Health Science

Scenario: Best Face Forward

The pandemic put at enormous strain on the operation of hospitals and clinics. This strain not only affected staffs (working long hours without social interaction outside of work, exposure to a disease that could kill them, being overburdened and making choices for caregiving) but the patients as well (anxiety over contracting a life-threatening disease, not being able to see loved ones or supporters, or anyone's face). Everyone was expected to be fully masked, adding to the stress of receiving treatment. The disease was also isolating us from each other. Find solutions for any of these problems. This could also be a self-care policy, how to combat compassion fatigue and successfully deal with the stress of being overwhelmed and feeling animosity for patients who did not receive vaccinations.

Resources

10 Important Healthcare Policies for Your Facility: https://www.powerdms.com/policy-learning-center/10-important-healthcare-policies-for-your-facility

Pandemic spurs consumer-friendly healthcare services that patients expect to continue: https://www.healthcaredive.com/news/pandemic-spurs-consumer-friendly-healthcare-services/589023/

8 ways to make healthcare more compassionate: https://www.athenahealth.com/knowledge-hub/practice-management/7-ways-to-make-healthcare-more-compassionate

With these lesson ideas, teachers have the kernel information to complete short activities. Given that teachers will need to use state-approved course outlines, we encourage teaching in context of your program. However, if teachers wanted to expand this into formal project-based learning, allow the scenario to help you get started. We strongly encourage teacher feedback on these activities, if implemented, as well as success stories and examples of your completed work. Reviews may be sent to Darren Morris, Instructional Designer, CTECS, dmorris@ctecs.org.

Create a "patient service" policy that attempts to restore the humanity and dignity of patients and/or caregivers, intended to comfort or ease the anxiety of those working and receiving care, to increase communication between the patient's loved ones and supporters, and humanize the caregivers for frightened patients. You do not need to address every aspect of the aforementioned. The policy should in some way call for a behavioral response or change to the way hospital staff typically operate or the services they provide. Your policy (or best practices) must address the following Workplace Readiness Skills:

1. Creativity and Innovation—We define creativity and innovation as:

- Discussing the importance of creativity and innovation in the workplace

- Brainstorming and contributing ideas, strategies, and solutions
- Developing and/or improving products, services, or processes
- Identifying and allocating available resources.

  - How did you come up with your idea? What was your creative process?
  - Is this a new idea (as far as you know) or does it come from something put into practice during the pandemic?
  - What are your resources?
  - How are you innovating from the original idea?
  - How do you define or summarize your idea?
  - What is improved: a product, a service, or a process?
  - What resources are needed to help bring your idea to life: time, people, technology, funding?

2. Critical Thinking and Problem Solving—We define critical thinking and problem solving as:

- Recognizing and analyzing problems
- Evaluating potential solutions and resources
- Using a logical approach to make decisions and solve problems
- Implementing effective courses of action.

  - What problem are you trying to solve? Define it clearly.
  - What is affected by your solution? What are the personal and social impacts?
  - How many solutions did you consider? What was your process for choosing a solution?
  - Is your solution feasible?
  - What motivates practitioners to follow the solution?
  - Which aspects of your program of study were helpful to finding an appropriate solution?
  - Does your solution have a cost or some negative consequences or risks? If so, identify them.

3. Initiative and Self-Direction—We define initiative and self-direction as:

- recognizing the importance of proactive, independent, decision-making
- identifying workplace needs
- completing tasks with minimal direct supervision
- applying solutions.

  - If you were an intern and had this idea/solution to this problem, what would be the steps you might follow to propose the solution?
  - To whom would you propose it? How would you propose it?
  - Could you implement this solution alone and inspire others to imitate you?
  - Would your solution violate other policies?
  - What are the benefits of proposing your solution or innovation to your superiors?

4. Integrity—We define integrity as:

- recognizing the importance of having integrity in the workplace
- complying with local, state, and federal laws

- adhering to workplace policies and procedures
- exhibiting honesty, fairness, and respect toward self, others, and property.

  □ How do you, in your policies, remain vigilant when increasing communication but protecting the confidentiality of patients?
  □ What are the confidentiality policies and laws that might be conflicted?
  □ Identify ways that health care personnel can prevent the spread of disease by being honest, not only about their workplace behaviors, but beyond the workplace (e.g., quarantine after exposure to the infected, personal hygiene, etc.).
  □ Why does anonymous service result in the perception or actual reduction of patient care?

5. Work Ethic—We define work ethic as:

- demonstrating diligence (e.g., working with persistence to accomplish a task)
- maintaining dependability (e.g., being reliable)
- accounting for one's decisions and actions
- accepting the consequences of decisions and actions.

  □ How might your solution impact morale and encourage a strong work ethic?
  □ If you have an initial setback after your policy proposal, how might you remain diligent and overcome barriers and closed doors to have your solution considered for implementation?
  □ How might your policy help the overall healthcare of patients? How does it positively affect the workplace?
  □ What could happen to work ethic if the policy is not implemented?
  □ How would you justify your policy?
  □ What should happen if workers violate your policy?

For short activities we offer the following suggestions:

- Identify the competency or unit in your program that would be most appropriate for teaching this activity synchronously. Students learn best in context.
- Divide the class into competitive teams (at least two).
- Have the teams brainstorm ideas and establish rules for brainstorming: all ideas are accepted.
- Have teams arrive at consensus and choose their best idea to propose.
- Teams should establish norms, roles, and expectations for team members.
- Teams will clearly define their mission and the idea of their proposals.
- The teacher should act as the judge of the quality and feasibility of the ideas.
- Teacher should also provide enough background to get students started and monitor student behavior along the way, providing helpful feedback when necessary.
- Students should share work and reflect on how well the team worked together.

For teachers who wish to expand the activity into a larger project, the following PBL Design Principles and Teaching Practices are provided

PBL Project Design Principles

1. **A Challenging Problem or Question:** The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge
2. **Sustained Inquiry:** Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.
3. **Authenticity:** The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.
4. **Student Voice & Choice:** Students make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice.
5. **Reflection:** Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.
6. **Critique & Revision:** Students give, receive, and apply feedback to improve their process and products.
7. **Public Product:** Students make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.

PBL Teaching Practices

1. **Design & Plan:** Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.
2. **Align to Standards:** Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.
3. **Build the Culture:** Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.
4. **Manage Activities:** Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.
5. **Scaffold Student Learning:** Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.
6. **Assess Student Learning:** Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.
7. **Engage & Coach:** Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.