Westbury High School

Lesson Plans

Pharmacology

Teacher: Debra Hurt  Weeks of: OCT. 20– OCT. 27, 2014

**Topic:** Continue Communication and Customer Care

200 Most common prescribe drugs and their use

**Objectives:**

1. List will be able to utilize the 5 rights of medications when administering medications per

MD orders and include patient’s instructions on precautions.

2. Student will problem solve case study-Overcoming Communication Barriers

3. Student will practice the 5 rights to administer medication with a partner’

4. Students will effectively communicate with partner how to prescribe medication

using medical abbreviations and military time.

5. Students will research, write, and learn the generic name, brand name, use,

classification, side effects, dosage, routes and adverse reaction of each drug.

**Classroom Activities:**

1. Student will create their own case study to include communication barriers,

pharmacy abbreviations, military time, and the 5 rights.

2. Student will practice preparing prescription bottles per MD orders.

3. Student will present drugs and information to peers for note taking.

4. Student will use library to research medications.

**Do Now/Bell-Ringer:** Math problem (household measurements, time given per abbreviation, and

Calculations to practice for Certification Exam).

1. Student will practice one math problem a day.

**Exit ticket**- complete exercise on common Pharmacy abbreviations and military times.

**Review**: Pharm-Tech Certification practice questions.

**Test:** 10 common retail medications (classification, S/E, adverse reactions, dosage, usage (Library search)

Presenter: Practice use of fire extinguisher (Reschedule due to cancellation of previous date)

Instructional Method:  Lecture with class discussion  Individual

Written work  Team

Demonstration  Audio/Visual

Work based  Independent Study

Materials Needed: Textbooks: The Pharmacy Technician-Mike Johnson

Pharmacy Tech Program-Kaduceus

Video

Worksheet

Other

Assessment:  Teacher evaluation  Peer/self- evaluation

Employer evaluation  Skills performance

Presentation  Tests

TEKS: 130

|  |  |
| --- | --- |
| Knowledge & Skills | Student Expectations |
| 1. The student applies math, science, English language arts, & social sciences in health science. | a. interpret data from various sources to make conclusions  b. compile information from a variety of sources to create a technical report  c. research, write, & present a technical report  d. plan, prepare, & deliver a presentation  e. identify the environmental factors that affect homeostasis  f. observe & relate anatomical structure to physiological functions  g. identify atypical anatomy & physiology  h. use the scientific method to prepare clinical case studies  i. compare & contrast community health issues of the U.S. with other countries  j. compare & contrast various health care reform plans |
| 2. The student used verbal & non-verbal communication skill. | a. accurately describe observations & procedures related to client care  b. demonstrate advanced communication skills to provide quality client care  c. identify barriers to communication & take measures to minimize their effects |
| 3. The student knows the knowledge & skills necessary to maintain employment. | a. monitor & evaluate his/her own performance to ensure continuous improvement  b. adjust career goals based on personal interests & clinical experience    c. describe the steps necessary for entrepreneurship in a free enterprise system  d. identify & follow procedures for advancement, resignation, or relocation  e. transfer knowledge & skills to new situations & apply problem-solving strategies.  f. demonstrate proficiency in medical terminology  g. update skills to enhance employability |
| 4. The student knows ethical behavior standards & legal responsibilities. | a. practice ethical behavior standards  b. comply with industry standards of confidentiality  c. comply with protocol & legal requirements & perform within the designated scope of practice  d. review court cases related to professional liability & ethics |
| 5. The student knows the importance of functioning as a health care team member. | a. participate in team teaching  b. refine consensus-building techniques  c. manage conflicts using peer mediation, problem-solving, & negotiation skills  d. identif6y leadership opportunities in the community |
| 6. The student maintains a safe environment to prevent hazardous situations. | a. comply with standard precautions  b. teach principles of body mechanics to others  c. develop a fire prevention plan  d. respond to emergency situations consistent with level of training  e. participate in a disaster drill  f. comply with regulatory standards & guidelines |
| 7. The student demonstrates multi-competent health care worker knowledge & skills. | a. identify knowledge & skills that are transferable among occupations  b. predict client’s needs for follow-up or alternative care  c. update skills to enhance employability  d. identify emerging technologies in the health care industry |

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Lesson Plans

Principles of Health Science

Teacher: Debra Hurt Weeks of: OCT. 20– OCT. 27, 2014

I. Continue -Occupational Health Careers

2. Safety use of Fire Extinguisher rescheduled due to speaker presentation

**Objectives:** 1. Student will be able to compare the education requirements for associate’s, bachelors, and master’s degrees

2. Student will be able to investigate career of choice using the internet and text book.

3. Student will be able to compare the careers in the Health care Pathways- therapeutic, diagnostic, and social, Informatics and biotechnology.

4. Student will be able to learn to adjust to changes in the environment of health care due to

unexpected illnesses and current health issues.

5. Student will practice and learn how to respond to a hospital fire and safe use of a fire extinguisher.

**Lesson** **Activities**:

1. Student will research career of choice (Library 10/13/14)

2. Student will create a job posting to present to peers for note taking.

3. Students will compile ideas in a foldable to use as a study guide

$. Student will create a self-assessment form and review long and short term goals with teacher.

6. Student will conduct an interview with an employee employed in the career of their choice and present to class. (Due 10/29/14)

7. Classroom presenters-employed in the medical field

**Do Now/Bell-Ringer:**

Write an essay “Why my career choice plays an important role in the health profession?”

Bingo-Career Terms and health care employees

**Teachable moments:**

1. Google: WHO, NIH and CDC currentr info. and news on Ebola
2. DVD Contagious (View if time permits)

Instructional Method:  Lecture with class discussion  Individual

Written work  Team

Demonstration  Audio/Visual

Work based  Independent Study

Materials Needed: Textbooks: Diversified Health Occupations Sixth Edition - Louise Simmers

Health Care Science Technology-Kathryn Booth

Video - Contagion

Worksheet

Other-School Library

Assessment:  Teacher evaluation  Peer/self -evaluation

Employer evaluation  Skills performance

Presentation  Tests

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