GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

HEALTHCARE SCIENCE

COURSE: 25.561 Introduction to Healthcare Science

UNIT: 10.1 Communication

☑ INTRODUCTION

Annotation:

In this unit students will learn what is involved in the communications process and barriers to effective communication. Ways will be identified to adapt communication to the needs of the individual. Students will demonstrate understanding of appropriate use of telecommunications technology such as telephone, cell phones, email and other facility devices used for communication. This unit also includes introduction to documentation in healthcare and calculation of military time for documenting when care was given. Students will also complete an incident/occurrence report.

Grade(s):

X	9th
X	10th
X	11th
X	12th

Time:

Four 50 minute periods

Author:

Phyllis Dumas

Additional Author(s):

Multimedia presentation by Libbye Sills, RN, BSN, Med Student Notes and answers, incident report

documents by Jama Kirkland, RN, Coffee County High School

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-IHS-5:

The student will communicate effectively orally and in writing applying academic knowledge in healthcare science communications

a. Differentiate between verbal and non-verbal communication and evaluate the components and barriers to effective communication.

b. Organizes and develops ideas into accurate verbal reports and records appropriate data.

c. Calculates health related math problems

d. Adapt communication to the needs of the individual in a responsive rather than reactive manner

e. Demonstrate and differentiate between appropriate and inappropriate use of telecommunications technology (cell phone, e-mail, and other forms of internal organization communication).

GPS Academic Standards:

ELA9RC2- The student participates in discussions related to curricular learning in all subject areas.

ELA9LSV1 – The student participates in student-to-teacher, student-to-student, and group verbal interactions.

MM2P1 – Students will solve problems (using appropriate technology).

MM2P3d – Use the language of mathematics to express mathematical ideas precisely.

MM2P4 – Students will make connections among mathematical ideas and to other disciplines SCSh6 – Students will communicate scientific investigations and information clearly.

National / Local Standards / Industry / ISTE:

UNDERSTANDINGS & GOALS

Enduring Understandings:

The student will understand:

- Difference between verbal and non-verbal communication
- Appropriate use of telecommunications technology & legal implications
- The importance of oral and written communication
- Barriers of effective communication.

Essential Questions:

- How is communication promoted and impaired when interacting with residents/patients/clients in healthcare?
- How is technology appropriately used in the communication process in healthcare?

Knowledge from this Unit:

- The communication process
- Barriers to effective communication
- Skills needed for effective verbal communication
- Signs of non-verbal communication
- Process of recording and reporting observations while giving care

Skills from this Unit:

- Demonstrate examples of non-verbal communication
- Verbalize effective verbal communication
- Identify barriers of communication
- Demonstrate appropriate oral and written communication
- Convert time from standard to international time and use in recording information

✓ ASSESSMENT(S)

Assessment Method Type:

	Pre-test
X	Objective assessment - multiple-choice, true- false, etc.
	_X_ 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:

Communications Quiz

Assessment(s) Description/Directions:

Attachments for Assessment(s):

LEARNING EXPERIENCES

Sequence of Instruction

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

HS-IHS-5: The student will communicate effectively orally and in writing applying academic knowledge in healthcare science communications

ELA9RC2- The student participates in discussions related to curricular learning in all subject areas.

ELA9LSV1 – The student participates in student-to-teacher, student-to-student, and group verbal interactions.

MM2P1 – Students will solve problems (using appropriate technology).

MM2P3d –Use the language of mathematics to express mathematical ideas precisely.

MM2P4 – Students will make connections among mathematical ideas and to other disciplines

SCSh6 – Students will communicate scientific investigations and information clearly.

2. Review Essential Questions.
- How is communication promoted and impaired when interacting with residents/patients/clients in healthcare?
- How is technology appropriately used in the communication process in healthcare?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Teaching activities:

a) Introduce lesson by using different body language positions such as sitting at desk and putting your head on the desk and begin to talk to the students, or turn your back to them fold your arms and begin to speak to them, or asking them a question and each time they begin to answer, turn your back to the person who is speaking and begin talking to another student or flipping pages in a book. Discuss how the students felt while this was going on. Ask them were we communicating effectively.

b) Interactive lecture over communications process, barriers to communication, documentation, how to convert time for recording in international time

c) Demonstrate barriers to effective communication. Whisper a statement to a student at the end of a row and ask them to pass the message. Discuss how information gets mis-communicated and how could that

be a problem in healthcare. Give students assignments to role-play of barriers to communication and allow them to present their barrier and share the name and description of the barrier after other students have tried to guess which barrier they are portraying from a list. Give the assignment on day one and allow time to demonstrate on day 2.

d) Identify types of telecommunication technology used in the healthcare field
e) Role-play scenarios
f) Written communication sheets-incident/occurrence report-make an example and show students how to complete on an overhead transparence, give students scenario (s) to document for a grade.
g) Administer quiz at the end of the unit

Student activities:

1. Define key terms from textbook
2. Identify communication process elements
3. Discuss effective listening as part of effective communication
4. Identify barriers to effective communication-prepare and present a role-play
5. Demonstrate non-verbal communication clues through role-play
6. Discuss appropriate and inappropriate use of telecommunications technology
7. Practice recording and reporting both oral and written communication of patient/clients/residents, complete incident/occurrence report.

Attachments for Learning Experiences:

Notes & Reflections:

- A sample incident report, rubric and instructions for completed are attached and may be used, but it would be good to obtain an incident report document from a facility where you train students.
- A written assessment can be made from the student notes document.

CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

1. Role-play activities of barriers to communication

2. Complete Incident/Occurrence Report

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

- Textbook
- Multi-media communication presentation
- Role-play activities
- Role-play rubric
- Incident/occurrence report-sample
- Multimedia presentation student guided notes

What 21st Century Technology was used in this unit:

X	Slide Show Software			Graphing Software			Audio File(s)
	Interactive Whiteboard			Calculator			Graphic Organizer
	Student Response System			Desktop Publishing			Image File(s)
	Web Design Software			Blog			Video
	Animation Software			Wiki			Electronic Game or Puzzle Maker
	Email			Website			