Intro to HC: Healthcare Delivery Systems

Teacher: R. Yeargan	
Course/ Subject: Intro to Healthcare	
Date of Instruction: Standard 3	

Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. ==TKES 1, 2, 3, 4, 5, 8, 10==	**Standard/s:** HS-IHS-3 Describe how various HC roles fit into the office/department, the organization, and the overall HC environment. 3.1 analyze the HC delivery system (public, private, nonprofit, government). 3.2 evaluated factor influencing HC delivery systems ELACC9-10SL1- initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, issues, building on other's ideas, and expressing their own clearly and persuasively.
	Learning Target: Identify 12 different types of Healthcare delivery facilities (aka: systems) and determine whether they are classified as private, public, profit, non-profit, government).
	Success Criteria: Students will be able to list without assistance 7 types of healthcare facilities with 90% accuracy. Students will be able to distinguish between public, private, profit and non-profit and government facilities.
	Introduction/Connection: Come in and take the Kahoot! as a pre test

	DIRECT INSTRUCTION:
	Using the text DHO book page 29 as a guide
	  Using the DHO PPT Chapter 2
	  Using guided notes
	  Students will take notes and listen as they follow along in the textbook. Actively participating in the discussion.
	  .

Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. ==TKES 1, 2, 3, 4, 5, 7, 8, 10==	**GUIDED PRACTICE:** Students will work with the group they are sitting with to create a healthcare plan for the patient I assigned to them. Patients are found on the PBS link in Google Classroom. One student reads about patients, one student records information, one student types of research on Google with ChromeBook, one student uses the text to research. Mrs. Y walks room to assist with questions. Guide on Types of insurance, facilities, doctors, etc. If time permits share knowledge with class.
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: Guided notes handout Chromebook if needed Download Kahoot! in Remind App for phone users.
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. ==TKES 1, 2, 3, 4, 5, 6, 7, 8==	**SUMMARIZE/CHECK FOR UNDERSTANDING:** Regroup to clean the area and discuss findings. Students will ask other questions about their research and the diseases they were assigned. Exit: write down one facility you learned more about today. How is it classified? Do we have one here in Brunswick, if not where is the closest?
Assignment(s)	**Homework:** Study the Kahoot!

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	Learning Target: **Identify 3 health insurance plans, Differentiate between Medicaid and Medicare, Tricare, and supplement insurance and Health Savings Accounts.** **.**
	Success Criteria: **Students will be able to list without assistance 3 types of healthcare insurances with 90% accuracy.** **Students will be able to distinguish between Tricare, Medicare, Medicaid, HMO's, HSA at 80% accuracy.**
	Introduction/Connection: **Come in and take the Kahoot! as a practice-test**
	DIRECT INSTRUCTION: Using the text DHO book page 29 as a guide Using the DHO PPT Chapter 2 Using guided notes Open up the school system's healthcare benefit web page. Explain options to them as we research together. Students will take notes and listen as they follow along in the textbook. Actively participating in the discussion
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. **TKES 1, 2, 3, 4, 5, 7, 8, 10**	**GUIDED PRACTICE:** **Students will work with the group they are sitting with to distinguish what types of patients will use what types of insurance?** **Give an active military patient. A 65-year-old retired businessman. A family of 4 with a single-family income under $26,000. A patient that works at the hospital/school system. If time permits share knowledge with the class.** **Make copies of insurance cards- what they look like and provide a DMT insurance form for them to practice filling out.**
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: Guided notes handout Chromebook if needed Download Kahoot! in Remind App for phone users. Have an example insurance form already filled out as an example
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. **TKES 1, 2, 3, 4, 5, 6, 7, 8**	**SUMMARIZE/CHECK FOR UNDERSTANDING:** **Regroup to clean the area and discuss findings. Students will ask other questions about their research and the diseases they were assigned.** **Exit: write down one insurance fact you learned today.**
Assignment(s)	**Homework:** **Study the Kahoot!**

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	Learning Target: Building a basic understanding of how HC systems are set up. How current medical trends can determine the path of HC systems and facilities.
	Success Criteria: **Students will be able to see emerging trends in healthcare: stemcell research, COVID-19 care, vaccination research, CDC information distribution on social media and see how it does and will continue to affect HC.** **Students will take a test on HC systems and will pass with 80% or higher.**
	Introduction/Connection: **Come in and take the Kahoot! as a review**

	DIRECT INSTRUCTION:
	  Using Chromebooks: take the test on Google Forms. Answer any questions before the test.
	
	  After the test we will research current trends looking at hot topics like vaccinations and how we adopted during a pandemic. Stemcell research. Use of Social media. .

Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. **TKES 1, 2, 3, 4, 5, 7, 8, 10**	**GUIDED PRACTICE:** **Assist students while taking the test. Provide IEP accommodations as necessary.** **After the test provide a discussion table for topics allow 5-10 after introducing the topics for research to help with discussion.**
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: Guided notes, Chromebooks Table talk and discussion.
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. **TKES 1, 2, 3, 4, 5, 6, 7, 8**	**SUMMARIZE/CHECK FOR UNDERSTANDING:** **Discuss test and review if time permits.**
Assignment(s)	**Homework:** **Turn in a notebook: notes and assignments with group names. Peer evaluations.**

Chromebooks, tests in written form also, guided notes and topics to research and discuss.