Lesson Plans

Lesson Plan:

Sector: Health Care	**Occupation:** Nurse Aide **(NOC 3413)**
Theme: Read and use information about medical conditions	**Occupational Task:** Read Resident Information leaflet and be able to answer patient's questions

Describe Essential Skills (ES) developed during the learning activities:

Reading text

- Scan resident information for information about medical conditions. (ES 2)
- Read relatively short texts to locate a single piece of information. (ES 2)
- Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information. (ES 2)

Oral communication

- Interact with patients to exchange information. (ES 1)
- Advise patients of safety precautions. (ES 1)
- Respond to daily inquiries. (ES 1)
- Communicate with patients to provide information. (ES 1)
- Information content is simple; limited number of details. (ES 1)
- Talk with patients to exchange information to help them. (ES 2)
- Moderate range of subject matter, usually one main issue. (ES 2)
- Information content is moderately complex and detailed, deals mostly with facts but may also deal with emotions and opinions. (ES 2)

Indicate the Canadian Language Benchmarks (CLB) competencies developed during the learning activities:

Speaking

- Make an extended suggestion on how to solve an immediate problem. (CLB 7)
- Participate with some effort in routine social conversations and can talk about needs and familiar topics of personal relevance. (CLB 5)
- Communicate facts and ideas in some detail. (CLB 6)

Reading

- Identify key information and locates specific details in verbal text. (CLB 5)
- Obtain information from authentic notes; identify correctly specific factual details and inferred meanings (e.g. circle or check items, fill in blanks). (CLB 6)

- Follow main ideas, key words and important details in a one-page (3-5 paragraph) authentic prose and formatted text in moderately demanding contexts. (CLB 6)
- Language of the text is mostly concrete and factual, with some abstract, conceptual and technical vocabulary items, and may require low-level inference to comprehend it (e.g. person may guess some new words by recognition of prefixes and suffixes). (CLB 6)

Language and culture focus for the learning activities. Learners may be communicating with anxious or elderly patients. They need to be able to transmit information clearly.

Grammar

Modals(can, may, must, should), conditionals, simple present in questions and statements and negatives, imperative statements

Vocabulary

Flushing, shallow breathing, moderation, dull

Culture
- Patients' personal information is sensitive and confidential. Patients may be anxious or emotional.

Suggested teacher resources and classroom materials needed:
- www.towes.com
  - Measure Up
  - Choice of activities
  - Explore careers
  - Occupation name
  - Nurse Aides & Orderlies
- Overhead projector , transparency for resident information
- A resident information sheet for each learner
- A blanket for a prop

Estimated time for the learning activities: 1 lesson\1 ½ hours

The learners will have been asked to read the Resident Information sheet and underline keywords before they come to class.

Learner Profile:

Learners are in a college Health Care Aide preparation class. They will be familiar with health care vocabulary and procedures.

Learning Objectives:

Learner will be able to interact with a patient with diabetes by responding to questions using information from the Resident Information Sheet.

Learning activities:

Introductory activity
- Introduce the topic: Reading and Using Resident Information

Reading
- Whole group activity: Ask learners to refer to the Resident Information sheets they read for homework.
- Ask some questions *(What is this reading about? What is the medical condition of the patient? What are some reasons why this patient should not have alcohol? Are their any times when they can have alcohol? What are they? Who should the patient talk to? Etc.)*
- Hand out task sheet to the learners.
- In pairs, learners respond to the questions on the task sheet by referring to the Resident Information sheet. *(Remind learners to look for key words to find the answers to the questions.)*
- Whole class activity: *(put the resident information sheet on an overhead projector)* Ask individual learners to circle an answer on the overhead.

- Role play an interaction between a nurse aide and a patient with diabetes. The patient asks the nurse aide if she can drink alcohol when she goes home. Ask one of the learners ahead of time to be the patient. Set up some simple props (patient has a blanket over them and is sitting, nurse aide is opening the drapes)

  Simple dialogue;
  Nurse Aide: Good afternoon, how are you today?
  Patient: Very well. I'm going home tomorrow.
  Nurse Aide: Oh, that is good news.
  Patient: I was wondering if I can drink alcohol when I go home.
  Nurse Aide: It is not usually a good idea for people with diabetes but there are   some exceptions. You should ask your doctor.

- Learners give feedback about the aide's response to the question. What were some phrases the nurse aide used to show kindness and politeness? *(How are you today? That is good news. It's not usually a good idea.)* *You could talk a few minutes about **how** the nurse spoke the phrases here by modelling different ways of saying the phrases *(e.g. with more intonation, with less intonation etc.).*

Speaking
- In pairs, learners prepare a role play between a patient and a nurse aide. *(Refer learners to the resident information sheet to get ideas for their role play. One pair could answer the question 'Why should I not take alcohol' with #1answer, another pair with #2 answer …another more advanced pair of learners could point out some important points about drinking)*
- Whole class activity: Role plays are acted out. Instructor evaluates learners' understanding of the resident information and their communication style.

Additional and/or extension learning activities:

Ask a nurse to come in and speak to the students about a nurse aide role. Ask her to talk about Resident Information sheets and what is expected of the nurse aides. Have learners prepare questions to ask the nurse. Ask one learner to prepare a short thank you speech.

Evaluation:

Instructor evaluates responses to questions.
The instructor will evaluate role plays, looking for learners' understanding of the resident information and their sensitivity while answering questions.

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Resident Information

Health Care Aides read and use information about medical conditions. Look at the Resident Information page.

Task 1   Highlight, underline or circle the question that the Resident Information page answers.
Reading Text

Task 2   Name 3 types of drinks that contain large amounts of sugar.
Reading Text

Task 3   A resident with diabetes would like to have a glass of wine occasionally. Who should the resident talk to for permission?
Reading Text

Task 4   During a special dinner that includes wine, a resident doesn't feel well. The resident is flushed, her breathing is shallow and she has a headache. What might have happened?
Reading Text

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How Do Your Skills Measure Up?

Resident Information

Alcohol and Diabetes

Is a Person with Diabetes Permitted to Drink Alcoholic Beverages?

This should be discussed with your doctor and your dietician.

There may be reasons why you should not take alcohol.

1. Some medical problems can be made worse by the use of alcohol.

2. There are medications that may interact poorly with alcohol. In some people, diabetic tablets may interact with alcohol to cause flushing, headache, shallow breathing and a feeling of being sick – not a pleasant feeling.

3. Weight control is important in the management of diabetes. If you are overweight you should not drink. Alcohol is a concentrated form of energy (calories) and may cause a weight gain or stop necessary weight loss. It is only after you have lost weight that a small amount of alcohol might be considered.

If you have your doctor's permission and the above are not problems, alcohol may be used in moderation and only on special occasions.

Special points:

- Sip drinks slowly and make a drink last a long time.

- Mix drinks with sugar-free soft drinks, club soda or water.

- Avoid drinks with large amounts of sugar, such as liqueurs, sweet wine and sweet mixes.

- Avoid low blood sugars. Never drink on an empty stomach. Take the drink with your meal or very shortly after.

- Alcohol may cause you to relax and may dull your judgement. Be sure to have snacks and meals on time and choose them with care.

- Wear visible identification when drinking away from home.

- Beer and ale contain sugar and must be substituted in your meal plan. One bottle of beer contains 10 grams of carbohydrate, the same amount found in 1 Fruits and Vegetables choice. Remember, 1 beer has 150 calories because it also contains alcohol; 1 Fruits and Vegetables choice contains only 44 calories.

- Drinks such as distilled alcohol and dry wine should not replace your usual food intake.

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                                                                        — *How Do Your Skills Measure Up?*