

Course

*Practicum in
Health Science*

Unit II

Communication

**Essential
Question**

*How does
patient
education
improve
healthcare
delivery?*

TEKS

*TEKS 130.205
1C, 2B, 5A*

**Prior Student
Learning**

*Roles and
Responsibilities
of HealthCare
Workers
Verbal and Non-
Verbal
Communication*

Estimated time

1-2 hours

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.

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; and
- plan and teach a given topic.

Engage

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.

Key Points

- I. The Importance of Education
 - A. Encourages active participation by clients
 - B. Encourages clients to be informed consumers
 - C. Encourages higher compliance rates
 - D. Promotes good health and wellness activities
 - E. Effective means of disease prevention
 - F. Enhances relationship between clients and the medical community
 - G. Effective marketing tool for the healthcare industry
- II. Client Education
 - A. The process of influencing the patient's behavior to effect changes in the knowledge, attitudes, and skills needed to maintain and improve health
 - B. Educated patients experience better health and have fewer complications.
 - C. Must be ongoing and interactive
 - D. Teaching is a planned method, or series of methods, used to help someone learn.
 - E. Effective teaching demands analytical and problem-solving skills.
 - F. Factors affecting client learning
 1. Age and developmental level

2. Family support networks and financial resources
 3. Cultural influences
 4. Literacy
- G. Learning Domains
1. Cognitive: The acquisition of knowledge
 2. Psychomotor: Learning a physical skill
 3. Affective: Changes in attitudes, values, and feelings
- H. Teaching Strategies
1. Cognitive
 - a. Lecture or discussion
 - b. Audiovisual materials
 - c. Printed materials
 - d. Computer-assisted instruction programs
 2. Affective Domain
 - a. Role playing
 - b. Discussion
 - c. Role modeling
 - d. Audiovisual materials
 - e. Printed materials
 3. Psychomotor
 - a. Demonstration
 - b. Discovery
 - c. Audiovisual materials
 - d. Printed materials

III. Examples of Printed Materials

- A. Brochures, booklets, and fact sheets
 1. Explain specific diagnostic procedures
 2. Provide information about a disease or medical condition, health maintenance, and pharmaceuticals
- B. Newsletters can offer health care tips, office policies, and new discoveries in health care.
- C. Community Assistance/Resource Directories provide names, addresses, and phone numbers of available medical services.
- D. Accommodations must be made for clients who cannot read well, understand or speak English, or are mentally impaired.

IV. Examples of Visual Materials

- A. The best method for comprehension
- B. Use in conjunction with written materials
- C. Video tapes – effective for complicated topics and procedures
- D. Seminars and classes – conducted by healthcare professionals utilizing a variety of multimedia technologies
- E. Bulletin boards
- F. Billboards
- G. Anatomical models

H. Computer software programs

V. Multicultural Issues

A. 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.

B. Understanding and respecting these differences will enhance communication

VI. Verify Client Understanding

A. Have the client explain information in their own words.

B. Have the client repeat any demonstrations to verify their understanding.

Activity

- I. Research health issues and select an issue of concern.
- II. Develop a plan to educate a group or individual on this issue (obtain instructor approval for topic and educational plan).
- III. Present the plans to class and choose one for class implementation.

Assessment

Multimedia Rubric

Oral Presentation Rubric

Teaching Plan

Materials

Libraries (public, hospital, university)

Internet and computer resources

Professional Associations

Community Resources such as the Public Health Department, Health Clinics, etc.

Accommodations for Learning Differences

For reinforcement, the student will interview a public health official to identify community health issues.

For enrichment, the student will participate in the HOSA Community Awareness Project, or Health Education (<http://www.hosa.org>).

National and State Education Standards

National Health Science Standards

HLCO2.01 Communications

Health Care Workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing. Adjust communication to other's ability to understand. Apply the elements of communication using the sender-receiver model. Apply active listening skills using reflection restatement and clarification techniques. Demonstrate courtesy to others including self introduction. Interpret verbal and non-verbal behaviors to augment communication and within the scope of practice.

TEKS

130.205(c)(1)C plan, prepare and deliver a presentation;

130.205(c)(2)B demonstrate therapeutic communication skills to provide quality care; and

130.205(c)(5)A participate in team teaching and conflict management such as peer mediation, problem solving and mediation skills.

Texas College and Career Readiness Standards

ELA III A Understand elements of communication both in informal group discussions and formal presentations

B Develop effective speaking styles for both group and one on one on one situations

Cross Disciplinary Standard

I. Key Cognitive Skills

c. Problem Solving

1. Analyze a situation to identify a situation to be solved
2. Develop and apply multiple strategies to solve a problem
3. Collect evidence and data systematically and directly relate it to solving a problem

e. Work Habits

1. Work Independently
2. Work Collaboratively

Teaching Plan Template

Topic		Need For Teaching	
Information about Group/Learner and Barriers of Learning		Learning Readiness	
		Reference	
Goal	Objectives	Teaching Strategies	Learning Activities

Content	Evaluation

Oral Presentation Rubric

Student: _____ Date: _____

Scoring criteria	4. Excellent	3. Good	2. Needs Some Improvement	1. Needs Much Improvement	N/A
Clearly and effectively communicates the main idea or theme.					
Presenter is self-confident and clearly expresses ideas.					
Presenter answers questions with well thought-out responses.					
Holds the audience's attention and maintains eye contact.					
Visual aids are clear and add to the presentation.					

NOTE: N/A represents a response to the performance which is "not appropriate."

Multimedia Rubric

Student: _____ Class: _____

Title: _____ Other Group Members: _____

Date: _____

Scoring criteria	5 Excellent	4 Good	3 Needs Some Improvement	2 Needs Much Improvement	1 N/A
Clearly and effectively communicates an introduction to the theme/objective of the project.					
Clearly and effectively communicates the content throughout the presentation.					
Integrates a variety of multimedia resources to create a professional presentation (transition, graphics).					
Presentation holds the audience's attention and relates a clear message.					
Timing between slides is sufficient for the viewer to read or observe content.					
Each image and font size is legible to the entire audience.					

Scale:

26-30 A Excellent

21-25 B Good

16-20 C Needs Some Improvement

11-15 D Needs Much Improvement

6-10 F Not Appropriate

TOTAL=

Comments