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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Health Science |
| **Course Name** | Practicum in Health Science |
| **Lesson/Unit Title** | Patient Education |
| **TEKS Student Expectations** | **130.233. (c) Knowledge and Skills**  (2) The student applies mathematics, science, English language arts, and social sciences in health science.  (C) The student is expected to plan, prepare, and deliver a presentation  (3) The student uses verbal and non-verbal communication skills.  (B) The student is expected to demonstrate therapeutic communication skills to provide quality care  (4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment.  (B) The student is expected to develop new problem-solving strategies based on previous knowledge and skills  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (D) The student is expected to employ teamwork and conflict-management skills with increased fluency to achieve collective goals and |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, the student will be able to:   * Evaluate the client’s ability to understand communications * Adapt communication to accommodate individual needs * Plan and teach a given topic |
| **Rationale** | Teaching is a major component in many healthcare fields. Client education, as well as general population awareness education, can lead to more well-informed consumers, and can help to improve patient health and reduce the demand for professional services. |
| **Duration of Lesson** | 1-2 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | * Libraries (public, hospital, university) * Internet and computer resources * Professional Associations * Community Resources such as the Public Health Department, Health Clinics, etc. |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Contact a local clinic and get patient teaching pamphlets on several health-related issues. Divide the students into groups of four, with each group having a different pamphlet. The groups will read their information and summarize what they learned. Each group will pick a spokesperson to present what they learned to the class. |
| **Direct Instruction \*** | 1. The Importance of Education    * 1. Encourages active participation by clients      2. Encourages clients to be informed consumers      3. Encourages higher compliance rates      4. Promotes good health and wellness activities      5. Effective means of disease prevention      6. Enhances relationship between clients and the medical community      7. Effective marketing tool for the healthcare industry   II. Client Education   * + 1. The process of influencing the patient’s behavior to effect changes in the knowledge, attitudes, and skills needed to maintain and improve health     2. Educated patients experience better health and have fewer complications.     3. Must be ongoing and interactive     4. Teaching is a planned method, or series of methods, used to help someone learn.     5. Effective teaching demands analytical and problem-solving skills.     6. Factors affecting client learning        1. Age and developmental level        2. Family support networks and financial resources        3. Cultural influences        4. Literacy   1. Learning Domains      1. Cognitive: The acquisition of knowledge      2. Psychomotor: Learning a physical skill      3. Affective: Changes in attitudes, values, and feelings   2. Teaching Strategies      1. Cognitive         1. Lecture or discussion         2. Audiovisual materials         3. Printed materials         4. Computer-assisted instruction programs      2. Affective Domain         1. Role playing         2. Discussion         3. Role modeling         4. Audiovisual materials         5. Printed materials      3. Psychomotor         1. Demonstration         2. Discovery         3. Audiovisual materials         4. Printed materials   III. Examples of Printed Materials   * 1. Brochures, booklets, and fact sheets      1. Explain specific diagnostic procedures      2. Provide information about a disease or medical condition, health maintenance, and pharmaceuticals   2. Newsletters can offer health care tips, office policies, and new discoveries in health care.   3. Community Assistance/Resource Directories provide names, addresses, and phone numbers of available medical services.   4. Accommodations must be made for clients who cannot read well, understand or speak English, or are mentally impaired.   IV. Examples of Visual Materials   1. The best method for comprehension 2. Use in conjunction with written materials 3. Video tapes – effective for complicated topics and procedures 4. Seminars and classes – conducted by healthcare professionals utilizing a variety of multimedia technologies 5. Bulletin boards 6. Billboards 7. Anatomical models 8. Computer software programs   V. Multicultural Issues   * 1. Clients with different cultural backgrounds may differ in:      1. Their perceptions of the causes of illness      2. The way they perceive and report symptoms      3. Treatment expectations      4. Their willingness to follow instructions.   2. Understanding and respecting these differences will enhance communication   VI. Verify Client Understanding   1. Have the client explain information in their own words. 2. Have the client repeat any demonstrations to verify their understanding.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | NONE  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. Research health issues and select an issue of concern. 2. Develop a plan to educate a group or individual on this issue (obtain instructor approval for topic and educational plan). 3. Present the plans to class and choose one for class implementation.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | NONE |
| **Summative/End of Lesson Assessment \*** | Multimedia Rubric  Oral Presentation Rubric  Teaching Plan  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Accommodations for Learning Differences:  For reinforcement, the student will interview a public health official to identify community health issues. |
| **References/Resources/**  **Teacher Preparation** | NONE |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, the student will participate in the HOSA Community Awareness Project, or Health Education [(http://www.hosa.org](http://www.hosa.org/)).  For reinforcement, the student will interview a public health official to identify community health issues. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | HOSA, SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)