

# The Health Care Industry

**Media Type:** Video

**Duration:** 94 min

**Goal:** To explore the health care industry.

**Description:** The presentation begins with a summary of the professional pathways within the health care industry and outlines the significance of the health care industry. The presentation then presents some of the benefits and challenges of culture and diversity in the health care industry and highlights the importance of collaboration between health care professionals. The presentation then explains the laws and regulations which dictate ethical behavior for health care professionals, protect patient rights, and establish safe working environments in health care settings. Finally, the video shifts focus to the future of health care.

## Objectives:

1. To describe the impact of the health care industry.
2. To recognize diverse and cultural influences which have impacted health care delivery.
3. To compare health science careers with in the diagnostic, therapeutic, health informatics, support services and biotechnology research and development pathways.
4. To discuss ethical issues related to health care.
5. To recognize patient rights and choices.
6. To identify safety practices in the health science industry.
7. To investigate health care innovations.



## Health Science Career Cluster (HL)

Cluster	Standard
	Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.
	Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.
	Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
	Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
	Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.
Biotechnology Research & Development Career Pathway (HL-BRD)	Summarize the goals of biotechnology research and development within legal and ethical protocols.
Diagnostic Services Career Pathway (HL-DIA)	Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.

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College & Career Readiness Anchor Standards for Reading

Reading Standards for Literacy in Science & Technical Subjects	
Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	<i>9-10.1</i> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	<i>9-10.2</i> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
	<i>11-12.1</i> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
Craft & Structure	<i>11-12.2</i> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	<i>9-10.4</i> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
Integration of Knowledge & Ideas	<i>11-12.4</i> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	<i>9-10.7</i> Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.
	<i>9-10.9</i> Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.
Range of Reading & Level of Text Complexity	<i>11-12.7</i> Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
	<i>11-12.9</i> Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Read and comprehend complex literary and informational texts independently and proficiently.
	<i>9-10.10</i> By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
	<i>11-12.10</i> By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

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## Lesson Plan

**Class 1:** Distribute *The Health Care Industry Vocabulary Handout, Worksheet* and *Student Handouts* for students to use for reference. Show *The Health Care Industry - Introduction to the Health Care Industry*. Administer the corresponding *Assessment*. Assign the *Significance of Health Care Through the Ages Project* as homework.



5 min.

**Class 2:** Remind students to continue to use the *Vocabulary Handout* and *Worksheet*. Show *The Health Care Industry - Importance of the Health Care Industry*. Administer the corresponding *Assessment*. Introduce the *Health Care Timeline Project* and allow students to use the rest of class time to work.



20 min.

**Class 3:** Have students finish the *Health Care Timeline Project*.

**Class 4:** Show *The Health Care Industry - Culture & Diversity in Health Care Delivery*. Administer the corresponding *Assessment*. Introduce the *Cultural Comparison of Health Care Presentation Project*. Allow students to work on the *Project* for the remainder of class.



12 min.

**Class 5:** Have students continue to work on the *Cultural Comparison of Health Care Presentation Project*.

**Class 6:** Have students continue to work on the *Cultural Comparison of Health Care Presentation Project*.

**Class 7:** Have students continue to work on the *Cultural Comparison of Health Care Presentation Project*.

**Class 8:** Have students present their *Cultural Comparison of Health Care Presentation Projects*.

**Class 9:** Show *The Health Care Industry - Collaboration and Cooperation in the Health Care Industry*. Administer the corresponding *Assessment*. Have students complete *The Health Care*



7 min.

*Journey Activity*. Distribute the *Positive Relationships Between Health Professionals Activity* to be completed as homework.

**Class 10:** Remind students to continue to use the *Vocabulary Handout* and *Worksheet*. Show *The Health Care Industry - Ethics & Liability in the Health Care Industry*. Administer the corresponding *Assessment*. Have students complete the *Examining Ethical Issues in Health Care Activity*. Distribute the *Legal Issues in Health Care Activity* for students to complete as homework.



24 min.

**Class 11:** Have students complete the *Professional Organization Glossary Project*.

**Class 12:** Remind students to continue to use the *Vocabulary Handout* and *Worksheet*. Show *The Health Care Industry - Patient Rights & Choices*. Administer the corresponding *Assessment*. Have students complete the *Governmental Impact Activity*.



8 min.

**Class 13:** Remind students to continue to use the *Vocabulary Handout* and *Worksheet*. Show *The Health Care Industry - Safe Working Environments in the Health Care Industry*. Administer the corresponding *Assessment*. Introduce the *Investigating an Innovation Activity* and assign any remaining work as homework.



11 min.

**Class 14:** Remind students to continue to use the *Vocabulary Handout* and *Worksheet*. Show *The Health Care Industry - Innovation & the Future of the Health Care Industry*. Administer the corresponding *Assessment*. Introduce the *Alternative Medicine Project*. Allow students the remainder of class to work on the *Project*.



8 min.

**Class 15:** Have students continue to work on the *Alternative Medicine Project*.

**Class 16:** Have students present their *Alternative Medicine Project*. Administer *The Health Care Industry Final Assessment*.

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## Lesson Links

### American Medical Association

- <http://www.ama-assn.org/ama>

### American Association for the Advancement of Science

- <http://www.aaas.org/>

### American Psychological Association

- <http://www.apa.org/>

## Career & Technical Student Organizations

### SkillsUSA

- Practical Nursing
- Basic Health Care Skills
- Health Occupations Professional Portfolio
- Health Knowledge Bowl

## Lab Activities

### The Health Care Journey

#### Directions:

Students will play a game where they will need to interpret the responsibilities of different health care professionals and explain how health care professionals must collaborate with one another to ensure effective treatment of a patient.

### Positive Relationships Between Health Professionals

#### Directions:

Students will research how to develop healthy professional relationships, with particular focus on relationships in a health care setting. Students should include research on effects of healthy relationships, and include topics such as: patient satisfaction, patient outcome, employee morale, workplace safety and efficiency. After completing the research, students will create a list which describes the benefits of healthy professional relationships in the health care industry and write a blog post explaining the list in detail for an audience of health care professionals. Remind students to be sure to include information on how they can improve professional relationships in their workplaces.

### Legal Issues in Health Care

#### Directions:

Using the Internet, students will research one case for each of the following: malpractice, negligence in health care, liability in health care and patient autonomy. Students will examine the issues involved in each case and consider the following questions: what did the health care provider and/or organization do wrong, what should have occurred, what penalties did the health care provider and/or organization face. Students will write a paragraph for each case describing the issues of the case and answer the questions.

### Examining Ethical Issues in Health Care

#### Directions:

Students will analyze and discuss ethical case studies published in the American Medical Associations' Journal of Ethics.

### Governmental Impact

#### Directions:

Students will fill out a table detailing how the local, state and federal governments impact the health care industry.

### Investigating an Innovation

#### Directions:

Students will select an innovation in health care to research and will write a brief pros and cons essay on the innovation.

## Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50759, David Wright, Deputy Regional Administrator, Dallas Regional Office, Center for Medicare and Medicaid Services
- iCEV50760, David Hilgers, J.D., Chair of the Firm, American Bar Association Law Section
- iCEV50838, Bret Miller, Physical Therapist, The Joint Ranch, Covenant Medical Center
- iCEV50626, Judith Wilkins, Ph.D., Marriage & Family Therapist
- iCEV50575, Naomi Ortiz, Receptionist, Southwest Diagnostic Clinic
- iCEV50628, Sylvia Bentancourt, Medical Billing, Southwest Diagnostic Clinic

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## Projects

### Alternative Medicine

#### *Directions:*

Students will create public service announcement commercials to inform consumers about alternative medicine practices. Students will perform their commercials as skits in front of class.

### Cultural Comparison of Health Care Presentation

#### *Directions:*

Students will create poster presentations comparing the health care systems in the United States, a developing country and another developed country. Students will have an exhibition to share their research, which is outlined in the *Cultural Comparison of Health Care Presentation Teacher Instruction Sheet*.

### Health Timeline

#### *Directions:*

Students will create a timeline of significant events in the history of health care.

### Professional Organization Glossary

#### *Directions:*

Students will research the responsibilities of professional organizations in the health care industry. As a class they will create a booklet to use as a reference tool.

### Significance of Health Care Through the Ages

#### *Directions:*

Students will research a significant event in the history of health care. Students will write newspaper articles describing the importance and influence of the event pretending to be reporters in the time of their selected significant event.