



School of Health Related
Professions

Department of
Interdisciplinary Studies

IDST 2250
**Dynamics of Health Care in
Society**

Course Description

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.

Credits/Modes of Instruction

This is a three (3) credit undergraduate course in lecture format that relies on regular activities, assignments, and completion of weekly topics.

Prerequisites: None

This course is required for all students participating in the Rutgers School of Health Related Professions Health Science Careers program.

Instructor:

The instructor will be a Rutgers, SHRP faculty (or adjunct) member.

Course Goals and Objectives

The goal of this course is to orient students to health care occupations, services and their delivery.

Objectives

After completing this course, students will be able to:

- Develop critical thinking skills and strategies for solving problems.
- Understand how various health team members function in diverse health care settings to serve the needs of individuals and society as a whole.
- Demonstrate the characteristics, behaviors, and attitudes of professionals.
- Clarify and analyze their own values and the values of others.
- Speak and write clearly, effectively, and forcibly
- Detect and circumvent barriers that obstruct interpersonal communication.
- Analyze the fundamental questions and implications raised by selected ethical health care issues.
- Communicate effectively with patients, of all ages, from a variety of cultural backgrounds.

- Develop satisfactory personal and professional definitions of health, wellness, illness and disease and analyze factors that affect health status.
- Demonstrate an understanding of the evolution, nature and complexities of the U.S. health care delivery system.
- Differentiate among some of the key technical, economic, social moral, legal, and political issues associated with biomedical technologies.
- Demonstrate an understanding of the complex problems that underlie the escalation of costs for health care in the U.S. and suggest ways of solving them.
- Analyze current health care policy issues and describe how particular factors and groups affect the formulation of health care policy.

Course Units

- I. The Health Care Team/Overview of Health Care Careers
- II. Personal/ Professional Qualities, Values and Teamwork
- III. Ethical Issues and Legal Aspects in Health Care
- IV. History of Health Care/Evolution of Health Care
- V. Concepts of Health and Illness/Human Growth and Development
- VI. Cultural Diversity
- VII. Professional Development
- VIII. Critical Thinking and Professional Decision Making
- IX. Health Communication
- X. Written Communication for Health Professionals/Health information
- XI. Management/Medical Documentation
- XII. Infection Control and Safety
- XIII. Health Care Systems/Health Care Economics
- XIV. Computers in Health Care
- XV. Advocacy
- XVI. Public Health

Course Requirements for Completion

Attendance is required to keep up with the information presented in class. Students will be expected to participate in classroom discussions and group activities. Each course unit will include readings, assignments, and a short quiz as developed by high school faculty. In addition, successful completion the course projects will be required. There will be a cumulative final exam based on class content and assigned readings

Evaluation, Feedback and Grading

Evaluation/Assessment Methods –

- Attendance/Participation/Group Discussion – Students are expected to attend all classes and participate in classroom discussions and group activities.
- Unit Assignments – Each unit will have specific assignments geared to meet unit objectives. These assignments can be completed as homework or in class, as time permits determined by high school faculty.

- Unit Quizzes – Students will be required to take a short quiz at the completion of each unit. Content will be based on lectures, readings, and classroom discussions/activities - as developed by high school faculty
- Course Projects – as assigned by high school faculty
- Final **high school/LPN** grade is determined by **high school/LPN** faculty
- Final Examination (developed and administered and by Rutgers School of Health Related Professions) – Successful completion of a cumulative final exam at the end of the course is required and will determine college credit grade.

Feedback on Progress

Students will receive feedback on their performance on a regular basis. Quantitative and qualitative feedback will be provided for all assignments, quizzes/tests, and projects.

Grade Determination

The minimum level of satisfactory performance in this course is a ‘C’ or better. To receive a ‘C’ or better, students must first complete ALL course requirements specified above, including meeting the minimum attendance expectation. Based on the evaluations methods and criteria previously described, each requirement is then scored on a 0-100 point scale. The final letter grade is based on the weighted average of all requirements, as specified in the table below.

Upon successful completion of the course students will be eligible to take the Health Science Careers standardized exam to determine college credit.

High school students must attain a C (74) or better on the Dynamics of Health Care in Society course standardized exam to earn college credits. For Dynamics of Health Care in Society, the Rutgers grade listed on transcript will be comprised of 100% of the Rutgers, SHRP standardized exam grade.

Health Science Careers Program Grading System

Weighted Average of All Requirements	Final Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C

Faculty/Student Honor Code

(Refer to the Rutgers Student Handbook at http://rutgers.shrp.edu/current_students/handbook.pdf)

The faculty of Rutgers, School of Health Related Professions believe that students must observe and support high standards of honesty and integrity in all aspects of education, practice, and research. For this reason, all matriculated and non-matriculated students in this course are expected to abide by the School's Faculty/Student Honor Code and accept responsibility to help ensure that these standards are maintained by reporting violations of the Honor Code observed in others. All violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal.

General Learning Resources

Required Textbook

DeLaet, Roxan, Dynamics of Health Care in Society, Lippincott, Williams & Wilkins, Wolters, Kluwer, 2012, Revised Edition
ISBN of 978-1-4511-8977-3.

Other helpful learning resources:

Diversified Health Occupations

L. Simmers
Delmar Publishers, INC

It's A Jungle Out There: An Insider's Outlook on Jobs in Health Careers

Sherry Mackely, Ph.D. RTR
Lana Christianson, MT, MA, CRC
Pine Ridge Publications, (812) 876-7211
1051 West Burma Rd.
Bloomington, Indiana 47404

Health Politics and Policy

Third Edition
Theodor J. Litman
Leonard S. Robins
Delmar, Publishers, Inc.

Medical Law and Ethics

Michael Lipman
Regents/ Prentice Hall
Englewood Cliffs, NJ 07632

The Resume Catalog

200 Damn Good Examples
Yana Parker

Ten Spees Press
P.O. Box 7123
Berkeley, California 94707

A Hospital Handbook in Multi-Culturalism and Religion

Nevill A. Kirkwood
Griffen Paperbacks
Australia

Caring For Patients From Different Cultures

Geri-Ann Galanti
University of Pennsylvania Press
Philadelphia., Pa.

Course Units/Schedule

Note: this schedule is a plan only, subject to change by the instructor as deemed necessary to achieve the course goals.

I. The Health Care Team/Overview of Health Care Careers

Overview

Many different professionals, working in the interdisciplinary system has replaced the traditional hierarchical structure, provide health care services. As a future participant, you should understand the roles played by all these team members as they work to deliver comprehensive and coordinated care.

Learning Objectives

After completing this unit, students will be able to:

1. Define the mission of the health related professions and the health care team. They will understand the scope of this mission and its underlying concepts.
2. Identify a minimum of fifteen (15) health care professionals (HCPs) by describing how each helps in providing care.
3. Describe the educational requirements for Associate, Baccalaureate, Master's and Doctoral degree level preparation for specific professions.
4. Describe the difference between certification, registration and licensure for professional practice.
5. Compare the fifteen HCPs referred to in #2 by describing basic activities performed in each, listing their specific duties, explaining their educational prerequisites, and reporting on current employment opportunities.
6. Distinguish between hierarchal and team health systems.
7. Identify and describe the major health facilities.
8. Identify and describe the major trends that influence health care.
9. Explain how effective communication and mutual respect contribute to optimum functioning of an interdisciplinary health care services team.

II. Personal/ Professional Qualities, Values and Teamwork

Overview

A true profession is based upon the special kind of interpersonal relationship that it requires between its practitioners and those they serve. To substantiate their claim to be true professionals, health practitioners must grasp the inherent meaning of professionalism and demonstrate the characteristics and the behavior appropriate to it.

Values adapt over time in response to changing life experiences. The value clarification process teaches us to recognize these adjustments and to understand how they affect attitudes and

behavior. Value clarification will have an impact not only on how we adapt but also on how we view ourselves and how we make decisions. Health professionals must often make decisions that have a moral impact on themselves as well as on patients, colleagues and society as a whole. Ethical dilemmas sometimes complicate the decisions professionals must make about what kind of persons they should be and how they should act. By clarifying and analyzing the values of others and, especially, their own values, professionals can learn to behave in a manner consistent with their self-image. Values clarification will not tell us what our values should be, it will simply provide us with the means to discover what our values are.

As the health care system's evolved so has the approach to health care. The Health Care Team is made up of a group of health professionals that work together for the common goal of the health and wellbeing of the patient. The team consists of various levels of professionals within the same field.

Learning Objectives:

Upon completion of this unit, the student will be able to:

1. Differentiate among the terms "occupation", "profession" and "professionalism".
2. Identify, analyze and set priorities for their values regarding human and professional attitudes, beliefs and behavior.
3. Identify the development of an individual set of values, especially their own.
4. Develop and defend choices of action when confronted with conflicting value decisions.
5. Compare and contrast the characteristics of a profession with observed incidents of professional or non-professional behavior.
6. Discuss several internal and external factors which may influence professional conduct.
7. Recognize the personal qualities and skills that are essential for health Care providers.
8. Describe values and how they are developed
9. Understand stress and use strategies to cope with stress
10. Identify the characteristics of being a leader and differentiate among those characteristics.
11. Explain the role of nutrition and sleep in maintaining a healthy body
12. Recognize the importance of good health behaviors, personal hygiene and grooming for the health care professional.

III. Ethical Issues and Legal Aspects in Health Care

Overview

Confronted with dilemmas with possible ethical implications, health professionals must form judgments and evaluate options. By engaging in a systematic process of ethical reasoning and decision-making, they can isolate the question or problem at issue; decide what action, if any, is required; and determine what the consequences of intervention might be.

Learning Objectives:

After completing this unit, students will be able to:

1. Recognize ethical issues and the moral implications of individual and/or collective decisions.

2. Analyze the fundamental question and implications of selected ethical issues in health care.
3. Identify the basic rules of ethics for health care personnel
4. Identify the rights of patients receiving health care.
5. Recognize ethical issues and the moral implications of individual and/or collective decisions.
6. Analyze the fundamental question and implications of selected ethical issues in health care.
7. Propose and defend their positions and judgments in the analysis and deliberative resolution of ethical dilemmas.
8. Identify and explain the Patients' Bill of Rights.
9. Understand laws as related to health care issues.
10. Define a tort and differentiate between intentional and unintentional torts
11. Define and Understand the HIPAA regulations and protecting patients 'rights.

IV. History of Health Care/Evolution of Health Care

Overview

All health care professionals should have a good grasp of the history of medicine. Knowing how modern procedures evolved will enable today's providers to understand what they are doing better and help them to deliver the best possible care. To paraphrase an old adage, "Those who are ignorant of the past, are likely to repeat its errors."

Learning Objectives

After completing this unit, students will be able to:

1. Describe the history of medicine and how it has changed from its beginnings.
2. Recognize the importance of the major health care events throughout the ages.
3. Differentiate between early and current beliefs about the causes of disease and treatment.
4. Identify the historical individuals or scientists who made major contributions to the advancement of health care.
5. Identify the principal discoveries and advances in medicine during the 17th through 21th centuries.

V. Concepts of Health and Illness/Human Growth and Development

Overview

Students preparing for careers in the health professions should develop an understanding of the dynamic nature of concepts about health, and human growth and development. By exposing students to a range of such views, this unit will help them to understand many of the factors that give meaning to people's perceptions, beliefs, and behavior about health and affect the way they utilize health care delivery systems.

Learning Objectives

After completing this unit, students will be able to:

1. Differentiate between health, wellness, illness and disease, health promotion/disease prevention and treatment.
2. Develop personal and professional definitions of health, wellness, illness and disease.
3. List the various stages of life and identify the mental, emotional and social developments that present during each stage.
4. List and describe the stages of dying and death.
5. Define and explain Maslow's Hierarchy of Needs.
6. Develop personal and professional definitions of health, wellness, illness and disease.

VI. Cultural Diversity

Overview

Health care professionals must work, interact with or provide care to many individuals from a variety of backgrounds and cultures. We must be aware of these factors that make all humans unique and treat everyone with respect and kindness.

Learning Objectives

After completing this unit, students will be able to:

1. Define cultural diversity and differentiate between culture, ethnicity, and race.
2. Identify the characteristics of culture that may present in the work environment and how they may relate to health care.
3. Analyze the way various genetic, environmental and behavioral factors affect people's concepts of health, illness and disease.
4. Describe how health care providers can show respect for individuals' religious beliefs and cultural diversity.
5. Examine the impact of cross-cultural diversity on issues of health and illness.
6. Describe bias, prejudice and stereotype and explain how they can cause barriers to effective communication with others.
7. Describe examples of alternative health care practices or treatments.

VII. Professional Development

Overview

Health professionals function as team players but are also often called upon to be leaders. To develop their leadership skills and to gain experience dealing with responsibility, students can participate in school organizations. When they enter the workplace, students assume responsibility to their employers as well as for themselves as employees. And, as health care workers, they will have to accept the additional responsibility of keeping their skills at high levels by participating in continuing education.

Learning Objectives

After completing this unit, students will be able to:

1. Evaluate their leadership skills
2. Develop the skills needed to be effective team players
3. Describe how HOSA – Health Occupations Students of America- functions.
4. Describe the continuing education requirements of selected professions.

VIII. Critical Thinking and Professional Decision Making

Overview

In today's society, we are bombarded by a constantly changing overload of information that can confuse us, make us hesitant and unsure of ourselves and even overwhelm us. Many decisions require quick and accurate decisions. If we take the time to understand information instead of being swamped by it, we can take advantage of this wealth of data to make highly accurate, productive, and professional decisions. Critical thinking and decision-making are skills. Developed to its fullest potential, the ability to make excellent decisions can become a valuable asset for the future professional.

Learning Objectives

After completing this unit, students will be able to:

1. Identify the characteristics of critical thinking.
2. Identify the root cause or causes of a problem before deciding on ways to correct it.
3. Identify the basic problem solving steps.
4. Learn to analyze the “problem environment” by gathering data and recognizing the unique features that characterize it.
5. Learn to view the problem by examining by its deep, possibly obscure, background as well as its surface configuration.
6. Distinguish between cause and effect.
7. Learn to set priorities and to analyze possible alternate solutions.
8. Explain the importance of being open-minded to ideas of others and to suspend judgment.

IX. Health Communication

Overview

Communication is defined as the exchange of information throughout the entire health care system. Your communication can involve assessment, diagnosis treatment or documentation but in all categories communication must be precise and confidential. Many kinds of relationships exist in health care settings, between professionals and patients; professionals and family members; and between one professional and other professionals; just to name a few. The roles people play in these relationships affect what they say and write to each other and how they do it.

Misunderstandings, disputes, and conflicts can disrupt the efficient operation of any group. Often such stumbling blocks occur because people are unable to communicate clearly and effectively with each other. By gaining insight into how people react to each other through what they say and what they write and how they utilize non-verbal cues, health care professionals can

improve their communications skills and thus contribute to improved functioning of their group in delivering health care.

Learning Objectives

Upon completion of this unit, students will be able to:

1. Describe the components/elements of communication theory or process. (Sender, Message, Receiver)
2. Differentiate between the three most common modes of communication.
3. Describe the methods of communication with patients
4. Recognize a communications dilemma.
5. Describe the non-verbal components of communication
6. Utilize the sensitivity and the problem solving skills essential for the improvement of the interpersonal communication that is required in the efficient delivery of health care services.
7. Display sufficient understanding of oral, written, and non-verbal intercourse to be able to maintain clear and easily traveled pathways of communication, detecting and averting breakdowns before they can cause trouble.

X. Written Communication for Health Professionals/Health information Management/Medical Documentation

Overview

Confronted with writing assignments, most students begin to tremble. But, as beginning professionals, they quickly learn that in some situations a few spoken words will not suffice; they will have to get their thoughts down on paper. If they can't do that clearly and precisely, professionals risk putting themselves, their patients, and their colleagues at risk. Fortunately, effective writing can be learned. It just takes practice.

As Danny Simon, one of television's greatest writers told his kid brother, Neil, one of America's finest playwrights and Woody Allen, another comic genius, "A first draft is just to get an idea of what is possible. Then the work begins. That's why God invented the word 'rewrite.'"

(E. B. White, a writer you may know from his book, *Charlotte's Web*, revised his college teacher's rules for writing to create an essential manual. It is *The Elements of Style*, by Will Strunk, Jr. and E. B. White, Allyn and Bacon, Boston, 2000, now in its fourth edition. "It should be the daily companion of anyone who writes for a living," the *Greensboro Daily News* says, "and, for that matter, anyone who writes at all." You should have one and you should read it and, afterwards, refer to it constantly. It will help you to stop trembling when you have to write something yourself. Besides, the book is a lot of fun. It will cost you about \$7 and a lot less second hand. Get it now. (You can even get an earlier edition, free, on the internet at: refdesk.com)

Learning Objectives:

After completing this unit, students will be able to:

1. Explain how important writing is in transmitting ideas and instructions.

2. Give examples of clear, direct writing.
3. Explain what Roger Angell meant, in his introduction to his step-father's great book, *The Elements of Style*, "...We are all writers and readers as well as communicators, with the need to please and satisfy ourselves (as White put it) with the clear and almost perfect thought."
4. Show how a piece of writing improves in style and clarity as it is revised and revised and revised over and over again.
5. Analyze the work of others.
6. Analyze and criticize examples of health related writing posted on the web.
7. Understand what Will Strunk was talking about when he urged writers to "Omit needless words!"
8. Understand the difference between the active and the passive voice and know why it is almost always better to use the active voice.

XI. Infection Control and Safety

Overview

We all as health professional are responsible for the health and safety of all our patients. The understandings of the basics of infection control are indispensable for any health care worker in any health care setting.

Learning Objectives:

After completing this unit, students will be able to:

1. Identify the classes of microorganisms.
2. List the components in the chain of infection.
3. Identify the safety precautions and preventative actions used.
4. Describe "standard precautions"
5. Define antisepsis, disinfection, and sterilization and differentiate between them.
6. Describe the role of the Occupational Safety and Health Administration and the Centers for Disease control and prevention.
7. Identify and observe all safety standards established by OSHA

XII. Health Care Systems/Health Care Economics

Overview

There are many types of agencies and facilities that deliver health care. Health care is the fastest growing industry in the United States which employs over 13 million individuals. Health has become a major business. The extremely high cost of health care in the United States is a major concern for all Americans. The large number of uninsured individuals is rising which is creating the need for instituting a national health care plan.

Learning Objectives:

After completing this unit, students will be able to:

1. Describe the various types of health care facilities.

2. List the government agencies
3. Identify the various types of health care institutions.
4. Describe the various types of health care payment methods.
5. Describe types of managed care and its implications on the United States

XIII. Computers in Health Care

Computers have become a staple in everyday life in the United States and it is no exception that they have become an integral part of health care information management as well as the diagnosis of disease. They are used for educational purposes and the analysis of research data. All health care professionals are expected to be fluent in the use of a computer.

Learning Objectives:

After completing this unit, students will be able to:

1. Describe the roles of computers in health care.
2. Identify the components of the computer hardware and how they function.
3. Identify the various computer applications used today in the health care industry.
4. Explain the necessity of computer security.
5. Identify the technological advances of health care.

XIV. Advocacy

Overview

This unit will show students how to form effective, persuasive arguments supporting an idea, a cause, or a policy.

Learning Objectives

After completing this unit, students will be able to:

1. Define advocacy and its purpose
2. Identify characteristics of an advocate
3. Understand a selected topic for advocacy
4. Identify the target audience
5. Utilize resources to support advocacy
6. Communicate the needs or requests of the community
7. Identify problems
8. Describe the roles that must be assumed and the tasks that must be undertaken to find solutions to these problems
9. Effect changes and influence outcomes
10. Demonstrate communication skills, such as listening carefully and being firmly but not offensively assertive, that are essential to effective advocacy.

XV. Public Health

Overview

Many health organizations, agencies, professional groups, consumer groups, individual consumers, and individual providers play important roles in the delivery of health care. But the largest single force in the American health care system is the federal government which, among other things, provides direct service to many patients, provides funds for the care of other patients, and conducts research projects. To give you a better understanding of one major governmental project, *Healthy People 2020*, we shall examine how it affects you, your classmates, your family, and your community.

In 1979, after the first Surgeon General's report on "The Health of Our Nation," which set guidelines for efforts to improve the health of all Americans, the U.S. Department of Health and Human Services, Office of Public Health and Science, promulgated the original decennial *Healthy People* document. Like its three predecessors, upon which it is built, *Healthy People 2020* strives to promote wellness and access of care for everyone as well as to reduce the occurrence of premature death, the number of days Americans lose to illness, and the incidence of disabilities.

Not only has the U.S. Department of Health used these documents to develop national public health policies but states, communities, local agencies, public health professionals, care providers, and the public have also utilized them in developing their own health promotion and disease prevention plans. In addition, schools and businesses can take advantage of the information available in *Healthy People* to plan programs to increase the quality of people's lives.

Learning Objectives

1. Identify how moving care to communities will effect various health occupations
2. Understand the various approaches to patient empowerment.
3. Describe Healthy People 2020; its vision, mission and goals, and identify priority areas and leading health indicators that relate to the goals of Healthy People 2020
4. Identify the types of community disasters and identify various disaster responses.
5. Describe and identify the various complementary and alternative health care systems.

Working with *Healthy People 2020*, we hope you will be persuaded to take advantage of every opportunity to improve your own health, your family's health, and the health of your community.

Unit	Topical Outline	Learning Resources	Unit Activities/Assignments
Unit 1	<p>The Health Care Team/Overview of Health Care Careers</p> <ul style="list-style-type: none"> • Define the mission of the health related professions and the health care team. They will understand the scope of this mission and its underlying concepts. • Identify a minimum of fifteen (15) health care professionals (HCPs) by describing how each helps in providing care. • Describe the educational requirements for Associate, Baccalaureate, Master's and Doctoral degree level preparation for specific professions. • Describe the difference between certification, registration and licensure for professional practice. • Compare the fifteen HCPs referred to in #2 by describing basic activities performed in each, listing their specific duties, explaining their educational prerequisites, and reporting on current employment opportunities. • Distinguish between hierarchal and team health systems. • Identify and describe the major health facilities. • Identify and describe the major trends that influence health care. • Explain how effective communication and mutual respect contribute to optimum functioning of an interdisciplinary health care services team. 	DeLaet Text Chapter 1-10	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics.</p>

<p>Unit 2</p>	<p>Personal/Professional Qualities, Values, and Teamwork</p> <ul style="list-style-type: none"> • Differentiate among the terms “occupation”, “profession” and “professionalism”. • Identify, analyze and set priorities for their values regarding human and professional attitudes, beliefs and behavior. • Identify the development of an individual set of values, especially their own. • Develop and defend choices of action when confronted with conflicting value decisions. • Compare and contrast the characteristics of a profession with observed incidents of professional or non-professional behavior. • Discuss several internal and external factors which may influence professional conduct. • Recognize the personal qualities and skills that are essential for health Care providers. • Describe values and how they are developed • Understand stress and use strategies to cope with stress • Identify the characteristics of being a leader and differentiate among those characteristics. • Explain the role of nutrition and sleep in maintaining a healthy body • Recognize the importance of good health behaviors, personal hygiene and grooming for the health care professional. 	<p>DeLaet Text Chapter 10,14</p>	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics.</p>
<p>Unit 3</p>	<p>Ethical Issues and Legal Aspects in Health Care</p> <ul style="list-style-type: none"> • Recognize ethical issues and the 	<p>DeLaet Text Chapter 11</p>	<p>Print and complete exercises in chapters.</p>

	<p>moral implications of individual and/or collective decisions.</p> <ul style="list-style-type: none"> • Analyze the fundamental question and implications of selected ethical issues in health care. • Identify the basic rules of ethics for health care personnel • Identify the rights of patients receiving health care. • Recognize ethical issues and the moral implications of individual and/or collective decisions. • Analyze the fundamental question and implications of selected ethical issues in health care. • Propose and defend their positions and judgments in the analysis and deliberative resolution of ethical dilemmas. • Identify and explain the Patients’ Bill of Rights. • Understand laws as related to health care issues. • Define a tort and differentiate between intentional and unintentional torts • Define and Understand the HIPAA regulations and protecting patients ‘rights. 		<p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics.</p>
Unit 4	<p>History of Health Care/Evolution of Health Care</p> <ul style="list-style-type: none"> • Describe the history of medicine and how it has changed from its beginnings. • Recognize the importance of the major health care events throughout the ages. • Differentiate between early and current beliefs about the causes of disease and treatment. • Identify the historical individuals or scientists who 	DeLaet Text Chapter 1	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics.</p>

	<p>made major contributions to the advancement of health care.</p> <ul style="list-style-type: none"> Identify the principal discoveries and advances in medicine during the 17th through 21th centuries. 		
Unit 5	<p>Concepts of Health and Illness/Human Growth and Development</p> <ul style="list-style-type: none"> Differentiate between health, wellness, illness and disease, health promotion/disease prevention and treatment. Develop personal and professional definitions of health, wellness, illness and disease. List the various stages of life and identify the mental, emotional and social developments that present during each stage. List and describe the stages of dying and death. Define and explain Maslow’s Hierarchy of Needs. Develop personal and professional definitions of health, wellness, illness and disease. 	DeLaet Text Chapter 12	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics.</p>
Unit 6	<p>Cultural Diversity</p> <ul style="list-style-type: none"> Define cultural diversity and differentiate between culture, ethnicity, and race. Identify the characteristics of culture that may present in the work environment and how they may relate to health care. Analyze the way various genetic, environmental and behavioral factors affect people’s concepts of health, illness and disease. Describe how health care providers can show respect for 	DeLaet Text Chapter 13	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics.</p>

	<p>individuals' religious beliefs and cultural diversity.</p> <ul style="list-style-type: none"> • Examine the impact of cross-cultural diversity on issues of health and illness. • Describe bias, prejudice and stereotype and explain how they can cause barriers to effective communication with others. • Describe examples of alternative health care practices or treatments. 		
Unit 7	<p>Professional Development</p> <ul style="list-style-type: none"> • Evaluate their leadership skills • Develop the skills needed to be effective team players • Describe how HOSA – Health Occupations Students of America- functions. • Describe the continuing education requirements of selected professions. 	DeLaet Text Chapter 14	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics</p>
Unit 8	<p>Critical Thinking and Professional Decision Making</p> <ul style="list-style-type: none"> • Identify the characteristics of critical thinking. • Identify the root cause or causes of a problem before deciding on ways to correct it. • Identify the basic problem solving steps. • Learn to analyze the “problem environment” by gathering data and recognizing the unique features that characterize it. • Learn to view the problem by examining by its deep, possibly obscure, background as well as its surface configuration. • Distinguish between cause and effect. • Learn to set priorities and to analyze possible alternate solutions. 	DeLaet Text Chapter 15	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics</p>

	<ul style="list-style-type: none"> • Explain the importance of being open-minded to ideas of others and to suspend judgment. 		
Unit 9	<p>Health Communication</p> <ul style="list-style-type: none"> • Describe the components/elements of communication theory or process. (Mender, Message, Receiver) • Differentiate between the three most common modes of communication. • Describe the methods of communication with patients • Recognize a communications dilemma. • Describe the non-verbal components of communication • Utilize the sensitivity and the problem solving skills essential for the improvement of the interpersonal communication that is required in the efficient delivery of health care services. • Display sufficient understanding of oral, written, and non-verbal intercourse to be able to maintain clear and easily traveled pathways of communication, detecting and averting breakdowns before they can cause trouble. 	DeLaet Text Chapter 16	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics</p>
Unit 10	<p>Written Communication for Health Professionals/Health Information Management/Medical Documentation</p> <ul style="list-style-type: none"> • Explain how important writing is in transmitting ideas and instructions. • Give examples of clear, direct writing. • Explain what Roger Angell meant, in his introduction to his 	DeLaet Text Chapter 17	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights\</p> <p>Complete the Activities and questions related to each of the topics</p>

	<p>step-father’s great book, <i>The Elements of Style</i>, “... We are all writers and readers as well as communicators, with the need to please and satisfy ourselves (as White put it) with the clear and almost perfect thought.”</p> <ul style="list-style-type: none"> • Show how a piece of writing improves in style and clarity as it is revised and revised and revised over and over again. • Analyze the work of others. • Analyze and criticize examples of health related writing posted on the web. • Understand what Will Strunk was talking about when he urged writers to “Omit needless words!” • Understand the difference between the active and the passive voice and know why it is almost always better to use the active voice. 		
Unit 11	<p>Infection Control and Safety</p> <ul style="list-style-type: none"> • Identify the classes of microorganisms. • List the components in the chain of infection. • Identify the safety precautions and preventative actions used. • Describe “standard precautions” • Define antiseptics, disinfection, and sterilization and differentiate between them. • Describe the role of the Occupational Safety and Health Administration and the Centers for Disease control and prevention. • Identify and observe all safety standards established by OSHA 	DeLaet Text Chapter 18	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics</p>
Unit 12	<p>Health Care Systems/Health Care Economics</p>	DeLaet Text Chapter 19	Print and complete exercises in

	<ul style="list-style-type: none"> • Describe the various types of health care facilities. • List the government agencies • Identify the various types of health care institutions. • Describe the various types of health care payment methods. • Describe types of managed care and its implications on the United States 		<p>chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics</p>
Unit 13	<p>Computers in Health Care</p> <ul style="list-style-type: none"> • Describe the roles of computers in health care. • Identify the components of the computer hardware and how they function. • Identify the various computer applications used today in the health care industry. • Explain the necessity of computer security. • Identify the technological advances of health care. 	DeLaet Text Chapter 20	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics</p>
Unit 14	<p>Advocacy</p> <ul style="list-style-type: none"> • Define advocacy and its purpose • Identify characteristics of an advocate • Understand all health professionals obligation to advocate. • Identify the characteristics of an advocate • Describe how you might advocate for your patient and how they would benefit from your involvement. 	DeLaet Text Chapter 21	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the topics</p>
Unit 15	<p>Public Health</p> <ul style="list-style-type: none"> • Identify how moving care to communities will effect various health occupations. • Understand the various approaches to patient empowerment. 	DeLaet Chapter 22	<p>Print and complete exercises in chapters.</p> <p>Review chapter highlights</p> <p>Complete the Activities and questions related to each of the</p>

	<ul style="list-style-type: none">• Describe Healthy People 2020; its vision, mission and goals, and identify priority areas and leading health indicators that relate to the goals of Healthy People 2020• Identify the types of community disasters and identify various disaster responses.• Describe and identify the various complementary and alternative health care systems.		topics
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