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

**LESSONS 3-4** OVERVIEW

| **Target Grade Level(s): 9-12**  **Subject(s): Interdisciplinary (AVID, English Language Arts, Healthcare Careers, Social Studies, STEM)**  **Author(s):Sheila Burroughs,** Lisa Chen**, Karena Glodowski, Gloria Horne,** Noel Montgomery**, Kyle Scott** |
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| **Lesson Title: Creating Tools** |
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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 wil be able to:**   * **Determine the components an equity and accessibility tool to measure an After Visit Summary (AVS)** * **Score the AVS with the tool** |
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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**   **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:**  [**Creating Tools**](https://docs.google.com/presentation/d/1MoZbhwtOqFjdf-8ZLxbMC5Iopn7TGXnLHNxG0JpTLbE/edit?usp=sharing) **Google slide deck**  [**Accessibility and Access tool**](https://docs.google.com/document/d/11x-4IprPfdfhdLBKe47P9uOr05o5KIF4OVyFIIjc0Vw/edit?usp=sharing) **worksheet**  **pens, pencils, highlighters**  **copies of the AVS or student computers with** [**links to the AVS**](https://docs.google.com/document/d/1HuDrV2mtkzfh0D9H_FyT99DtDekV5kd6/edit?usp=sharing&ouid=101760178448433507541&rtpof=true&sd=true) |
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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: 2 class periods (approximately 55 minutes each)** |
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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):**  **Teachers will guide students to explore the problem by having students discuss what tools are, then applying that experience to generate a possible solution to assess the original After Visit Summary.** |
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**Exploring the Problem:**

| **Teacher** | **Student** |
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| **Prompting for student discussion - “What is a tool?”** | Describing what tools are. |
| **Introducing a rubric by creating a tool (metrics and scoring) to analyze a restaurant menu - full class** | Identifying components of a restaurant menu example. |
| Defining purpose of an Accessibility and Equity Tool and proving a blank template | Creating and developing a rubric for an AVS, then using it to assess the original AVS |

| **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 directions on an AVS)**  How do treatment plans affect the long term recovery of a patient? |
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| **Possible Assessment: Completed Accessibility and Equity tool, student reflections** |
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| **References and Resources:**  [**Creating Tools**](https://docs.google.com/presentation/u/0/d/1MoZbhwtOqFjdf-8ZLxbMC5Iopn7TGXnLHNxG0JpTLbE/edit)  [**Accessiblity and Equity Tool**](https://docs.google.com/document/u/0/d/11x-4IprPfdfhdLBKe47P9uOr05o5KIF4OVyFIIjc0Vw/edit)  [**AVS for lesson plan**](https://docs.google.com/document/d/1HuDrV2mtkzfh0D9H_FyT99DtDekV5kd6/edit?usp=sharing&ouid=101760178448433507541&rtpof=true&sd=true) |
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