

NEW YORK STATE EDUCATION DEPARTMENT  
MIDDLE LEVEL CAREER AND TECHNICAL EDUCATION

HEALTH SCIENCES

COMMUNICATION AND CLIENT INTERACTION

REFORMATTED MAY 2023

## MODULE DESCRIPTION

This module provides students with opportunities to learn about and to practice the communication skills customary of professionals in health science careers. Students will investigate ways that effective communication improves client interaction, teamwork collaboration, and problem solving in health science careers. Students will explore future career possibilities by identifying the specific communication skills required in the health science pathways of personal interest.

## GUIDING QUESTION

What skills and abilities are necessary to communicate effectively with clients and colleagues in health science careers?

## MODULE CONTENT



- b) Explain how the hygiene, dress, conduct, and behavior of health science professionals impact the effectiveness and efficiency of client interactions
- c) Understand the ethical and legal responsibility of health science professionals to maintain client confidentiality
- d) Describe the role of health science professionals in client education
- e) Examine strategies used by health science professionals to respond to clients' questions, evaluate clients' understanding, and adjust interactions to meet clients' needs

### 3. TEAMWORK AND COLLABORATION

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#### STUDENTS WILL:

- a) Compare and contrast the opportunities for individual initiative, teamwork, collaboration, and leadership in health science careers
- b) Describe the distinct roles and responsibilities of professionals representing the five health science career pathways (i.e. diagnostic services, health informatics, support services, therapeutic services, and biotechnology research and development) on health care teams
- c) Understand facility protocols for collaboration among health science professionals
- d) Describe strategies for assessing and adjusting personal behaviors to meet workplace expectations in health science careers

### 4. PROBLEM SOLVING

## ILLUSTRATIVE ACTIVITIES BY THEME MODULE

These activities are intended to serve as examples of how the content in this module could be tied to each of the six middle level themes.

### CAREER AND COMMUNITY OPPORTUNITIES

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#### GREETING CLIENTS

Students work in groups of three to role play the appropriate way to greet, identify, and explain a procedure to a client or patient. One group member acts as the health science professional, one acts as the client or patient, and the third acts as the observer. Health science professionals model courteous introductions and concise explanations, clients model questioning and feedback, and observers note the successes and challenges of the communication. Change roles until each student has a turn at each role.

### COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

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#### GIVING AND RECEIVING DIRECTIONS

Students write step-by-step instructions for completing a simple multi-step task such as preparing a seed butter and jelly sandwich. Students exchange directions and complete the task, following the directions exactly as written, without asking for clarifications from the writer of the directions. Observe the outcomes. As a class discuss how omitting a step in a written direction might prevent success. Discuss how talking for granted that a client or patient would know how to do something could cause problems in treatment.

### FINANCIAL AND CONSUMER LITERACY

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#### HEALTH INSURANCE TERMINOLOGY

Students practice health insurance terminology, such as premium, deductible, and copayment, by playing a matching game. Students match terms to definitions and to scenarios that show appropriate application of the terms. Students calculate health care costs based on insurance information presented in the scenarios.

### HEALTH, SAFETY, AND WELLNESS

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#### CULTURAL SENSITIVITY

Invite a representative from the human resources (talent) department of a local health care facility to meet with the class. Ask the guest to share information on the importance of cultural

sensitivity in health care facilities and the training that health science professionals receive in that setting. Students write a reflection including one behavior change that might foster greater cultural sensitivity in their personal interactions.

## PROBLEM SOLVING AND INNOVATION

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### RECORDS MANAGEMENT

Students consider the importance of careful record keeping across health science careers. Students participate in a paper-based simulation of medical records management. Activities might include precision note-taking, coding for billing, collating files, storing and retrieving records, and report writing. Students discuss the challenges of the paper system in terms of efficiency and accuracy. Students research medical software technology systems designed to take the place of paper systems. Students describe how electronic systems assist health science professionals with their records management responsibilities.

## SUSTAINABILITY

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### VOLUNTEER ORGANIZATIONS

Students explore the ways volunteer organizations fill specific needs in community health care facilities and plan a project to participate in the work of a volunteer organization. Students share facts and photos of their participation through the school's website.

## COMMON CAREER TECHNICAL CORE STANDARDS

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### CAREER READY PRACTICES

1. Act as a responsible and contributing citizen and employee
2. Apply appropriate academic and technical skills
3. Attend to personal health and financial well-being
4. Communicate clearly and effectively and with reason

Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors.

Foundation Standard 11: Information Technology-Healthcare  
Apply information technology practices common across health professions.

## RESOURCES

Disclaimer: Posting of resources on this form does not constitute an endorsement from the New York State Education Department nor does it imply that the following resources are mandatory or the only ones that can be used. Teachers and administrators ensure that resources align with local policies and are responsible for choosing the resources have the final authority, in alignment with local policies, to choose and utilize the resources that best meet the needs of their students. Questions regarding compliance with [Education Law 2013](#) should be directed to your administrator and/or chief information officer.

## HOSA: FUTURE HEALTH PROFESSIONALS HOSA IN THE CLASSROOM

<http://www.hosa.org/>

HOSA in the classroom provides instructional tools for health science teachers. This section of HOSA website provides an opportunity for HOSA advisors to share exciting and valuable information.

Career Zone is a free online career exploration and planning tool developed by the New York State Department of Labor. It offers career and education information on thousands of careers, as well as, self-assessment and career planning tools. Career Zone is appropriate for users from middle school through adult.

## UNITED STATES DEPARTMENT OF LABOR CAREER ONESTOP

<https://www.careeronestop.org>

CareerOneStop is the career, training, and job search website for the U.S. Department of Labor. The website serves job seekers, businesses, students, and career advisors with a variety of free online tools, information, and resources.

## ASSOCIATION OF CAREER AND TECHNICAL EDUCATION: CAREER PLANNING GUIDE

[https://www.acteonline.org/wp-content/uploads/2018/02/ACTE\\_CC\\_Paper\\_FINAL.pdf](https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf)

Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals.

## ADVANCE CTE: MIDDLE LEVEL CAREER INTEREST INVENTORY

<https://cte.careertech.org/sites/default/files/StudentInterestSurveyEnglish.pdf>

AdvanceCTE provides a Career Interest Inventory worksheet to use with students in helping them identify the potential matches to the sixteen career clusters available to them.

## NEW YORK STATE HEALTH SCIENCE EDUCATORS ASSOCIATION (NYSHSEA)

<http://www.nyshsea.org/home.html>

NYSHSEA serves as a resource group for educators seeking consultation concerning Health Science education and promotes communication among NYSHSEA members. NYSHSEA collaborates with other groups and individuals on matters affecting Health Science Education and supports NYSED activities.



## CAREER AND TECHNICAL EDUCATION TECHNICAL ASSISTANCE CENTER NEW YORK

<http://nyctecenter.org/>

The Career and Technical Education Technical Assistance Center (CTE TAC) operates under a state contract to assist the New York State Education Department (NYSED) in carrying out its mission of improving the quality, access, and delivery of career and technical education through research-based methods and strategies resulting in broader CTE opportunities for all students.