Health Science Safety & Regulations

Media Type: Microsoft® PowerPoint® Presentation
Duration: 53 slides

Goal: To explore standards and regulations in the health care industry.

Description: This presentation discusses the importance of safe, ethical and legal practices in health science. Safety standards and protocols are explored and ethical and legal standards are analyzed. In addition, organizations which set industry standards are described.

Objectives:
1. To identify specific health science industry standards related to safety and substance abuse.
2. To discuss various procedures for maintaining a safe working environment in health science.
3. To evaluate ethical behavioral standards and legal responsibilities in health science.
4. To investigate the legal and ethical ramifications of unacceptable behavior.
5. To describe the roles of health science professional associations and regulatory agencies.

Common Core Standards

College & Career Readiness Anchor Standards for Speaking and Listening

<table>
<thead>
<tr>
<th>Speaking &amp; Listening Standards</th>
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<tbody>
<tr>
<td><strong>Comprehension &amp; Collaboration</strong></td>
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<tr>
<td>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<tr>
<td>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<tr>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</td>
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<tr>
<td>9-12.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<tr>
<td>9-12.2</td>
<td>Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</td>
</tr>
<tr>
<td>9-12.3</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
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<tr>
<td><strong>Presentation of Knowledge &amp; Ideas</strong></td>
<td></td>
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<tr>
<td>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
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<tr>
<td>9-12.4</td>
<td>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</td>
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<tr>
<td>9-12.5</td>
<td>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
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## College & Career Readiness Anchor Standards for Writing

### Writing Standards

<table>
<thead>
<tr>
<th>Text Types &amp; Purposes</th>
<th>9-12.2</th>
<th>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>9-12.3</td>
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<tr>
<td></td>
<td>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
<td>9-12.4</td>
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<td>9-12.5</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
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<td>9-12.6</td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
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<tr>
<td>Production &amp; Distribution of Writing</td>
<td>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
<td>9-12.7</td>
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<td></td>
<td>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
<td>9-12.8</td>
</tr>
<tr>
<td></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>9-12.9</td>
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Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Begin class by passing out the Health Science Safety & Regulations Vocabulary Handout for students to use as reference materials during the presentation. Show the Safety Standards & Protocol segment of the presentation. Follow the segment with its Assessment. Introduce the Hazardous Situations Project for students to begin. Have students complete the Recycling & Waste Management Activity for homework.

Class 2: Remind students to continue using the Vocabulary Handout. Show the Legal & Ethical Standards segment of the presentation. Follow the segment with its Assessment. Have students complete the Violations Activity to be presented the next class day.

Class 3: Have students give their presentations for the Violations Activity. Allow time for class discussion between student presentations.

Class 4: Remind students to continue using the Vocabulary Handout. Show the Regulatory Organizations segment of the presentation. Follow the segment with its Assessment. Introduce the Health Organizations Project and the Governmental Guidelines Project for students to begin.

Class 5: Administer the Health Science Safety & Regulations Final Assessment and allow time for students to complete it. Allow the remainder of the class time for students to work on the Projects.

Class 6: Have students present their Hazardous Situations Projects.

Class 7: Have students present their Health Organizations Projects.

Lesson Links

Centers for Disease Control and Prevention
- http://www.cdc.gov/

World Health Organization
- http://www.who.int/en/

United States Department of Labor: Occupational Safety & Health Organization
- https://www.osha.gov/

Business Professionals of America
- Medical Office Procedures

Skills USA
- Basic Health Care Skills
- Health Knowledge Bowl

HOSA
- Medical Terminology
- Knowledge Tests
- Health Education

Career Connections

Using the Career Connections Activity, allow students to explore the various careers associated with this lesson. See the Activity for more details. If student licenses have been purchased: Students will select the interviews to watch based on your directions. If only a teacher license is purchased: Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50840, Robert Curlee, Licensed Vocational Nurse, Covenant Medical Center
- iCEV50356, Jana Gardner, R.N. Covenant Medical Center
- iCEV50491, Brad White, Medical Office Manager, Southwest Diagnostic Clinic
- iCEV50629, Robin Stinson, Paramedic Critical Care Transport Team, Phoebe Putney Memorial Hospital

Class 7:

Have students present their Health Organizations Projects.
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Lab Activities

Recycling & Waste Management
Directions:
Students will develop a list of ways hospitals, clinics and other health care facilities could improve recycling and waste management efforts. They should consider methods which would contribute to cost containment, environmental protection and business social responsibility. They will come up with at least four ideas and provide details as to what would be required, how they would be implemented and what the benefits of each would be.

Violations
Directions:
Students will work in groups of two to conduct research on ramifications of failure to meet a specific ethical or legal standard. One should gather research about the ramifications an employee could face and other should research the ramifications an organization could face. Students will give an short oral presentation to explain ramifications. Allow time for discussion between presentations. Ask students if they have ever heard of or experienced discussed cases and how they may feel as a coworker, employer or patient if the discussed situation occurred.

Projects

Hazardous Situations
Directions:
Students will work in groups of two or three and choose a hazardous situation. They should research possible effects of the situation and proper methods of containment to minimize damage. They will create a Microsoft® PowerPoint® presentation to share their findings with the class.

Health Organizations
Directions:
Students will work in groups of two or three and choose a health organization discussed in the presentation. They should research the organization’s historical foundation, any famous events involving the organization, examples of ethical behavioral standards and/or legal regulations the organization sets/enforces and the importance of the organization to the environment and/or society. They will create a website to share their findings and should prepare a short presentation for the class. If possible, allow them to use their website as a visual aid while presenting.

Governmental Guidelines
Directions:
Students will select one regulation from each of the following government regulatory agencies: World Health Organization, Centers for Disease Control and Prevention, Occupational Safety and Health Administration, Joint Commission and National Institute of Health. Students will explain each regulation in their own words. For each regulation, students will develop an example of an action showing how a health care professional would not conform to the regulation, then provide an example of an action which would exhibit how a health care professional would conform to the regulation. Students should share their examples with the class.