

# Statewide Healthcare Curriculum Contextualized Social Studies Module

## Unit I: Ethical and Legal Responsibility in Healthcare

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Explain the meaning of ethics and its importance in healthcare; give examples of ethical issues from news articles</p>	<p>Ethics in Healthcare</p>	<ul style="list-style-type: none"> <li>• Discuss ethics to assess prior knowledge</li> <li>• Discuss ethical dilemmas</li> <li>• Examine the oath of Hippocrates and how it applies today</li> <li>• Discuss professional codes of ethics and personal values</li> <li>• Have students identify the values, actions and contradictions that occur in Kohlberg’s Heinz Dilemma</li> <li>• Have students locate news articles with examples of ethical issues</li> <li>• Have students answer and discuss review questions from the readings and class lectures</li> <li>• Have students begin a graphic organizer</li> <li>• Have students record and define new vocabulary</li> <li>• Present a case study on professional code of ethics in the workplace</li> </ul>	<p>Student completion of review questions</p> <p>Graphic organizer</p>
<p>2. Describe the relationship between ethics and law in healthcare; present an ethical dilemma scenario to the class</p>	<p>Ethics and Law in Healthcare</p>	<ul style="list-style-type: none"> <li>• Discuss the difference between laws and ethical principles and the potential for conflicts between the two</li> <li>• Discuss the eight guiding principles of healthcare ethics</li> <li>• Have students continue creating a graphic organizer and defining new vocabulary</li> <li>• Have students explore their own beliefs about ethical issues (e.g., abortion, euthanasia, stem-cell research, organ transplants, etc.)</li> <li>• Have students research the number of transplants that occur annually</li> <li>• Present a case study and discuss the ethical questions raised</li> <li>• Have students work in groups to create an ethical dilemma and present the values and contradictions to the class</li> </ul>	<p>Group presentations</p> <p>Student progress on graphic organizer</p>

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OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p><b>3.</b> 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</p>	<p>Guiding Principles 1-6 of Healthcare Ethics:</p> <ol style="list-style-type: none"> <li>1. Preserve life</li> <li>2. Do good</li> <li>3. Respect autonomy</li> <li>4. Uphold justice</li> <li>5. Be honest</li> <li>6. Be discreet</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss criminal law and contract law; focus on Torts</li> <li>• Discuss the first six guiding principles of ethics and give examples of each</li> <li>• Have students complete review questions and worksheets</li> <li>• Have students identify which of the guiding principles are addressed and discussed in the <b>Patient Partnership Brochure section</b> on the following website: <b>The American Hospital Association:</b> <a href="http://www.aha.org">http://www.aha.org</a></li> <li>• Have students research and report on child abuse in Illinois</li> <li>• Have students work in groups to research and compare findings on elder abuse</li> </ul> <p>Use: <b>the National Center on Elder Abuse:</b><a href="http://elderabusecenter.org">http://elderabusecenter.org</a></p>	<p>Teacher observation logs</p> <p>Group presentations</p> <p>Teacher designed quiz</p>
<p><b>4.</b> 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</p>	<p>Guiding Principles 7-8 of Healthcare Ethics:</p> <ol style="list-style-type: none"> <li>7. Keep Promises</li> <li>8. Do No Harm</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss contracts, breach of contract, effects on Ethics Principle 7</li> <li>• Explain the difference between implied and expressed contracts</li> <li>• Discuss Ethics Principle 8, negligence and malpractice, Good Samaritan Laws</li> <li>• Discuss the steps in handling ethical dilemmas in the workplace</li> <li>• Have students work in groups to review several case studies involving ethical dilemmas</li> <li>• Have student groups role play an ethics counsel in a healthcare facility and explain their decisions and actions about the cases</li> <li>• Have students write a reflection about the experience</li> <li>• Have students complete their graphic organizers</li> <li>• Give students a unit exam</li> </ul>	<p>Written reflection on role play</p> <p>Student completion of graphic organizer</p> <p>Teacher designed unit exam</p>



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## Contextualized Social Studies Module

### Unit III: Human Growth and Development: Death and Dying

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Evaluate perceptions and stereotypes regarding aging in the United States</p>	<p>Human Growth and Development: Aging</p>	<ul style="list-style-type: none"> <li>• Explain Erik Erikson’s stages of psychosocial development</li> <li>• Discuss the myths, stereotypes, and facts of aging</li> <li>• Present a case study that reflects healthcare workers’ encounters with elder patients</li> <li>• Give students a quiz over the material</li> <li>• Have students survey family, friends or co-workers regarding their perceptions about aging and write a report on the findings</li> </ul>	<p>Teacher designed quiz</p> <p>Written reports</p>
<p>2. Evaluate perceptions regarding death and dying in the United States</p>	<p>Human Growth and Development: Death and Dying</p>	<ul style="list-style-type: none"> <li>• Lecture/Discussions on the following:               <ul style="list-style-type: none"> <li>○ Myths and perceptions regarding death and dying</li> <li>○ The five stages of death</li> <li>○ Impact of culture and religion on grieving, traditions, and behaviors regarding death and dying practices</li> <li>○ Elizabeth Kubler-Ross</li> <li>○ Role of healthcare workers involved in the death process</li> <li>○ Differences between a hospital, assisted living and hospice care</li> </ul> </li> <li>• Have students list the five stages of death and give an example of behaviors that may be observed during each stage</li> <li>• Have students read an outside source on the work of Kubler-Ross and report the findings</li> <li>• Give students a quiz on the stages of death</li> <li>• Have students write an essay on their personal experiences with the grieving process</li> </ul>	<p>Student reports</p> <p>Teacher designed quiz</p> <p>Student essays</p>

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### Unit IV: Editorial Cartoons on Healthcare Issues

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Analyze and interpret editorial cartoons on healthcare issues from real life sources</p>	<p>Editorial cartoons on healthcare issues</p>	<ul style="list-style-type: none"> <li>• Lecture/Discussions on the following:               <ul style="list-style-type: none"> <li>○ Content and purpose of editorial cartoons</li> <li>○ Differences between fact and opinion in current event media</li> <li>○ Cause and effect relationships with current event cartoons</li> <li>○ Assess students' background knowledge about editorial cartoons</li> <li>○ Vocabulary used to analyze, discuss and interpret cartoons</li> </ul> </li> <li>• Model and demonstrate how to interpret and analyze current event media</li> <li>• Have students collect several editorial cartoons from various internet sources</li> <li>• Have students examine content to identify, classify and distinguish elements for interpreting cartoons and recognize patterns that occur</li> <li>• Have students identify the illustrator's purpose and the intended audience for the cartoon</li> <li>• Have students research the internet for articles and a cartoon on a current healthcare issue</li> <li>• Have students present an interpretation of the editorial cartoon and predict its social impact on the public</li> </ul>	<p>Student demonstration</p> <p>Teacher designed checklist for research steps</p> <p>Student completion of final project containing research, analysis, interpretation and presentation</p>