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UNIT NARRATIVE

The Principles of Nursing Science course introduces students to basic principles of the profession of nursing. This unit is designed to inform nursing science students about teamwork, professional communication and professionalism. The student will review and gain an understanding of the key skills needed to effectively function as members of the interdisciplinary team. Identify methods of therapeutic communication, empathy in communication, written/verbal/non-verbal communication, collaboration, roles and responsibilities of the nurse as team member, methods of collaboration, and key aspects of professionalism.

CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

TEKS

N 1302109 C1: The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

- (A) Express ideas in a clear, concise, and effective manner;**
- (B) Exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and**
- (C) Identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.**

N 1302109 C2: The student demonstrates effective communication skills for responding to the needs of individuals in a diverse society. The student is expected to:

- (A) Identify and describe methods of therapeutic communication;**
- (B) Identify written, nonverbal, and verbal modes of communication in the field of nursing, including information technology;**
- (C) Describe how to communicate & collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care;**
- (D) Describe communication techniques that assist with maintaining professional boundaries;**
- (E) Describe the communication of detailed medical information to patients or family members;**
- (F) Describe patient interaction strategies that build rapport or provide emotional support; and**
- (G) Discuss how to provide health and wellness advice to patients, program participants, or caregivers.**

N 1302109 C6: The student demonstrates knowledge of teamwork concepts in an integrated healthcare work environment. The student is expected to:

- (A) Identify roles and responsibilities of members of the interdisciplinary health care team;**
- (B) Define methods of collaboration with healthcare professionals to plan or provide treatment;**
- (C) Cooperate, contribute and collaborate as a member of the healthcare team to obtain agreement and achieve a collective outcome; and**
- (D) Evaluate the role of the nurse as a member of the interdisciplinary team.**

N 1302109 C7: The student differentiates between professional and nonprofessional behavior in nursing practices. The student is expected to:

- (A) Identify aspects of professionalism including attention to appearance and demeanor; and**
- (B) Identify professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.**

UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings

- Knowledge of teamwork, professional communication, and professionalism are required to be an effective member of the healthcare team.
- Provides insight to professional communication skills.
- Provides understanding of the role and responsibilities the nurse plays as a member of the interdisciplinary team.
- Identifies how teamwork plays a role in safe and effective patient care.
- Teamwork, professional communication, and professionalism skills and understanding are required by business and industry.

Key Questions

- Why is communication important to the healthcare provider?
- What are some key components to effective communication?
- How do today's healthcare professionals handle communication barriers?
- What are the major differences in hard and soft skills?
- Why is professional behavior important as a healthcare provider?
- How do we as healthcare providers build successful interpersonal relationships with others?
- What would be ways that we take ownership of our professional behavior?
- Why is teamwork important in this class and healthcare?
- What are leadership and teamwork qualities and how do we develop them?
- How and why is collaboration important?

ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Day 1	<p>SWBAT: Develop an understanding of what effective communication is in the healthcare setting by creating interactive notes, differentiating between written, verbal, and non-verbal communication, identifying personality types and how they affect our communication. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: <u>N 1302109 C1: The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u> (A) Express ideas in a clear, concise, and effective manner; (B) Exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and (C) Identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits. <u>N 1302109 C2:</u> The student demonstrates effective communication skills for responding to the needs of individuals in a diverse society. The student is expected to: (A) Identify and describe methods of therapeutic communication; (B) Identify written, nonverbal, and verbal modes of communication in the field of nursing, including information technology; (C) Describe how to communicate & collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care; (D) Describe communication techniques that assist with maintaining professional boundaries; (E) describe the communication of detailed medical information to patients or family members; (F) Describe patient interaction strategies that build rapport or provide emotional support; and (G) Discuss how to provide health and wellness advice to patients, program participants, or caregivers.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice research, reflect, and differentiate between verbal and non-verbal communication. Provide answers using Venn diagram (10 min). <input type="checkbox"/> Students: During the Independent Practice students will complete the Enneagram Personality Test. Students will identify three (3) personality types and identify three (3) attributes that they feel best describes them (15 min). <input type="checkbox"/> Complete the Exit Ticket fifth last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions and provide Venn diagram to students. Allow for time to research verbal and non-verbal communication similarities and differences (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice. Review Enneagram Personality test, link in PPT, documentation resource provided in PPT, Enneagram resource provided in PPT (15 min). Students will need to use chromebook/laptop. <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Venn diagram Enneagram Resources</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Day 2	<p>SWBAT: Develop an understanding of what effective communication is in the healthcare setting by creating interactive notes, demonstrate clear communication skills while identifying communication barriers, and demonstrate the use of written communication by creating effective and non-effective verbal communication skits. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: <u>N 1302109 C1: The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u> (A) Express ideas in a clear, concise, and effective manner; (B) Exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and (C) Identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits. <u>N 1302109 C2: The student demonstrates effective communication skills for responding to the needs of individuals in a diverse society. The student is expected to:</u> (A) Identify and describe methods of therapeutic communication; (B) Identify written, nonverbal, and verbal modes of communication in the field of nursing, including information technology; (C) Describe how to communicate & collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care; (D) Describe communication techniques that assist with maintaining professional boundaries; (E) describe the communication of detailed medical information to patients or family members; (F) Describe patient interaction strategies that build rapport or provide emotional support; and (G) Discuss how to provide health and wellness advice to patients, program participants, or caregivers.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice participate in telephone communication activity. (10 min). <input type="checkbox"/> Students: During the Independent Practice students will create written communication skits expressing verbal and non-verbal communication scenarios (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions and have students partipate in telephone communication activity (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice. Review written communication purpose and have students create two (2) skits. Skits should refelct a situation where they would use effective verbal and non-effective verbal communicaiton (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Telephone Activity Guide Skit Resource</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Day 3	<p>SWBAT: Develop an understanding of what effective communication is in the healthcare setting by creating interactive notes, research and present differences in communication within different cultures, and create a comic strip exploring different forms of communication. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: <u>N 1302109 C1: The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u> (A) Express ideas in a clear, concise, and effective manner; (B) Exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and (C) Identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits. <u>N 1302109 C2: The student demonstrates effective communication skills for responding to the needs of individuals in a diverse society. The student is expected to:</u> (A) Identify and describe methods of therapeutic communication; (B) Identify written, nonverbal, and verbal modes of communication in the field of nursing, including information technology; (C) Describe how to communicate & collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care; (D) Describe communication techniques that assist with maintaining professional boundaries; (E) describe the communication of detailed medical information to patients or family members; (F) Describe patient interaction strategies that build rapport or provide emotional support; and (G) Discuss how to provide health and wellness advice to patients, program participants, or caregivers.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice research and create a short PPT over a culture and their communication styles (10 min). <input type="checkbox"/> Students: During the Independent Practice students will create a comic strip using canva or art/ classroom supplies. Students will explore one of the main forms of communication (written, verbal, and non-verbal) (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions students will use their computers to research a culture of their choice. They will need to identify the cultured belief system and views on medicine/ healthcare. They will identify how these values and belief systems affect their communication styles (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice Review the three (3) main forms of communication (Written, Verbal, and Non-Verbal) communication styles. Students will select one of the forms of communication and create a comic strip depicting the communication form using Canva or art/ classroom supplies (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Culture Research Resource Canva Comic Strip Example</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Day 4	<p>SWBAT: Develop an understanding of what effective communication is in the healthcare setting by creating interactive notes, discuss and chart a patient scenario using a SOAP note, and Define chapter vocabulary. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: N 1302109 C1: The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) Express ideas in a clear, concise, and effective manner; (B) Exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and (C) Identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits. N 1302109 C2: The student demonstrates effective communication skills for responding to the needs of individuals in a diverse society. The student is expected to: (A) Identify and describe methods of therapeutic communication; (B) Identify written, nonverbal, and verbal modes of communication in the field of nursing, including information technology; (C) Describe how to communicate & collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care; (D) Describe communication techniques that assist with maintaining professional boundaries; (E) describe the communication of detailed medical information to patients or family members; (F) Describe patient interaction strategies that build rapport or provide emotional support; and (G) Discuss how to provide health and wellness advice to patients, program participants, or caregivers.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice discuss patient documentation, review patient scenario, and chart using the SOAP note method (10 min). <input type="checkbox"/> Students: During the Independent Practice students will define chapter vocabulary (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions students will use the provided patient scenarios and SOAP notes. Students will document in the written communication form related to the patient information (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice review the chapter vocabulary and define the terms (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Patient Scenario SOAP Note Chapter Vocabulary</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Day 5	<p>SWBAT: Develop an understanding of what professionalism is in the healthcare setting by creating interactive notes, compare and contrast hard skills vs soft skills, and Define chapter vocabulary. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: N 1302109 C7; The student differentiates between professional and nonprofessional behavior in nursing practices. The student is expected to: (A) Identify aspects of professionalism including attention to appearance and demeanor; and (B) Identify professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice research, reflect, and differentiate between hard and soft skills. Provide answers using Venn diagram (10 min). <input type="checkbox"/> Students: During the Independent Practice students will define chapter vocabulary (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions students will use their computers to research, reflect and differentiate between hard and soft skills (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice review the chapter vocabulary and define the terms (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Venn diagram Chapter Vocabulary</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>
Day 6	<p>SWBAT: Develop an understanding of what professionalism is in the healthcare setting by creating interactive notes, interpreting components of a resume, gather information for healthcare employee handbooks, and create an employee handbook. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: N 1302109 C7; The student differentiates between professional and nonprofessional behavior in nursing practices. The student is expected to: (A) Identify aspects of professionalism including attention to appearance and demeanor; and (B) Identify professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice research, reflect, and identify components of a resume (10 min). <input type="checkbox"/> Students: During the Independent Practice students will research and gather information for a healthcare employee handbook (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions students will use their computers to research and gather information on the components and elements required for a professional resume. Share example resumes with students and review (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice review the importance of employee handbooks and the role they play in the healthcare setting. Have students research employee handbooks gather information on what elements are included in the handbook. Students will start creating their own employee handbook (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Resume Employee Handbook Example</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Day 7	<p>SWBAT: Develop an understanding of what professionalism is in the healthcare setting by creating interactive notes, interpreting components of a resume, gather information for healthcare employee handbooks, and create an employee handbook. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: N 1302109 C7; The student differentiates between professional and nonprofessional behavior in nursing practices. The student is expected to: (A) Identify aspects of professionalism including attention to appearance and demeanor; and (B) Identify professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice research, reflect, and identify components of a resume (10 min). <input type="checkbox"/> Students: During the Independent Practice students will research and gather information for a healthcare employee handbook (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions students will use their computers to research and gather information on the components and elements required for a professional resume. Share example resumes with students and review (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice review the importance of employee handbooks and the role they play in the healthcare setting. Have students research employee handbooks gather information on what elements are included in the handbook. Students will start creating their own employee handbook (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Resume Employee Handbook Example</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Day 8	<p>SWBAT: Develop an understanding of what professionalism is in the healthcare setting by creating interactive notes, interpreting components of a resume, gather information for healthcare employee handbooks, and create an employee handbook. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: N 1302109 C7: The student differentiates between professional and nonprofessional behavior in nursing practices. The student is expected to: (A) Identify aspects of professionalism including attention to appearance and demeanor; and (B) Identify professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice research, reflect, and identify components of a resume (10 min). <input type="checkbox"/> Students: During the Independent Practice students will research and gather information for a healthcare employee handbook (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions students will use their computers to research and gather information on the components and elements required for a professional resume. Share example resumes with students and review (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice review the importance of employee handbooks and the role they play in the healthcare setting. Have students research employee handbooks gather information on what elements are included in the handbook. Students will start creating their own employee handbook (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Resume Employee Handbook Example</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>
Day 9	<p>SWBAT: Develop an understanding of what teamwork is in the healthcare setting by creating interactive notes, identify leadership roles and assign roles within groups, collaborate with teammates to complete the teamwork activity. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: N 1302109 C6: The student demonstrates knowledge of teamwork concepts in an integrated healthcare work environment. The student is expected to: (A) Identify roles and responsibilities of members of the interdisciplinary health care team; (B) Define methods of collaboration with healthcare professionals to plan or provide treatment; (C) Cooperate, contribute and collaborate as a member of the healthcare team to obtain agreement and achieve a collective outcome; and (D) Evaluate the role of the nurse as a member of the interdisciplinary team.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice research, reflect, and identify components of a teamwork. Identify roles of team members (10 min). <input type="checkbox"/> Students: During the Independent Practice students will collaborate and complete the teamwork activity (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions students will research and identify components of successful teamwork methods. Students will identify and assign roles within their team in preparation for the teamwork activity (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice collaborate within their teams and assigned roles. Teams will complete the teamwork challenge/activity (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Teamwork Roles Recorder Role Resource Teamwork Activity Supplies</p> <p>Reminder: Students will have their Unit 02 Exam on Next Friday.</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Day 10	<p>Develop an understanding of what teamwork is in the healthcare setting by creating interactive notes, identify leadership roles and assign roles within groups, collaborate with teammates to complete the teamwork activity. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: N 1302109 C6: The student demonstrates knowledge of teamwork concepts in an integrated healthcare work environment. The student is expected to:</p> <p>(A) Identify roles and responsibilities of members of the interdisciplinary health care team;</p> <p>(B) Define methods of collaboration with healthcare professionals to plan or provide treatment;</p> <p>(C) Cooperate, contribute and collaborate as a member of the healthcare team to obtain agreement and achieve a collective outcome; and</p> <p>(D) Evaluate the role of the nurse as a member of the interdisciplinary team.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice research, reflect, and identify components of a teamwork. Identify roles of team members (10 min). <input type="checkbox"/> Students: During the Independent Practice students will collaborate and complete the teamwork activity (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions students will research and identify components of successful teamwork methods. Students will identify and assign roles within their team in preparation for the teamwork activity (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice collaborate within their teams and assigned roles. Teams will complete the teamwork challenge/activity (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Teamwork Roles Recorder Role Resource Teamwork Activity Supplies</p> <p>Reminder: Students will have their Unit 02 Exam on Next Friday.</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>
Day 11	<p>Develop an understanding of what teamwork is in the healthcare setting by creating interactive notes, identify leadership roles and assign roles within groups, collaborate with teammates to complete the teamwork activity. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: N 1302109 C6: The student demonstrates knowledge of teamwork concepts in an integrated healthcare work environment. The student is expected to:</p> <p>(A) Identify roles and responsibilities of members of the interdisciplinary health care team;</p> <p>(B) Define methods of collaboration with healthcare professionals to plan or provide treatment;</p> <p>(C) Cooperate, contribute and collaborate as a member of the healthcare team to obtain agreement and achieve a collective outcome; and</p> <p>(D) Evaluate the role of the nurse as a member of the interdisciplinary team.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice research, reflect, and identify components of a teamwork. Identify roles of team members (10 min). <input type="checkbox"/> Students: During the Independent Practice students will collaborate and complete the teamwork activity (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions students will research and identify components of successful teamwork methods. Students will identify and assign roles within their team in preparation for the teamwork activity (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice collaborate within their teams and assigned roles. Teams will complete the teamwork challenge/activity (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Teamwork Roles Recorder Role Resource Teamwork Activity Supplies</p> <p>Reminder: Students will have their Unit 02 Exam on Friday.</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Day 12	<p>Develop an understanding of what teamwork is in the healthcare setting by creating interactive notes, identify leadership roles and assign roles within groups, collaborate with teammates to complete the teamwork activity. Within this unit students will gain an understanding of teamwork, professional communication, and professionalism within the healthcare setting.</p> <p>TEKS: N 1302109 C6: The student demonstrates knowledge of teamwork concepts in an integrated healthcare work environment. The student is expected to: (A) Identify roles and responsibilities of members of the interdisciplinary health care team; (B) Define methods of collaboration with healthcare professionals to plan or provide treatment; (C) Cooperate, contribute and collaborate as a member of the healthcare team to obtain agreement and achieve a collective outcome; and (D) Evaluate the role of the nurse as a member of the interdisciplinary team.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson create and complete Interactive Notes (20 min). <input type="checkbox"/> Students: During the Guided Practice research, reflect, and identify components of a teamwork. Identify roles of team members (10 min). <input type="checkbox"/> Students: During the Independent Practice students will collaborate and complete the teamwork activity (15 min). <input type="checkbox"/> Complete the Exit Ticket for the last 7 minutes of class. <p>TeacherNotes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Interactive Notes for Lesson (linked here). <input type="checkbox"/> Teacher: During lesson reviews notes within slides to ensure all content is covered and notes completed (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions students will research and identify components of successful teamwork methods. Students will identify and assign roles within their team in preparation for the teamwork activity (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice collaborate within their teams and assigned roles. Teams will complete the teamwork challenge/activity (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to provide answers. Students are asked to analyze the image. What is being depicted? Answers will vary.</p> <p>Resources: PPT Interactive Notes Teamwork Roles Recorder Role Resource Teamwork Activity Supplies</p> <p>Reminder: Students will have their Unit 02 Exam on Friday.</p> <p>Exit Ticket: Students will use their journal to provide answers. Students are asked to reflect and research written communication. Answers will vary.</p>
Day 13	<p>SWBAT: Use prior knowledge from Unit 02 lessons to complete the review for our Unit 02 exam. Students will create graffiti using the board (or supplies provided), complete the Kahoot, and create a list of understandings to share with the class. Students will be prepared for their Unit 02 exam.</p> <p>TEKS:</p> <p style="text-align: center;">TEKS</p> <p>N 1302109 C1: The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) Express ideas in a clear, concise, and effective manner; (B) Exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and (C) Identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.</p> <p>N 1302109 C2: The student demonstrates effective communication skills for responding to the needs of individuals in a diverse society. The student is expected to: (A) Identify and describe methods of therapeutic communication; (B) Identify written, nonverbal, and verbal modes of communication in the field of nursing, including information technology; (C) Describe how to communicate & collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care; (D) Describe communication techniques that assist with maintaining professional boundaries; (E) describe the communication of detailed medical information to patients or family members; (F) Describe patient interaction strategies that build rapport or provide emotional support; and (G) Discuss how to provide health and wellness advice to patients, program participants, or caregivers.</p> <p>N 1302109 C6: The student demonstrates knowledge of teamwork concepts in an integrated healthcare work environment. The student is expected to: (A) Identify roles and responsibilities of members of the interdisciplinary health care team; (B) Define methods of collaboration with healthcare professionals to plan or provide treatment; (C) Cooperate, contribute and collaborate as a member of the healthcare team to obtain agreement and achieve a collective outcome; and (D) Evaluate the role of the nurse as a member of the interdisciplinary team.</p> <p>N 1302109 C7: The student differentiates between professional and nonprofessional behavior in nursing practices. The student is expected to: (A) Identify aspects of professionalism including attention to appearance and demeanor; and (B) Identify professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson students will brainstorm and identify two (2) ideas or concepts from the Unit they understand and share with the class by creating graffiti (20 min). <input type="checkbox"/> Students: During the Guided Practice will complete the Kahoot (10 min). <input type="checkbox"/> Students: During the Independent Practice students will create a list of understandings from the graffiti review (15 min). <input type="checkbox"/> Complete the Exit Ticket of the last 7 minutes of class. <p>Teacher Notes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Instructions for Graffiti Review. <input type="checkbox"/> Teacher: During lesson allows students to brainstorm/think time. Identify two (2) ideas, concepts, facts, vocabulary, or wonderings they may have related to Unit 02. Have the students share the ideas in the form of graffiti (words, pictures). This can be done on the board or provide paper, markers, etc. (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions and have students participate and complete the review Kahoot (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice. Students should take notes from their review. Summarize their understandings and share any misconceptions or wonderings. Clarify any questions (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to reflect on their learning from Unit 02. Students will share one question or wonder they have about teamwork, professional communication, and professionalism. Students will share. Answers will vary.</p> <p>Resources: PPT Graffiti Example (on slides) Kahoot</p> <p>Reminder: Students will have their Unit 02 Exam on Friday.</p> <p>Exit Ticket: Students will use their journal to provide answers. Students will reflect on the concepts of teamwork, professional communication, and professionalism. Students will identify and evaluate their level of understanding. Answers will vary.</p>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Day 14	<p>SWBAT: Use prior knowledge from Unit 02 lessons to complete the review for our Unit 02 exam. Students will assess their level of understanding by completing the review game SCOOT, and complete the vocabulary matching activity. Students will be prepared for their Unit 02 exam.</p> <p>TEKS:</p> <p style="text-align: center;">TEKS</p> <p>N 1302109 C1: The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) Express ideas in a clear, concise, and effective manner; (B) Exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and (C) Identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.</p> <p>N 1302109 C2: The student demonstrates effective communication skills for responding to the needs of individuals in a diverse society. The student is expected to: (A) Identify and describe methods of therapeutic communication; (B) Identify written, nonverbal, and verbal modes of communication in the field of nursing, including information technology; (C) Describe how to communicate & collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care; (D) Describe communication techniques that assist with maintaining professional boundaries; (E) describe the communication of detailed medical information to patients or family members; (F) Describe patient interaction strategies that build rapport or provide emotional support; and (G) Discuss how to provide health and wellness advice to patients, program participants, or caregivers.</p> <p>N 1302109 C6: The student demonstrates knowledge of teamwork concepts in an integrated healthcare work environment. The student is expected to: (A) Identify roles and responsibilities of members of the interdisciplinary health care team; (B) Define methods of collaboration with healthcare professionals to plan or provide treatment; (C) Cooperate, contribute and collaborate as a member of the healthcare team to obtain agreement and achieve a collective outcome; and (D) Evaluate the role of the nurse as a member of the interdisciplinary team.</p> <p>N 1302109 C7: The student differentiates between professional and nonprofessional behavior in nursing practices. The student is expected to: (A) Identify aspects of professionalism including attention to appearance and demeanor; and (B) Identify professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"-20 minutes Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson students will assess their level of understanding by completing the review activity SCOOT (20 min). <input type="checkbox"/> Students: During the Guided Practice will complete the SCOOT activities (10 min). <input type="checkbox"/> Students: During the Independent Practice students will match the vocabulary to the correct definition (15 min). <input type="checkbox"/> Complete the Exit Ticket of the last 7 minutes of class. <p>Teacher Notes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Instructions for Graffiti Review. <input type="checkbox"/> Teacher: During lesson allows students to rotate through the SCOOT stations and complete the tasks related to Unit 02 (20 min). <input type="checkbox"/> Teacher: Review Guided Practice Directions and have students participate and complete the SCOOT stations (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice. Students should identify and match vocabulary terms to the correct definition (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Adaptability, Active listening, Altruism, Assignment, Attitude, Collaboration, Communication barriers, Conflict, Contribution, Cooperate, Cultural diversity, Dependability, Empathy, Esthetics, Equality, Freedom, Handoff communication, Human dignity, Interdisciplinary health care team, Interpersonal relationships, Justice, Non-Verbal communication, Nursing team, Partners in practice, Personal accountability, Professional communication, Professionalism, Teamwork, Truth, Verbal communication, Written communication.</p>	<p>Warmup: Students will use their journal to reflect on the chapter vocabulary from Unit 02. Students will share create two (2) sentences using two (2) vocabulary words. Students will share. Provide sentence stems.</p> <p>Answers will vary.</p> <p>Resources: PPT SCOOT stations Vocabulary</p> <p>Reminder: Students will have their Unit 02 Exam on Friday.</p> <p>Exit Ticket: Students will use their journal to provide answers. Students will reflect on the concepts of teamwork, professional communication, and professionalism. Students will identify and evaluate their level of understanding.</p> <p>Answers will vary.</p>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p align="center">Day 15 Unit 02 Exam</p>	<p>SWBAT: Utilize prior knowledge and information reviewed related to Teamwork, Professional Communication, and Professionalism to complete the Unit 02 Exam. Students will show their level of understanding by answering the questions in Unit 02 Exam.</p> <p>TEKS:</p> <p align="center">TEKS</p> <p>N 1302109 C1: The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) Express ideas in a clear, concise, and effective manner; (B) Exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and (C) Identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.</p> <p>N 1302109 C2: The student demonstrates effective communication skills for responding to the needs of individuals in a diverse society. The student is expected to: (A) Identify and describe methods of therapeutic communication; (B) Identify written, nonverbal, and verbal modes of communication in the field of nursing, including information technology; (C) Describe how to communicate & collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care; (D) Describe communication techniques that assist with maintaining professional boundaries; (E) describe the communication of detailed medical information to patients or family members; (F) Describe patient interaction strategies that build rapport or provide emotional support; and (G) Discuss how to provide health and wellness advice to patients, program participants, or caregivers.</p> <p>N 1302109 C6: The student demonstrates knowledge of teamwork concepts in an integrated healthcare work environment. The student is expected to: (A) Identify roles and responsibilities of members of the interdisciplinary health care team; (B) Define methods of collaboration with healthcare professionals to plan or provide treatment; (C) Cooperate, contribute and collaborate as a member of the healthcare team to obtain agreement and achieve a collective outcome; and (D) Evaluate the role of the nurse as a member of the interdisciplinary team.</p> <p>N 1302109 C7: The student differentiates between professional and nonprofessional behavior in nursing practices. The student is expected to: (A) Identify aspects of professionalism including attention to appearance and demeanor; and (B) Identify professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.</p> <p>Agenda: Warmup- 7 minutes Lesson "I Do"- 45 minutes "If students finish their exam before the whole class is complete they may move on to the below assignments." Guided Practice "We Do"- 10 minutes Independent Practice "You Do"- 15 minutes Exit Ticket- 7 minutes</p>	<p>Student Guidance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student: Complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Student: During the Lesson will complete the Unit 02 Exam (45 min). <input type="checkbox"/> Students: During the Guided Practice will review the objectives for Unit 03 (10 min). <input type="checkbox"/> Students: During the Independent Practice students will define and create flash cards for Unit 03 (15 min). <input type="checkbox"/> Complete the Exit Ticket of the last 7 minutes of class. <p>Teacher Notes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher: Students complete the Warmup for the beginning of class 7 minutes. <input type="checkbox"/> Teacher: Display PPT using projector/television (linked here). <input type="checkbox"/> Teacher: Review Unit 02 Objectives and Essential Questions. <input type="checkbox"/> Teacher: Review Learning Target and Agenda. <input type="checkbox"/> Teacher: Provides Instructions for Unit 02 Exam (45 min). <input type="checkbox"/> Teacher: Students should be given the majority of class time to complete the exam. Provide the Guided Practice and Independent Practice to those students who complete their exam prior to the end of class. <input type="checkbox"/> Teacher: Review Guided Practice Directions and have students review the objectives for Unit 03 (10 min). <input type="checkbox"/> Teacher: Transition to Independent Practice. Students should define and create flash cards for Unit 03 (15 min). <input type="checkbox"/> Teacher: Students complete the Exit Ticket for the last 7 minutes of class. <p>Vocabulary: Accreditation, Acute Illness, Chronic Illness, Pathology, Transitional Care, Assessment, Career Ladders, Empathy, Evidenced-Based Practice (EBP), Licensed Vocational Nurse (LVN), Nursing Assistant (CNA), Registered Nurse (RN), Scope of Practice, Assignment, Critical Thinking, Delegation, Handoff Communication, Interpersonal Relationships, Nursing Practice Act (NPA), Partners in Practice, Shift Report.</p>	<p>Warmup: Students will use this time to review interactive lesson notes.</p> <p>Resources: PPT Unit 02 Exam Unit 02 Exam Companion Unit 03 Objectives Unit 03 Vocabulary</p> <p>Exit Ticket: Students will use their journal to provide answers. Students will reflect on Unit 02 and provide glows and grows. Students will answer the following (1) what did you like? (2) what did you not like?</p> <p>Answers will vary.</p>

Region	Administration Deadline	Scanning Deadline	Assessment Name
Austin			TX_CTE_9thPON_F23_UE2
Brownsville			TX_CTE_9thPON_F23_UE2
El Paso			TX_CTE_9thPON_F23_UE2

Region	Administration Deadline	Scanning Deadline	Assessment Name
San Antonio			TX_CTE_9thPON_F23_UE2
RGV			TX_CTE_9thPON_F23_UE2

UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification		
Standards	Specificity	Notes/Explanations/Examples
<p>N 1302109 C1: The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(A) Express ideas in a clear, concise, and effective manner;</p> <p>(B) Exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and</p> <p>(C) Identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.</p>	<p>Cognition: Determine & Apply Content: Provide information and specificity in regard to professional standards and employability skills desired for business and industry.</p>	<p>Utilize hard and soft skills that are desired and needed to be successful in business and industry. Allow for research of professional standards and employability skills as they apply to healthcare and nursing.</p> 

Standards Clarification

Standards	Specificity	Notes/Explanations/Examples
<p><u>N 1302109 C2</u>: The student demonstrates effective communication skills for responding to the needs of individuals in a diverse society. The student is expected to:</p> <p>(A) Identify and describe methods of therapeutic communication;</p> <p>(B) Identify written, nonverbal, and verbal modes of communication in the field of nursing, including information technology;</p> <p>(C) Describe how to communicate & collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care;</p> <p>(D) Describe communication techniques that assist with maintaining professional boundaries;</p> <p>(E) describe the communication of detailed medical information to patients or family members;</p> <p>(F) Describe patient interaction strategies that build rapport or provide emotional support; and</p> <p>(G) Discuss how to provide health and wellness advice to patients, program participants, or caregivers.</p>	<p>Cognition: Demonstrate</p> <p>Content: Provide information and specificity in regard to written, verbal, and non-verbal communication. Review and research of body language, culture, empathy, and the affects on communication. Nursing roles and responsibilities related to communication and the interdisciplinary healthcare team.</p>	<p>Research components of effective and professional communication. Allow for students to practice and demonstrate effective and professional communication.</p> <div style="border: 1px dashed black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Process of Communication or Communication loop</p> </div>

Standards Clarification

Standards	Specificity	Notes/Explanations/Examples
<p>N 1302109 C7; The student differentiates between professional and nonprofessional behavior in nursing practices. The student is expected to:</p> <p>(A) Identify aspects of professionalism including attention to appearance and demeanor; and</p> <p>(B) Identify professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.</p>	<p>Cognition: Distinguishing Content: Analyze professional and nonprofessional behaviors in the healthcare and nursing roles. Demonstration of professional behaviors.</p>	<p>Research professional standards related to business and industry. Analyze professional characteristics and how they relate to nursing practice.</p> <div style="text-align: center; margin-top: 20px;">  </div>

Standards Clarification		
Standards	Specificity	Notes/Explanations/Examples
<p>N 1302109 C6: The student demonstrates knowledge of teamwork concepts in an integrated healthcare work environment. The student is expected to:</p> <p>(A) Identify roles and responsibilities of members of the interdisciplinary health care team;</p> <p>(B) Define methods of collaboration with healthcare professionals to plan or provide treatment;</p> <p>(C) Cooperate, contribute and collaborate as a member of the healthcare team to obtain agreement and achieve a collective outcome; and</p> <p>(D) Evaluate the role of the nurse as a member of the interdisciplinary team.</p>	<p>Cognition: Demonstrate</p> <p>Content: Provide information and specificity related to the components of teamwork to include the nurses roles and responsibilities as a member of the interdisciplinary healthcare team. Analyze collaboration, cooperation, and contribution as a team member in the healthcare setting.</p>	<p>Research the interdisciplinary healthcare team and the role of teamwork within this team. Identify methods of teamwork utilized to promote quality patient-focused care.</p> 

VERTICAL STANDARDS

This section details the **progression** of key student expectations/standards** in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.

****Note to CM: Use the language that pertains to your state**

Course/Grade (Previous Course)
TSDE/8

Course/Grade (Current Course)
Principles of Nursing Science/9

Course/Grade (Next Course)
Science of Nursing/10

	<p><u>N 1302109 C1:</u> The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (A) Express ideas in a clear, concise, and effective manner; (B) Exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and (C) Identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits. <p><u>N 1302109 C2:</u> The student demonstrates effective communication skills for responding to the needs of individuals in a diverse society. The student is expected to:</p> <ul style="list-style-type: none"> (A) Identify and describe methods of therapeutic communication; (B) Identify written, nonverbal, and verbal modes of communication in the field of nursing, including information technology; (C) Describe how to communicate & collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care; (D) Describe communication techniques that assist with maintaining professional boundaries; (E) describe the communication of detailed medical information to patients or family members; (F) Describe patient interaction strategies that build rapport or provide emotional support; and (G) Discuss how to provide health and wellness advice to patients, program participants, or caregivers. <p><u>N 1302109 C7:</u> The student differentiates between professional and nonprofessional behavior in nursing practices. The student is expected to:</p> <ul style="list-style-type: none"> (A) Identify aspects of professionalism including attention to appearance and demeanor; and (B) Identify professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics. <p><u>N 1302109 C6:</u> The student demonstrates knowledge of teamwork concepts in an integrated healthcare work environment. The student is expected to:</p> <ul style="list-style-type: none"> (A) Identify roles and responsibilities of members of the interdisciplinary health care team; (B) Define methods of collaboration with healthcare professionals to plan or provide treatment; (C) Cooperate, contribute and collaborate as a member of the healthcare team to obtain agreement and achieve a collective outcome; and (D) Evaluate the role of the nurse as a member of the 	<p><u>N 1302129 C1:</u> The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply appropriate verbal and non-verbal communication in a clear, concise, and effective manner; (B) apply appropriate adaptability skills such as problem solving and creative thinking; (C) create or evaluate a career plan using career exploration methods such as identifying educational pathways, developing career goals, and assessing individual aptitudes; (D) demonstrate teamwork; (E) create an occupation-specific resume; and (F) identify and demonstrate soft skills valued by employers. <p><u>N 1302129 C3:</u> The student understands how the nursing process is used to collect subjective and objective data in patient assessment. The student is expected to:</p> <ul style="list-style-type: none"> (G) evaluate how the steps in the nursing process are used to assist the patient to reach optimal physiological, social, mental, emotional, spiritual, cultural, and environmental wellness.
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VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary
<i>List and define key vocabulary terms</i>

Adaptability- capable of being or becoming adapted.

Active listening- is a communication skill that involves going beyond simply hearing the words that another person speaks but also seeking to understand the meaning and intent.

Altruism- unselfish regard for or devotion to the welfare of others.

Assignment- specific list of duties; tells you which patients you will care for during your shift and the specific procedures to be performed.

Attitude- external expression of inner feelings about oneself or others.

Collaboration- to work jointly with others or together especially in an intellectual endeavor.

Communication Barriers- is anything that comes in the way of receiving and understanding messages that one sends to another to convey his ideas, thoughts, or any other kind of information.

Conflict- a competitive or opposing action of incompatibles: antagonistic state or action (as of divergent ideas, interests, or persons).

Contribution- the giving or supplying of something (such as money or time) as a part or share.

Cooperate- to act or work with another or others: act together or in compliance.

Cultural Diversity- the existence of a variety of cultural or ethnic groups within a society.

Dependability- capable of being trusted or depended on.

Empathy- understanding how someone else feels.

Esthetics- of, relating to, or dealing with aesthetics or the beautiful.

Equality- the quality or state being equal.

Freedom- the quality or state of being free

Handoff Communication- essential communication that must occur when patient care is transferred from one worker or department to another worker or department.

Human Dignity- is the belief that all people hold a special value that's tied solely to their humanity.

Interdisciplinary Health Care Team- group of professionals from different health care disciplines who each contribute their expertise to the care of a single patient.

Interpersonal Relationships- how people interact with each other.

Justice- the maintenance or administration of what is just especially by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments.

Non-Verbal Communication- includes gestures, facial expressions, and body positions.

Nursing Team- members of the nursing staff who provide patient care.

Partners in Practice- method of providing care in which a registered nurse works with a nursing assistant as a team.

Personal Accountability- being willing to accept the consequences resulting from your choices, actions, or behaviors.

Professional Communication- is the ability to create a shared understanding with others.

Professionalism- the conduct, aims or qualities that characterize or mark a profession or a professional person.

Teamwork- work done by a group acting together so that each member does a part that contributes to the efficiency of the whole.

Truth- the body of real things, events, and facts.

Verbal Communication- is a type of communication where we use spoken and written words to get our message and information across to the other person.

Written communication- the sending of messages, orders or instructions in writing through letters, circulars, manuals, reports, telegrams, office memos, bulletins, etc.

