



HEALTHCARE SCIENCE

COURSE: 25.561 Nursing Essentials

UNIT: 7.1 Communication



INTRODUCTION

Annotation:

In this unit students will apply communications techniques to resident/client scenario. The will also use communication skills to present current health events and receive feedback from their peers and instructor.

Grade(s):

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

Time:

Four 50 minute periods

Author:

- Libbye Sills RN
- Phyllis Dumas, RN

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-NE-4:

The student will communicate effectively with residents/patients/clients, healthcare team members and resident/patient/client family or visitors using appropriate customer service skills.

- a. Demonstrate basic use of correct medical terminology and acronyms according to regulating agencies.
- b. Demonstrates use of communication devices.
- c. Demonstrates the use of the senses to make appropriate observations; record and report pertinent observations related to resident/patient/client procedures and conditions.
- d. Records and reports nursing assistant care procedures correctly.
- e. Use formal and informal, written and oral communications skills when planning and providing care.
- f. Treat the resident's/patients/client's family and friends courteously.
- g. Describe methods for communicating with residents with cognitive impairment.

CTAE-FS-3:

Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-5:

Information Technology Applications: Learners use multiple information technology devices to access, organize process, transmit, and communicate information.

GPS Academic Standards:

ELA11C1 (a): Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.

ELA11LSV2(c): Responds to questions with appropriate information.

ELA11LSV (g): Gives reasons in support of opinions expressed.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- The definition of communication
- The difference between verbal and nonverbal communication
- What basic medical documentation consists of
- What an incident report is and how to use it
- The difference between subjective and objective information
- Identification of communication barriers
- Effective communication in their own interpersonal relationships

Essential Questions:

- What verbal and non-verbal techniques are essential in effective communication between peers and/or patients/clients/residents across the healthcare delivery system?
- What does effective phone communication look like?
- What are 5 guidelines for communicating with residents with special needs?

Knowledge from this Unit:

- The difference between facts and opinions
- The difference between objective and subjective information
- What medical documentation looks like
- The difference between effective and ineffective telephone communication
- What appropriate reporting of information looks like
- Definitions of subjective and objective information
- What a resident call system is
- How to communicate with residents with special needs

Skills from this Unit:

- Identify barriers to communications
- List ways to make communication accurate and complete
- Explain how to develop effective interpersonal relationships
- Describe how to observe and report information correctly
- Describe basic medical terminology and abbreviations

- Explain the steps to giving and receiving an accurate report of a resident's status
- Demonstrate effective communication on the telephone
- Explain the resident call system
- List guidelines for communicating with residents with special needs



ASSESSMENT(S)

Assessment Method Type:

- ☐ 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: Test over communication unit

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-NE-4: The student will communicate effectively with residents/patients/clients, healthcare team members and resident/patient/client family or visitors using appropriate customer service skills.

ELA11C1 (a): Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.

ELA11LSV2(c): Responds to questions with appropriate information.

ELA11LSV (g): Gives reasons in support of opinions expressed.

2. Review Essential Questions.

- What verbal and non-verbal techniques are essential in effective communication between peers and/or patients/clients/residents across the healthcare delivery system?
- What does effective phone communication look like?
- What are 5 guidelines for communicating with residents with special needs?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

- Introduce the lesson by giving the students some phrases to communicate without speaking
- Discuss how that felt.
- Discuss and present current health articles using correct medical terminology and acronyms.
- Discuss effective communication on the telephone and intercom system
- Explain objective and subjective information and describe how to observe and report accurately
- Explain proper documentation for activities of daily living
- Demonstrate communication with residents who are cognitively impaired through role play in small groups
- Use the following situations to set up role-plays for the students to demonstrate communicating with the cognitively impaired as the performance task:
 - a. Resident who is sundowning
 - b. Resident who is having hallucinations
 - c. Resident who is combative
 - d. Resident who is having a catastrophic reaction
 - e. Resident who is pillaging

- f. Resident who is perseverating
- g. Resident who is pacing and wandering
- h. Resident who has eloped

Attachments for Learning Experiences:

Notes & Reflections:

This unit will be evaluated using performance task for current health events presentation and role-playing scenarios of communicating with the cognitively impaired. Use the multimedia presentation to discuss the principles of communication. Allow students to research ways to deal with situations involving the cognitively impaired and present their information. You can conclude by summarizing with the remainder of the multimedia presentation. The performance task are the assessments for this unit, however you can use the student notes to make a written quiz.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Current health event oral presentations

Role Play Communicating with cognitively impaired Resident

Culminating Unit Performance Task Description/Directions/Differentiated

The current health events presentation should be aligned with the rubric. Use the following situations to set up role-plays for the students to demonstrate communicating with the cognitively impaired as the performance task:

- a. Resident who is sundowning
- b. Resident who is having hallucinations
- c. Resident who is combative
- d. Resident who is having a catastrophic reaction
- e. Resident who is pillaging
- f. Resident who is perseverating
- g. Resident who is pacing and wandering
- h. Resident who has eloped

Attachments for Culminating Performance Task

- Role-Play Rubric (see attached)



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 checked="" type="checkbox"/>	Website		