CTE CONTENT AREA: Health Sciences
CONTENT MODULE TITLE:Communication and Client Interaction

MODULE DESCRIPTION

This module provides students with opportunities to learn about and to practicethe communication skillscustomary of professionals in health science careers. Students will investigate ways that effective communication improves client interaction, teamwork and collaboration, and problem-solving in health science careers. Students will explore future career possibilities by identifying the specific communication skills required in the health science pathwaysof personal interest.

GUIDING QUESTION

What skills and abilities are necessary to communicate effectively with clients and colleagues in health science careers?

MODULE CONTENT

Communication and Client Interaction

1. Communication

        Students will

a) Explain the importance of accuracy, clarity, and timeliness in oral and written communications in health science settings

b) Model active listening in communications with clients and colleagues in health science settings

c) List and describe personal, cultural, physical, and environmental communication barriers and strategies to overcome them

d) Study abbreviations, acronyms, phrases, descriptions, and medical terminology commonly used in health science communications

e) Tell how medical information is documented, stored, and shared in health science settings

f) Give examples of objective and of subjective information

g) Demonstrate personal development of health science communication skills through practice of these skills in a variety of classroom simulations

2. Client Interaction

        Students will

a) Examine professional standards that apply to interaction between health sciences professionals and their clients

b) Explain how the hygiene, dress, conduct, and behavior of health science professionals impact the effectiveness and efficiency of client interactions

c) Understand the ethical and legal responsibility of health science professionals to maintain client confidentiality

d) Describe the role of health science professionals in client education

e) Examine strategies used by health science professionals to respond to clients' questions, evaluate clients' understanding, and adjust interactions to meet clients'

needs

3. Teamwork and Collaboration
        Students will
        a) Compare and contrast the opportunities for individual initiative, teamwork, collaboration, and leadership in health science careers
        b) Describe the distinct roles and responsibilities of professionals representing the five health science career pathways (i.e., diagnostic services, health informatics, support services, therapeutic services, and biotechnology research and development)on health care teams
        c) Understand facility protocols for collaboration among health science professionals
        d) Describe strategies for assessing and adjusting personal behaviors to meet workplace expectations in health science careers

4. Problem-Solving
        Students will
        a) Anticipate that novel situations will arise in health science work situations
        b) Analyze resources, processes, and techniques commonly used to resolve problems in health science workplaces
        c) Develop client plans using problem-solving models
        d) Communicate the nature of a problem, the intended solution, and the probable outcome
        e) Demonstrate individual and group problem-solving skills through practice of these skills in a variety of classroom simulations

5. Careers
        Students will
        a) Identify the specific communication skills required in a health science career of personal interest
        b) Assess personal communication skills and develop a plan for skill practice and improvement

ILLUSTRATIVE ACTIVITIES by Theme Module

Career and Community Connections

Greeting Clients

    Students work in groups of three to role play the appropriate way to greet, identify, and explain a procedure to a client or patient. One group member acts as the health science professional, one acts as the client or patient, and the third acts as the observer. Health science professionals model courteous introductions and concise explanations, clients model questioning and feedback, and observers note the successes and challenges of the communication. Change roles until each student has a turn at each role.

Communication and Interpersonal Relationships

Giving and Receiving Directions

    Students write step-by-step instructions for completing a simple multi-step task such as

preparing a seed butter and jelly sandwich. Students exchange directions and complete the task, following the directions exactly as written, without asking for clarifications from the writer of the directions. Observe the outcomes. As a class discuss how omitting a step in a written direction might prevent success. Discuss how taking for granted that a client or patient would know how to do something could cause problems in treatment.

Financial and Consumer Literacy

Health Insurance Terminology

Students practice health insurance terminology, such as premium, deductible, and co-payment, by playing a matching game. Students match terms to definitions and to scenarios that show appropriate application of the terms. Students calculate health care costs based on insurance information presented in the scenarios.

Health, Safety, and Wellness

Cultural Sensitivity

Invite a representative from the human resources (talent) department of a local health care facility to meet with the class. Ask the guest to share information on the importance of cultural sensitivity in health care facilities and the training that health science professionals receive in that setting. Students write a reflection including one behavior change that might foster greater cultural sensitivity in their personal interactions.

Problem Solving and Innovation

Records Management

Students consider the importance of careful record keeping across health science careers. Students participate in a paper-based simulation of medical records management. Activities might include precision note-taking, coding for billing, collating files, storing and retrieving records, and report writing. Students discuss the challenges of the paper system in terms of efficiency and accuracy. Students research medical software technology systems designed to take the place of paper systems. Students describe how electronic systems assist health science professionals with their records management responsibilities.

Sustainability

Volunteer Organizations

Students explore the ways volunteer organizations fill specific needs in community health care facilities and plan a project to participate in the work of a volunteer organization. Students share facts and photos of their participation through the school's social media outlets to encourage broad-based support for the organization.

STANDARDS ADDRESSED

New York State Career Development and Occupational Studies (CDOS) Standards
Intermediate Level
http://www.p12.nysed.gov/cte/

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
Standard 3a: Universal Foundation Skills
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Common Career Technical Core Standards
https://www.careertech.org/career-ready-practices
Career Ready Practices
1. Act as a responsible and contributing citizen and employee
2. Apply appropriate and academic and technical skills
3. Attend to personal health and financial well-being
4. Communicate clearly and effectively and with reason
5. Consider environmental, social, and economic impacts of decisions
6. Demonstrate creativity and innovation
7. Employ valid and reliable research strategies
8. Utilize critical thinking to make sense of problems and persevere in solving them
9. Model integrity, ethical leadership, and effective management
10. Plan education and career paths aligned to personal goals
11. Use technology to enhance productivity
12. Work productively in teams while using cultural global competence

National Consortium for Health Science Education
https://www.healthscienceconsortium.org/national-health-science-standards/
Foundation Standard 2: Communications
Demonstrate methods of delivering and obtaining information, while communicating effectively
Foundation Standard 4 Employability Skills
Utilize employability skills to enhance employment opportunities and job satisfaction
Foundation Standard 5: Legal Responsibilities
Describe legal responsibilities, limitations, and implications on healthcare worker actions
Foundation Standard 6: Ethics
Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment
Foundation Standard 8: Teamwork
Identify roles and responsibilities of individual members as part of the healthcare team
Foundation Standard 11: Information Technology Applications
Utilize and understand information technology applications common across health professions

RESOURCES

HOSA: Future Health Professionals
HOSA in the Classroom

http://www.hosa.org/

> HOSA in the classroom provides instructional tools for health science teachers. This section of HOSA website provides an opportunity for HOSA advisors to share exciting and valuable lesson plans with teachers from across the United States.

Centers for Disease Control (CDC)

https://www.cdc.gov/careerpaths/

> CDC's Career Paths to Public Health (CPP) website is a roadmap for students and teachers interested in learning and teaching about epidemiology and public health sciences (EPHS). It provides information on CDC workshops, activities, and lesson plans as well as other resources. These materials are designed to introduce the future public health workforce to EPHS, to promote health literacy and to provide examples of how math and science are used every day to solve public health problems.

New York State Department of Labor
New York State Career Zone

https://www.careerzone.ny.gov

> Career Zone is a no-cost online career exploration and planning tool developed by the New York State Department of Labor. It offers career and education information on thousands of careers, as well as, self-assessment and career planning tools. Career Zone is appropriate for users from middle school through adult.

United States Department of Labor
CareerOneStop

https://www.careeronestop.org

> CareerOneStop is the career, training, and job search website for the U.S. Department of Labor. The website serves job seekers, businesses, students, and career advisors with a variety of free online tools, information and resources.

Association of Career and Technical Education
Career Planning Guide

https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf

> Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals.

AdvanceCTE
Middle Level Career Interest Inventory

https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf

> AdvanceCTE provides a Career Interest Inventory worksheet to use with students in helping them identify the potential matches to the sixteen career clusters available to them.

Association of CTE Administrators (ACTEA)
CTE Strong Videos

http://www.ctestrong.com

> Edge Factor has created a series of inspirational videos related to career and education that provide students with a very contemporary perspective on CTE

options. Career Cluster videos provide a new look at the many career options that students have in high school and beyond.

New York State Health Sciences Educators Association (NYSHSEA)
http://www.nyshsea.org/home.html

NYSHSEA serves as a resource group for educators seeking consultation concerning Health Science education and promotes communication among NYSHSEA members. NYSHSEA collaborates with other groups and individuals on matters affecting Health Science Education and supports NYSED activities.

Career and Technical Education Technical Assistance Center of New York (CTE TAC)
http://nyctecenter.org/

The Career and Technical Education Technical Assistance Center (CTE TAC) operates under a state contract to assist the New York State Education Department (NYSED) in carrying out its mission of improving the quality, access, and delivery of career and technical education through research-based methods and strategies resulting in broader CTE opportunities for all students.