Evolution of healthcare services: What is needed for good healthcare provision? – Session Plan

Overview: This workshop will give students an overview of the development of healthcare services, while considering the important role of management in healthcare challenges. The students will be taken through the journey of healthcare evolution from the 19th century discoveries to the current services that we have. There will be consideration of health inequalities and the impact these have on service provision where students will also consider what is needed for healthcare provision and the role a manager plays in supporting patient outcomes.

Class Resources Required: Flipchart, markers, internet enabled computers, space, dice

Proposed Session Plan:

Learning Objectives	Learning Activities

By the end of the workshop, students will be able to:
 	
• Understand the key milestones in the development of healthcare provision
 	
• Demonstrate a knowledge of the different types of health inequalities and the impact this can have on accessing healthcare services
  a. Definition by NHS
  b. Differences amongst socio economic groups
  c. Access to services
	Introduction (10 minutes)
	
	• Lecturer introduction and brief background
	• Encourage students to share their experiences and interest within their courses thus far
	• Outline of lesson
	  o Consider the development of health services from the 19th century to current
	  o Consider health inequalities and the impact these can have
	  o Review what is needed for a health system and how this can be achieved in today's environment
	  o Consider how ethical dilemmas within HCM can be managed (optional)
	  o Summary

d. Enviromental exposure to pollution
e. Economy – employment

- Review and apply the concepts of mortality and morbidity and the patterns seen

- An insight into the role of management in care services and patient outcomes with consideration of what makes a health system

- Demonstrate an understanding on ethical dilemmas within a health and care setting and how these can be managed and decisions made

Disclaimer: Some of the topics and case studies we review today may feel close to home, if at any point a break or breather is needed, please feel free to step outside for a moment.

Exploration of healthcare service development – choose 1 activity from below
(20 minutes)

- Activity 1 – Research and discussion
  - Provide printed case studies on 19th-century milestones (e.g., germ theory, anaesthesia, public health acts).
  - Divide the class into groups; each group explores one milestone. Consideration to
    - Why this occurred
    - What impact it had at that time and for healthcare in years down the line
    - How they would have managed this?
  - Resources needed
    - Nil

- Activity 2 - Escape room
  - Students given a scenario and they have to work as a team to manage and ensure good outcomes for the team
  - Summary – students to consider how each historic event has led to the creation of resources that support our current healthcare systems
  - Resources needed
    - Access to a computer and the internet

NOTE: These objectives complement the following areas within:

- Pearson BTEC specification: AO1, AO4a, B3, C3, C4
- Ascentis: LO1
- AQA A level Business: LO 3.6
- AQA Sociology: 3.2.2, 3.2.3, 3.2.4

BTEC Link: **Specification - BTEC National Extended Certificate in Health and Social Care (pearson.com)**

Ascentis Link: **Ascentis Access to HE Specification Overview 2024-2029 (1).pdf**

AQA Business A level Link: **Business AS and A-level Specification**

AQA Sociology A level Link: **AQA | Sociology | A-Level | A-level Sociology**

Health Inequalities – Choose 1 activity from below (20 minutes)

- Activity 1 - Discussion
  - Students to consider the different types of health inequalities – do they have an impact on a person's outcome?
  - Show two pictures of a health delivery service one from a 3rd world country and another from a developed country, get the students to consider which has the better quality of care – why? Who would have the better outcomes
  - Now present 2 pictures from a developed country highlighting different geographical demographics and get the student to consider the same question – who would have the better health and health outcomes, why?
  - As a class get students to list the different underlying factors to health inequalities – how would you overcome these when delivering came?
  - Resources needed
    - Flipchart and pen

- Activity 2 – Role play/Discussion
  - Class divided into 2 groups – each group has to plan an intervention to overcome obesity within the UK, they must present this to the facilitators to encourage a behaviour change and positive health outcomes
    - 1st Facilitator will be from an affluent/educated background
    - 2nd Facilitator will be from a less affluent area
      - Facilitators to use their backgrounds to showcase to the students the different impact an intervention can have on

different demographics i.e health eating may not be affordable for some
- o **Summary** – students to consider how their interventions went:
    - ▪ What did they fail to consider when planning?
    - ▪ How does health inequalities impact peoples health?
    - ▪ How can you overcome this when planning care deliver?
- o Resources needed
    - ▪ Nil

- Activity 3 – Board game
    - o On a large floor mat in each of the squares have a card denoting an image of previous obesity health intervention messages
        - ▪ Eg. Fruit and veg, reduce stress, walk 30 minutes daily etc
    - o Class to be split into two groups
        - ▪ 1st – Living in an affluent area
        - ▪ 2nd – Living in a lower demographic area
    - o Nominate a student from each group to move on the board, each group rolls the dice to move across the board, if they land on a square that gives advise that they cannot support, such as eat 5 fruit and veg a day and this is out of their budget - they need to move back to the first free space
    - o The first group to reach the end of the board game will have the better health outcomes
    - o **Summary –**
        - ▪ Students to consider during the game what group found it easier to achieve their health goals?

- Why was this?
- What can they do to help overcome these health inequalities?
  - ○ Resources Needed
    - Space
    - Dice

Health Systems (15 Minutes)

- Activity 1: Card game
  - ○ Each table divided into 2/3 groups – each group gets a set of cards and a case study
  - ○ The students are tasked with using their resource cards to meet the case study need
  - ○ The facilitator encourages students to consider the resource cards they have; what resources they need to support the organisation – in this case an ICU ward during COVID 19 – encourage students to work with the other groups/organisations to share resources to achieve positive patient outcomes
    - Case study to be given: You are a manager overseeing the ICU ward during the COVID 19 pandemic, you have 7 patients who needs a bed, 4 of these patients have got severe breathing problems and so need a ventilator and 1:1 nurse support, the other 3 patients need oxygen and 2:1 nurse support – use your resource cards to plan the care for these patients ensuring they have a positive outcome (each group will get an amendment on this case study with different needs)

- **Summary**
  - For a health care organisation to work you need specific tools, this is a health system
  - Considering your management of the ICU ward – what tools did you need:
  - Facilitator will note these down under the following headings
    - Service Delivery
    - Health Workforce
    - Health information system
    - Medical Products
    - Funding
    - Leadership
  - Explain to the students these are the pillars as defined by WHO needed for a health system without which a health system would be unable to function
  - Get students to consider sharing of resources that they did with their groups – relate this to integrated care – it has become mandatory for health and social care organisations to share their resources under the Health and Social Care Act 2022 – what would happen if health organisations did not share resources? Would you have struggled had you not shared?

- Resources needed
  - Flipchart and pen

Ethical Dilemmas – Optional for extended workshop (20 minutes)

- Activity 1 – Discussion
    - Discuss the concept of Euthanasia review the legality of this in some countries
    - Divide the class into groups, 1 group to support and the other to be against, lecturer is the law maker, the groups need to convince the lecturer on taking a stance on legality of this
        - Discuss topics such as:
            - Impact of public perception on healthcare.
            - Ethical challenges.
            - Managerial challenges
    - Facilitate a short debate to explore perspectives.
    - Resources needed
        - Nil
- Activity 2 – Game
    - Students given a scenario of managing a COVID 19 ICU ward, they have limited resources, and 2 patients need a ventilator but there is only 1 ventilator
    - In groups the students will need to work through the scenario that will get them to make decisions on how to manage this, taking them down a certain path that will reach a specific outcome
    - Summary
        - Students to consider the hard choices a manager must make
        - What are these decisions based on (evidence and accountability)
    - Resources needed
        - Computer and internet access

Summary (Mandatory) (10 minutes)

- Recap and reviewing learning within session, linking to objectives
  - Resources needed
    - Flipchart and pen
- Q & A