# Statewide Healthcare Curriculum
## Contextualized Social Studies Module

## Unit I: Ethical and Legal Responsibility in Healthcare

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td>1. Explain the meaning of ethics and its importance in healthcare; give examples of ethical issues from news articles</td>
<td>Ethics in Healthcare</td>
<td>• Discuss ethics to assess prior knowledge&lt;br&gt;• Discuss ethical dilemmas&lt;br&gt;• Examine the oath of Hippocrates and how it applies today&lt;br&gt;• Discuss professional codes of ethics and personal values&lt;br&gt;• Have students identify the values, actions and contradictions that occur in Kohlberg’s Heinz Dilemma&lt;br&gt;• Have students locate news articles with examples of ethical issues&lt;br&gt;• Have students answer and discuss review questions from the readings and class lectures&lt;br&gt;• Have students begin a graphic organizer&lt;br&gt;• Have students record and define new vocabulary&lt;br&gt;• Present a case study on professional code of ethics in the workplace</td>
<td>Student completion of review questions</td>
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<td>2. Describe the relationship between ethics and law in healthcare; present an ethical dilemma scenario to the class</td>
<td>Ethics and Law in Healthcare</td>
<td>• Discuss the difference between laws and ethical principles and the potential for conflicts between the two&lt;br&gt;• Discuss the eight guiding principles of healthcare ethics&lt;br&gt;• Have students continue creating a graphic organizer and defining new vocabulary&lt;br&gt;• Have students explore their own beliefs about ethical issues (e.g., abortion, euthanasia, stem-cell research, organ transplants, etc.)&lt;br&gt;• Have students research the number of transplants that occur annually&lt;br&gt;• Present a case study and discuss the ethical questions raised&lt;br&gt;• Have students work in groups to create an ethical dilemma and present the values and contradictions to the class</td>
<td>Group presentations&lt;br&gt;Student progress on graphic organizer</td>
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| 3. Explain the first six guiding principles of healthcare ethics and how they relate to the law; research and report on child abuse and elder abuse | Guiding Principles 1-6 of Healthcare Ethics:  
1. Preserve life  
2. Do good  
3. Respect autonomy  
4. Uphold justice  
5. Be honest  
6. Be discreet | • Discuss criminal law and contract law; focus on Torts  
• Discuss the first six guiding principles of ethics and give examples of each  
• Have students complete review questions and worksheets  
• Have students identify which of the guiding principles are addressed and discussed in the **Patient Partnership Brochure section** on the following website: [The American Hospital Association](http://www.aha.org)  
• Have students research and report on child abuse in Illinois  
• Have students work in groups to research and compare findings on elder abuse  
Use: [the National Center on Elder Abuse](http://elderabusecenter.org) | Teacher observation logs  
Group presentations  
Teacher designed quiz  
Written reflection on role play  
Student completion of graphic organizer  
Teacher designed unit exam |
| 4. Explain the last two guiding principles of healthcare ethics; role play an ethics counsel in a healthcare facility and write a reflection about the experience | Guiding Principles 7-8 of Healthcare Ethics:  
7. Keep Promises  
8. Do No Harm | • Discuss contracts, breach of contract, effects on Ethics Principle 7  
• Explain the difference between implied and expressed contracts  
• Discuss Ethics Principle 8, negligence and malpractice, Good Samaritan Laws  
• Discuss the steps in handling ethical dilemmas in the workplace  
• Have students work in groups to review several case studies involving ethical dilemmas  
• Have student groups role play an ethics counsel in a healthcare facility and explain their decisions and actions about the cases  
• Have students write a reflection about the experience  
• Have students complete their graphic organizers  
• Give students a unit exam |
## Statewide Healthcare Curriculum

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#### Unit II: Communication in the Healthcare Setting

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| 1. Explain the meaning of the philosophy of individual worth and how it applies to work in healthcare | Patient as an individual; cultural beliefs and behaviors in healthcare | • Instructor facilitates discussions on individual worth, prejudice from healthcare workers and prejudice from patients  
• Have students provide examples of how the *philosophy of individual worth* fits into their personal lives  
• Instructor facilitates discussion on culture and how it influences beliefs, behaviors, approaches to health issues, and the needs of patients  
• Have students research two cultural groups different from their own, choose five areas to compare and contrast the groups  
• Have students work in groups to diagram or chart their findings and give a class presentation on the information and how it might influence behaviors in a healthcare setting  
• Have students research and give a mini-presentation on Religious Beliefs and Healings from other cultures | Teacher observations  
Student presentations |
| 2. Describe Maslow’s Hierarchy of Needs and give examples of each hierarchy level | Maslow’s Hierarchy of Needs | • Discuss Maslow’s Hierarchy of Needs and how it relates to communication issues in healthcare settings  
• Have students answer comprehension questions on the material  
• Have students view YouTube videos on Maslow’s Hierarchy of Needs and write a reflection  
• Have students complete a KWL chart | Oral responses to questions  
Written reflection  
KWL chart |
# Statewide Healthcare Curriculum
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### Unit III: Human Growth and Development: Death and Dying

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<tr>
<td>1. Evaluate perceptions and stereotypes regarding aging in the United States</td>
<td>Human Growth and Development: Aging</td>
<td>• Explain Erik Erikson’s stages of psychosocial development</td>
<td>Teacher designed quiz</td>
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<td>• Discuss the myths, stereotypes, and facts of aging</td>
<td>Written reports</td>
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<td>• Present a case study that reflects healthcare workers’ encounters with elder patients</td>
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<td>• Give students a quiz over the material</td>
<td>Student reports</td>
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<td>• Have students survey family, friends or co-workers regarding their perceptions about aging and write a report on the findings</td>
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<tr>
<td>2. Evaluate perceptions regarding death and dying in the United States</td>
<td>Human Growth and Development: Death and Dying</td>
<td>• Lecture/Discussions on the following:</td>
<td>Teacher designed quiz</td>
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<tr>
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<td>• Myths and perceptions regarding death and dying</td>
<td>Written reports</td>
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<td>• The five stages of death</td>
<td>Student reports</td>
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<td>• Impact of culture and religion on grieving, traditions, and behaviors regarding death and dying practices</td>
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<td>• Elizabeth Kubler-Ross</td>
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<td>• Role of healthcare workers involved in the death process</td>
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<td>• Differences between a hospital, assisted living and hospice care</td>
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<td>• Have students list the five stages of death and give an example of behaviors that may be observed during each stage</td>
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<td>• Have students read an outside source on the work of Kubler-Ross and report the findings</td>
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<td>• Give students a quiz on the stages of death</td>
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<td>• Have students write an essay on their personal experiences with the grieving process</td>
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**Unit IV: Editorial Cartoons on Healthcare Issues**

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| 1. Analyze and interpret editorial cartoons on healthcare issues from real life sources | Editorial cartoons on healthcare issues | • Lecture/Discussions on the following:  
  o Content and purpose of editorial cartoons  
  o Differences between fact and opinion in current event media  
  o Cause and effect relationships with current event cartoons  
  o Assess students’ background knowledge about editorial cartoons  
  o Vocabulary used to analyze, discuss and interpret cartoons  
  • Model and demonstrate how to interpret and analyze current event media  
  • Have students collect several editorial cartoons from various internet sources  
  • Have students examine content to identify, classify and distinguish elements for interpreting cartoons and recognize patterns that occur  
  • Have students identify the illustrator’s purpose and the intended audience for the cartoon  
  • Have students research the internet for articles and a cartoon on a current healthcare issue  
  • Have students present an interpretation of the editorial cartoon and predict its social impact on the public | Student demonstration  
 Teacher designed checklist for research steps  
 Student completion of final project containing research, analysis, interpretation and presentation |