Theme 2 - Medical Ethics

Outcomes	Content	Activities/Resources	Assessment
1. Understand the concepts of ethics, morals, and ethical dilemmas **Target Standards** **4.R.VA.4** Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **4.S.CC.6** Identify and evaluate oral information for: **d.** conclusions/solutions **f.** assumptions **j.** relationship of ideas	What is ethics? Are ethics and morals the same thing? What is an ethical dilemma?	Discuss the concepts of ethics and morals to assess students' prior knowledge. Possible questions: ● Are ethics and morals the same thing? ● What is the purpose of ethics and/or morals in healthcare? ● What is an ethical dilemma? Have you ever faced one? Review **Theme 2 Vocabulary** to review discussed terms and preview additional terms for upcoming activities. **ELL support: Provide Theme 2 Vocabulary: Images while discussing terminology.** Introduce ethical dilemmas by playing the Heinz Dilemma video. Afterwards, have students work on the **"Kohlberg's Heinz Dilemma"** in small groups. Students can answer questions orally and/or submit them in writing. Regroup as a class to review students' responses. Is there only one correct answer for each question? **ELL support: Turn on subtitles/closed captions while playing the video.** Alternate video option: Heinz Dilemma Version 2 *(slight story differences, subtitles unavailable)*	Group discussions (and/or written submission of answers)

2. Review medical ethics and codes of ethical conduct **Target Standards** **4.S.CC.2b** Analyze the purpose of information presented in diverse media and formats… **4.R.CI.8** Compare and contrast one author's presentation of events with that of another (e.g., a memoir and a biography of the same person), including how they emphasize different evidence or advance different interpretations of the facts. **3.R.CI.1b**. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the main idea of a passage by answering who, what, when, why and how questions.	What is the origin of the principle "do no harm"? What ethical codes of conduct are healthcare workers obligated to follow?	Play Few Minutes Knowledge's "Hippocrates" video to provide background on his life. Guide the class in reading the **Original Hippocratic Oath**, including the author's note. Check students' understanding by discussing the author's note, particularly the third paragraph (key controversial aspects). Next, play AAH's "Hippocratic Oath," which shows the modern version used today. Have students read the **Modern Hippocratic Oath** aloud as a group, as if they were taking the oath. **ELL support: Turn on subtitles/closed captions while playing all videos.** Have students complete the **Comparing Hippocratic Oath Versions** organizer, analyzing both versions of the oath and identifying specific changes in language and alterations in meaning. Play Columbia SPS' "Ethical Principles" video to introduce the four basic pillars of medical ethics. Review the overview of the AMA Code of Medical Ethics website. Have students read the list of specific chapters and choose one to explore further. Have them select 1-2 opinions (articles) within that chapter and complete the **"Gist Template"** for each one. This can be done independently, in pairs, or in small groups. **ELL support: Turn on subtitles/closed captions while playing the video.**	Group discussion during/after reading of texts Completed **Comparing Hippocratic Oath Versions** organizer Completed **"Gist Template"**

3. Identify common ethical dilemmas and determine appropriate responses **Target Standards** **4.R.CI.1** Determine a theme or central idea of a text and how it is conveyed through particular details and over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **4.W.TT.1** Write arguments to support claims with clear reasons and relevant evidence. **4.W.WL.1c.** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	How do healthcare workers cope with ethical dilemmas? Is there only one right way to handle an ethical dilemma?	Read Sermo's **"Identifying and Navigating Ethical Issues in Healthcare"** by dividing it into sections. Divide students into small groups and have each group focus on one section to complete a jigsaw reading. **ELL Support: The article is written at 10th grade level. Consider placing students into mixed-level groups so students can support each other with vocabulary / comprehension.** Divide students into pairs or small groups. Give each group 1-2 ethical dilemmas from Nursing Process' **Common Ethical Dilemmas** article. Have students decide the appropriate response to each dilemma, submitting their answers in writing. Afterwards, share the **answer key** and have students compare their responses to these answers. Lead students in a discussion, focusing on scenarios where their answers differed from the provided answer key. Extension activity: Provide additional dilemmas featured in Nursing Process' original article to continue discussion and/or research current events re: ethics in healthcare. ProCon.org provides research on all sides of debatable issues; students can evaluate claims and supporting evidence for any topic in the "Health & Medicine" category.	Jigsaw reading activity Submitted written responses for **Common Ethical Dilemmas** Extension activity research project
4. Review HIPAA healthcare legislation and explain its purpose **Target Standards** **4.R.VA.2** Demonstrate the understanding of figurative	What is HIPAA? What are the key components of HIPAA? What's the difference between patient privacy	Assess students' background knowledge by asking them to define privacy and confidentiality. Do they mean the same thing, or are there distinctions? Review the definitions for privacy and confidentiality from the **Theme 2 Vocabulary**. **Optional**: Play Capital Health Ethics Support's	Group discussions (and/or written submission of answers) HIPAA infographic

language, word relationships, and nuances in word meanings. **4.R.CI.9** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **3.R.CI.1b.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the main idea of a passage by answering who, what, when, why and how questions. **4.W.PD.1** Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective. **4.R.RS.11** Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice.	and patient confidentiality? What forms do healthcare facilities use to comply with HIPAA privacy regulations?	"Privacy and Confidentiality" video for additional information/discussion. *Review the expression "the elephant in the room" before watching.* Guide students in reading the overview on **HIPAA**. This text is more advanced; encourage students to refer to their **Theme 2 Vocabulary** as needed. Play HHS OCR's "Your Health Information, Your Rights" video to provide a summary of patients' rights under HIPAA. Afterwards, have students review the accompanying **Your Health, Your Rights Infographic**. **ELL supports: Encourage students to reference their Theme 2 Vocabulary: Images. Turn on subtitles/closed captions while playing all videos.** Check students' understanding by discussing the following questions related to key ideas and supporting details; you can also have students submit their answers in writing. 1. What are the main purposes of HIPAA? 2. Which title deals with HIPAA compliance requirements? 3. State the three categories of covered entities and provide an example for each one. 4. What are three examples of PHI? 5. What is the difference between the Privacy Rule and the Security Rule? Review sample forms to enhance understanding of HIPAA privacy and security practices. General templates: ● **HIPAA Sample Release Forms** Edward-Elmhurst Health examples:	

		● **EEH Authorization to Release Information** ● **EEH Notice of Privacy Practices** Have students synthesize and summarize key information by creating an infographic with Canva.com, focusing on one aspect of HIPAA: the 5 titles, the Privacy and Security rules, PHI, etc. (Here's a **sample**.) Students can use the HHS site "Your Rights Under HIPAA" as an additional source, including videos and general fact sheets.	
5. Review common HIPAA violations and possible consequences **Target Standards** **4.R.VA.1** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies. **a**. Use context … as a clue to the meaning of a word or phrase. **4.S.CC.5** Comprehend key elements of oral information for: **a**. cause and effect. **4.S.CC.1f.** Review the key ideas expressed and demonstrate	What are some common HIPAA violations? What consequences can result from HIPAA violations?	As a class, review the **Top 10 HIPAA Violations** and **HIPAA Violations and Penalties** infographics. Clarify the definitions of multiple-meaning words using context: violation, penalty, civil, breach, etc. What do these words mean in different contexts? Play the "Spot the HIPAA Violations" video. Have students write down each violation they see, trying to spot all four. Pause the video at 1:10 and have students share their answers, then resume the video to check responses for accuracy. Discuss: Were any of these violations on the **Top 10 HIPAA Violations** infographic? What could the penalties be for each violation? **ELL support: Turn on subtitles/closed captions while playing the video.** Divide students into small groups to complete the **"HIPAA Discussion Questions"** handout, using the **HIPAA Compliance & Violations Checklists** for additional reference, if needed. Review students' responses as a class, using this **answer key**.	Completed "Spot the HIPAA Violations" activity Completed **"HIPAA Discussion Questions"** handout

understanding of multiple perspectives through reflection and paraphrasing. 4.R.FW.3 Apply environmental reading to life skills…			
6. Identify patients' additional, essential healthcare rights **Target Standards** **4.R.CI.11** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject. **4.R.CI.1** Determine a theme or central idea of a text and how it is conveyed through particular details …; provide an objective summary of the text. **4.R.CI.2b.** Analyze the interactions between individuals, events, and ideas in texts… **4.S.PK.3** Present formal and informal speeches including discussion, information requests,	When were patients' rights first established as standard policy? What essential rights do you have as a patient? Are these rights protected by the ACA or other legislation?	Discuss: What rights do patients have in addition to privacy and confidentiality? Play "What are the Patient's Bill of Rights" *(subtitles are embedded)* to provide background on AHA's standards. Students can follow the partial transcript, **The Patients' Bill of Rights**. As a class, read Navicent Health's "**Patient Rights**." Discuss: Do these two sources convey the same information? How are they alike/different? Provide MyPatientRights.org as an additional resource, created to help patients obtain information and resolve health plan barriers/issues. Divide students into small groups, with each group focusing on one special bill of rights: the **Mental Healthcare Bill of Rights**, the **Clinical Center Patient Bill of Rights**, and the **Hospice Patient Bill of Rights**. Have each group present a summary of their bill of rights to the class, noting key distinctions from the primary versions. In 2003, AHA replaced the Patients' Bill of Rights with the Patient Care Partnership. This site provides an overview. Have students work independently or in pairs to read **"The Patient Care Partnership"** and complete the **"Comparing Resources on Patients' Rights"**	Group discussions before/ during/after reading of texts Informal presentation, summarizing a special bill of rights Completed **"Comparing Resources on Patients' Rights"** organizer

interpretation, and persuasion. **4.R.CI,10** Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational or educational tasks.		organizer, comparing presentation/format, purpose, and content. Alternate or supplemental text: "**The ACA's Patients' Bill of Rights**" Review sample consent forms to enhance understanding of a patient's right to accept or refuse general treatment. Compare general consent and informed consent. Discuss: What is the difference between the two? Why may telehealth services require informed consent? Visit Telehealth.HHS.gov for more information. Edward-Elmhurst Health examples: ● **EEH General Consent to Treatment** ● **EEH Telemedicine Informed Consent** Planned Parenthood example: ● **PP Consent to Medical Services**	
7. Examine the patient-physician relationship and patient advocacy **Target Standards** **4.S.CC.1c** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. **4.S.CC.2** Interpret information presented in diverse media and formats (e.g., visually,	How can patients get the most out of their relationship with healthcare providers? What does it mean to advocate for yourself? What are the best questions to ask during medical appointments?	Discuss the "**Five Steps to Safer Health Care**" infographic. Possible questions: ● Do you currently follow any of these steps? ● How does each step result in safer healthcare? ● Are there additional, essential steps that should be added to this list? Play AHRQ's "Introduction to Questions are the Answer." As students watch, have them complete this **Cloze Activity**. Check answers as a class using this **answer key**, then review the **10 Questions to Ask** infographic. **ELL support: Turn on subtitles/closed captions while playing the video.** Have students use AHRQ's online Question Builder to create a list of 5-10 possible questions	Group discussion before and during reading of texts Completed **Cloze Activity** Completed Question Builder question list Project/presentation

quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. **4.R.FW.1c** Apply basic technology-based thinking strategies (e.g., automated search methods, algorithmic thinking) to a variety of problems. **4.W.RB.2** Gather relevant information from multiple print and digital sources… **4.S.PK.3** Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.		for their next medical appointment. Have students print/save their question list, then share it with a partner. *(Note: The* **"QuestionBuilder"** *app is the same tool, but is only available on older devices.)* Project/presentation: Ask students to imagine that they are teaching a friend, family member, coworker, etc., about the importance of being active participants in their own healthcare. What would this conversation look like? Have students explore AHRQ's "Questions Are the Answer" web page to select effective, persuasive materials (shareable resources, patient PSAs, doctor PSAs, etc.). They can also use other appropriate lesson/theme materials. This project can be done individually or in groups, with a variety of presentation options. Students can write a sample dialogue, create a slideshow with dialogue/chat messages, perform a skit/conversation for the class, record a video, etc.	
8. Define cultural competence and cultural humility, explaining their purpose in healthcare **Target Standards** **4.R.VA.4** Acquire and use accurately level appropriate general academic and domain-specific words and phrases. **4.S.CC.2a** Analyze the	What is cultural competence? What is cultural humility? How can healthcare providers promote and demonstrate cultural competence?	Assess students' prior knowledge of cultural competence and/or cultural humility. Are they the same? Different? Have students begin the **"K-W-L Chart"** on cultural competence in healthcare, completing the K column with prior knowledge and the W column with at least 5 questions they would like answered. Play "Cultural Competence" and "What is Cultural Humility?" Discuss the distinctions between the two concepts. **ELL support: Turn on subtitles/closed captions while playing both videos.**	Research project and completion of **"K-W-L Chart"** Presentation of research findings

| main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

4.W.RB.1 Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.

4.S.PK.2 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | | Model how students can use the following resources to conduct research on one aspect of cultural competence in healthcare - its purpose, importance, history, etc. Students will record answers to their questions and any other interesting and/or pertinent information in the L column.
Recommended online resources:
● NPIN.CDC.gov
● MinorityHealth.HHS.gov
● ThinkCulturalHealth.HHS.gov
● HRSA.gov
Additional print resources:
● **National CLAS Standards**
● **HRSA Agency Overview**
● **Overcoming Communication Barriers**
● **"Combating Implicit Bias and Stereotypes"**
● **Culturally Competent Providers Infographic** *(revisited in Theme 9)*

Have students present a summary of their findings to the class using at least one multimedia component. | |