

# **Unit 7 - U.S. Health Care System in Transition: How We Got Here and Where We Are Going - Debates that have structured System Change Copied from: Medical Academy Field Experience, Copied on: 02/21/22**

Content Area: **Science**  
Course(s): **Medical Academy Field Experience**  
Time Period: **JanFeb**  
Length: **4 weeks , Grade 12**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Medical Academy Field Experience, 12th Grade**

**U.S. Health Care System in Transition: How We Got Here and Where We Are Going - Debates that have structured System Change**

## **Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Teacher of Biological Sciences, Paul Aiello

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

### **Unit Overview**

---

Problems with the performance of the U.S. health care system—quality, equity, and efficiency—are not new and have not gone unnoticed. Throughout the 20th century and into our own, they have been recognized. As far back as 1932, the findings of the first comprehensive study of health care in the United States were summarized in terms we will explore in the second half of this text book.

The remainder of this book deals with the history of change in the U.S. health care system. Throughout the 20th and 21st centuries, we have responded to the identified problems of the health care system, but within the American context. In this chapter, we discuss the values and beliefs that structure change in the United States.

## **Enduring Understanding**

---

### **Enduring understandings:**

The U.S. health care system exists within a framework bounded by two ideological opposites: health care is a public good and health care is a private good. These two concepts—private good and public good—are defined as follows. The key term relevant to health care is excludability.

## **Essential Questions**

---

### **Essential Questions:**

1. What are private goods and public goods?
2. Why would one view health care as a private good? What are some implications of doing so?
3. Why would one view health care as a public good? What are some implications of doing so?
4. How has the tension between the two perspectives—health care as a private good versus health care as a public good—been resolved in the U.S. health care system?
5. What recent changes in the U.S. health care system concern people who favor health care as a private good?
6. What recent changes in the U.S. health care system concern people who favor health care as a public good?

## **Exit Skills**

---

By the end of this unit, students will understand:

What is the most appropriate nature of that governmental presence?

How should government's role relate to that of the private sector?

How should governmental responsibility for public health be apportioned among local, state, and federal levels?

Should government be the health care provider of last resort or does it have a greater responsibility?

Should public health consist only of a necessary residuum of activities not met by private providers?

How should governmental activities directed toward the maintenance of an environment conducive to health be apportioned among various agencies?

Just what is public health? What does it include and what does it exclude?

Based on an appropriate definition, what kinds of programs and agencies should be constructed to meet the needs and demands of the public, which is often resistant to an increasing role, or at least an increasing cost, of government?

## **New Jersey Student Learning Standards (NJSL-S)**

---

|                        |  |
|------------------------|--|
| HPE.2.1.12.C.1         | Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.  |
| HPE.2.1.12.C.2         | Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.   |
| HPE.2.2.12.E.1         | Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.   |
| HPE.2.2.12.E.2         | Determine the effect of accessibility and affordability of healthcare on family, community, and global health.   |
| HPE.2.2.12.E.CS1       | Potential solutions to health issues are dependent on health literacy and available resources.   |
| HPE.2.2.12.E.CS2       | Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.   |
| 9-12.HS-LS2-7.ETS1.B.1 | When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. |

## **Interdisciplinary Connections**

---

|                 |   |
|-----------------|---|
| LA.RST.11-12.1  | Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.   |
| LA.RST.11-12.2  | Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  |
| LA.WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| LA.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research.   |

## Learning Objectives

---

After completing this chapter, students will be able to:

Identify the major reports that have been issued since 1900 outlining problems with the U.S. health care system, as well as their eras and authors.

Describe the problems identified in each report and the continuities across reports.

Discuss health care as a public good and a private good and the implications of each perspective for the health care system.

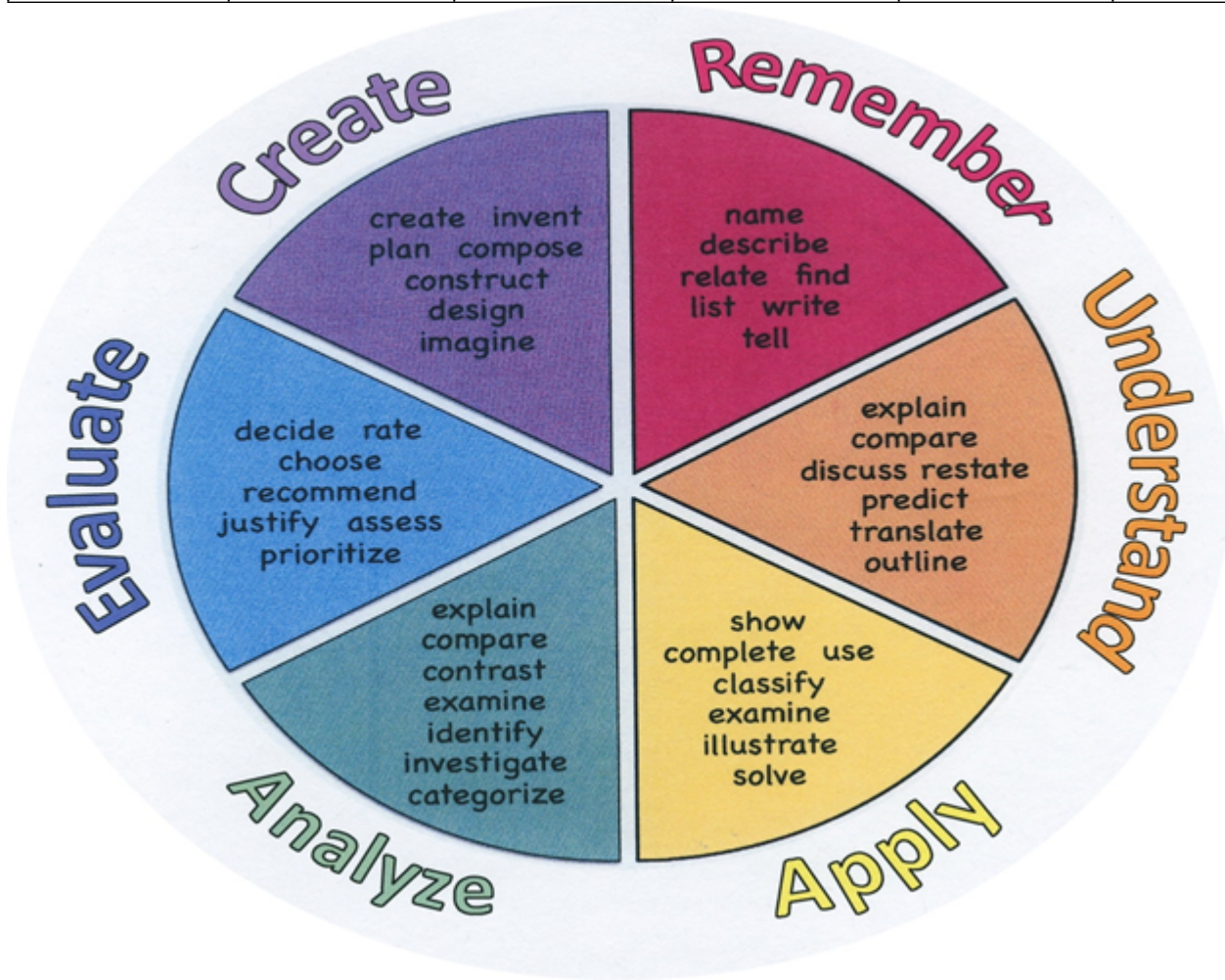
Describe the mixed public/private U.S. health care system.

Discuss the role of ideology in producing the mixed public/private U.S. health care system.

Acquire the ability to identify and understand the underlying orientation of the proponents and opponents of a specific health policy.

| Remember | Understand    | Apply      | Analyze       | Evaluate  | Create      |
|----------|---------------|------------|---------------|-----------|-------------|
| Choose   | Classify      | Choose     | Categorize    | Appraise  | Combine     |
| Describe | Defend        | Dramatize  | Classify      | Judge     | Compose     |
| Define   | Demonstrate   | Explain    | Compare       | Criticize | Construct   |
| Label    | Distinguish   | Generalize | Differentiate | Defend    | Design      |
| List     | Explain       | Judge      | Distinguish   | Compare   | Develop     |
| Locate   | Express       | Organize   | Identify      | Assess    | Formulate   |
| Match    | Extend        | Paint      | Infer         | Conclude  | Hypothesize |
| Memorize | Give Examples | Prepare    | Point out     | Contrast  | Invent      |
| Name     | Illustrate    | Produce    | Select        | Critique  | Make        |
| Omit     | Indicate      | Select     | Subdivide     | Determine | Originate   |
| Recite   | Interrelate   | Show       | Survey        | Grade     | Organize    |
| Select   | Interpret     | Sketch     | Arrange       | Justify   | Plan        |

|           |             |             |              |         |             |
|-----------|-------------|-------------|--------------|---------|-------------|
| State     | Infer       | Solve       | Breakdown    | Measure | Produce     |
| Count     | Match       | Use         | Combine      | Rank    | Role Play   |
| Draw      | Paraphrase  | Add         | Detect       | Rate    | Drive       |
| Outline   | Represent   | Calculate   | Diagram      | Support | Devise      |
| Point     | Restate     | Change      | Discriminate | Test    | Generate    |
| Quote     | Rewrite     | Classify    | Illustrate   |         | Integrate   |
| Recall    | Select      | Complete    | Outline      |         | Prescribe   |
| Recognize | Show        | Compute     | Point out    |         | Propose     |
| Repeat    | Summarize   | Discover    | Separate     |         | Reconstruct |
| Reproduce | Tell        | Divide      |              |         | Revise      |
|           | Translate   | Examine     |              |         | Rewrite     |
|           | Associate   | Graph       |              |         | Transform   |
|           | Compute     | Interpolate |              |         |             |
|           | Convert     | Manipulate  |              |         |             |
|           | Discuss     | Modify      |              |         |             |
|           | Estimate    | Operate     |              |         |             |
|           | Extrapolate | Subtract    |              |         |             |
|           | Generalize  |             |              |         |             |
|           | Predict     |             |              |         |             |



## **Suggested Activities & Best Practices**

---

### **Guidelines for Suggested Activities:**

- Read Chapter 8
- Define vocab words
- Complete Study Questions 1-6
- Presentation on
- Project on

## **Assessment Evidence - Checking for Understanding (CFU)**

---

Chapter Test (Summative)

Quizzes (Summative)

Multimedia Report (Formative)

Questions Set (Formative)

Class Discussion (Alternate)

Internships (Alternate)

Physician Observations (Alternate)

Journal (Formative)

Think Pair Share (formative)

McGraw Hill Practice -on-line (alternate)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast

- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

---

**Jonas' Introduction to the U.S. Health Care System, 9th Edition**

**Springer Publishing Company CONNECT- ONLINE RESOURCES for textbook**



## **Ancillary Resources**

---

**Anatomy Student's Review Workbook: Test and reinforce your anatomical knowledge by Ken Ashwell Ph.D.**

**Hospital Administrators**

**Physicians-Intern Conversations**

## **Technology Infusion**

---

ONLINE TEXTBOOK

SPRINGER PUBLISHING CONNECT ONLINE RESOURCES

YOUTUBE

GOOGLE CLASSROOM PLATFORM TO SERVICE THE CLASS

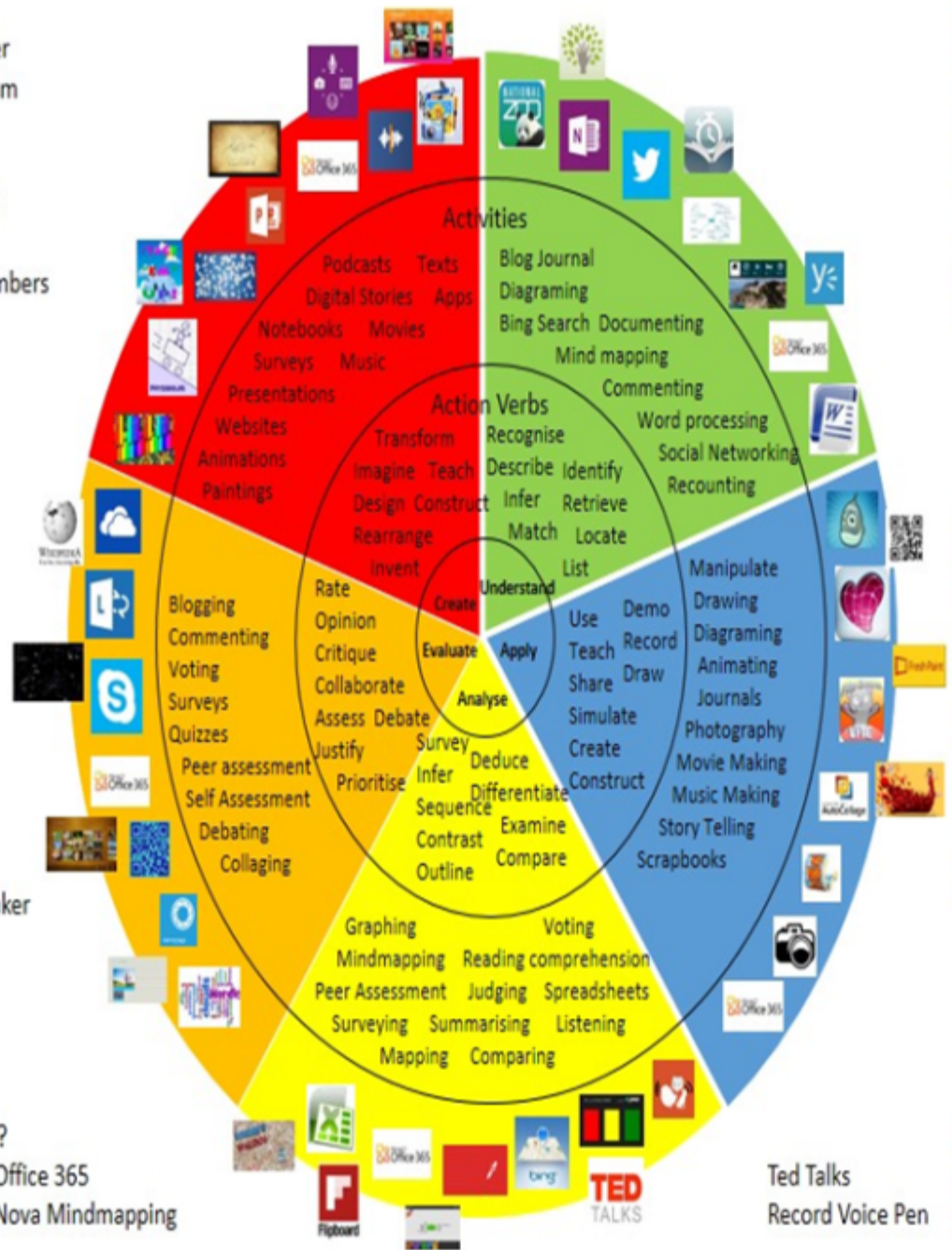
# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

---

|                   |  |
|-------------------|--|
| CRP.K-12.CRP2.1   | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.  |
| CRP.K-12.CRP10.1  | Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| CAEP.9.2.12.C.1   | Review career goals and determine steps necessary for attainment.  |
| CAEP.9.2.12.C.2   | Modify Personalized Student Learning Plans to support declared career goals.   |
| TECH.8.1.12       | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.   |
| TECH.8.1.12.A.3   | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.  |

## 21st Century Skills/Interdisciplinary Themes

---

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

---

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

---

Small group instruction

Multi sensory approaches

leveled rubrics

flexible grouping

Extra time to complete assignments

### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives

- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills

- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

---

Sit student with partner to complete LEARNING OUTCOME questions throughout the chapters.

Increase visuals in classroom

Graphic organizers using illustrations

Context Cues

Check and Recheck for understanding by asking open ended questions

Have students repeat instructions

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes

- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

---

Google Translate allowed in room to read chapters

Sit student with bilingual partner of same language to complete LEARNING OUTCOME questions throughout the chapters.

Increase visuals in classroom

Graphic organizers using illustrations

Context Cues

Check and Recheck for understanding by asking open ended questions

Have students repeat instructions

Provide notes in native language when available

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

---

Tutoring by Peers

Using videos, illustrations, pictures, and drawings to explain or clarify

Use in - class box of study cards

rewatch videos on youtube for enhanced understanding

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices



- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

---

Utilize project-based learning for greater depth of knowledge

Multi-disciplinary unit and/or project

Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

---

Unit Name: Introduction to the US Health Care System

NJSLS:

Interdisciplinary Connection: Health and Physical Education, social studies, mass communications

Statement of Objective: SWBAT work to create a collaborative video on the 5 determinants of health care creating a solid foundation on this topic

Anticipatory Set/Do Now: Research the 5 determinants of healthcare-Genetic Inheritance, Physical Environment, Social Environment, Health Behavior, Health Care as a determinant

Learning Activity: work to create a collaborative video on the 5 determinants of health care

Student Assessment/CFU's: Watch videos (final products) and ask questions; class discussion

Materials: Online video tools, text book, healthcare resources

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: Google, online text,

|                  |  |
|------------------|--|
| HPE.2.2.12.E.1   | Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation. |
| HPE.2.2.12.E.2   | Determine the effect of accessibility and affordability of healthcare on family, community, and global health.             |
| HPE.2.2.12.E.CS2 | Affordability and accessibility of healthcare impacts the prevention, early detection, and treatment of health problems.   |