.2)

### ***B. Activities:***

1. Lecture
2. Notes

3. Handouts
4. Textbooks
5. Discussion
6. Hands on activities
7. Role playing

***C. Evaluations:***

1. Knowledge of terminology
2. Participation
3. Quizzes or tests

***D. Resources:***

1. Textbook
2. Handouts
3. Project materials-art

**II. Concepts of Professionalism, Decision Making, Ethics**

***A. Objectives: The Student will be able to***

1. Identify their personal philosophies of the importance of having a work ethic. (9.2.12D.1)
2. List 10 personal characteristics of a professional, and ways that professional role models influence society. (2.2.12D.2, 9.2.12B.1)
3. Explain why strength, character, accuracy and honesty are vital in healthcare. (9.2.12D.1)
4. Explain consequences in health care when values are compromised. (9.2.12D.3,4)
5. Discuss issues that may influence professional conduct. (9.2.12D.3, 9.2.12D.4, 9.2.12D.5)
6. Identify and describe the importance of the decision making process. (2.2.12B.1)
7. State manager's and workers' roles in making decisions that affect the work place. (2.2.12B.1, 3, 9.2.12D.1, 9.2.12D.4)
8. Describe a manager's decision making model.
9. Identify and describe decision coping mechanisms. (9.2.12C.2)
10. Discuss reactions to adverse decisions. (2.2.12B.1, 9.2.12A.2)
11. Identify critical thinking and discuss its importance in health care. (2.2.12B.1, 2.2.12B.3, 2.2.12B.4)
12. Employ technologic tools to expedite workflow. (9.4.12.H.20)
13. Operate internet applications to perform tasks. (9.4.12.H.22)
14. Apply ethical reasoning to a variety of situations in order to make ethical decisions. (9.4.12.H.45).
15. Employ critical thinking skills independently and in teams to solve problems

- and make decisions. (9,4,12,H,16)
16. Employ critical thinking and interpersonal skills to resolve conflicts. (9.4.12.H.17)
  17. List potential complications for problems. (9.2.12C.1, 9.2.12C.2)
  18. By questioning or other learned techniques, formulate methods to make an informed decision. (2.2.12B.1, 9.2.12A.1)
  19. Explain methods to set priorities. (2.1.12A.2, 9.2.12B.3)
  20. Describe their most important values in life and for their career.
  21. Reinforce their own values, and feel confident in their choices. (2.2.12D.2)
  22. Define three controversial bioethical dilemmas.
  23. Through research and careful thought, choose a side of a dilemma that they feel most fits their ethical standpoint.
  24. Discuss 5 reasons on each side of their assigned ethical dilemma.
  25. Debate their point of view with regards to controversial ethical dilemmas. (2.2.12D.1, 3.1.12G.10)
  26. Discuss and discover feelings about bioterrorism, cloning and alternative medicine.
  27. Define Lincoln-Douglas debates. Using HOSA guidelines, in groups of 4-5, using the wireless lab, create a well thought-out, organized debate for presentation in class. (2.2.12D.1, 3.1.12G.10)
  28. Describe their two most important personal and professional values, and explain reasons for their choice. (2.2.12D.1, 9.2.12D.1, 9.2.12D.5)
  29. Describe a patient's bill of rights, and reasons for its implementation in the health care setting. (9.2.12D.2.5)
  30. Explain advance directives, and debate and defend your position on them. (3.1.12G.10, 9.2.12D.2).

***B. Activities:***

1. Lecture
2. Notes
3. Handouts
4. Discussions
5. Worksheets
6. Games

***C. Evaluation:***

1. Knowledge of terminology
2. Participation
3. Quizzes or tests

***D. Resources:***

1. Handouts
2. Textbook

### 3. Wireless lab

#### **III. Communication**

##### ***A. Objectives: The Student will be able to:***

1. Define verbal and nonverbal communication.
2. Identify 10 methods of nonverbal messages and explain how they impact communication.
3. List the three parts of a message.
4. Describe the three parts of listening.
5. Identify communication barriers and their potential impact in health care. (9.2.12A.2, 9.2.12A.3, 9.2.12A.4)
6. Describe strategies used to prevent communication barriers. (2.2.12A.4, 3.4.12A.1, 3.4.12A.2, 9.2.12A.3, 9.2.12A.4, 9.2.12C.1.)
7. Formulate a list of methods to enable optimal communication. (2.2.12A.4, 2.2.12B.1, 9.2.12C.2)
8. Compare differences between open and closed ended questions. (2.2.12A.1,4)
9. Use resources to overcome language barriers. (2.2.12A.3, 2.2.12A.4, 9.2.12C.1, 9.2.12C.2)
10. Create 15 open ended questions to encourage pt. communication. (9.2.12A.1)
11. Demonstrate proper telephone use in a working environment. (2.2.12A.4)
12. Through role play, demonstrate 10 good listening skills. (2.2.12A.4)
13. Through role play, demonstrate the proper way to greet and interact with different types of patients. (2.2.12A.3, 3.3.12D.1, 9.2.12C.2)
14. Without using words, communicate 5 thoughts to classmates. (9.2.12A.1, 9.2.12A.3, 9.2.12C.2)
15. Describe the necessity for written documentation, accuracy and neatness in healthcare. (3.2.12A.3, 3.2.12A.4, 3.2.12C.8)
16. Explain the legal aspect of the patient's chart, and potential consequences for errors made. (9.2.12D.3)
17. Record a telephone message properly. (3.2.12C.8)
18. Through role play, fill out an admission form with a fellow student (3.2.12A.4, 3.2.12C.8)
19. Distinguish the difference between practical and creative writing.
20. Communicate effectively in a variety of settings with a diverse group of people. (9.2.12C.2)
21. Identify eight major ethnic groups in the US.
22. Define ethnocentrism.
23. Describe how culture influences behavior.
24. Compare and contrast bias, stereotyping and prejudice.
25. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues). (6.2.12E.10)

26. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).(6.2.12E.11)
27. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.(6.2.12E.1)
28. Operate email applications to communicate. (9.4.12.H.20)

***B. Activities:***

1. Lecture
2. Notes
3. Handouts
4. Textbooks
5. Discussion
6. Hands on activities
7. Role playing

***C. Evaluations:***

1. Knowledge of terminology
2. Participation
3. Quizzes or tests

***D. Resources:***

1. Handouts
2. Props
3. Notes
4. Medical forms
5. Textbook

**IV. Safety**

***A. Objectives: The Student will be able to::***

1. Define infection control and related terms. (9.2.12F.1)
2. Describe reasons for infection control. (2.1.12A.2, 9.2.12 F.1)
3. Discuss reasons for the spread of germs. (2.1.12E.1, 9.2.12 F.1)
4. Discuss the chain of infection and the reason for its importance. (9.2.12F.1)
5. Define basic concepts of controlling the spread of infection. (9.2.12F.1,3,4,5)
6. Demonstrate correct hand-washing techniques. (9.2.12F.5)
7. Define standard precautions. (9.2.12F.1,3,4,5)
8. Identify situations where standard precautions must be used. (9.2.12F.1,3,4,5)
9. Identify the body's defense against germs. (2.1.12D.2)
10. Demonstrate the correct procedure for donning and removing gloves, gowns

- and goggles. (9.2.12F.1,3,4,5)
11. Describe the proper procedure for disposing of soiled linens and PPE. (9.2.12F.1,4,5)
  12. Define RACE and describe its importance in fire safety.
  13. List 10 basic safety measures necessary in most work environments. (9.2.12F.1,3)
  14. Explain reasons that evacuation procedures are necessary to have in place in a health care environment. (9.2.12F.1,3)
  15. Fill out an incident report and list 10 reasons why incidents happen. (9.2.12F.3)
  16. List 4 main classes of fire extinguishers.
  17. Relate each class of extinguisher to the type of fire it should be used for.
  18. Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthy working conditions and environments.
  19. Demonstrates knowledge of employee rights and responsibilities and employers' rights and responsibilities and employers' obligations to maintain workplace safety and health. (9.4.12H.44).
  20. Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthy working conditions and environments.
  21. Demonstrates knowledge of employee rights and responsibilities and employee rights and responsibilities and employers' obligations to maintain workplace safety and health. (9.4.12H.44).
  22. Identify the term body mechanics.(9.1.12B.5-2,3,4)
  23. Understand the reason for proper body mechanics. (9.1.12B.5-2,3,4)
  24. Demonstrate correct body mechanics in a health care scenario.(9.1.12B.5-2,3,4).
  25. Locate 5 fire extinguishers in the school
  26. Define bioterrorism and identify at least 4 ways to prepare for a bioterrorism event.
  27. Identify eight major ethnic groups in the US.
  28. Define ethnocentrism.
  29. Describe how culture influences behavior.
  30. Compare and contrast bias, stereotyping and prejudice.
  31. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues). (6.2.12E.10)
  32. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports). (6.2.12E.11)
  33. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.(6.2.12E.13)

***B. Activities:***

1. Lecture
2. Notes
3. Handouts
4. Textbooks
5. Discussion
6. Hands on activities
7. Role playing
8. Videos
9. Demonstration

***C. Evaluations:***

1. Knowledge of terminology
2. Participation
3. Quizzes or tests

***D. Resources:***

1. Handouts
2. Props
3. Personal protective equipment
4. Notes
5. Medical forms
6. Textbook
7. Videos
8. Wireless lab

**V. Stress and Time Management**

***A. Objectives: The student will be able to:***

1. Define stress and eustress.
2. Identify stress, its causes, and its impact on the body. (2.1.12A.2)
3. Explain healthy and unhealthy reactions to stress.
4. List five ways to diminish stress. (2.2.12B.1)
5. Describe effective methods for avoiding stress. (9.2.12B.1,2)
6. Define anger and discuss its pros and cons.
7. Define time management, and explain how setting goals and solving problems can reduce stress. (9.2.12B.1, 9.2.12B.2, 9.2.12B.3)
8. Define time management, and explain how setting goals and solving problems can reduce stress.(9.2.12B.1,2,3)

***B. Activities:***

1. Lecture
2. Notes
3. Handouts
4. Textbooks
5. Discussion
6. Role playing

***C. Evaluations:***

1. Knowledge of terminology
2. Participation
3. Quizzes or tests

***D. Resources:***

1. Handouts
2. Notes
3. Video
4. Props
5. Textbook

**VI. Understanding Management Concepts, Performance Evaluations**

***A. Objectives: The student will be able to:***

1. Identify a manager's role (9.2.12C.2)
2. Describe 2 managerial styles. (9.2.12C.2)
3. Discuss 2 organizations within the work environment.
4. Describe common managerial dilemmas. (9.2.12D.1,3,5)
5. Explain the dynamics between a manager and a worker. (9.2.12D.1,3,5)
6. With your classmates, create and present an interactive skit with manager and workers in a difficult situation. (9.2.12A.2, 9.2.12A.4, 9.2.12C.1, 9.2.12C.2, 9.2.12D.4, 9.2.12D.5)
7. Document criteria used to evaluate performance. (9.1.12A.1,2, 9.1.12A.3, 9.1.12B.1)
8. Describe prejudices that may exist. (9.2.12A.4)
9. Formulate potential problems faced by an employee after challenging an evaluation. (9.2.12C.1,2)
10. Formulate possible employee responses to a poor evaluation. (9.2.12C.1, 9.2.12C.2, 9.2.12D.3)
11. Suggest ways to improve a worker's performance and grow in his profession. (9.1.12A.4, 5, 9.1.12B.4, 9.2.12B.1,2,3, 9.2.12D.1,4,5)
12. Describe and compare the different motivational theorists.

13. Identify motivational techniques.
14. Brainstorm advantages of managers' participation in motivational management.
15. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.  
(2.2.12E.3)

***B. Activities:***

1. Lecture
2. Notes
3. Handouts
4. Textbooks
5. Discussion
6. Hands on activities

***C. Evaluations:***

1. Knowledge of terminology
2. Participation
3. Quizzes or tests

***D. Resources:***

1. Handouts
2. Notes
3. Textbook

**VII. Change**

***A. Objectives: The student will be able to***

1. Explain ways people resist change.
2. Speculate reasons for resistance to change.
3. Explain how changes occur.
4. Explain ways of dealing with change.
5. Describe the importance of recognizing resistance to change, its causes and how to cope with it. (9.2.12B.1)

***B. Activities:***

1. Lecture
2. Notes
3. Handouts 4. Textbooks 5. Discussion
6. Hands on activities

***C. Evaluations:***

1. Knowledge of terminology
2. Participation
3. Quizzes or tests

***D. Resources:***

1. Handouts
2. Notes
3. Textbook

**VII. Getting a Job, Job Satisfaction**

***A. Objectives: The student will be able to:***

1. Define a resume, cover letter, and thank you note, and describe their importance in obtaining a job. (9.2.12D.5)
2. Identify necessary components of a resume.
3. Compare and contrast the benefits of a functional and chronological resume. (9.2.12B.3)
4. Utilize proper form, create a fictional resume.(3.2.12A.4)
5. Explain a job application and the information required to complete it properly. (3.2.12A.4)
6. Describe important components of a cover letter and thank you note.  
Compose a cover letter and thank you note using proper business form. (3.2.12A.4, 3.2.12D.1, 3.2.12D.5, 9.2.12D.5)
7. List 5 places to locate job opportunities.
8. Use a newspaper or other resources; locate classified ads within a field of interest.
9. Demonstrate skills related to seeking and applying for employment in a desired job. (9.4.12H.52)
10. Maintain a career portfolio to document knowledge, skills, and experience in a career field. (9.4.12H.53)
11. Explain the interview process.
12. Compare and contrast characteristics of a bad and good interview.
13. Formulate common questions asked during an interview.
14. With fellow classmates, create a skit in which they will be involved in a job interview.(2.2.12A.2, 3.3.12C.1, 3.3.12D.3)
15. List reasons an employee's internal and external environment may have an impact on his happiness at the job. (2.2.12B.1, 2.2.12D.1, 2.2.12E.1, 2.2.12E.2, 9.2.12B.3, 9.2.12D.1,4)
16. Examine features of job satisfaction. (2.2.12B.1, 2.2.12B.3, 2.2.12B.4)
17. Compare a manager's idea of job satisfaction to that of a worker.

***B. Activities***

1. Lecture

2. Notes
3. Handouts
4. Textbooks
5. Discussion
6. Hands on activities
7. Role play

***C. Evaluations***

1. Knowledge of terminology
2. Participation
3. Quizzes or tests

***D. Resources***

1. Handouts
2. Notes
3. Videos
4. Textbook

**IX. Health Occupations Students of America Training**

***A. Objectives: The students will be able to***

1. Utilize skills and knowledge to further strengthen their commitment to HOSA standards and rules. (2.2.12B.4, 2.2.12D.1, 2.2.12E.1, 2.2.12E.5)
2. Brainstorm ideas; present pros and cons of an ethical dilemma to the class.
- 3 Create a poster depicting a health related topic according to the rules of the HOSA competition.
4. Research a given health issue, and write a well-planned extemporaneous essay on a health-related topic.
5. Research an assigned health related topic; present a prepared speech on a health related topic.
6. Utilize the problem solving technique as recommended by HOSA, formulate and articulate logical solutions to work-related problems. (2.2.12A.4, 2.2.12B.1, 9.2.12A.1, 9.2.12C.1,2)
7. Research health related topics for HOSA Bowl questions; present them in class through an interactive game.
8. Plan, participate and apply management skills in academic or health related community service projects. (2.2.12E.6, 9.2.12B.2)
9. Embody and demonstrate professionalism in all health related activities in thought and act. (2.2.12B.4, 9.2.12D.5)
10. Apply a professional code of ethics to a workplace problem or issue. (9.2.12D.5)

11. Memorize, recite and live the HOSA pledge.(2.2.12B.1, 2.2.12D.1, 2.2.12E.1)
12. Research 2 health related current event topics, describe problems and formulate solutions in class.

***B. Activities:***

1. Demonstrations
2. Presentations
3. Wireless lab.
4. Puzzles
5. Art project.
6. Journal writing for reflection and brainstorming.
7. Game
8. Guest speakers- health care professionals, patients, organ donors, college/medical students- Students will prepare questions to ask in advance and write a summary after the presentation.
9. Educational field trips
10. Job shadowing opportunities

***C. Evaluations:***

1. Class participation
2. Homework assignments
3. Presentations
4. Journal writing- assessed through class discussion.

***D. Resources:***

1. Textbooks for each health course.
2. Wireless lab
3. [www.HOSA.org](http://www.HOSA.org)
4. Books as recommended by HOSA for regional, state and national competitions
5. Guest speakers
6. Videos and DVDs provided by various service organizations
7. Art supplies