HEALTH SCIENCE
Educator

Tips, ideas and opinions for Health Science Education

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.

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Number of Hospitals (N=4,573, %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Stars</td>
<td>293 (6%)</td>
</tr>
<tr>
<td>4 Stars</td>
<td>1,086 (24%)</td>
</tr>
<tr>
<td>3 Stars</td>
<td>1,264 (28%)</td>
</tr>
<tr>
<td>2 Stars</td>
<td>800 (17%)</td>
</tr>
<tr>
<td>1 Star</td>
<td>282 (6%)</td>
</tr>
<tr>
<td>N/A</td>
<td>848</td>
</tr>
</tbody>
</table>

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.

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**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.

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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.


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?
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- Learning Games: Anatomy & Physiology
- Brain Games and Puzzles: Anatomy & Physiology
- Brain Games and Puzzles: Health Science

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.

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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.