Science Department
Allied Health Sciences
Healthcare Organizations & Interprofessional Practice

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Effective Date: September 2026

Scope and Sequence

Unit	Topic of Study	Duration (Weeks)
1	The Healthcare System in the United States	7
2	Jobs & Careers in Healthcare	3
3	Health Practitioners and Technicians	12
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Unit 1

The Healthcare System in the United States

Summary and Rationale

A central aspect of understanding healthcare is knowing the system in which care is delivered. Students examine how the United States healthcare system developed, how it is organized, how it is financed and governed, and how it compares with the systems of other developed countries. They study the five broad categories of healthcare services, the role of federal agencies such as the Department of Health and Human Services, and the rights of patients under the Patient Care Partnership. Students then follow the money: how Medicare, Medicaid, CHIP, and private plans (PPO, HMO, EPO) pay for care and how providers are reimbursed. The unit also addresses how an aging population, long-term care needs, health literacy, and the Affordable Care Act are reshaping the system, and how medical technology, health information technology, electronic health records, and HIPAA affect both care and patient privacy. Overall, this unit gives students the vocabulary and systems-level understanding needed to make sense of every health profession they study in the remaining units, and challenges them to evaluate how policy, payment, demographics, and technology shape the care patients receive.

Recommended Pacing

7 weeks (~23 class periods)
Exam weight: 35% (35 of the 100 blueprint questions; Chapters 1-6)

Standards

HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs.
HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- How have major historical events, health trends, and technology shaped the U.S. healthcare system?

- What role does the U.S. government play in the healthcare system, and how is the Department of Health and Human Services structured?
- How does the U.S. healthcare system compare with the systems of other developed countries?
- What are the five broad categories of healthcare services, and where do patients access them?
- How do private, public, and volunteer healthcare facilities differ in financing and governance?
- How do Medicare, Medicaid, CHIP, and private insurance plans (PPO, HMO, EPO) pay for care, and how are providers reimbursed?
- How will demographic change and an aging population affect healthcare needs, long-term care, and the future healthcare workforce?
- What changes did the Affordable Care Act bring, and who is eligible?
- How do medical technology and health information technology differ, and how do they improve care?
- How are patient information privacy and security protected through HIPAA and electronic health records?

Unit Enduring Understandings:

- The U.S. healthcare system is the product of historical events, policy decisions, and changing health problems in the population.
- Healthcare services are delivered through multiple categories of facilities and programs that differ in how they are financed and governed.
- The federal government shapes healthcare through funding, regulation, and agencies such as the Department of Health and Human Services.
- Patients have rights and responsibilities that guide the delivery of respectful, quality care.
- How care is paid for (public programs, private insurance, managed care, and provider reimbursement methods) influences access, cost, and provider behavior.
- An aging population and changing demographics will increase demand for long-term care and require new skills from future healthcare providers.
- Health literacy is essential to quality care and patient safety.
- Healthcare reform, including the Affordable Care Act, continues to change coverage, access, and costs.
- Medical technology and health information technology improve care but require strong protection of patient privacy and security.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 1-6 (formative, aligned to the Rutgers exam blueprint).
2. U.S. vs. other developed countries comparison chart (system structure, financing, and governance).
3. Health insurance matrix and scenario task: Medicare, Medicaid, and CHIP; PPO, HMO, and EPO; traditional vs. contemporary provider reimbursement.
4. Patient Care Partnership and HIPAA case analyses (patient rights, privacy, and EHR scenarios).
5. Aging and long-term care report: projected demographic change through 2050, ADL/IADL, and care options.
6. Unit 1 Test (multiple choice, modeled on the Rutgers exam format).
7. Cumulative Rutgers IDST 4115 Credit-by-Examination, administered at the conclusion of the course (Unit 1 content represents 35 of the blueprint questions).

Objectives (SLO)

Topic 1.1: U.S. Health Care (Chapter 1)

- Discuss the changes in health problems of the US population.
- Discuss anticipated future changes in the health of the US population that will impact the healthcare system.
- Identify the role of the US government in the healthcare system.

Topic 1.2: Categories of Health Services (Chapter 2)

- Compare and contrast the healthcare system of the US to that of other developed countries.
- Compare and contrast financing and governing of: private, public, and volunteer healthcare facilities.
- Discuss the five broad categories of healthcare services in the US.
- Discuss the purposes of the federally funded primary health centers and free clinics.
- Describe the structure of the US Department of Health and Human Services (HHS).
- List the 6 major points of the Patient Care Partnership
- Describe: ambulatory care, public health, and behavioral health services.

Topic 1.3: Paying for Health Services (Chapter 3)

- Discuss the financial aspects of the public healthcare system.
- Compare and contrast Medicare, Medicaid, and the CHIP Program
- Compare and contrast the traditional and contemporary methods of provider reimbursement for healthcare services.
- Differentiate between PPO, HMO and EPO health insurance plans.

Topic 1.4: Aging, Health, and Long-Term Care (Chapter 4)

- Describe the projected demographic changes in the US through 2050.
- Describe the impact of aging and disease on IADL and ADL.
- Discuss the various long term care options available to the aging population.
- Compare and contrast Medicaid and Medicare benefits for older adults.
- Discuss the importance of health literacy in the provision of quality healthcare.
- Explain how the change in demographics will impact the skills, training, and education of future healthcare providers.

Topic 1.5: Healthcare Reform (Chapter 5)

- Describe the changes in healthcare since 2010 related to the Affordable Care Act (ACA).
- Summarize the eligibility requirements for the ACA.
- Discuss the impact of the ACA on the US healthcare system.

Topic 1.6: Medical and Health Information Technology (Chapter 6)

- Compare and contrast medical technology and health information technology.
- Provide examples of innovations in medical technology and health information technology.
- Describe the importance of patient health information privacy and security.
- Describe HIPAA
- Define electronic health records (EHR)
- Discuss the impact of EHR on healthcare.

Suggested Resources/Technology Tools

Cross, N., & McWay, D. C. (2023). Stanfield's Introduction to Health Professions. Jones & Bartlett Learning (Chapters 1-6); Rutgers IDST 4115 Course and Exam Outline; U.S. Department of Health and Human Services (HHS) and CMS public resources; HIPAA resources from the HHS Office for Civil Rights.

Modifications

Special Education-

Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.

- Allow additional time for skill mastery.
- Provide small group/ individualized instruction.
- Allow use of assistive technology.
- Anticipate needs; pre-teach if needed.
- Have student repeat directions to check for understanding.
- Highlight text/ visual presentation.
- Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .

ML-

- Provide additional wait time for student responses to questions
- Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
- Speak clearly, using a normal tone and rate of speed, or slightly slower.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading

Gifted and Talented-

- Advance, accelerate, or compact content
- Support abstract and advanced higher-level thinking through differentiated questioning
- Allowance for adapting of content for individual student interests
- Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

- Provide additional time for in-class assignments and assessments
- Allow for computer with voice output, spelling and grammar checker
- Offer individual help throughout the lesson
- Modify readings and primary source documents.

At Risk-

- Provide small group instruction for identified areas for growth
- Allow for alternate pathways for completion of assignments.
- Provide additional wait time for student responses to questions
- Pair oral instruction with visuals
- Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☑ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☑ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Employ valid and reliable research strategies.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☑ Model integrity, ethical leadership, and effective management.

- [x] Plan education and career paths aligned to personal goals.
- [ ] Use technology to enhance productivity.
- [ ] Work productively in teams while using cultural global competence.

Unit 2

Jobs & Careers in Healthcare

Summary and Rationale

A central aspect of preparing for a health career is understanding the workforce, where healthcare professionals work, and what it means to practice professionally. Students investigate the range of healthcare workers, projected demand for healthcare personnel, the employers and workplace settings of healthcare professionals, and the education institutions that prepare them. They distinguish between in-patient and out-patient treatment and identify the professionals who span both. Students then examine the common core knowledge shared across health professions, the characteristics of professionalism, the difference between ethics and patient privacy, legal concerns that arise in healthcare, and the importance of continuing education. Overall, this unit connects the systems knowledge of Unit 1 to the individual professional, giving students a framework for exploring the specific professions in Units 3 through 5 and for planning their own education and career paths.

Recommended Pacing

3 weeks (~10 class periods)
Exam weight: 10% (10 of the 100 blueprint questions; Chapters 7-8)

Standards

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems.
HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- Who makes up the healthcare workforce, and how is demand for healthcare personnel changing?
- In what settings do healthcare professionals work, and who employs them?
- How do in-patient and out-patient treatment differ, and which professionals work in both?
- What education institutions and pathways prepare people for health careers?
- What common core knowledge do all healthcare professionals share?
- What characteristics define professionalism in health careers?
- How are ethics and patient privacy different, and why does the difference matter?
- What legal concerns can arise in healthcare practice?
- Why is continuing education essential to a healthcare career?

Unit Enduring Understandings:

- Healthcare is delivered by a diverse workforce whose size and composition respond to projected demand.
- Healthcare professionals work in many settings, and some professionals move across in-patient and out-patient care.
- Choosing a health career requires understanding education, employment, and workplace options.
- All healthcare professionals rely on a shared base of common core knowledge.
- Professionalism is demonstrated through conduct, communication, accountability, and respect for patients and colleagues.
- Ethics and patient privacy are related but distinct obligations.
- Legal awareness protects patients and professionals.
- Lifelong learning and continuing education keep professionals current and safe in a changing field.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 7-8 (formative, aligned to the Rutgers exam blueprint).
2. Health career exploration profile: workplace setting, employer type, education pathway, and projected demand.
3. In-patient vs. out-patient Venn diagram with examples of professionals who span both venues.
4. Professionalism and ethics scenario discussion (ethics vs. patient privacy; legal concerns).
5. Personal career and continuing-education plan.
6. Unit 2 Test (multiple choice, modeled on the Rutgers exam format).
7. Cumulative Rutgers IDST 4115 Credit-by-Examination, administered at the conclusion of the course (Unit 2 content represents 10 of the blueprint questions).

Objectives (SLO)

Topic 2.1: Health Career Planning (Chapter 7)

- Gather knowledge and facts related to health careers.
- Discuss the various workplace settings of healthcare providers.
- Discuss appropriate healthcare education institutions.
- Differentiate between in-patient and out-patient treatment for disease. Which professionals span both treatment venues.

Topic 2.2: Career Development (Chapter 8)

- Discuss the components of common core knowledge.
- Discuss the characteristics of professionalism in health careers.
- Differentiate between ethics and patient privacy.
- Identify legal concerns that may arise in healthcare.
- Discuss the importance of continuing education in one's healthcare profession.

Suggested Resources/Technology Tools

Cross, N., & McWay, D. C. (2023). Stanfield's Introduction to Health Professions. Jones & Bartlett Learning (Chapters 7-8); Rutgers IDST 4115 Course and Exam Outline; U.S. Bureau of Labor Statistics Occupational Outlook Handbook; professional organization and accrediting body websites.

Modifications

Special Education-
Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.
● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
● Highlight text/ visual presentation.
● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .
ML-
● Provide additional wait time for student responses to questions
● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading
Gifted and Talented-
● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills
504-
Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.
● Provide additional time for in-class assignments and assessments
● Allow for computer with voice output, spelling and grammar checker
● Offer individual help throughout the lesson
● Modify readings and primary source documents.
At Risk-
● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
● Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☑ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☑ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Employ valid and reliable research strategies.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☑ Model integrity, ethical leadership, and effective management.
- ☑ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Unit 3

Health Practitioners and Technicians

Summary and Rationale

A central aspect of interprofessional practice is understanding who is on the healthcare team and what each member contributes. Students study twenty-one health practitioner and technician professions, from physicians, surgeons, and podiatrists to physician assistants, nurses, dentists, dietitians, pharmacists, optometrists, communication impairment professionals, physical and occupational therapists, athletic trainers, chiropractors, mental health professionals, social workers, genetic counselors, health educators, health services administrators, emergency medical personnel, radiation and diagnostic technologists, and respiratory care practitioners. For each profession, students examine the description of work, education and employment, licensure and certification, work environment, and trends in the profession. Through comparison, students distinguish professional responsibilities, specialties, salary and advancement opportunities, professional organizations, and the differences among licensing, certification, and registration. Throughout the unit, students apply interprofessional education (IPE) and interprofessional practice (IPP) concepts to case studies that show how roles, tools, and communication strategies come together to optimize clinical care. This is the largest unit of the course and carries the largest share of the Rutgers exam blueprint.

Recommended Pacing

12 weeks (~40 class periods), organized in four clusters of about 3 weeks each:

Cluster A, Medical and Clinical Care Providers: Chapters 9-15
Cluster B, Rehabilitation and Movement Professions: Chapters 16-20
Cluster C, Mental Health, Social, Educational, and Administrative Professions: Chapters 21-25

Cluster D, Emergency, Imaging, Diagnostic, and Respiratory Professions: Chapters 26-29
Exam weight: 40% (40 of the 100 blueprint questions; Chapters 9-29)

Standards

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems.
HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- What are the professional responsibilities of each health practitioner and technician, and how do their roles complement one another?
- What specialties exist within each profession?
- How do the work environments of these professions differ?
- How do employment opportunities, education, advancement opportunities, salary, and professional organizations compare across professions?
- How do licensing, certification, and registration differ, and why does each matter?
- What tools and technologies does each professional use to deliver care?
- Why are interprofessional education (IPE) and interprofessional practice (IPP) important to patient outcomes?
- How do communication strategies among team members optimize good clinical care?
- How are trends such as technology, an aging population, and workforce demand reshaping each profession?

Unit Enduring Understandings:

- Each health practitioner and technician has a distinct scope of practice, and quality care depends on understanding where roles complement and overlap.
- Education, licensure, certification, and registration protect the public by establishing standards for who may practice.
- Work environments, employment opportunities, and advancement paths vary widely across the health professions.
- Professional organizations support practitioners through standards, advocacy, and continuing education.

- Tools and technologies are integral to how each profession delivers care.
- Interprofessional education and practice improve communication, teamwork, patient safety, and clinical outcomes.
- Clear, respectful communication among team members is essential to optimal patient care.
- Healthcare professions continue to evolve in response to technology, demographics, and the changing needs of patients.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 9-29 (formative, aligned to the Rutgers exam blueprint).
2. Profession profile project: each student researches assigned professions and reports responsibilities, specialties, work environment, education, employment, advancement, salary, professional organizations, and licensure/certification/registration.
3. Profession comparison matrices for each cluster (employment opportunities, education, salary, advancement, licensing vs. certification vs. registration).
4. Interprofessional case study and team simulation: students assume professional roles, apply IPE/IPP principles, and practice team communication strategies.
5. Tools of the trade exhibit: students identify and explain the tools used by selected professionals.
6. Cluster tests A-D (multiple choice, modeled on the Rutgers exam format) and Unit 3 Test.
7. Cumulative Rutgers IDST 4115 Credit-by-Examination, administered at the conclusion of the course (Unit 3 content represents 40 of the blueprint questions).

Objectives (SLO)

Topics 3.1-3.21 (Chapters 9-29):

- Topic 3.1: Physicians, Surgeons, and Podiatrists (Chapter 9)
- Topic 3.2: Physician Assistant (Chapter 10)
- Topic 3.3: Nursing (Chapter 11)
- Topic 3.4: Dentistry (Chapter 12)
- Topic 3.5: Dietetics (Chapter 13)
- Topic 3.6: Pharmacy (Chapter 14)
- Topic 3.7: Optometry (Chapter 15)
- Topic 3.8: Communication Impairment Professionals (Chapter 16)
- Topic 3.9: Physical Therapy, Orthotists and Prosthetists (Chapter 17)
- Topic 3.10: Occupational Therapy (Chapter 18)
- Topic 3.11: Athletic Trainers, Exercise Physiologists, and Kinesiotherapists (Chapter 19)
- Topic 3.12: Chiropractors (Chapter 20)
- Topic 3.13: Mental Health Professionals (Chapter 21)
- Topic 3.14: Social Workers (Chapter 22)
- Topic 3.15: Genetic Counselors (Chapter 23)
- Topic 3.16: Health Education (Chapter 24)
- Topic 3.17: Health Services Administration (Chapter 25)
- Topic 3.18: Emergency Medical Technicians and Paramedics (Chapter 26)
- Topic 3.19: Radiation Technology (Chapter 27)

- Topic 3.20: Diagnostics and Related Technology (Chapter 28)
- Topic 3.21: Respiratory Care Practitioners (Chapter 29)

The following objectives apply to all topics in this unit:

- Describe the professional responsibilities of each healthcare provider.
- Identify the types of specialties in each profession.
- Describe the work environment for each healthcare professional.
- Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.
- Compare and contrast the following for each profession: licensing, certification, and registration.
- Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Suggested Resources/Technology Tools

Cross, N., & McWay, D. C. (2023). Stanfield's Introduction to Health Professions. Jones & Bartlett Learning (Chapters 9-29); Rutgers IDST 4115 Course and Exam Outline; U.S. Bureau of Labor Statistics Occupational Outlook Handbook; professional organization, licensing board, and certifying body websites; Interprofessional Education Collaborative (IPEC) core competencies.

Modifications

Special Education-

Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.

● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
● Highlight text/ visual presentation.
● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .

ML-

● Provide additional wait time for student responses to questions
● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading

Gifted and Talented-

● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

● Provide additional time for in-class assignments and assessments
● Allow for computer with voice output, spelling and grammar checker
● Offer individual help throughout the lesson
● Modify readings and primary source documents.

At Risk-

● Provide small group instruction for identified areas for growth

- Allow for alternate pathways for completion of assignments.
- Provide additional wait time for student responses to questions
- Pair oral instruction with visuals
- Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☑ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☑ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Employ valid and reliable research strategies.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☑ Model integrity, ethical leadership, and effective management.
- ☑ Plan education and career paths aligned to personal goals.
- ☐ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Unit 4

Healthcare Support Personnel

Summary and Rationale

A central aspect of effective healthcare delivery is the support personnel who make clinical care possible. Students study clinical laboratory personnel, alternative therapy professionals (massage, recreation, art, dance, and music therapists), health information personnel, medical and nursing assistants, and home, personal, and psychiatric aides. For each, students examine the description of work, education and employment, licensure and certification, work environment, and trends in the profession. The unit emphasizes how support personnel contribute to patient comfort, accurate information, laboratory and diagnostic accuracy, and continuity of care, and why their communication with practitioners is essential to interprofessional practice. Overall, this unit expands students' understanding of the healthcare team beyond licensed practitioners and helps them differentiate health practitioners, healthcare technicians, and healthcare support personnel.

Recommended Pacing

4 weeks (~13 class periods)
Exam weight: 12% (12 of the 100 blueprint questions; Chapters 30-34)

Standards

HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems.
HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- How do healthcare support personnel contribute to safe, effective, and compassionate patient care?
- How do health practitioners, healthcare technicians, and healthcare support personnel differ in education, scope, and responsibility?
- What do clinical laboratory personnel do, and how does their work influence diagnosis and treatment?
- How do alternative therapy professionals complement conventional care?
- Why is accurate, secure health information management essential to the healthcare team?
- What are the roles of medical assistants, nursing assistants, and home, personal, and psychiatric aides, and where do they work?
- How do licensure, certification, and registration requirements differ for support personnel?
- How does interprofessional communication between support personnel and practitioners improve patient outcomes?

Unit Enduring Understandings:

- Healthcare support personnel are essential members of the healthcare team whose work enables practitioners to provide quality care.
- Health practitioners, technicians, and support personnel differ in education, scope of practice, and level of responsibility.
- Clinical laboratory and health information personnel provide the accurate data that clinical decisions depend on.
- Alternative and complementary therapies can support patient well-being as part of a coordinated care plan.
- Direct-care assistants and aides provide daily support that is central to patient comfort, dignity, and safety, especially for older adults and those with chronic conditions.
- Credentialing requirements for support roles vary and protect patients.
- Interprofessional practice depends on respect for every team member's contribution and on clear communication.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 30-34 (formative, aligned to the Rutgers exam blueprint).
2. Support personnel profile project: responsibilities, education, employment, licensure/certification, work environment, and trends.
3. Practitioner, technician, and support personnel comparison chart.
4. Care-team case study: students trace how support personnel and practitioners communicate across a patient episode (IPE/IPP application).
5. Health information scenario: accuracy, confidentiality, and the role of health information personnel.
6. Unit 4 Test (multiple choice, modeled on the Rutgers exam format).
7. Cumulative Rutgers IDST 4115 Credit-by-Examination, administered at the conclusion of the course (Unit 4 content represents 12 of the blueprint questions).

Objectives (SLO)

Topics 4.1-4.5 (Chapters 30-34):

- Topic 4.1: Clinical Laboratory Personnel (Chapter 30)
- Topic 4.2: Alternative Therapy: Massage, Recreation, Art, Dance and Music Therapists (Chapter 31)
- Topic 4.3: Health Information Personnel (Chapter 32)
- Topic 4.4: Medical and Nursing Assistants (Chapter 33)
- Topic 4.5: Home, Personal and Psychiatric Aides (Chapter 34)

The following objectives apply to all topics in this unit:

- Describe the professional responsibilities of each healthcare provider.
- Identify the types of specialties in each profession.
- Describe the work environment for each healthcare professional.
- Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.
- Compare and contrast the following for each profession: licensing, certification and registration.
- Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Suggested Resources/Technology Tools

Cross, N., & McWay, D. C. (2023). Stanfield's Introduction to Health Professions. Jones & Bartlett Learning (Chapters 30-34); Rutgers IDST 4115 Course and Exam Outline; U.S. Bureau of Labor Statistics Occupational Outlook Handbook; professional organization and certifying body websites.

Modifications

Special Education-

Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.

- Allow additional time for skill mastery.
- Provide small group/ individualized instruction.
- Allow use of assistive technology.
- Anticipate needs; pre-teach if needed.
- Have student repeat directions to check for understanding.
- Highlight text/ visual presentation.
- Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .

ML-

- Provide additional wait time for student responses to questions

● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading

Gifted and Talented-

● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

● Provide additional time for in-class assignments and assessments
● Allow for computer with voice output, spelling and grammar checker
● Offer individual help throughout the lesson
● Modify readings and primary source documents.

At Risk-

● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
● Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

Please select all standards that apply to this unit of study:

- ☑ Act as a responsible and contributing citizen and employee.
- ☑ Apply appropriate academic and technical skills.
- ☑ Attend to personal health and financial well being.
- ☑ Communicate clearly and effectively and with reason.
- ☐ Consider the environmental, social and economics impacts of decisions.
- ☑ Demonstrate creativity and innovation.
- ☑ Employ valid and reliable research strategies.
- ☑ Utilize critical thinking to make sense of problems and persevere in solving them.
- ☑ Model integrity, ethical leadership, and effective management.
- ☑ Plan education and career paths aligned to personal goals.
- ☑ Use technology to enhance productivity.
- ☐ Work productively in teams while using cultural global competence.

Unit 5

Health Related Professions

Summary and Rationale

A central aspect of health is that it extends beyond the clinic and hospital. Students examine two health-related professions that support human health from outside the traditional care setting: veterinary medicine and other careers working with animals, and occupational health and environmental science. They study the description of work, education and employment, licensure and certification, work environment, and trends in each profession, and consider how these fields protect human health through animal care, disease surveillance, workplace safety, and environmental protection. Students again apply interprofessional education (IPE) and interprofessional practice (IPP) concepts to show how these professionals collaborate with physicians, public health agencies, and other members of the healthcare team. Overall, this unit completes the course by broadening students' view of who contributes to health and prepares them for the Cumulative Rutgers Exam.

Recommended Pacing

2 weeks (~7 class periods), followed by 2 weeks (~7 class periods) of cumulative review and preparation for the Cumulative Rutgers Exam
Exam weight: 3% (3 of the 100 blueprint questions; Chapters 35-36)

Standards

HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.
HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs.

Interdisciplinary Connections

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Instructional Focus

Unit Essential Questions:

- How do health-related professions outside traditional patient care contribute to human health?
- What are the professional responsibilities, specialties, and work environments in veterinary medicine and other careers working with animals?
- How do veterinarians and animal-care professionals support public and human health?
- What does an occupational health and environmental science professional do to protect workers and communities?
- How do education, licensure, certification, and registration requirements compare in these professions?
- How do health-related professionals collaborate with the traditional healthcare team through interprofessional practice?

Unit Enduring Understandings:

- Human health is influenced by animal health, workplace conditions, and the environment.
- Health-related professionals extend the reach of the healthcare system into veterinary, occupational, and environmental settings.
- Education, licensure, and certification standards vary across these professions and protect the public.
- Collaboration across human health, animal health, and environmental health professions strengthens prevention and response.
- Interprofessional practice depends on understanding and respecting every profession's role.

Evidence of Learning (Assessments)

1. Chapter quizzes for Chapters 35-36 (formative, aligned to the Rutgers exam blueprint).
2. Profession profile project: veterinary medicine and other animal careers; occupational health and environmental science.
3. Case study on collaboration among human, animal, and environmental health professionals (IPE/IPP application).
4. Course-wide synthesis task: comparing practitioners, technicians, support personnel, and health-related professionals.
5. Unit 5 Test (multiple choice, modeled on the Rutgers exam format).
6. Cumulative Rutgers IDST 4115 Credit-by-Examination, administered at the conclusion of the course (Unit 5 content represents 3 of the blueprint questions). The exam covers all five units and assesses knowledge of healthcare services and delivery, insurance models, basic ethics and legalities, and the roles, responsibilities, tools, and communication strategies of each member of the healthcare team.

Objectives (SLO)

Topics 5.1-5.2 (Chapters 35-36):

- Topic 5.1: Veterinary Medicine and Other Careers Working with Animals (Chapter 35)
- Topic 5.2: Occupational Health and Environmental Science (Chapter 36)

The following objectives apply to all topics in this unit:

- Describe the professional responsibilities of each healthcare provider, including the role in supporting human health.
- Identify the types of specialties in each profession.
- Describe the work environment for each healthcare professional.
- Compare and contrast the following for each healthcare professional: employment opportunities, education, opportunities for professional advancement, salary, professional organizations.
- Compare and contrast the following for each profession: licensing, certification, and registration.
- Discuss the importance of interprofessional education (IPE) and interprofessional practice (IPP) in healthcare.

Suggested Resources/Technology Tools

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- [x] Plan education and career paths aligned to personal goals.
- [x] Use technology to enhance productivity.
- [ ] Work productively in teams while using cultural global competence.