AOHS Health Careers Exploration

Lesson 7

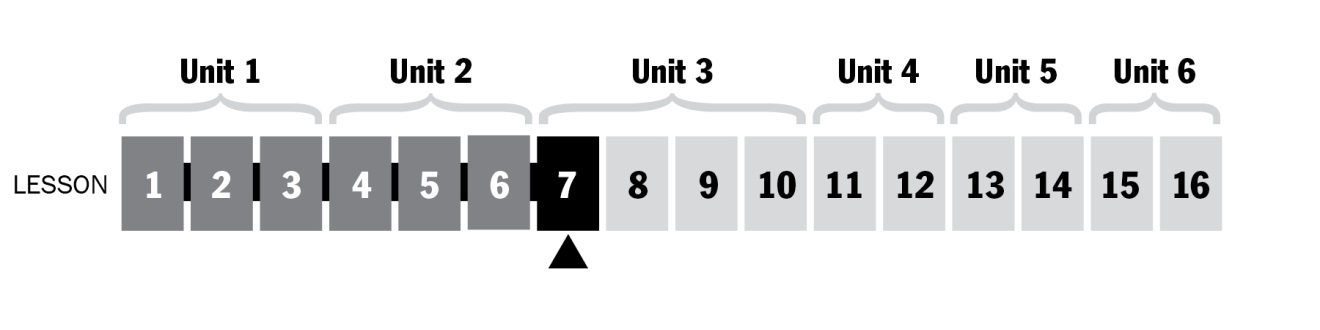
Visiting the Doctor

In this lesson students learn about the roles and responsibilities of health care professionals who work in a doctor’s office, and they talk with a guest speaker who works in a doctor’s office. They also learn how to take vital signs. Students learn the distinction between primary, secondary, and tertiary care, and the roles of physician specialists. They then use what they have learned to articulate the roles of various professionals during a patient’s visit to a doctor’s office. For their culminating project, they prepare to interview health care professionals.

Advance Preparation

* Your students may need to review prerequisite science vocabulary for this lesson. Provide vocabulary support using Teacher Resource 7.8, Vocabulary Support: Terms to Know for the Lesson (separate PowerPoint file). Depending on your preferences 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.
* Before Class Period 2, assemble the equipment for groups of four students each to take vital signs: watch with second hand, disposable exam gloves, clinical electronic thermometer, oral sheaths for thermometer, and digital blood pressure monitor (sphygmomanometer).
* In Class Period 4, each student will need a computer with Internet access to conduct research.
* Before Class Period 5, arrange for a health care professional who works in a doctor’s office to speak to the class. The speaker can be a physician but can also be anyone who plays a professional role in a doctor’s office, including a medical assistant or a nurse practitioner. (The class visit can be either in person or remote, using a technology such as Skype or Google video chat.)
* Before Class Period 6, assemble a list of health care professionals whom students can contact for interviews for their culminating project. You will need to give students contact information for these professionals during this lesson. You may also wish to assemble resources that can help students locate additional contacts. You may want to tailor your list based on the diseases the groups in your class have chosen for their culminating projects.

This lesson is expected to take 6 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Demonstrate the ability to interact professionally with medical practitioners
* Identify and compare duties, responsibilities, and educational requirements of diverse caregivers who provide primary care\*
* Explain the differences between primary, secondary, and tertiary care
* Categorize into the five pathways the health careers of professionals who work in a doctor’s office\*
* Describe the basic office protocol of a primary care visit and explain the purpose of each step

\*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).

* 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)
* 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)
* Demonstrate the process for obtaining employment (National Healthcare Foundation Standards 2011, Standard 4.42)
* Describe methods of controlling the spread and growth of microorganisms (National Healthcare Foundation Standards 2011, Standard 7.12)
* 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)
* Apply procedures for measuring and recording vital signs including the normal ranges (National Healthcare Foundation Standards 2011, Standard 10.11)
* Determine 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)
* 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)

Assessment

| Assessment Product | Means of Assessment |
| --- | --- |
| Specialist Reference Sheet (Student Resource 7.8) | Assessment Criteria: Specialist Reference Sheet (Teacher Resource 7.4) |

Prerequisites

* Knowledge about the five health career pathways
* Knowledge about professional behavior and dress for a guest speaker visit
* Knowledge about the meaning and scope of public health

Instructional Materials

Teacher Resources

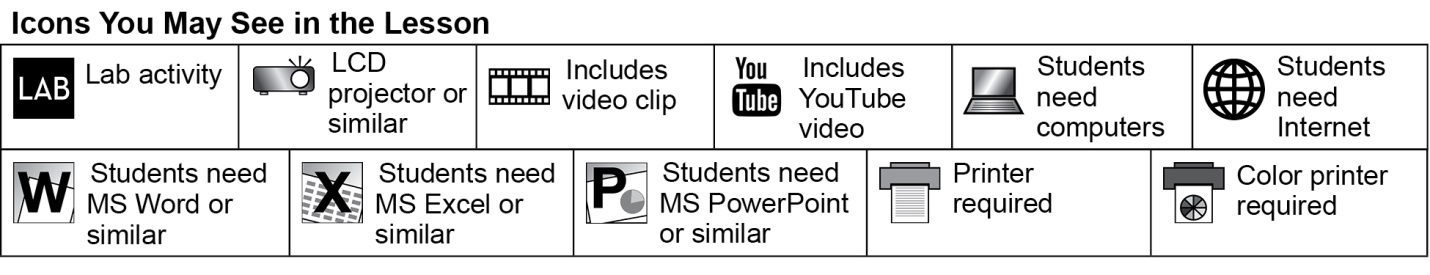
* Teacher Resource 7.1, Presentation and Notes: Health Care Professionals’ Roles in a Doctor’s Office (includes separate PowerPoint file)
* Teacher Resource 7.2, Posters: Hand Washing and Hand Rubbing (separate PDF file).
* Teacher Resource 7.3, Guide: Guest Speaker
* Teacher Resource 7.4, Assessment Criteria: Specialist Reference Sheet
* Teacher Resource 7.5, Answer Key: Identifying Specialists
* Teacher Resource 7.6, Key Vocabulary: Visiting the Doctor
* Teacher Resource 7.7, Bibliography: Visiting the Doctor
* Teacher Resource 7.8, Vocabulary Support: Terms to Know for the Lesson (separate PowerPoint file)

Student Resources

* Student Resource 7.1, Description Chart: Health Care Professionals in a Doctor’s Office
* Student Resource 7.2, Note Taking: Health Care Professionals’ Roles in a Doctor’s Office
* Student Resource 7.3, Reading: Health Care Professionals’ Roles in a Doctor’s Office
* Student Resource 7.4, Lab: Vital Signs
* Student Resource 7.5, Reading: Primary, Secondary, and Tertiary Care
* Student Resource 7.6, Defining Format Chart: Primary, Secondary, and Tertiary Care
* Student Resource 7.7, Matching: Identifying Specialists
* Student Resource 7.8, Writing Assignment: Specialist Reference Sheet
* Student Resource 7.9, Scenario: What Happens During a Visit to a Primary Care Doctor
* Student Resource 7.10, Analysis: Identifying Health Care Professionals to Interview
* Student Resource 7.11, Preparation: Interviewing Health Care Professionals

Equipment and Supplies

* LCD projector and computer for PowerPoint presentations
* Access to Skype or Google video chat using an LCD projector if interview is to be conducted remotely
* Whiteboard, blackboard, or flip chart
* Computers with Internet access for students
* Sticky notes
* Equipment for taking vital signs: watch with second hand, disposable exam gloves, clinical electronic thermometer, oral sheaths for thermometer, and digital blood pressure monitor (sphygmomanometer). Ideally, groups of four will need a set that includes each piece of equipment.



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 10 | Analysis: Health Care Professionals’ Roles in a Doctor’s Office  The purpose of this activity is to activate students’ prior knowledge about the health care professionals who work in a doctor’s office.  To introduce the theme of the lesson, explain to students that they are going to use what they already know to complete a resource about the health care professionals a patient may encounter in a doctor’s office. Refer students to Student Resource 7.1, Description Chart: Health Care Professionals in a Doctor’s Office. Have students work in pairs. Instruct students to read the directions, and answer any questions.. Emphasize that if students don’t know the name of the job title, they should make a guess. Then have students complete the resource.  When students have completed the resource, have pairs share their responses with the class. Make a class list of the health care professionals on the board.  Explain to students that, while every doctor’s office is organized differently, there are some professionals who are found in almost every office, and students will learn more about those professions in the following activity. |
| 2 | 25 | Presentation: Health Care Professionals’ Roles in a Doctor’s Office  This activity gives students an in-depth look at of the roles of health care professionals in a doctor’s office. It will also get them thinking about the interactions between different health care professionals and between professionals and patients. Further, the activity develops students’ listening and note-taking skills.  To prepare, make notes to guide class discussion using Teacher Resource 7.1, Presentation Notes: Health Care Professionals’ Roles in a Doctor’s Office. Have Teacher Resource 7.1, Presentation: Health Care Professionals’ Roles in a Doctor’s Office (separate PowerPoint file), ready to show as a full-screen slideshow using an LCD projector.  Refer students to Student Resource 7.2, Note Taking: Health Care Professionals’ Roles in a Doctor’s Office, and tell students that they will use this to take notes on the different types of health care professionals they encounter during the presentation.  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 7.3, Reading: Health Care Professionals’ Roles in a Doctor’s Office. 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 and have them compare their notes for completeness and accuracy. Invite each pair to share their thoughts and questions.  To conclude the activity, have pairs discuss the following questions:  Do you think every doctor’s office is organized in a way similar to the way it was described the presentation? Why or why not?  Have pairs share their responses with the class. Emphasize that every doctor’s office is organized and structured differently. For example, explain that in a larger clinic, there may be several medical assistants to support several doctors and no nurses. Tell students that in general the professionals they learned about have similar roles and responsibilities from office to office. |
| 3 | 15 | Lab: Vital Signs and Other Health Measurements  The purpose of this activity is to introduce students to the concept of vital signs and to have them practice taking the vital signs of their peers.  Before the activity begins:  Display the World Health Organization posters about hand washing and hand rubbing by the classroom sink or the sink students will use to wash their hands before they take each other’s vital signs. (The posters are included as Teacher Resource 7.2, Posters: Hand Washing and Hand Rubbing (separate PDF file).  Assemble the necessary equipment listed under Equipment and Supplies for students to take vital signs. You may need to modify the instructions for this activity depending on the equipment and resources that are available for your classroom. If you think that any of the activities in the lab may be too advanced for your students or if you don’t have access to the necessary equipment, consider doing a demonstration of how to take the particular vital sign so that students receive exposure to all of the activities.  Begin the activity by asking student volunteers to name some of the routine procedures that are performed on a doctor visit. Student responses may be “check weight and height” or “check temperature.” Explain that taking the patient’s primary four vital signs, which are temperature, blood pressure, pulse, and respirations, are part of any routine visit, as are other health measurements such as height, weight, or reflexes.  Divide students into groups of four. Tell them that they will take turns taking each other’s vital signs: temperature, blood pressure, pulse, and respirations. Then emphasize that taking accurate vital signs is a critical part of many health care professions, and for that reason they must follow all instructions and steps carefully.  Point out that before and after taking vital signs, health care workers must wash their hands. Tell students that thorough hand washing is a basic task required in any health care profession because it is an important step in preventing the spread of infection. Also tell them that hand washing should be done before and after every patient contact, including before applying and after removing gloves. Point out the How to Handwash and How to Handrub posters by the sink. If your classroom has hand sanitizer available for students’ use, discuss the hand-rubbing poster instructions in addition to hand washing.  Then refer students to Student Resource 7.4, Lab: Vital Signs, and instruct them to follow along as you read aloud the section on hand washing. Instruct students to gather around the sink, and ask a student volunteer to demonstrate the hand washing steps. Ask students to point out if the volunteer skips or misinterprets a step.  Next, have students reassemble in their groups. Tell groups which vital signs they will be checking, and introduce the equipment using the following guiding statements:  The watch is used to take the patient’s pulse and respirations.  The thermometer is used to take the patient’s temperature. The disposable plastic sheaths fit over the tip of the thermometer.  The digital blood pressure monitor is called a sphygmomanometer. It is used to take the patient’s blood pressure.  Explain that each student will have an opportunity to take each vital sign, and then establish an order in which students take turns being the patient and the health care worker.  Then tell students that before they take a vital sign, they should carefully read through the instructions for that vital sign. Tell them that after they read through the steps, they can begin the process of taking the vital sign and recording their results on the appropriate chart on the resource.  Have students get to work, and tell them that they will have more time in the next two class periods to complete the activity. While students are working, circulate and answer any questions they have about the steps. |
|  |  | Class Period 2 |
| 4 | 50 | Lab: Vital Signs and Other Health Measurements (Continued)  In this activity, students continue taking vital signs.  Have students assemble in their groups and get right to work taking vital signs. As they work, circulate and answer questions.  Tell students that they will have 20 minutes in the next class period to complete their work. |
|  |  | CLASS PERIOD 3 |
| 5 | 20 | Lab: Vital Signs and Other Health Measurements (Continued)  In this activity, students continue taking vital signs.  Have students assemble in their groups and get right to work to finish up taking vital signs. As they work, circulate and answer questions.  When students have completed their work, explain that pain as perceived by the patient is often taken as the fifth vital sign. Ask students to share any personal experience they have with using a numerical scale or facial chart to say how much pain they are experiencing.  Then write the following questions on the board:  Which vital sign was the most challenging to take and why?  Are there any of your measurements that you are not sure are correct?  Then have students discuss their responses with their group, and have groups share their responses with the class. Answer any questions students have about how to make sure their measurements are accurate.  You may wish to collect the vital sign charts for credit/no credit. Conclude the activity by summarizing that taking vital signs is a basic skill that all health care workers know how to do. |
| 6 | 10 | Think, Pair, Share: Primary, Secondary, and Tertiary Care  The purpose of this pre-reading activity is to generate student ideas about the distinction between primary care and secondary and tertiary care.  Write the following question on the board:  What distinguishes specialists from primary care physicians?  Ask students to think about their response to the prompt and then discuss their response with a partner. After partners have a chance to exchange answers, ask pairs to share their responses with the class.  Point out that the distinction between specialists and primary care physicians is fundamental to the organization of health care. |
| 7 | 20 | Reading: Primary, Secondary, and Tertiary Care  The purpose of the activity is for students to learn about the terms *primary*, *secondary*, and *tertiary care*.  Explain to students that the terms *primary*, *secondary*, and *tertiary care* are frequently used to distinguish levels of health care, and that it is important to understand what each means. Ask students where they think primary care physicians and specialists fit into this scheme based on what they already know. Refer students to Student Resource 7.5, Reading: Primary, Secondary, and Tertiary Care, and tell them they will get a clear answer to this question during the reading.  Also refer students to Student Resource 7.6, Defining Format Chart: Primary, Secondary, and Tertiary Care. Instruct students to use the Defining Format chart to take notes on the meaning of the three terms in the left column of the chart as they read the reading. Explain that they will define a term by first creating a category that the term belongs to and then listing the characteristics that describes the term.  As an example, draw a three-column Defining Format chart on the board. In the first column, under the heading Term, write “A registered dietitian is.” Then for the heading for the second column write Category, and for the heading for the third column write Characteristics. Ask students to say the category that the term belongs in, such as “health care professional.” Then ask them to work in pairs to come up with three characteristics. Ask pairs to share responses with the class, which may include “plans healthy meals for patients” or “works in a hospital or clinic.”  When you have completed the example on the board, have students review the directions in Student Resource 7.6 and answer any questions that they have. Ask students to read the reading (Student Resource 7.5) and complete the Defining Format chart. You may want to note that the category may be the same for all three terms.  After students have completed the reading, draw the Defining Format chart featured in Student Resource 7.6 on the board. First, have students suggest a category. A possible student response might be “a tier of health care that.” Then have students suggest characteristics for each term. For example, for the term *primary care*, a characteristic students might suggest is “provides public health services.”  Answer any questions students have about these terms. Instruct students to place their Defining Format chart in their notebook so that they can refer to it during the rest of the course.  To conclude the activity, point out to students that it is important for anyone pursuing a career in health care to have a clear understanding of the different health care tiers. |
|  |  | CLASS PERIOD 4 |
| 8 | 20 | Matching: Identifying Specialists  The purpose of this activity is to activate students’ prior knowledge about the roles of various specialists.  To begin the activity, review the meaning of the term *specialis*t with students. Have students tell a partner the title and main role of a medical specialist who they know about. For example, students may say, “An oncologist treats people with cancer.” Have a few pairs share with the class, and make sure everyone understands what a specialist is.  Then refer students to Student Resource 7.7, Matching: Identifying Specialists. Have students review the directions with a partner, and answer any questions. Explain that to complete the first column of the resource chart students should use what they already know, and that they may also use any information that they have in their notebook. Have students work in pairs to complete the first column of the resource. If students are totally unfamiliar with some of the specialists, point out that they will have chances to learn the right answers during the lesson when they write reference sheets about specialists and listen to a guest speaker. Tell students that they will complete the third column of the chart after they have written their reference sheets.  To conclude the activity, tell students that they can apply their knowledge about specialists in their daily lives. For example, they may be able to help family and friends understand the purpose of a referral from a primary care physician. |
| 9 | 25 | Writing Assignment: Specialist Reference Sheet  The purpose of this activity is to have students articulate the roles, responsibilities, and education requirements of a specialist by writing a reference sheet. It also focuses on the following college and career skill:  Demonstrating the ability to write effectively  Explain to students that they are going to create a reference sheet for a specialist. First, refer students to the reference sheets about health care careers they have placed in their notebook over the past several lessons. In pairs, have students spend a few minutes reviewing the structure of the reference sheet and discussing the type of information that it includes. Then ask pairs to share what they have found, and make a list on the board of the types of information in a reference sheet.  Then refer students to Student Resource 7.8, Writing Assignment: Specialist Reference Sheet. Go over the directions on the assignment sheet as a class, including the assessment criteria and the notes frame. Next, work with students to choose a specialist for their reference sheet. If necessary, help students find reliable websites where they can find information for their work. As students research and write, circulate and respond to any questions they might have.  At the end of the class period, tell students that they should complete their reference sheet for homework and come to the next class period prepared to show their work. Remind students to check their work against the assessment criteria. |
| 10 | 5 | Guest Speaker: Preparation  The purpose of this activity is for students to prepare for a guest speaker in the next class period.  Tell students that during the next class period, they will hear from a guest speaker, and then tell them the professional title of the guest speaker and where the guest speaker works. Have students write down in their notebook one question that they would like to ask the guest speaker. Ask student volunteers to share their questions. Remind students that they will need to dress and act professionally for the speaker’s visit. If time allows, ask students to summarize the key points of professional behavior, such as shaking hands and making eye contact.  Close the activity by reminding students that every interaction they have with a health care professional is both an opportunity to gather information for their culminating project and to practice their professional behavior skills. |
|  |  | Class Period 5 |
| 11 | 30 | Guest Speaker: What It’s Like to Work in a Doctor’s Office  The purpose of this activity is to introduce students to a health care professional who works in a doctor’s office and provide students with a greater understanding of the roles and responsibilities of workers in a doctor’s office. It also focuses on the following college and career skill:  Demonstrating the ability to listen effectively  Prior to this activity, arrange for a professional who works in a doctor’s office to speak to the class. The professional may be a doctor but can also be anyone who plays a major role in a doctor’s office, including a medical assistant or a nurse practitioner. If it is not possible for the health care professional to visit the class, arrange for a teleconference using Google video chat, Skype, or other similar technology. Before the activity, refer to Teacher Resource 7.3, Guide: Guest Speaker, to help the speaker prepare for the visit.  Introduce the speaker to the class by giving the class his or her name, title, and place of work. Tell students that the health care professional will first speak for 15 minutes about his or her work, and then students will be given an opportunity to ask questions. Write the following topics on the board and instruct students to take notes in their notebook:  Speaker’s name, title, and location of work  Speaker’s roles and responsibilities  The organization of a doctor’s office  The roles of the professionals who work in a doctor’s office  Interactions between professionals and patients  Interactions between the professionals who work in a doctor’s office  Appropriate behavior for working in a doctor’s office  After the health care professional has given an overview of his or her work, allow students to ask questions. Explain that they may ask questions about the speaker’s roles and responsibilities or any of the roles of the professionals with whom the speaker works.  Close the activity by asking students to share with each other some of the key pieces of information that they learned from the guest speaker’s visit, then select students to share items with the entire class. Have students thank the speaker and shake hands. |
| 12 | 20 | Gallery Walk: Reference Sheets  In this activity, students share with the class the specialist reference sheets (Student Resource 7.8) they have created.  Ask students to put their completed reference sheet on their desk. Then write the following questions on the board:  Why do you think you would or would not enjoy working in this specialty?  What other suggestions can you think of that could help a student prepare for a career in this specialty?  Pass out sticky notes, and instruct students to read five reference sheets and leave notes responding to both questions on each of the reference sheets. Also, instruct students to work on completing the third column of Student Resource 7.7, Matching: Identifying Specialists, by filling in any new information they learn about the different specialists. Point out that depending on which specialists students have created a reference sheet about, they may not be able to complete every box in the third column.  After the gallery walk, tell students that if they need to make adjustments to their reference sheet based on input from their peers, they can do so before they submit their completed reference sheet for assessment at the beginning of the next class period. Assess the reference sheets (Student Resource 7.8) using Teacher Resource 7.4, Assessment Criteria: Specialist Reference Sheet.  Then go over the answers to Student Resource 7.7 using Teacher Resource 7.5, Answer Sheet: Identifying Specialists, as a class, and ask students to note anything new they learn about a specialist in the third column of their worksheet.  To conclude this activity, remind students that they will have a chance to apply the information they have learned about specialists to their culminating project work later in the lesson. |
|  |  | Class Period 6 |
| 13 | 15 | Scenario: What Happens During a Visit to a Primary Care Doctor?  The purpose of this activity is for students to articulate the roles of various professionals in a doctor’s office during a patient visit.  To begin the activity, ask students to imagine that a new patient walks into a doctor’s office. Explain that the patient has never been there before. Tell students that the first person the patient sees is the medical secretary, who is usually sitting at a desk. Then ask students to say some of the things that the medical secretary might say to the patient. Have them base their responses on what they’ve learned about the roles and responsibilities of a medical secretary. Samples responses may include statements like, “The secretary will greet the new patient and ask him to fill out a new-patient form.”  Then refer students to Student Resource 7.9, Scenario: What Happens During a Visit to a Primary Care Doctor, and go over the directions as a class. Instruct students to complete the resource, and answer any questions that they may have. Emphasize that they should pay attention to the details in their responses and make them as realistic as possible.  When students have completed the resource, have them share their responses with a partner. Then as a class go through each step of the patient’s visit and ask pairs to share responses that they think are particularly strong.  Next, ask students to share with their partner which roles in a doctor’s office they think they might enjoy as a career and why.  To conclude, explain that people often make career choices based on what they think they would like about a particular job and what they think they would be good at. Point out to students that in any job there will be certain aspects that they may like more than others. |
| 14 | 15 | Culminating Project Work: Planning Interviews with Health Care Professionals  The purpose of this activity is for students to begin to identify health care professionals whom they would like to interview for their culminating project.  Have students assemble in their culminating project groups. Explain that the groups will use what they’ve learned in this lesson and what they already know about their disease to begin to create a list of health care professionals whom they would like to interview for their culminating project. Refer students to Student Resource 7.10, Analysis: Identifying Health Care Professionals to Interview. Have groups read the directions on the resource, and then answer any questions they may have.  Circulate as students work, and approve or help them adjust the professions on their list.  After students have completed the resource, explain that they will continue to add to their list as they learn about other health care professions. |
| 15 | 15 | Culminating Project Work: Tips for Five-Minute Interviews  The purpose of this activity is to have students prepare for conducting interviews with health care professionals.  Before the activity, assemble a list of health care professionals whom students may contact for interviews as well as a list of resources that can help students locate additional contacts. You will want to tailor your list based on the diseases the groups in your class have chosen. As you assemble your list, first consider health care professionals who are NAF advisory board members. You may also wish to use the Web MD Physician Directory to locate health care providers in your area: <http://doctor.webmd.com/>  To begin the activity, ask groups to create a list of five questions that they think would be the most important to ask one of the health care professionals on their list. When groups have completed their lists, ask them to share their questions with the class, and write the questions on the board. Make sure to include questions like the following:  What reasons do patients come to see you?  What happens during a patient visit?  What are your responsibilities as a health care provider?  Why do you enjoy your work?  What special training and skills do you have?  Then refer students to Student Resource 7.11, Preparation: Interviewing Health Care Professionals. Ask groups to read through and discuss among themselves the tips for preparing for an interview and follow the instructions on the sheet.  Ask two student volunteers to role-play a phone conversation in which one student plays the part of the student calling to set up an interview and the other plays the part of a health care professional. After the role play, ask students in the audience to provide feedback based on what they learned from Student Resource 7.11 about the volunteers’ professionalism and ideas to improve the phone call. For example, suggestions might include remembering to introduce yourself at the beginning of the call, thank the speaker at the end of the call, or be clear about the day and time of the interview.  Next, review the note-taking tool and assessment criteria at the end of Student Resource 7.11. Encourage students to use this note-taking tool to take notes on during their interviews. Explain that over the course of the project, students will be asked to submit some of their interview notes for assessment. Point out that they should refer to these assessment criteria before they conduct each interview to make sure they are asking the right questions and noting the most important information during the interview.  At the end of the activity, pass out the lists you have assembled of health care professionals whom students may contact for interviews. Then tell students that they are responsible for coordinating with their group and setting up interviews on their own time. Tell the interview liaisons that they are responsible for taking the lead on this aspect of the project. Explain that they can use the list you gave them to get started, but ultimately it is their responsibility to locate contacts who agree to interviews. Tell them that if they have difficulty setting up interviews, they should report the problem to you so that you can help brainstorm ideas for generating contacts. Explain that during the next lesson they will be asked to report on their progress in setting up interviews.  To conclude, explain to students that first impressions are very important, and that when they make contact to set up the interview their behavior will set the tone for the relationship they develop with the health care professional. |
| 16 | 5 | Final Reflection: Working in a Doctor’s Office  The purpose of this activity is for students to reflect on the advantages and disadvantages of working in a doctor’s office.  Write the following question on the board, and then ask students to respond in their notebook:  What are two advantages and two disadvantages of working in a doctor’s office?  To conclude, if time permits, ask students to share advantages and disadvantages. |

Extensions

Enrichment

* Provide students with a greater understanding about the experience of attending medical school. Arrange for a medical school student to visit the class as a guest speaker, and have the speaker discuss the process for admittance into medical school, the course work, student body, and campus atmosphere. If possible, in addition to having a guest speaker, arrange for students to take a tour of a medical school in your area.
* Have students create and conduct a survey of their families and friends about their experience at the doctor’s office. Questions on the survey should address the quality of care received and the types of interactions patients have with their doctor. For example, students could have survey takers rate the quality of communication in their doctor’s office by asking questions such as the following: Does a medical secretary return your calls in a timely and courteous manner? Is there a long wait to book an appointment? Then have students analyze the results of their survey, identifying strengths and weaknesses of doctors’ offices in their community.
* Explain to students that the expression “bedside manner” refers to how a doctor treats patients. A doctor who is friendly and attentive is usually said to have a good bedside manner. A doctor who is brusque and indirect may be said to have a poor bedside manner. In pairs, have students discuss the importance of developing a positive bedside manner as a physician. Then have pairs write out scenarios that illustrate good and bad bedside manner. You may wish to have students act out these scenarios for the class.
* Explain to students that there are different tools used to take vital signs. Have students research and report on different types of thermometers that are used to take temperature, such as clinical thermometers, electronic thermometers, tympanic thermometers, and temporal scanning thermometers. Instruct students to include in their report the pros and cons of the different types of thermometers. Also have students report on how a stethoscope can be used to take blood pressure.

Remind students that pain is often taken as the fifth vital sign. Begin by asking students to explain what they think pain means and what they think might be the best way to measure pain. Then show them two pain assessment tools—one that uses facial graphics: <http://www.wongbakerfaces.org/> and one that uses numerals <http://pain.about.com/od/testingdiagnosis/ig/pain-scales/Numerical-Scale.htm>. Then have students debate which tool they think is the most effective for measuring pain. Technology Integration

* Have students work in small groups to create public health posters that explain the importance of hand washing. If students have Internet access, consider asking them to make their posters using an online graphic design tool like Canva ([www.canva.com](http://www.canva.com)) or CollageIt ([www.collageitfree.com](http://www.collageitfree.com)). Tell students that teens are the target audience for the posters. Explain that the information on the posters needs to be accurate and based on facts, and that the language needs to be clear and geared toward their target audience. You may wish to have students use these sites to do their research: <http://www.cdc.gov/features/handwashing/> and <http://www.mayoclinic.com/health/hand-washing/HQ00407>

Cross-Curricular Integration

* English Language Arts: Explain to students that before modern times, patients rarely visited doctors in an office. Instead, doctors traveled to patients’ homes and cared for them there. Tell students that some people now believe that a return to this system of medicine would be beneficial for many patients. Ask students to research and write persuasive essays in which they argue either for or against home doctor visits. Tell students that they must include at least three reasons that support their argument in their essay. You may wish to have students read these articles to begin their research**:** <http://njmonthly.com/articles/topdoctors/help-on-wheels.html>and<http://www.usatoday.com/yourlife/health/healthcare/doctorsnurses/2010-11-13-house-calls_N.htm>.
* Science: Explain to students that the invention of the thermometer revolutionized science and medicine. Have students read these articles about the history of the invention: <http://galileo.rice.edu/sci/instruments/thermometer.html> and <http://www.guardian.co.uk/science/2003/aug/06/weather.environment>. Then have students make their own simple thermometers by following the steps of this experiment: <http://scifair.org/physics%20experiments/home-made-thermometers.html>.
* Art: Remind students that medical illustrators are people who have an interest in both art and health care. Instruct them to act as medical illustrators and create illustrations for a chart that gives step-by-step instructions on taking one of the vital signs that they did in class. Explain that for each step of instruction, students should provide an illustration that supports the instruction. For example, if the step is “Place three fingers on the inner wrist,” the illustration should show three fingers being placed in the patient’s inner wrist. If digital cameras are available, you may want students to create photo illustrations instead of drawings.
* Math: Explain to students that military time is frequently used by health care professionals. As an example, explain that when a medical assistant takes a patient’s vital signs, he or she will likely record the time he or she took the vitals in military time. Explain that when military time is used, time designations are made with a 24-hour clock, and provide students with an explanation of how military time works. Write a series of traditional times on the board, such as 2:20 p.m., and have students work in pairs to write them in military time.
* Math: Tell students that while Americans are accustomed to thermometers that use Fahrenheit as the measuring unit, Celsius is the system of measurement often used in health care. Provide students with an explanation for converting Fahrenheit to Celsius. Then give students a series of temperatures in Fahrenheit to convert to Celsius.