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[**WABS ACCESS STEM PBL Post-Hole Problems Lesson Template**](https://docs.google.com/document/u/1/d/1oiI3VCEJYesn_VTafgLiGRbUFEgxZVS5/edit)

**LESSON 1** OVERVIEW

| **Target Grade Levels: 9-12**  **Subjects: Interdisciplinary (AVID, English Language Arts, Healthcare Careers, Social Studies, STEM)**  **Authors: Sheila Burroughs,** Lisa Chen**, Karena Glodowski, Gloria Horne,** Noel Montgomery**, Kyle Scott** |
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| **Lesson Title:** What happens after a doctor visit? |
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| **Problem Statement:** How can the healthcare system communicate information to a patient in such a way that is clear, concise, and accessible to them to support a positive outcome? |
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| **Lesson Objectives: Students will be able to:**   * Identify if communication is clear, concise, and accessible * Describe the treatment plan for the patient |
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| **Lesson Standards:**  **21st Century Skills: Information, Media, and Technology**  **Information Literacy: Use and Manage Information**   * **Use information accurately and creatively for the issue or problem at hand** * **Manage the flow of information from a wide variety of sources** * **Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information**   [**CCSS.ELA-LITERACY.SL.9-10.1**](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)  **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**  **NGSS ETS1.B: Developing Possible Solutions When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.**  **WA CTE 21st Century Leadership Skills: Demonstrate ability to work effectively and respectfully with diverse teams.** |
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| **Materials:**  **Consensus Boards (Markers, Whiteboards, Poster paper, or slide w/ shared permissions)**  **Copies of** [**Visit Summary**](https://docs.google.com/document/d/1CGNWNoaucSengzdx0ow-FuLWY9DsV3nb3M0M0CMvR0U/edit?usp=sharing)**, highlighters** |
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| **Lesson-Locally and/or Personally Relevant for Students:**  **Every student has been a patient and has interacted with a healthcare provider before.** |
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| **Lesson-Connections to Career and Educational Pathways:**  [**Healthcare Careers Handout**](https://docs.google.com/document/d/14M73JZYTdlhwjijIA80qq0_wr0NB4Mdr/edit?usp=sharing&ouid=106858194331599408024&rtpof=true&sd=true)   * **Business Careers** * **Clinical Careers** * **Health Information Management Careers** * **Information Technology (IT) Careers** * **Nursing Careers** |
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**LESSON PREPARATION**

| **Time Required: 1 class period (approximately 55 minutes)** |
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| **Grouping of Students for Instruction: Groups of 4-6 students** |
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| **What is the instruction? (Consider the PBL procedure that is being addressed here):**  **Students are understanding the problem. They are introduced to a scenario, then analyzing a visit summary to understand the communication that happens between a provider and patient. In this process, they are identifying their background knowledge and asking questions about how communication can be improved.** |
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**Understanding the Problem:**

| **Teacher** | **Student** |
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| Introducing the problem launch using an example of an after visit summary. | Identifying key information in the after visit summary. |
| Facilitating a discussion in groups using the Consensus Board model | Using a Consensus Board to record what they already know and what they need to know about this problem and determining roles. |
| Facilitating a discussion in groups using Collaborative Study Groups | Discussing what they already know and what they need to know in Collaborative Study Groups. |
| Facilitating a discussion with the whole class using Collaborative Study Groups and using the Speaking & Listening rubric | Student Presenters for each group will summarize their group’s findings in 60 second speeches. |

| **Possible Accommodations:**  **For any students who miss class, everything can be made available online. The slide deck can use the NearPod or Pear Deck add-on for interactivity.** |
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| **Possible Extensions:**  **For a chemistry course, use a more math-based phenomenon (i.e. calculating dosage)**  How do treatment plans affect the long term recovery of a patient? |
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| **Possible Assessment:**  **Completed consensus board, 60 second speech (use Speaking & Listening rubric)** |
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| **References and Resources:**  [L1 After Visit Summary slides](https://docs.google.com/presentation/d/1ev4c02vQa7kJa-Ti3yKwBH6E2pNTt2mZfh_c4FBeqDo/edit?usp=sharing)  [L1 After Visit Summary](https://docs.google.com/document/d/1CGNWNoaucSengzdx0ow-FuLWY9DsV3nb3M0M0CMvR0U/edit?usp=sharing) |
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