

Unit 2: Sample Lesson Plan

Written and developed by: Joanna Pushee



Language Objectives:

SWBAT identify key credentialing information while listening to a video clip about career paths for Medical Assistants.

SWBAT listen for main ideas.

SWBAT write either a summary OR compare and contrast of one (or two) of the positions covered in the acronyms part of the lesson.

Content Objectives:

Students will become familiar with credentialing practices in the Medical Assisting field.

Students will become familiar with a selection of acronyms related to credentialing in the Medical Assisting field.

Class Duration: 90 minutes

Time	Activity	Procedures/ Teacher Activities	Materials
5 Min	Video Clip: <i>Contagion</i>	T. activates Ss background knowledge Review vocabulary from previous lessons: ex.) CDC – Center for Disease Control	YouTube, Netflix, or copy of the DVD Computer or TV/DVD player https://www.youtube.com/watch?v=CHZ8wx6J36Q
10 Min	Discussion	Focus Question: Depends on the clip: If possible, find a clip with Kate Winslet: What is Kate Winslet's job in this movie? What are some other medical jobs you know about? T. asks Questions and writes answers on the board	Whiteboard and markers (anticipated answers: doctor, nurse, registered nurse, medical assistant, doctor's assistant, nurse's assistant, etc.)
10 Min	Vocabulary	In order to introduce Ss to credentials in the medical field, the teacher will play a short video from YouTube. Vocabulary needed: terminology, back office, pediatrics, geriatrics.	Whiteboard, Markers

10 Min	Listening activity (video is about 3 minutes)	<p>Focus Question: What does Whitney say is the most rewarding part of her MA job?</p> <p>Listening for details: Ss will watch and listen to the video two time and fill out the listening handout (see below)</p> <p>Listening for gist: Depending on Ss listening abilities, it might be worth asking more Focus Questions and playing the video more than 2 times</p>	<p>https://www.youtube.com/watch?v=6jbS5bLzQoU</p> <p>Medical Assistant video: “A Day in the Life”</p> <ul style="list-style-type: none"> - Registered Nurse (RN), PA, LPN, Medical Assistant, Medical Office Assistant, pediatrics to geriatrics
5 to 10 Min	Open Cloze	To practice vocabulary and remembering details, Ss complete a separate open cloze worksheet (Teacher will design based on Students’ Needs)	Copies of Open Cloze hand out
15-20 Min	Asking and answering questions	T. asks students to form pairs to do a role play: Ss will interview each other about a job they just learned about	More information on credentialing can be found in the websites listed in the resource bank below.
5 – 10 min.		T. asks Ss to summarize some of their findings from above activity	
20 Min.	Final Wrap Up: Jeopardy	<p>Step 1: Split Ss into 2 teams</p> <p>Step 2: Ss write 9 questions</p> <p>Step 3: T. checks answers</p> <p>Step 4: Play Jeopardy</p>	See materials below. This is a great review game and can be adapted for many topics. You can also do a version that has Grammar / Vocabulary / Pronunciation or spelling as categories.

Name: _____
Date: _____



Unit 2

Listening Practice

You will watch a video called “A Day in the Life of a Medical Assistant” on YouTube. Please listen carefully and write what you hear in the blanks below. You will watch and listen to the video TWO times. If you want, you can listen and relax the first time!

Example

Whitney is a _____.

Whitney

1. Whitney says: “I perform basic stuff such as...
 - (a.) Prescription _____
 - (b.) Set patients up for _____
2. Some skills that Whitney says are important for Medical Assistants are:
 - a. type well with _____
 - b. have medical terminology and _____
3. She also says it is important to have good work _____, for example, you have to come in _____
4. Whitney talks about different people a Medical Assistant talks with:
 - a. D _____
 - b. Ph _____
 - c. S _____ O _____
5. Degrees mentioned:
 - a. CMA _____
 - b. RMA _____
6. What does Whitney say is the most rewarding part or parts of her job?

Kristen:

1. Kristen is a _____
2. Kristen says she has to:
 - Be very _____
 - Like working with _____
 - Do patient _____ and insurance _____
3. She wants to continue her education and become a _____ or a PA

Weeks 7 & 8:

Possible Sources of Authentic Material (Reading):

1. "Medical Assistant Resources: your guide to becoming a Medical Assistant" – online resource

<http://www.medicalassistantresources.com/california/>

2. The Medical Board of California: www.mbc.ca.gov

3. Bureau of Labor Statistics - <http://www.bls.gov/ooh/healthcare/medical-assistants.htm>

4. AAMA <http://www.aama-ntl.org/medical-assisting/what-is-a-cma#.VULTGiFVhBc>

Possible Sources of Authentic Material (Listening/videos):

https://www.google.com/webhp?sourceid=chrome-instant&rlz=1C1CHFX_enUS499US499&ion=1&espy=2&ie=UTF-8#q=credentialing+program+for+medical+assistants+advertisements&tbm=vid
Contagion: <https://www.youtube.com/watch?v=CHZ8wx6J36Q>

Possible Sources of Information on Credentialing, Regulations, etc.

LVN versus RN <http://vocationalnursing.chartercollege.edu/difference-between-rn-and-lvn>

CNA <http://nursingassistantguides.com/what-is-a-certified-nursing-assistant-cna/>

MD versus DO

<http://www.piedmont.org/living-better/your-doctor-the-difference-between-an-md-and-do>

<http://medicalschoollhq.net/the-difference-between-m-d-and-d-o/>

Here is a link to an interesting article about Healthcare Regulation. It gives an overview of why things are so complicated and explains how there are conflicting interests at the top, etc.

Why is HealthCare Regulation so Complex?

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2730786/>

Games Online for Free: <https://www.brainpop.com/games/oncology/>

Here are some other things:

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2730786/>

<http://www.medicalassistantcertification.org/exam-and-certification/>

Jeopardy Review Game: Medical Assistant and other Allied Medicine Jobs

Draw the following chart on the board (or use index cards and tape them to the board). Check students' understanding of the game by asking "which questions are EASY questions?" and "which ones are difficult questions?" etc.

Tell students they will make up their own questions. This technique helps them by making them review their notes and choose appropriate questions. Give them an example of each type of question you want them to use.

100	100	100
200	200	200
300	300	300

Ideas for categories:

CATEGORY 1: Acronyms – MA, RN, LPN

CATEGORY 2: Medical vocabulary – Medical Office Assistant, insurance billing, vital signs

CATEGORY 3: Duties and responsibilities of Medical Professionals (student teams must get at least 3 duties correct!)

Feel free to adapt this activity to meet your own teaching philosophy and the context of the classroom.

Other Notes:

Encourage students to make up their own team names

Tie breaker: encourage students to create general knowledge question or this question can be made up by the teacher (it does not have to be related to the lesson)