AOHS Health Careers Exploration

Lesson 9

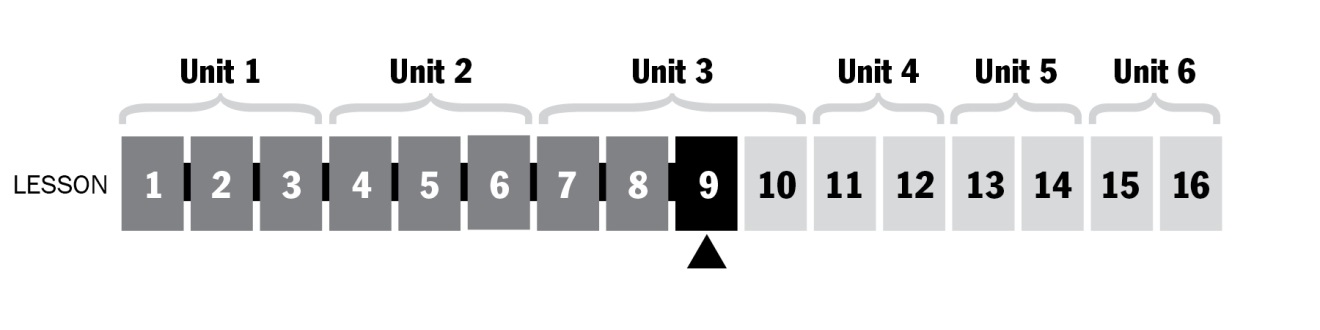
Nursing and Care

In this lesson students learn about skills and responsibilities specific to nursing, the importance of the nurse-patient relationship, and how the nursing process works. They develop and practice nursing communication skills. They compare the training, responsibilities, and roles of registered nurses (RNs), licensed practical nurses (LPNs), and certified nursing assistants (CNAs). For their culminating project pamphlet, students prepare to interview a nurse.

Advance Preparation

* Your students may need some review or instruction of prerequisite science vocabulary for this lesson. To provide vocabulary support, use Teacher Resource 9.6, Vocabulary Support: Terms to Know for the Lesson (separate PowerPoint file). Depending on your classroom situation and the needs of your students, you can present the slides using an LCD projector and discuss the meaning of each term, print the slides as miniposters and hang them in the classroom for students to view as necessary, or print four to six slides on a page and give copies to students who need extra help with vocabulary.
* In Class Period 4 students will need computers with access to the Internet and Microsoft PowerPoint.

This lesson is expected to take 6 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Compare and contrast duties, responsibilities, and educational requirements of diverse positions within nursing and the settings in which nurses work
* Create appropriate interview questions for nursing professionals to gather information about their professions
* Describe the nursing process that registered nurses (RNs) follow when working with patients\*
* Demonstrate the ability to use basic communication skills required for nursing

\*This is one of the 16 key learning objectives assessed by the NAFTrack Certification end-of-course exam for this course.

Academic Standards

The relevant Common Core State Standards are too extensive to list here but are an important basis for this lesson. For details, please refer to the separate document “Correlations to the Common Core Standards” (available in the Course Planning Tools section of the course materials).

* Analyze diagrams, charts, graphs, and tables to interpret healthcare results (National Healthcare Foundation Standards 2011, Standards 2.11)
* Recognize barriers to communication (National Healthcare Foundation Standards 2011, Standards 2.12)
* Apply speaking and active listening skills (National Healthcare Foundation Standards 2011, Standard 2.15)
* Recognize elements of written and electronic communication (spelling, grammar, and formatting) (National Healthcare Foundation Standards 2011, Standard 2.31)
* Classify the personal traits and attitudes desirable in a member of the healthcare team (National Healthcare Foundation Standards 2011, Standard 4.11)
* Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior (National Healthcare Foundation Standards 2011, Standard 4.12)
* Apply employability skills in healthcare (National Healthcare Foundation Standards 2011, Standard 4.21)
* Discuss levels of education, credentialing requirements, and employment trends in healthcare (National Healthcare Foundation Standards 2011, Standard 4.31)
* Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development (National Healthcare Foundation Standards 2011, Standard 4.32)
* Understand religious and cultural values as they impact healthcare (National Healthcare Foundation Standards 2011, Standard 6.31)
* Demonstrate respectful and empathetic treatment of ALL patients/clients (customer service) (National Healthcare Foundation Standards 2011, Standard 6.32)
* Understand the roles and responsibilities of team members (National Healthcare Foundation Standards 2011, Standard 8.11)
* Recognize characteristics of effective teams (National Healthcare Foundation Standards 2011, Standard 8.12)
* Recognize methods for building positive team relationships (National Healthcare Foundation Standards 2011, Standard 8.21)
* Determine the academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career (Common Career Technical Core 2012, HL 1)
* Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system (Common Career Technical Core 2012, HL 2)
* Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace (Common Career Technical Core 2012, HL 3)
* Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care (Common Career Technical Core 2012, HL 4)
* Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace (Common Career Technical Core 2012, HL 5)
* Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare workplace (Common Career Technical Core 2012, HL 6)
* Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals (Common Career Technical Core 2012, HL-THR 1)
* Communicate patient/client information among healthcare team members to facilitate a team approach to patient care (Common Career Technical Core 2012, HL-THR 2)
* Utilize processes for assessing, monitoring, and reporting patient’s/client’s health status to the treatment team within protocol and scope of practice (Common Career Technical Core 2012, HL-THR 3)
* Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met (Common Career Technical Core 2012, HL-THR 4)

Assessment

| Assessment Product | Means of Assessment |
| --- | --- |
| PowerPoint presentation on a type of nursing (Student Resource 9.8) | Assessment Criteria: Types of Nursing PowerPoint Presentation (Teacher Resource 9.2) |
| Compiled notes from a culminating project group interview with a health care professional (Student Resource 9.9) | Assessment Criteria: Compiled Interview Notes (Teacher Resource 9.3) |

Prerequisites

* Knowledge of elements that make an effective PowerPoint presentation
* Knowledge about the health career pathways
* Understanding of primary, secondary, or tertiary care

Instructional Materials

Teacher Resources

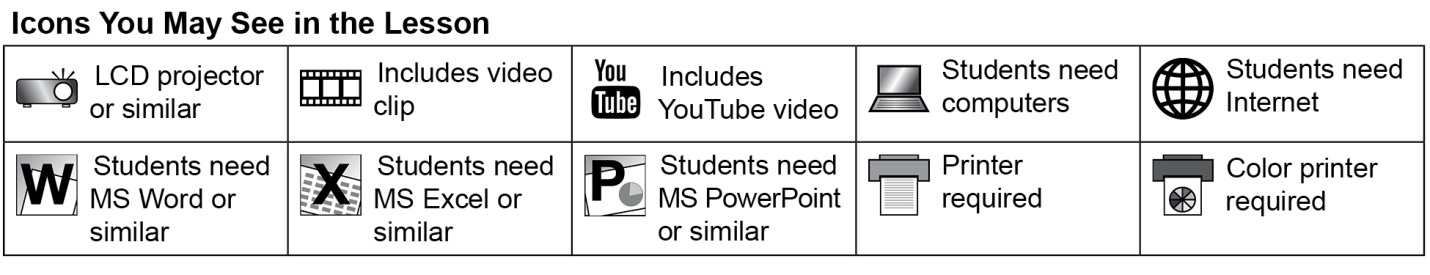
* Teacher Resource 9.1, Presentation and Notes: What Does It Take to Be a Nurse? (includes separate PowerPoint file)
* Teacher Resource 9.2, Assessment Criteria: Types of Nursing PowerPoint Presentation
* Teacher Resource 9.3, Assessment Criteria: Compiled Interview Notes
* Teacher Resource 9.4, Key Vocabulary: Nursing and Care
* Teacher Resource 9.5, Bibliography: Nursing and Care
* Teacher Resource 9.6, Vocabulary Support: Terms to Know for the Lesson (separate PowerPoint file)

Student Resources

* Student Resource 9.1, Note Taking: What Does It Take to Be a Nurse?
* Student Resource 9.2, Reading: What Does It Take to Be a Nurse?
* Student Resource 9.3, Predictions: The Nursing Process
* Student Resource 9.4, Reading: The Nursing Process
* Student Resource 9.5, Scenarios: Using the Communication Skills of a Nurse
* Student Resource 9.6, Reference Sheets: Nursing
* Student Resource 9.7, Comparison: Nursing Careers
* Student Resource 9.8, PowerPoint Presentation: Types of Nursing
* Student Resource 9.9, Culminating Project: Compiled Interview Notes

Equipment and Supplies

* LCD projector and computer for PowerPoint presentation
* Computers with Internet access and Microsoft PowerPoint
* Whiteboard, blackboard, or flip chart



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 15 | Think, Pair, Share: What Is Empathy?  The purpose of this activity is to get students thinking about empathetic behavior, which is required in nursing.  Begin by writing the words *empathy* and *sympathy* on the board, and explain that in the context of nursing, *empathy* is the ability to imagine how it is to be in the other person's shoes, whereas *sympathy* is feeling sorry for a person’s trouble, grief, or misfortune.  Next, ask students to imagine that their best friend’s dog died. Then read the following statements, and ask students to give a right-hand thumbs up if they think the statement shows empathy and a left-hand thumbs up if they think the statement shows sympathy but not empathy.  I think I understand what you’re going through. My cat died last year. (empathy)  I’m so sorry for you. Do you want to talk about it? (sympathy)  That’s sad news! I loved your dog. (sympathy)  I imagine you must be feeling very sad. (empathy)  When students are clear on the difference between empathy and sympathy, ask them to share with a partner a time when they communicated an empathetic feeling. Then ask pairs to share with the class, and allow the class to evaluate whether what the pairs share is an expression of empathy or more one of sympathy.  Finally, ask students to think of one reason why they think it is particularly important for nurses to have empathy with patients, and then instruct them to share their reason with a partner. Have pairs share their responses with the class, and on the board make a list of good reasons for nurses to express empathy.  Conclude the activity by pointing out that part of a nurse’s job is to form a connection with his or her patients, and learning how to connect with others is a professional skill that students will have a chance to work on during the lesson. |
| 2 | 35 | Presentation and Discussion: What Does It Take to Be a Nurse?  This activity gives students an in-depth look at both the main duties of a nurse and why the nurse-patient relationship is important. It also gets them thinking about how nurses establish effective communication with patients. Further, the activity develops students’ listening and note-taking skills.  To prepare, make notes to guide class discussion using Teacher Resource 9.1, Presentation Notes: What Does It Take to Be a Nurse? Have Teacher Resource 9.1, Presentation: What Does It Take to Be a Nurse? (separate PowerPoint file), ready to show as a full-screen slideshow using an LCD projector.  Begin by explaining that being a nurse requires providing physical care, but it also involves providing emotional care, showing cultural sensitivity, and using communication skills to establish trust with patients. Ask students to tell a partner why they think it is important that nurses develop trust with patients. Then refer students to Student Resource 9.1, Note Taking: What Does It Take to Be a Nurse? Instruct students to use this resource to take notes during the presentation. Have students review the directions, and answer any questions they may have.  Present the slideshow. Use the notes you prepared and the questions on the slides to encourage class discussion.  This presentation is duplicated as Student Resource 9.2, Reading: What Does It Take to Be a Nurse? If an LCD projector is unavailable, students can read the presentation, answer the discussion questions in their notebook, and discuss their answers as a class. This student resource is also useful for review.  After the presentation, divide the class into pairs or groups of three and have them compare their notes for completeness and accuracy. Invite each pair or triad to share their thoughts and questions.  Emphasize that both verbal and nonverbal skills are a critical part of nursing, and tell students that they will have an opportunity to practice these skills during the next activity. |
|  |  | Class Period 2 |
| 3 | 25 | Pair Practice: Communication Skills  The purpose of this activity is to develop students’ understanding of the communication skills that are essential in nursing.  Begin the activity by asking students to name verbal and nonverbal communication skills that help nurses do their jobs. Students’ responses may include making eye contact or speaking slowly and clearly.  Tell students that during this activity you are going to discuss in more detail communication skills that nurses employ to help them do their job, and students will have the opportunity to practice some of these skills.  Write the following communication skills on the board:  Asking open-ended questions  Using appropriate body language  Using the echoing technique  **Open-ended questions exercise:**  Ask students for their ideas about why nurses ask open-ended questions. Make sure students responses include the following:  To obtain maximum information from a patient  To help a patient express his or her feelings and concerns  To show concern for a patient  Then say the following questions aloud and ask students to give a thumbs up for questions that are open ended and a thumbs down for questions that are not:  Did you understand what the doctor told you about your diabetes diagnosis?  Can you please tell me what you understand about how diabetes will affect your daily life?  Do you feel sick?  Can you please describe to me the pain you're feeling in your foot?  When all students are clear on what open-ended questions are, instruct students to practice asking a partner an open-ended question that a nurse may ask a patient after surgery. Then have pairs share their questions with the class. As each pair shares its questions, ask other students to give a thumbs up for questions that are open ended and a thumbs down for any questions that are not. You may want to call on a student occasionally to explain why he or she is giving thumbs up or thumbs down. Work with students to rephrase any questions that are not open ended.  **Body-language exercise:**  Next, explain that a nurse’s body language is as important as what he or she says. Demonstrate appropriate and inappropriate body language for students.  First, ask an open-ended question (e.g., “Can you please tell me what you understand and don’t understand about diabetes?”) while fidgeting, mumbling, and seeming distracted. Then ask the question while making eye contact and using a clear voice and a concerned tone. Ask students to point out the differences between the two.  Instruct students to practice asking their partner an open-ended question while using appropriate body language, and then call on pairs to demonstrate for the class. As each pair demonstrates asking questions with appropriate body language, ask other students to give a thumbs up for body language that is appropriate and a thumbs down for any body language that doesn't work. Work with students to improve body language as necessary.  **Echoing-technique exercise:**  Next, review the echoing technique with students. Explain that nurses use this technique to show that they are listening to a patient and to make sure that both the patient and the nurse understand what each other is saying. Demonstrate the echoing technique with the following statement:  It is important that you take this medication three times a day with a glass of water. You should take it when you wake up, then with lunch, and then right before bed. Just to make sure we’re on the same page, please explain to me in your own words how you should take the medication.  Instruct pairs to practice using the echoing technique. Tell them that one student should be the nurse explaining the importance of not getting a cast wet and the other student should be the patient. Then call on pairs to demonstrate for the class. As pairs demonstrate echoing, ask other students to give a thumbs up for correct use of the echoing technique and a thumbs down if the echoing technique isn't used correctly. Work with students to reword their responses using the echoing technique correctly.  To conclude, summarize that communication skills are important not just in nursing but in all health care professions. |
| 4 | 25 | Reading: The Nursing Process  The purpose of this activity is to have students develop an understanding of the nursing process.  Refer students to Student Resource 9.3, Predictions: The Nursing Process. Explain to students that nurses use a five-step process called the nursing process to care for patients. Have them look at the five steps listed in the table, and then instruct students to write down what they think is likely to happen during each step in the I Predict column. After students have had a few minutes to write their predictions, ask them to share what they wrote with a partner.  Next, instruct students to read Student Resource 9.4, Reading: The Nursing Process, and take notes about what they learn in the I Learned column of Student Resource 9.3.  When students have completed the reading, have them compare their responses on their worksheet for completeness and accuracy with a partner. Then have the pairs report out as a class to answer any outstanding questions or misunderstandings.  Finally, refer students to the second page of their worksheet, and ask them to put into practice what they have learned by matching each step in the nursing process to one of the scenarios in the right-hand column. When they are finished, go over the answers as a class, and then answer any questions students have about the nursing process.  To conclude, point out to students that the nursing process is an important subject that students study in college in preparation for a nursing career. |
|  |  | Class Period 3 |
| 5 | 30 | Role Play: Using the Communication Skills of a Nurse  The purpose of this activity is for students to build on their knowledge of the communication skills of a nurse.  This activity focuses on the following college and career skill:  Demonstrating adaptability and flexibility  Tell students that in this activity they will practice the communication skills of a nurse by role-playing real-life scenarios. Assign students to groups of three. Have groups decide who will play the role of the patient, nurse, and caregiver or companion.  Then refer students to Student Resource 9.5, Scenarios: Using the Communication Skills of a Nurse. Assign a scenario to each group. Have students read the instructions, and answer any questions that students might have. Explain that students will have 10 minutes to work on their role play. Emphasize that each role play should not be more than one minute long, and that students should try to make them as realistic as possible. Tell them that they will fill out the notes section of the resource when groups act out the scenarios in front of the class. Then have students get to work.  While students are practicing their role play, write the following questions on the board:  What communication skills described in Student Resource 9.5 did the nurse use effectively?  What could the nurse have done differently to make the interaction more effective?  Explain that as each group role-plays in front of class students should consider the questions on the board, and that they can take notes in the Notes section of their resource about how effective each interaction is.  Have a brief discussion after each group’s role play and ask students to respond briefly to the questions on the board.  To conclude, work as a class to summarize the communication skills that created the most effective interactions (for example, when those playing the role of the nurse used open-ended questions or the echoing technique). |
| 6 | 20 | Compare and Contrast: Nursing Licenses and Certifications  The purpose of this activity is for students to compare and contrast different types of nursing.  To begin, ask students to tell a partner different types of nursing that they know about, and then have pairs report their responses to the class.  Then refer students to Student Resource 9.6, Reference Sheets: Nursing. Give students a few minutes to read the sheets independently.  Next, assign students to groups of three and refer groups to Student Resource 9.7, Comparison: Nursing Careers. Instruct students to use the chart on this resource to compare and contrast the different nursing careers that they read about. Ask students to read the directions, and then answer any questions.  When students have completed the resource, have them share their responses with another group, and then have groups share any questions they have with the class.  To conclude, point out that career nurses can obtain more than one license or certification. For example, they can start their career as a certified nursing assistant (CNA) and then go back to school to become a registered nurse (RN). |
|  |  | Class Period 4 |
| 7 | 50 | Presentation Research and Preparation: Types of Nursing  The purpose of this activity is for students to build their presentation skills and expand their knowledge of different types of nursing.  This activity focuses on the following college and career skill:  Demonstrating teamwork and collaboration  Advise students that they will work in groups of four to create a PowerPoint presentation that explains one type of nursing. If students have Internet access, another option is to have them use a cloud-based application like Google Slides to upload, edit, and review documents as a group.  If possible, group students according to their interests, and assign each group one of the following types of nursing:  Nurse-midwife  Pediatric nurse  Emergency or trauma nurse  Psychiatric nurse  Rehabilitation nurse  Long-term care nurse  Nurse educator  Nurse anesthetist  Oncology nurse  Addiction nurse  When students are in their groups, ask groups to identify three things that make a PowerPoint presentation effective, and then have groups share their responses with the class. Responses might include “presenters make eye contact with the audience,” “presentations are geared toward a target audience,” or “presenters don’t read directly from their notes.” Create a list of student responses on the board and use it to review the elements of a successful presentation.  Refer students to Student Resource 9.8, PowerPoint Presentation: Types of Nursing. Instruct them to read the directions in their groups, and answer any questions that students might have. Go over the assessment criteria as a class, and make sure students understand how their work will be assessed.  Instruct students to follow the process outlined in the student resource step by step to create their slides. Advise them that by the end of this class period they should have close to a final version of their presentation, so they will have to use their time wisely to do research, outline their slides, create their four slides, and create a quiz question about their slides. Each group member will need to make a significant contribution.  Before students begin work, take a minute to go over the instructions for creating a quiz question. Explain that each group must prepare one question that will be part of a quiz that students take while they watch the presentations. Explain that the question must be about information that is covered in the presentation. Review aloud the following guidelines for writing a quiz question:  Other students must be able to answer the question based on the information that is in the presentation.  The question should be about a main idea or key point in the presentation, not a detail or side note.  The answer to the question should be a phrase or a short sentence. The question should require more than a one-word answer.  The question should not ask for an opinion.  Tell groups that they should discuss and write down the question and the answer to the question on a sheet of paper.  **Note**: Before Class Period 5, you will need to compile the questions into a short-answer quiz that students will take while they watch the presentations. Create an answer key for yourself using the answers submitted by the students.  At the end of the class period, collect a quiz question and answer from each group. Ask students to complete any remaining work on their presentation for homework. Advise them that they will have five minutes to practice presenting their slides at the beginning of the next class period, and then they will be presenting their work. |
|  |  | Class Period 5 |
| 8 | 45 | Student Presentations: Types of Nursing  The purpose of this activity is for students to expand their knowledge about the different types of nursing and build on their presentation skills.  Before this activity, compile the questions students submitted during Class Period 4 into a short-answer quiz that students will take while they watch the presentations. Create an answer key for yourself using the answers submitted by the students.  Give students five minutes to practice their presentations in their groups, and answer any questions they have about making their presentations.  Establish the order in which students will present their presentations and inform the students. Then pass out the quiz you compiled of student-generated questions. Allow students a few minutes to review the questions on the quiz. Then explain that as each group presents, students should fill in the answer to the quiz question for that presentation.  Have groups deliver their presentations. After each presentation, as time allows, have students give groups feedback on what new information they learned about the type of nursing described.  As each group presents, use Teacher Resource 9.2, Assessment Criteria: Types of Nursing PowerPoint Presentation, to assess each presentation.  After all presentations are completed, review aloud the answers to the quiz. You might wish to give credit/no credit for the quiz.  To conclude this activity, remind students that presenting information so that it is clear and useful is a professional skill required of many health care professionals. |
| 9 | 5 | Culminating Project Work: Compiling Interview Notes  The purpose of this activity is to inform culminating project groups that they will be compiling a set of interview notes to submit for assessment in the next class period, and to tell them how to prepare.  Explain to students that in the next class period each culminating project group will be compiling their notes from one of their interviews into one document that they will submit for assessment. Tell students they will have time to work on this in class, but they should gather in their groups now and decide which of their completed interviews they want to submit notes for.  Encourage project managers to take the lead and help their group come to a decision by listening to all group members and then taking a vote on which interview notes to compile. Also make it clear that all group members need to bring their interview notes to class. |
|  |  | Class Period 6 |
| 10 | 30 | Culminating Project Work: Compiling Interview Notes (Continued)  In this activity students compile one set of interview notes and submit them for assessment. This activity focuses on the following college and career skills:  Demonstrating teamwork and collaboration  Prioritizing and completing tasks without direct oversight  Ask students to meet in their culminating project groups. To begin, ask each group to share which one of their interviews they have chosen to compile their notes for.  Refer students to Student Resource 9.9, Culminating Project: Compiled Interview Notes, and go over the instructions as a class. Explain that groups should create one set of notes for the interview they have chosen. It should be a compilation, or summary, of the notes that all group members took during the interview. Have students read the assessment criteria, and then answer any questions that students have about how their work will be assessed. Reinforce that the group notes will be assessed, not individual notes.  Circulate while groups are working, and answer any questions they have about how to compile their notes.  When all groups have completed a draft of their compiled notes, go around the room and have groups share one important thing about their disease that they recorded in the interview notes they compiled. Ask students to submit their compiled interview notes for assessment. If necessary, allow them to complete a final draft for homework and submit it at the beginning of the next class period. Use Teacher Resource 9.3, Assessment Criteria: Compiled Interview Notes, to assess the notes.  Remind students that compiling solid interview notes as a resource for a written document such as their culminating project pamphlet is a professional skill used by writers and researchers. |
| 11 | 15 | Culminating Project Work: Planning an Interview with a Nurse  In this activity students continue working in their culminating project group and plan an interview with a nurse.  To begin this activity, ask groups to share anything they would do differently in planning or conducting their next interview based on the work they just did compiling their notes. They might give responses like, “We would take more detailed notes,” or “It would probably help to ask more open-ended questions,” or “We will try to remember to write down direct quotes.” Remind students that conducting quality interviews takes practice, and they should expect to get better and better.  Write the following questions on the board:  Which types of nurses will patients with your group’s disease encounter?  Which of these professionals is it important for you to include in your pamphlet?  What are the five most important questions you need to ask these professionals?  Instruct students to discuss the questions with their group and take notes in their notebook. Explain that they should decide which types of nurses they want to interview based on everything they’ve learned so far, and that they should then come up with thoughtful, appropriate questions they want to ask in the interview. If students think that there are nurse specialties that might be appropriate for their project but that they haven’t learned about in class, allow them to conduct brief Internet research to identify what they are.  Tell students that as they work you will circulate to review their interview questions and check on their progress with the last round of interviews. As students work, go from group to group to approve their list of questions and help students resolve any issues they might be having with the interview process in general. Also check in with each project manager to see what interviews have been completed. If any groups are behind with interviews, help them brainstorm ideas on how to catch up.  When students have completed their planning, tell them that on their own time they should begin contacting this next group of professionals to interview. Remind the interview liaisons that they are responsible for taking the lead on this aspect of the project, and also remind groups that if they have difficulty setting up interviews, they should report the problem to you so that you can help generate contacts. Tell students that they may wish to look back at the information on Student Resource 7.11, Preparation: Interviewing Health Care Professionals, before they begin their next round of interviews.  Explain that during the next lesson there will be a structured check-in during which you will review the work students have done so far on their culminating project. Also tell them that in the next lesson they will be given time to complete unfinished professional profile sheets and that they will submit one for assessment. |
| 12 | 5 | Self-Analysis: Nursing  The purpose of this activity is to have students use what they have learned to reflect on which nursing career could be a good fit for them.  Write the following questions on the board:  Which type of nursing might be a good career choice for you? Why?  What is one thing that you might find difficult about being a nurse?  Instruct students to write responses to the questions in their notebook. If time permits, have students share their responses with a partner, and then have pairs share their answers with the class. |

Extensions

Enrichment

* Have students work in small groups to create informational digital videos that explain effective verbal and nonverbal techniques used by nurses. Have students demonstrate the techniques in their videos. If possible, ask students to post their videos on a personal blog or social media site.
* In pairs, have students discuss the stereotype of a nurse, and then report to the class what they come up with. Point out that the nursing stereotype is of a female worker. Instruct pairs to research and present reports on gender issues in nursing. Ask them to explore why nursing was traditionally perceived as women’s work and if that perception is changing.
* Arrange for students to spend a day shadowing a nurse. Ask students to take detailed notes during the experience. Then have students write Day in the Life reports in which they give a detailed account of how the nurse’s day was structured.

Technology Integration

* Consider showing and discussing the following video during the lesson. This video highlights international nursing, specifically a nurse working in Sierra Leone on the Ebola outbreak. It is a good example of where medicine and public health overlap:
  + “Treating Ebola: Realizing the Importance of Hope.” Doctors Without Borders, 2:41. <http://www.doctorswithoutborders.org/work-us/work-field/who-we-need/registered-nurses-nurse-practitioners>

Cross-Curricular Integration

* History: Remind students that Florence Nightingale is considered to be the founder of modern nursing. Instruct students to work in small groups to create an exhibit that explores one stage of Nightingale’s life.
* English Language Arts: Have students imagine that they are reporters who work for a news site. Tell them that their editor has assigned them an idea for an article. Explain that employment prospects for nurse’s aides are expected to grow faster than for most other occupations. Tell them that their job is to investigate and write an article about why this trend is happening. Remind them to base their report on facts that can be supported by reputable sources.
* Math: Explain to students that nurses must know the abbreviations for measurement units. Tell them that knowing these abbreviations allows students to do critical nursing tasks, such as measuring and administering medicine properly. Have students create flash cards on measurement units and then quiz each other in pairs.