

# THE HEALTH SCIENCE Educator

*Tips, ideas and opinions for Health Science Education*



January 2020

## INTRODUCING...



A free publication for professionals who choose to make a difference in the classroom.

*You inspire the future of healthcare!*

**Tell me and I forget.**

**Teach me and I remember.**

**Involve me and I learn.**

*Benjamin Franklin*

## ★ HEALTHCARE NEWS: HOSPITAL COMPARE

Access to information about healthcare delivery has changed dramatically over the past ten years. Consumers are readily sharing their healthcare experiences on Yelp, Healthgrades.com, and a whole lot more.

*Are you familiar with the Hospital Compare website?*

The website has information about the quality of care at over 4,000 Medicare-certified hospitals, including over 130 Veterans Administration (VA) medical centers, across the country.

Hospitals earn a star rating, based on seven groups of measures.

The following table shows the national distribution of the overall rating based on January 2019 results.

Overall Rating	Number of Hospitals (N=4,573, %)
5 Stars	293 (6%)
4 Stars	1,086 (24%)
3 Stars	1,264 (28%)
2 Stars	800 (17%)
1 Star	282 (6%)
N/A	848

<https://www.medicare.gov/hospitalcompare>

*What does that have to do with Health Science Education?*

It turns out – more than you would think. The healthcare delivery system is going through some major changes in regard to how we pay for healthcare, and that trend directly impacts how healthcare is delivered.

Are you preparing your students to deliver patient-driven healthcare?

Next month's newsletter will introduce you to a major transformation in the delivery of healthcare in American and the impact it will have in your classroom.



## ★ TEACHING TIP: CLOSERS

**You taught it – but will they remember?!** Use the last 5 minutes of class to move content knowledge from short-term to long-term memory.



### CONNECTIONS

**WHAT?** Ask learners: What does \_\_\_\_\_ (what they learned in class today) have to do with \_\_\_\_\_ (something they learned previously).

**WHY?** Recall strengthens prior learning and creates neural pathways to the new content.

**HOW?** Allow verbal or written responses. Have a few ideas of your own to share if needed. Encourage creativity – funny connections are still connections, and still serve the purpose of activating prior learning.



### ONE WORD

**WHAT?** Ask learners: What one word describes what you learned in class today?

**WHY?** Learners must think about everything they learned during the class to choose one word to describe it all.

**HOW?** Go around the room and ask each learner to share his/her one word. This is a quick and easy way to involve all students in summarizing the day's learning objective. It is also a quick feedback opportunity for gauging instructional effectiveness.



### SUMMARY

**WHAT?** Give learners 5 minutes to write down everything they learned in class today.

**WHY?** This is a highly effective strategy for consolidating long-term memory.

**HOW?** Encourage students to write down what they learned, how they feel about what they learned, what they still don't understand, etc. Collect the papers and read/comment on the assignment. This is a great opportunity to improve your understanding of what your students are learning.



Effective learning is effortful and requires **THINKING**. Students may moan and groan when asked to write it down, but they'll remember the important stuff when test time rolls around.

## ANYTIME ACTIVITY

Also called an Emergency Lesson Plan, an "Anytime Activity" is designed to create an opportunity for thought or reflection that relates to the Health Science universe.

### Experience-Expectation Gap

(Page 3 of this newsletter)

**Purpose:** Stimulate thought and discussion about the healthcare customer (patient) experience.

**Skill:** Analysis of data from charts or graphs.

#### *Small Group Option:*

1. Assign students in groups of 3 or 4.
2. Give each group a copy of the Experience-Expectation handout.
3. Have them discuss their answers to the four questions at the bottom of the page.
4. NOTE:
  - a. Verbal option: Allow time for each group to share a 2-minute summary of their conclusions.
  - b. Written option: Have groups write down their suggestions to question #4.

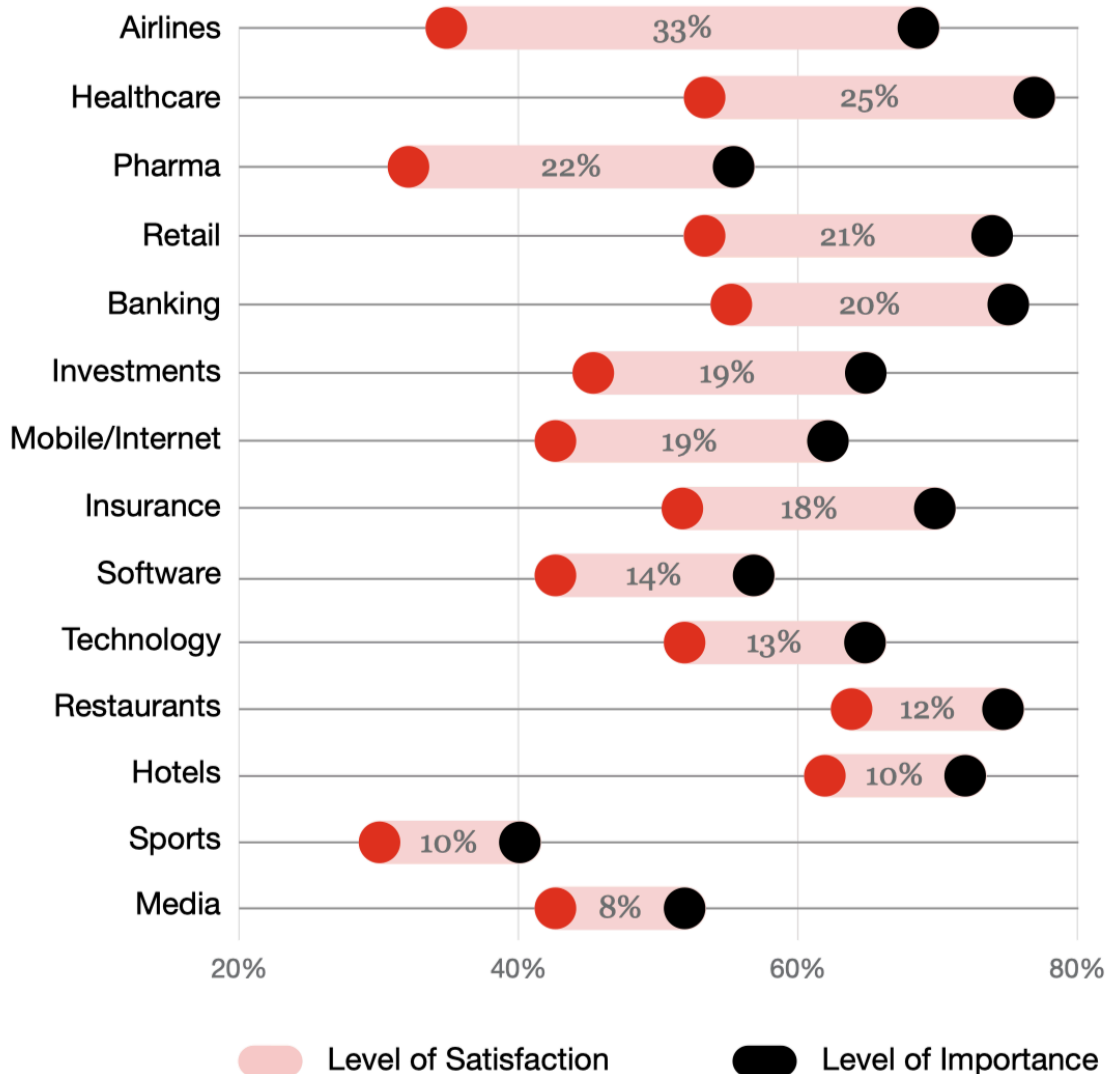
#### *Individual Assignment Option:*

1. Give each learner a copy of the Experience-Expectation handout.
2. Have them write down their answers to all four questions:
  - a. In their journal (if they keep a learning journal as part of the class).
  - b. On a sheet of paper to be turned in at the end of class.
  - c. Electronically – from a word processing document.

# EXPERIENCE-EXPECTATION GAP

PwC is a world leader in understanding the customer experience. A recent research report illustrates the wide experience-expectation gap in healthcare. Positive experiences influence purchasing decisions in healthcare (78%) but the gap between what patients want (level of importance) and what they are getting (level of satisfaction) is wide.

**Figure 3:** The experience and expectation gap



Clarke, David and Ron Kinghorn. *Experience is Everything: Here's How to Get it Right* PwC. Sept 2017. [Pwc.com/future-of-cx](https://www.pwc.com/us/en/services/consulting/library/consumer-intelligence-series/future-of-customer-experience.html). Accessed 9/2/19 <https://www.pwc.com/us/en/services/consulting/library/consumer-intelligence-series/future-of-customer-experience.html>

**Instructions:** In your small group or as directed by your instructor, answer the following questions based on your analysis of Figure 3:

1. When it comes to making purchase decisions, how important is customer service in healthcare?
2. How would you describe the customer experience-expectation gap in healthcare, compared to other industries?
3. Why is the experience-expectation gap in healthcare so wide?
4. *Brainstorm!!* What specific efforts (strategies) could be done to close the gap?

## LEARNING SCIENCE

### Generation

How does the brain learn? One way is through "Generation." Before starting a new unit, ask a question.



What causes heart disease?



Have students write down ALL their ideas.



Then move on.



While you are teaching the content...



Their brains will continue to search for the answers...



Until they find what they are looking for!

**Student brains are more attentive to instruction when their brains are searching for an answer.**



Offer expires 3/31/20

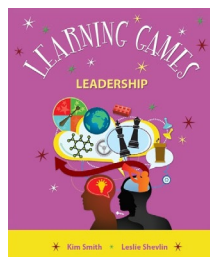
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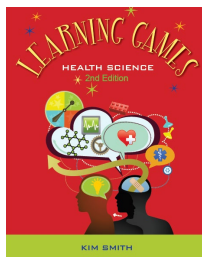
Place your bingo game order on Amazon.com after searching "CreativEd Services" - then email [creatived@cfl.rr.com](mailto:creatived@cfl.rr.com) within 24 hours of your order to request one free resource for each bingo game you order from the following list:

- ☐ Learning Games: Leadership
- ☐ Learning Games: Health Science 2E
- ☐ Learning Games: Anatomy & Physiology
- ☐ Brain Games and Puzzles: Anatomy & Physiology
- ☐ Brain Games and Puzzles: Health Science

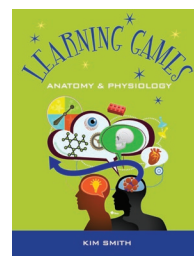
## EDUCATOR RESOURCES



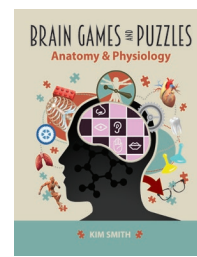
Book



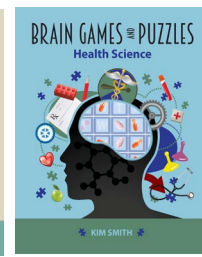
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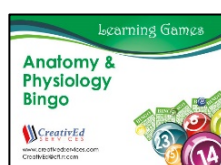
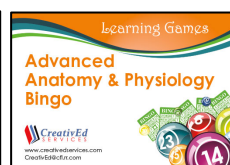
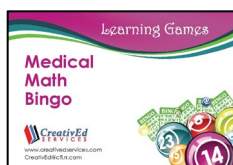


Flash Drive



Flash Drive

## HEALTH SCIENCE Classroom Bingo Games



*The Health Science Educator*, published by CreativEd Services, is a free monthly newsletter for health science professionals at the middle school, high school and collegiate levels.

Kim Smith, the author of *The Health Science Educator*, is an instructional designer and Certified Professional in Learning and Performance. She is a retired Registered Nurse and former Health Science Teacher, Health Science State Supervisor, and Assistant Director of National HOSA.

**We'd love to hear from you!** Send us an email and share your experience with using the ideas in this newsletter or let us know what you would like to see in future issues.

