

1. Unit 1: The Healthcare System in the United States

Content Area: **Science**
Course(s):
Time Period: **Semester**
Length: **17 Blocks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This course provides an orientation to health care services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

In their evaluation of a complex real-world problem, students:

1. Discuss the changes in health problems of the US population.
2. Discuss anticipated future changes in the health of the US population that will impact the healthcare system.
3. Identify the role of the US government in the healthcare system
4. Compare and contrast the healthcare system of the US to that of other developed countries.
5. Compare and contrast financing and governing of: private, public, and volunteer healthcare facilities.
6. Discuss the five broad categories of healthcare services in the US.
7. Discuss the purposes of the federally funded primary health centers and free clinics.
8. Describe the structure of the US Department of Health and Human Services (HHS).
9. List the 6 major points of the Patient Care Partnership
10. Describe: ambulatory care, public health, and behavioral health services.
11. Discuss the financial aspects of the public healthcare system.
12. Compare and contrast Medicare, Medicaid, and the CHIP Program
13. Compare and contrast the traditional and contemporary methods of provider reimbursement for healthcare services.

14. Differentiate between PPO, HMO and EPO health insurance plans
15. Describe the projected demographic changes in the US through 2050.
16. Describe the impact of aging and disease on IADL and ADL.
17. Discuss the various long term care options available to the aging population.
18. Compare and contrast Medicaid and Medicare benefits for older adults.
19. Discuss the importance of health literacy in the provision of quality healthcare.
20. Explain how the change in demographics will impact the skills, training, and education of future healthcare providers
21. Describe the changes in healthcare since 2010 related to the Affordable Care Act (ACA).
22. Summarize the eligibility requirements for the ACA.
23. Discuss the impact of the ACA on the US healthcare system.
24. Compare and contrast medical technology and health information technology.
25. Provide examples of innovations in medical technology and health information technology.
26. Describe the importance of patient health information privacy and security.
27. Describe HIPAA
28. Define electronic health records (EHR)
29. Discuss the impact of EHR on healthcare.

CONTENT AREA STANDARDS

VHEL.9-12.9.4.12.H.(2).1	Communicate information within a healthcare classroom and demonstrate how to convey this information to appropriate departments and professionals in a timely manner to facilitate sharing of key diagnostic information used in treating patients.
VHEL.9-12.9.4.12.H.(2).2	Demonstrate knowledge of how to explain procedures and goals to patients/clients accurately and effectively, using a range of response strategies to address patient/client questions and concerns.
VHEL.9-12.9.4.12.H.(2).3	Interpret and respond to requests for procedures, plan implementation of services, and prepare for specific procedures in the course of conducting regular diagnostic services.
VHEL.9-12.9.4.12.H.(3).2	Describe the resources, routes, and flow of information within the healthcare system and participate in the design and implementation of effective information systems or processes.
VHEL.9-12.9.4.12.H.(3).4	Describe the content and diverse uses of healthcare information, and accurately document, communicate, and maintain appropriate information in compliance with legal and regulatory requirements.

VHEL.9-12.9.4.12.H.(3).6	Read, interpret, and extract information from medical records and documents, applying knowledge of medical terminology and codes to facilitate the abstraction, coding, and other use of key information.
VHEL.9-12.9.4.12.H.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
VHEL.9-12.9.4.12.H.2	Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
VHEL.9-12.9.4.12.H.3	Demonstrate science knowledge and skills required to pursue the full range of postsecondary education and career opportunities.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

SCI.9-12.SEP.1.c	Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory.
SCI.9-12.SEP.1.e	Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical, and/or environmental considerations.
SCI.9-12.SEP.6.b	Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
SCI.9-12.SEP.8.a	Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- U.S. Health Care
- Categories of Health Services
- Paying for Services

- Aging, Health,
and Long-Term Care

- Healthcare Reform

- Medical and Health

Information Technology

Procedural Knowledge

Students will be able to:

- U.S. Health Care
 - Identify the changes in health problems of the US population.
 - Anticipated future changes in the health of the US population that will impact the healthcare system.
 - Identify the role of the US government in the healthcare system.

Categories of

Health Services

- Compare and contrast the healthcare system of the US to that of other developed countries.
- Compare and contrast financing and governing of: private, public, and volunteer healthcare facilities.
- Discuss the five broad categories of healthcare services in the US.
- Discuss the purposes of the federally funded primary health centers and free clinics.
- Describe the structure of the US Department of Health and Human Services (HHS).
- List the 6 major points of the Patient Care Partnership
- Describe: ambulatory care, public health, and behavioral

health services.

Paying for Health

Services

- Discuss the financial aspects of the public healthcare system.
- Compare and contrast Medicare, Medicaid, and the CHIP Program
- Compare and contrast the traditional and contemporary methods of provider reimbursement for healthcare services.
- Differentiate between PPO, HMO and EPO health insurance plans.
- Describe the projected demographic changes in the US through 2050.

Aging, Health,

and Long-Term Care

- Describe the impact of aging and disease on IADL and ADL.
- Discuss the various long term care options available to the aging population.
- Compare and contrast Medicaid and Medicare benefits for older adults.
- Discuss the importance of health literacy in the provision of quality healthcare.
- Explain how the change in demographics will impact the skills, training, and education of future healthcare providers.

Healthcare

Reform

- Describe the changes in healthcare since 2010 related to the Affordable Care Act (ACA).

- Summarize the eligibility requirements for the ACA.
- Discuss the impact of the ACA on the US healthcare system.

Medical and Health

Information Technology

- Compare and contrast medical technology and health information technology.
- Provide examples of innovations in medical technology and health information technology.
- Describe the importance of patient health information privacy and security.
- Describe HIPAA
- Define electronic health records (EHR)
- Discuss the impact of EHR on

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Required Activities:

- 1) Checkpoint questions
- 2) Comprehension of key terms
- 3) Completion of Study Guide
- 4) Chapter Wrap Up Questions

Optional Activities

- Worksheet on departments and medical abbreviations.
- Students will be given various case studies and will work with a partner to determine which healthcare

facility the patient would seek treatment. Class discussion after exercise.

- Students should make flashcards of the influential people from chapter and handouts.

Assessments:

- Participation

Summative Assessments

- Benchmarks – departmental benchmark given at the end of MP1, MP2, and MP3 based on lab practices
- Alternative Assessments
 - Lab inquiries and investigations
 - Lab Practicals
 - Exploratory activities based on phenomenon
 - Gallery walks of student work
 - Creative Extension Projects
 - Build a model of a proposed solution
 - Let students design their own flashcards to test each other
 - Keynote presentations made by students on a topic
 - Portfolio

Optional Activities

- Powerpoint from textbook
- Review of Hippocratic Oath and discussion of whether the oath applies to modern day medicine.
- Students will be given an outline that details the influential people in healthcare that they will be responsible for learning
- Introduction of Medical History Display Project. The students will be broken up randomly into teams of 2-3 students and given class time to research a specific era in medicine. Students will then create a poster representation of that era and present it to the class.
- Students will be given various case studies and will work with a partner to determine which healthcare

facility the patient would seek treatment. Class discussion after exercise.

- Students should make flashcards of the influential people from chapter(s) and handouts.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Links:

History of Medicine – the National Library of Medicine:

<https://www.nlm.nih.gov/hmd/index.html>

<https://collections.nlm.nih.gov/>

History of Medicine links on YouTube:

<https://www.youtube.com/playlist?list=PL7dF9e2qSW0bv--6anMWu-gq7LIVpUhBX>

US Healthcare System Explained:

<https://www.youtube.com/watch?v=DublqkOSBBA> (2018, 9:41)

Encyclopedia Britannica:

<https://www.britannica.com/science/history-of-medicine/Medicine-in-the-20th-century>

US Healthcare System Explained:

<https://www.youtube.com/watch?v=DublqkOSBBA> (2018, 9:41)

Telemedicine:

https://www.ama-assn.org/practice-management/digital/ama-quick-guide-telemedicine-practice?gclid=EAIaIQobChMI5KaDypz76QIVA5SszCh2U4AAKEAAYAiAAEgLmOPD_BwE

Telemedicine and Telehealth:

<https://www.healthit.gov/topic/health-it-initiatives/telemedicine-and-telehealth>

The Mutter Museum: A Museum of Medical History:

<https://collegeofphysicians.org/mutter-museum>

Health Insurance Costs – Consumer Reports <https://www.youtube.com/watch?v=DBTmNm8D-84>

(2014, 4:54)

Health insurance – federal source <https://www.healthcare.gov/>

Center for Medicare and Medicaid Services <https://www.cms.gov/>

Understanding Medicare and Medicare – official government website

<https://www.aarp.org/health/medicare-qa-tool/understanding-medicare/>

<https://www.medicare.gov/>

Medicaid – official government website <https://www.medicaid.gov/>

Telemedicine and Medicare:

<https://www.cms.gov/newsroom/fact-sheets/medicare-telemedicine-health-care-provider-fact-sheet>

Health insurance coverage in the United States

<https://www.census.gov/library/publications/2020/demo/p60-271.html>

Get covered New Jersey: <https://nj.gov/governor/getcoverednj/family/>

Senior services in New Jersey: <https://nj.gov/nj/community/senior/>

New Jersey Family Care: <http://www.njfamilycare.org/default.aspx>

High Deductible Health Plans explained – University of Michigan

<https://www.youtube.com/watch?v=RMwow6cw6HM>

(2019, 1:59)

Key facts about the uninsured population – Kaiser Family Foundation

<https://www.kff.org/uninsured/issue-brief/key-facts-about-the-uninsured-population/>

US Department of Health and Human Services – Affordable Care Act

<https://www.hhs.gov/healthcare/about-the-aca/index.html>

Health Insurance explained – Affordable Care Act - Kaiser Family Foundation

<https://www.youtube.com/watch?v=-58VD3z7ZiQ>

(2014, 5:24)

Disability resources in New Jersey: <https://nj.gov/nj/community/disability/>

Health policy in other countries

https://www.commonwealthfund.org/international-health-policy-center/countries?utm_source=alert&utm_medium=email&utm_campaign=International%20Health

Communication Skills: A Patient Centered Approach

<https://www.youtube.com/watch?v=S4wWClQhZaA> (2015, 13:17)

Communication in relationships

<https://libguides.rutgers.edu/com201>

Communication and patient safety videos

<https://www.ahrq.gov/patients-consumers/patient-involvement/ask-your-doctor/videos/index.html>

Importance of Effective Communication in Healthcare

<http://harvardpublichealthreview.org/healthcommunication/>

SOAP notes

<https://www.ncbi.nlm.nih.gov/books/NBK482263/>

https://med.fsu.edu/sites/default/files/userFiles/file/MedInfo_SOAPnote_Jobaid.pdf

Fundamentals of medical documentation

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3010959/>

<https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/CERTMedRecDoc-FactSheet-ICN909160.pdf>

Electronic Medical Records

<https://www.healthit.gov/faq/what-are-differences-between-electronic-medical-records-electronic-health-records-and-personal>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4607324/>

Computers in Public Health

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4317987/>

How have computers changed patient-provider relationships?

<http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/Wachter-ComputerChange.aspx>

Electronic Medical Records

<https://www.healthit.gov/faq/what-are-differences-between-electronic-medical-records-electronic-health-records-and-personal>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4607324/>

Evaluating websites:

<https://nmlm.gov/initiatives/topics/health-websites>

https://libguides.cmich.edu/web_research/home

https://guides.library.cornell.edu/evaluating_Web_pages

Crafting and evaluating websites: <https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/websites.original.pdf>

Evaluating sources: https://sites.duke.edu/library101_instructors/category/evaluating-sources/

Clinical Decision Support Systems:

<https://www.cdc.gov/dhdsp/pubs/guides/best-practices/clinical-decision-support.htm>

INTERDISCIPLINARY CONNECTIONS

- Group and partner activities are assigned when possible
- Students will be grouped based on learning styles and approach to processing content

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

