



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

HEALTHCARE SCIENCE

COURSE: General Medicine

UNIT: 2.1 Communication and Customer Service



INTRODUCTION

Annotation:

In this unit students will demonstrate understanding of appropriate communication and customer skills. Students will analyze a case involving questionable customer service and communication. The project will also involve students researching hospital customer service policies or standards compare incidents in the scenario with hospital expectations. Additionally, students will also demonstrate response to an environmentally unsafe situation and communicate critical client information in an appropriate manner. The unit will culminate with teams of students presenting their findings and recommendations.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time: Five 50 minute periods

Author: Phyllis Dumas, RN, EdS

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-TGM-3. Students will demonstrate communication and appropriate customer service skills.

- a. Examine and exhibit proper communication with the consumer.
- b. Examine and exhibit proper communication with team members.
- c. Examine and exhibit proper communication with the employer.
- d. Understand and demonstrate how to communicate in a healthcare setting and convey critical client information to appropriate team members in a timely and professional manner.
- e. Understand and show sensitivity to cultural differences to include the use of appropriate language aids.
- f. Examine and exhibit proper communication in unsafe environmental conditions and unusual occurrences and incidents.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Communication and customer service in any entity is vital to the success of any business. The healthcare industry is no exception.
- Because the healthcare industry is a people business, it is very important for students to understand the value of good communication and customer service when working with patients/clients, family, coworkers and the community at large.

Essential Questions:

- How can effective communication occur with consumers, co-workers, and the employer?
- How can critical information about a patient be communicated to the right person in a professional manner?

- What steps should be taken to communicate information in unusual or unsafe environmental conditions?

Knowledge from this Unit:

- Students should know how the components of communication and how to communicate effectively with people of various cultures whether they are coworkers, employers, patients/clients or family members.
- Students should know how to communicate in an emergency or environmentally unsafe situation.
- Students should know how to communicate critical client information appropriately.

Skills from this Unit:

- Analyze a communication and customer service incident and determine the appropriate manner to respond to those involved in the incident.
- Communicate appropriately in an environmentally unsafe or unusual situation.
- Communicate critical client information to appropriate team members in a timely and professional manner.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions

- _____ __ Interaction with/feedback from community members/speakers and business partners
- _____ Constructed Responses
- _____ __ Chart good reading/writing/listening/speaking habits
- _____ __ Application of skills to real-life situations/scenarios
- _____ Post-test

Assessment(s) Title:

Communication & Customer Service Rubric

Assessment(s) Description/Directions:

- In this assessment students will demonstrate understanding of communication and customer service through a project in which the group will analyze a scenario for communication and customer service issues and research the customer service standards of at least two hospitals to support the team's analysis.
- Use the environmental scenarios to evaluate students' communication skills in communicating pertinent patient/client information in an environmentally unstable setting.

Attachments for Assessment(s):

- Communication & Customer Service Scenario and Rubric



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-TGM-3. Students will demonstrate communication and appropriate customer service skills.

2. Review Essential Questions.

- How can effective communication occur with consumers, co-workers, and the employer?
- How can critical information about a patient be communicated to the right person in a professional manner?
- What steps should be taken to communicate information in unusual or unsafe environmental conditions?

3. Identify and review the unit vocabulary.

- Consumers

- communication
- sender
- receiver
- message

4. Assessment Activity.

Lesson 1

- Introduce the lesson by stating today we are going to share some important information.
 - Place students in groups of 4-5.
- a. Assign each group a number.
 - b. Ask each group to write down the directions on how to make a peanut butter and jelly sandwich.
 - c. When they finish the directions have them turn in the directions.
 - d. Ask each group to select 2 team members to come up and make the sandwich by the directions. One person will read the directions and the other person will make the sandwich.
 - e. Give the team directions from a different team.
 - f. Have each pair of students come up one at a time and follow the directions as they are read.
 - g. Ask for volunteers to read the directions for the sandwich.
 - h. After each group has tried to make their sandwich, discuss the results and how they felt.
 - i. Ask how that relates to communication.
 - j. Ask students to recall the components of communication.
 - k. Review and discuss the components. Use multimedia slide show
 - l. Wrap up by telling students it is important to communicate effectively with coworkers, consumers, patients/clients, employers

Lesson 2

- a. Have a student review the GPS and essential questions
- b. Ask students to recall components of communication.
- c. Ask students "What is customer service?" "We will demonstrate our respect for our customers and our institution through our behavior, our words and even our dress. We will dress appropriately, adhering to our department's dress code. We will present a positive image of Cincinnati Children's in all our interactions"
- d. Discuss responses.
- e. Introduce the communication and customer service project. Divide students into small groups and give the assignment, discuss the scenario and expectations to complete the assignment. Discuss rubric and requirements for the presentation and due date. Allow groups to work on the assignment.

Lesson 3 & 4

- a. Review GPS Standards and Essential questions
- b. Discuss the importance of relaying critical information to the appropriate person-Ask students to give examples of critical information.
- c. Discuss the importance of cultural sensitivity in dealing with people, especially in a healthcare facility.
- d. Allow time for each group to work on project. While the group s are working, give the students a scenario to which they respond, use

Lesson 5

- a. Have a student to review the GPS standard and
- b. Present group project

Attachments for Learning Experiences:

- Communications & Customer Service Rubric

Notes & Reflections:



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		