

Statewide Healthcare Curriculum:

Contextualized Social Studies Module

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***Supplemental materials can be located in flash drive file labeled:
HC Context Social Studies Resource File**

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FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for healthcare professions and their programs of study.
- ✓ Learning outcomes often require learners to meet and interact with academic and healthcare professionals, engage in collaborative and individual projects involving authentic materials and resources, visit healthcare and academic facilities, and complete documents and writing tasks for career paths with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with program coordinator as well as academic and employment professionals.
- ✓ Site visits to healthcare and learning facilities, guest speakers, and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

ASSUMPTIONS:

- ✓ Each agency or instructor who may use these modules may adapt instructional strategies, content level of difficulty, learning activities and projects to meet the needs of the program's own target population and adult learners of lower and higher academic levels.
- ✓ Referenced resources, relevant internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.

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- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.
- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

Module Description: The Contextualized Social Studies Module is designed to help students develop a basic understanding of Social Science concepts as they apply to the healthcare industry. The course is divided into four units of study: **Unit I: Ethical and Legal Responsibility in Healthcare, Unit II: Communication in the Healthcare Setting, Unit III: Human Growth and Development-Death and Dying, and Unit IV: Editorial Cartoons on Healthcare Issues.**

i-Pathways Alignment with the Statewide Healthcare Curriculum: The lessons identified in this document have connections with both i-Pathways and the intended learning objectives identified in the Statewide Healthcare Curriculum. The i-Pathways lessons can be used to build background knowledge, reinforce content, or provide learners with additional practice in a specific skill development.

Module Objectives:

Students will:

- Demonstrate knowledge of basic Social Science concepts as they apply to healthcare
- Evaluate myths and stereotypes regarding healthcare in the United States
- Understand cause and effect relationships in healthcare from a political point of view
- Transfer knowledge of concepts and principles from one context to another
- Develop vocabulary as it applies to each Social Science topic
- Explain the meaning of Ethics and its importance to healthcare
- Develop an understanding of human growth and the stages of development
- Explain the meaning of the philosophy of individual worth and how it applies to patients and healthcare workers
- Understand the importance of diversity and culture in the healthcare environment
- Demonstrate a basic understanding of Maslow's Hierarchy of Human Needs
- Evaluate the perceptions of death and dying in the United States and the stages of grief
- Understand the importance of effective communication in the healthcare setting

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Learning Outcomes

Students will:

- Identify the main idea and key details from a variety of sources.
- Summarize and paraphrase the main ideas and supporting details
- Make inferences, draw conclusions and predict outcomes from a variety of sources
- Organize key details in a variety of contexts
- Use internet sources to research information
- Examine and analyze the content of political cartoons, editorial cartoons and other reading materials
- Clarify relationships among ideas and recognize patterns in a variety of sources
- Utilize a variety of context clues and reading strategies
- Use critical thinking skills to solve workplace problems

Methods of Instruction

- Lecture
- Internet research
- Hands-on-activities
- Role-play
- Small and large group discussion
- Individual and group presentations

Methods for Evaluating Student Performance

- Teacher observations
- Teacher designed quizzes and exams
- Student designed quizzes
- Graphic organizers
- Written reflections and reports

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Module Overview

Unit One: Ethical and Legal Responsibilities in Healthcare

- A. Ethics in Healthcare
- B. Relationship between Ethics and the Law
- C. The Eight Guiding Principles of Healthcare Ethics

Unit Two: Communication in the Healthcare Setting

- A. Patient as an Individual
- B. Maslow's Hierarchy of Needs

Unit Three: Human Growth and Development: Death and Dying

- A. Growth and Development: Aging
- B. Death and Dying

Unit Four: Editorial Cartoons on Healthcare Issues

- A. Analyzing and Interpreting Editorial Cartoons on Healthcare Issues

Module Outline

Unit One: Ethical and Legal Responsibilities in Healthcare

1. Importance of ethics in healthcare
 - a. Assess prior knowledge
 - b. Ethical dilemmas
 - c. Kohlberg's Heinz Dilemma
 - d. Hippocratic oath
 - e. Professional code of ethics and personal values
2. Relationship between ethics and the law
 - a. Distinction between laws and ethics
 - b. Conflicts between ethical principles and laws
 - c. American Medical Association ethical principles
 - d. The eight Guiding Principles of Healthcare Ethics

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3. Guiding Principles of Healthcare Ethics 1 - 6
 - a. Contract law, criminal law; Torts
 - b. Ethics Principle 1: Preserve Life
 - c. Ethics Principle 2: Do Good
 - d. Ethics Principle 3: Respect Autonomy
 - e. Ethics Principle 4: Uphold Justice
 - f. Ethics Principle 5: Be Honest
 - g. Ethics Principle 6: Be Discreet

4. Guiding Principles of Healthcare Ethics 7 – 8
 - a. Ethics Principle 7: Keep Promises
 - b. Contracts, breach of contracts, possible consequences
 - c. Implied contracts and expressed contracts
 - d. Role of an agent in healthcare
 - e. Ethics Principle 8: Do No Harm
 - f. Negligence and malpractice suits
 - g. Ethical dilemmas in the workplace

Unit Two: Communication in the Healthcare Setting

1. Patient as an Individual
 - a. Assess prior knowledge
 - b. Philosophy of Individual Worth
 - c. Prejudice in the workplace
 - d. Cultural beliefs and behaviors in healthcare settings
 - e. Effects of cultural influences on patient needs

2. Maslow's Hierarchy of Needs
 - a. Describe Maslow's Hierarchy of Needs
 - b. Examples of each hierarchy level
 - c. Difference between needs and wants
 - d. Issues in healthcare related to Maslow's Hierarchy of Needs
 - e. Helping patients at each level of Maslow's Hierarchy of Needs

Unit Three: Human Growth and Development: Death and Dying

1. Growth and Development: Aging
 - a. Erik Erikson's stages of psychosocial development
 - b. Myths and stereotypes regarding aging
 - c. Understanding the facts about aging

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- d. Case study on encounters between healthcare workers and elderly patients
 - e. Care of patients as it relates to Erikson's life stages
2. Death and Dying
- a. Myths and perceptions regarding death and dying
 - b. Impact of culture and religion on personal grieving and traditions
 - c. The five stages of death
 - d. Personal, cultural, and religious death and dying practices
 - e. Elisabeth Kubler-Ross on death and dying
 - f. The role of healthcare workers involved in the death process
 - g. Hospital, assisted living, and hospice care

Unit Four: Editorial Cartoons on Healthcare Issues

1. Analyzing and Interpreting Editorial Cartoons on Healthcare Issues
- a. Content and purpose of editorial cartoons
 - b. Difference between fact and opinion in current event media
 - c. Cause and effect relationships within current event cartoons
 - d. Vocabulary used to analyze, discuss, and interpret cartoons