



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

HEALTHCARE SCIENCE

COURSE: Healthcare Science

UNIT 2: Healthcare Communications

INTRODUCTION

Annotation:

This lesson will introduce students to the importance of and basic methods used in healthcare communication.

Grade(s):

X	6 th
	7 th
	8 th

Time:

Five 50 minute class periods

Author:

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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 appropriately. 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. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

MSHS6-HS-2-Students will effectively communicate orally and in writing, applying knowledge of healthcare science communications.

- a) Differentiate between verbal and non-verbal communication and evaluate the components and barriers to effective communication.
- b) Interpret basic medical abbreviations selected from JCAHO's recommended abbreviations list.
- c) Analyze and define medical terms utilizing common medical prefixes, suffixes, and word roots.

GPS Academic Standards:

S6CS1 – Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S6CS3 – Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

S6CS6 – Students will communicate scientific ideas and activities clearly.

M6A2 – Students will consider relationships between varying quantities.

M6P3 – Students will communicate mathematically.

UNDERSTANDING & GOALS

Enduring Understandings:

- Students will understand and be able to differentiate between verbal and non verbal communication
- Students will be able to describe the communication process.
- Students will be able to understand how to communicate with people who have factors that may interfere with communication.
- Students will understand the importance of good written communication.

Essential Questions:

- How can poor communication affect patient care?
- What is the difference between verbal and non verbal communication?
- What are factors that can affect communication?

Knowledge from this Unit:

- Describe what is considered effective communication.
- Identify medical abbreviations used in written communication.
- Explain the communication process.

Skills from this Unit:

- Application of mathematical skills used in patient documentation.
- Performs speaking skills as students report their group work.
- Teamwork skills as students work in small groups.
- Problem solving as students figure out how to communicate with people whose factors affect their understanding.

ASSESSMENTS

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 and 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:

- Formative assessment (daily grade)
- Summative assessment (Communication test)
- Informal check, daily grade.

Assessment(s) Description/Directions:

Daily grade for the Daily Dose activity
Group lab grade on day 1 and 3
Effective Communication Test on day 5

Attachments for Assessment(s):

LESSON PLANS

Lesson Plan(s):

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

MSHS6-HS-2-Students will effectively communicate orally and in writing, applying knowledge of healthcare science communications.

- a) Differentiate between verbal and non-verbal communication and evaluate the components and barriers to effective communication.
- b) Interpret basic medical abbreviations selected from JCAHO's recommended abbreviations list.
- c) Analyze and define medical terms utilizing common medical prefixes, suffixes, and word roots.

2. Review Essential Questions.

- How can poor communication affect patient care?
- What is the difference between verbal and non verbal communication?
- What are factors that can affect communication?

3. Identify and review the unit vocabulary.

- Communication
- Verbal
- Non Verbal
- Sender
- Receiver
- Aphasia
- Cultural Diversity
- Psychological Barrier
- Subjective Observation
- Objective Observation

4. Assessment Activity.

LESSON PLANS

• DAY 1

Daily Dose (Focus) Puzzle

Medical Abbreviations Introduction

Write out cards, each with a medical abbreviation on it. Write the meaning on another card. Give each student one card. Give them 2 minutes to get up and try to match themselves with the right card.

Continue a couple more times. Then have the student write a medical order using his/her list of medical abbreviations. Example pt NPO to MN.

Next move on to the communication barrier activity * see the attached instruction sheet for directions and supplies.

• DAY 2

Daily Dose: The daily dose has been put in a work sheet format walking the students through setting up their math calculations. See attachment (Focus).

Interpret Medical Orders: Students will need their Medical abbreviation list to complete this activity. Record pt I&O ea d. If output is less than half of input call Dr. If pt output was 300cc at 9am, 400 cc at 3pm, and 600 cc at 8pm. Pt input was 800 cc at 8am, 600 at 12noon, 800cc at 3pm, 600 cc at 8pm. Total your input _____ Total your output _____ Difference _____ Do you need to call the doctor?

Lesson

Role playing with body language

Give each student a card with one of the following emotions or feelings. Students should act out the action listed on the card. Students observing will read their body language. Allow each student a turn.

Angry

Mad

Happy

Depressed

Tired

Bored

Sick

• DAY 3

Daily Dose (Focus) The daily dose has been put in a work sheet format walking the students through setting up their math calculations. See attachment.

Interpret Medical Orders using medical abbreviation list:

Admit pt to 4th floor lab. Work CBC at 12noon R/O H1N1. Record pt T qh on day 1 for 24 hrs and then bid every 24 hours for the next 2 days. How many times will you record your pt T?

Lesson

Power Point

• DAY 4

Daily Dose (Focus) The daily dose has been put in a work sheet format walking the students through setting up their math calculations. See attachment.

Interpret Medical Orders:

Record pt weight each week. Record gain at the end of the month. pt has a hx of HIV and rapid weight loss. Initial weight 121 lbs. Week 1 gained 6 lbs. Week 2 gain 3 lbs. Week 3 gained 11 lbs. Week 4 loss of 8lbs. What is your pts weight?

Role Play communication barriers

Students will play Around the World in 40 Minutes. They will move to 8 stations with their group. Each station should take no longer than 5 minutes and will come up with a solution to effective communication for each communication barrier. See attachment for scenarios.

- **DAY 5**

Daily Dose (Focus): The daily dose has been put in a work sheet format walking the students through setting up their math calculations. See attachment.

Complete the following dosage calculation by first interpreting your medical abbreviations.

Take pt v/s bid. If pt has elevated T administer 2 500mg of Tylenol tid in 24 hr max. How many milligrams total will the patient take if he takes the maximum amount in a 24 hour period?

Test: see attachment

- **ATTACHMENTS FOR LESSON PLANS**

[HS 6-2 Communication Barriers Activity](#)

[HS 6-2 Daily Agenda Communications](#)

[HS 6-2 Effective Communication Test](#)

[HS 6-2 Healthcare Communications Power Point](#)

[HS 6-2 Healthcare Science Abbreviations](#)

[HS 6-2 Answer Bank pg 2](#)

[HS 6-2 Communications Daily Dose 2](#)

[HS 6-2 Communication Daily Dose 3](#)

[HS 6-2 Communication Daily Dose 4](#)

[HS 6-2 Communication Daily Dose 5](#)

[HS 6-2 Effective Communication Alternate Test](#)

[HS 6-2 Scenario 1 Deaf](#)

[HS 6-2 Scenario 2 Young Child](#)

[HS 6-2 Scenario 3 Aphasia](#)

[HS 6-2 Scenario 4 Psychological Barrier](#)

[HS 6-2 Scenario 5 Blind](#)

[HS 6-2 Scenario 6 Young Child](#)

[HS 6-2 Scenario 7 Mentally Handicapped](#)

[HS 6-2 Scenario 8 Under the Influence](#)

[HS 6-2 Test pg 1](#)

- **NOTES & REFLECTION:**



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

Attachment(s):**Materials & Equipment:**

- Computer
- In focus
- Blind folds
- Marshmallows
- glue
- Markers
- Scissors
- Paper

What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input checked="" type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input checked="" type="checkbox"/>	Electronic Game or Puzzle Maker