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**DAY 8**

**Physician/Patient Role Plays on**

**Non-Communicable Diseases**

**Healthcare Challenges**

**STUDENT PROGRAM LEARNING PLAN**

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| **Date:** | 8/8/16 | **Grade Range of Learners:** | 9-12 /13-14 |
| **Total Number of Minutes:** | 8:45-3:45 (7 hours/420 minutes)  5 blocks: multiple 20-minute episodes per block | **Targeted Performance Level:** | AL/AM |

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| **Unit Essential Questions:**   * *To what extent do cultural perspectives related to health practices/wellness influence the diagnosis and treatment of illness and disease in India/Pakistan?* * *How might cultural barriers related to health and wellness be addressed to improve conditions?* |
| **Targeted Learning Plan Essential Question:**   * *How might knowledge about traditional and conventional practices related to medicine and health and the ability to use the Hind/Urdu language in situations related to healthcare* ***in simulated interactions*** *be beneficial in real life?* |
| **Global/Intercultural Content Understandings:**  **Learners will understand that** the ability to use the Hindi/Urdu language in interactions related to healthcare benefit them in their personal lives, if interested in pursuing careers in medicine and health and in seeking opportunities for collaboration that contribute to local/global improvement of health conditions. |

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| **Learning Goals: *Can-do statement(s) from the curriculum template addressed in this lesson appear in red.*** |
| **Interpersonal**:   * I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan. * I can take an active role in formal and informal face-to-face and Skype discussions with peers, instructors, medical experts and patients in healthcare settings. * I can support my opinions clearly and precisely in both formal and informal discussions, panels and debates. * I can express and defend my viewpoint or recommendations in planning for activities and events and in determining solutions to problems. * I can gather/relate basic medical information in simulated or real world medical settings. * I can inform and instruct about disease prevention and treatment and promoting positive health behaviors using culturally appropriate verbal and non-verbal language. * I can explain why and how cultural perspectives related to the diagnosis and treatment of illness and disease continue to influence medical and healthcare practices in India and Pakistan (Intercultural Competency) * I can use Hindi/Urdu to interact effectively with members of the target language community in order to create opportunities for collaborative action that improves conditions both locally and globally. (Global Competency)   **Interpretive(L/R)**:   * I can use main ideas and details containing low frequency medical/healthcare-related vocabulary from audio/ audio visual texts in creating a variety of cultural products and performances. (L) * I can follow banter heard in Skype sessions and video clips containing culturally authentic expressions. (L) * I can summarize the points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives. (L) * I can accurately represent the perspectives heard from peers, community members, and medical experts using specific and relevant examples. (L) (Global Competency) * I can obtain information, ideas, and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R) * I can summarize stated or implied attitudes and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R) * I can develop a clear position on an important medical/healthcare issue(s) based on evidence from sources that reflect multiple perspectives and draw reasonable conclusions. (R) (Global Competency) * I can analyze, synthesize, and weigh sources of evidence to develop coherent, well-supported, responses to current healthcare issues. (R) (Global Competency)   **Presentational(S/W):**   * I can narrate with ease and detail on targeted medical/healthcare topics/ issues based on information obtained from research and other sources. (S) * I can present on many concrete and some abstract topics related to medicine and healthcare. (S) * I can advocate for and defend a viewpoint related to medicine and healthcare in India/Pakistan in a clear and logical manner, while acknowledging varying cultural perspectives. (S) * I can propose culturally -appropriate actions that may assist in overcoming barriers to the diagnosis and treatment of specific diseases that are widespread in India/Pakistan. (S) (Intercultural Competency) * I can select and use appropriate technology and media to develop and present a creative product OR to present information or ideas of significance related to healthcare and wellness. (S) (Global Competency) * I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.(W) * I can write clear, detailed descriptions of a factual nature on information related to disease prevention and promoting positive health behaviors. (W) * I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of time frames and mood. (W) * I can write about proposed solutions to healthcare issues and inequities based on knowledge gained about these issues and related cultural perspectives.(W) |

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| **Block 1: Opening/Pre Skype Activity** |
| **Learners:**   * + - * Compare information included on theirStudy Guides on common symptoms of and treatments for the non communicable diseases studied, including those affecting women, and add important information that may have been omitted based on what has been shared by peers. |

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| **Block 2: SKYPE Session** | | | |
| **STAGE 1** | | **STAGE 2** | **STAGE 3** |
| **Do Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive (L/R):**   * I can follow banter heard in Skype Sessions containing culturally authentic expressions (L) | **Interpretive:**   * Low frequency **vocabulary** contained in case studies of women that have made an impact in addressing gender-specific health issues: * *Reproductive health* * *Maternal and infant mortality* * *Feticide* * *Psychiatric disorders among women* * Informal/formal **language structures** needed to understand and talk about the content above | **Interpretive:**   * Modifications made to electronic billboard text and graphics based on native students’ feedback. | **Interpretive/Presentational:**   * Listen to feedback provided by native students after presenting the electronic billboards on the advocacy message content and cultural appropriateness. |
| **Interpersonal:**   * I can take an active role in informal and face-to-face Skype discussions with peers. * I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan. * I can gather/relate basic medical information in simulated or real world medical settings. * I can inform and instruct about disease prevention and treatment and promoting positive health behaviors using culturally appropriate verbal and non-verbal language. | **Interpersonal:**   * **Vocabulary** used to: * Ask/tell about common symptoms/common complaints, common tests (e.g., blood) and screenings (e.g., X ray, ultra sound, CAT scan ) * Take and report vital signs * Prescribe common medications and how to take them * Informal/formal **language structures** needed to understand and talk about the content above | **Interpersonal:**   * Accuracy of language and expressions used and cultural appropriateness based on **Role Play Rubric**   (Instructor Observation) | **Interpersonal:**   * Using **physician/patient role play scenario cards,** play the role of either physician or patient and engage in simulated conversations containing spontaneous exchanges that might occur in professional medical settings with native students. * Ask/tell about symptoms; provide a diagnosis and treatment plan; ask/answer appropriate related questions (Pairs)   **Note**: Physician and patient roles as well as the specific disease discussed will be determined by lottery. |

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| **Block 3: Debriefing/Reflection/New Learning** | | | |
| **STAGE 1** | | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive:**   * I can accurately represent the perspectives heard from peers, community members, and medical experts using specific and relevant examples. (L) (Global Competency) * I can obtain information, ideas, and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R) * I can summarize stated or implied attitudes and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R | **Interpretive:**   * **Vocabulary** used to: * Ask/tell about common symptoms/common complaints, common tests (e.g., blood) and screenings (e.g., X ray, ultra sound, CAT scan ) * Take and report vital signs * Prescribe common medications and how to take them * Informal/formal **language structures** needed to understand and talk about the content above | **Interpretive:**   * Observations recorded based on the video clip that include culturally appropriate verbal and non-verbal behaviors | **Interpretive:**   * View **video clips of physician/patient interactions** taking place in a real world setting and record observations that include culturally appropriate verbal and non-verbal behaviors. |
| **Interpersonal:**   * I can take an active role in informal and face-to-face Skype discussions with peers. * I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan. * I can gather/relate basic medical information in simulated or real world medical settings. * I can inform and instruct about disease prevention and treatment and promoting positive health behaviors using culturally appropriate verbal and non-verbal language. | **Interpersonal:**   * *Same as Interpretive* | **Interpersonal:**   * Videotaped interactions for accuracy of language and expressions used and cultural appropriateness based on Role Play Rubric | **Interpersonal:**   * Using new information/cultural insights gained from video clips play the role of either physician or patient and engage in simulated conversations with classmates containing spontaneous exchanges that might occur in professional medical settings with native students. * Ask/tell about symptoms; provide a diagnosis and treatment plan; ask/answer appropriate related questions **(Pairs)**   **Note**: Physician and patient roles as well as the specific disease discussed will be determined by lottery. **Interactions will be videotaped.** |

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| **Block 4: Transfer/Application of Learning** | | | |  |
| **STAGE 1** | | | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive:**   * I can analyze, synthesize and weigh sources of evidence to develop coherent, well-supported responses. (L) | | **Interpretive:**  *Same as Block 3 and*   * ***Vocabulary used to express feelings*** *such as: These experiences:*   *convinced me I want to pursue a medical career; heightened my interest and curiosity about medicine; made me realize how much I would enjoy this profession; showed me that I enjoy helping people; made me realize I do not want to pursue a career in medicine and health because of the challenges physicians encounter and responsibility for people’s lives; etc.* | **Interpretive:**   * Information selected for inclusion in the descriptive paragraph | **Interpretive:**   * Based on exchanges engaged in during the role play, write a paragraph describing how they felt assuming the role of physician. |
| **Interpersonal:**   * I can take an active role in informal face-to-face discussions with peers and instructors. * I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan. * I can support my opinions clearly and precisely in both formal and informal discussions, panels and debates. | | **Interpersonal:**  *Same as Block 3 and*   * ***Vocabulary used to express feelings*** *such as: These experiences:*   *convinced me I want to pursue a medical career; heightened my interest and curiosity about medicine; made me realize how much I would enjoy this profession; showed me that I enjoy helping people; made me realize I do not want to pursue a career in medicine and health because of the challenges physicians encounter and responsibility for people’s lives; etc.* | **Interpersonal:**   * Accuracy of language and content used during discussion   (Instructor Observation) | **Interpersonal:**   * Share feelings about experiences of playing the role of physician with peers. Tell whether these experiences validated aspirations to pursue a career in medicine or health and why/why not. (Pairs/Small Groups) |
| **Presentational:**   * I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.(W) * I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of   time frames and mood. (W) | | **Presentational:**  *Same as Interpretive and Interpersonal* | **Presentational:**   * Descriptive paragraphs about role playing experiences posted on a blog following **Descriptive Paragraph Rubric**   **Guidelines** | **Presentational:**   * Write a descriptive paragraph for posting on a blog about experiences of playing the role of physician and feelings about being in this role. Tell whether these experiences validated aspirations to pursue a career in medicine or health and why/why not. |
| **Block 5: Extended Learning** | | | |  |
| **STAGE 1** | | | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | | **Checking for Learning** | **Learning Activities** |
| **Interpretive**   * I can obtain information from a pre-selected textrelated to targeted medical/healthcare topics/issues. (R) | **Interpretive**   * Low frequency **vocabulary** contained in various informational texts on * *Cardiovascular diseases* * *Diabetes mellitus* * *COPD* * *Cancer* * *Reproductive diseases* * *Psychiatric disorders* * **Vocabulary** used to: * Ask/tell about common symptoms/common complaints, common tests (e.g., blood) and screenings (e.g., X ray, ultra sound, CAT scan ) * Take and report vital signs * Prescribe common medications and how to take them * Informal/formal **language structures** needed to understand and talk about the content above | | **Interpretive**   * Questions about the **Interview Questionnaire** and interview process | **Interpretive**   * Review items on the questionnaire to be used for interviewing seniors during the field trip to the Senior Healthcare Facility and the interview process. Make a note of any questions they may have. |

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| **Resources**  The primary **resources** for this program include daily use of a range of technology tools (e.g., Skype, laptops, iPads, Web 2.0). Indian and Pakistani experts from the fields of medicine and health and NGOs will also serve as program resources. Lesson plans from the program will be posted on the Kean STARTALK 2016 website. Links to all resources, as well as samples of student work will hyperlinked by the end of the program.  **Culturally Authentic Interpretive Materials** (electronic listening, reading and viewing materials, which support the unit theme/topics)   |  |  | | --- | --- | | **Hindi Links** | **Urdu Links** | | **Lesson: 8 Block: 3**  **Link Title**: Doctor/ Patient Conversations  [**http://hindiurduhealth.org/node/61.html#**](http://hindiurduhealth.org/node/61.html)  **Link Title:** Diagnosis and Treatment  [**http://hindiurduhealth.org/node/71.html**](http://hindiurduhealth.org/node/71.html)  **Link Title:** Conversation on Diagnosis and Treatment  [**http://hindiurduhealth.org/node/77.html**](http://hindiurduhealth.org/node/77.html)  [**http://hindiurduhealth.org/node/45.html**](http://hindiurduhealth.org/node/45.html)  **Link Title**: Patterns of Conversation  [**http://hindiurduhealth.org/lesson/patterns\_of\_conversation@page=1.html**](http://hindiurduhealth.org/lesson/patterns_of_conversation@page=1.html)  **Link Title:** Combining Conventional Medicine with Home Remedies  [**http://hindiurduhealth.org/node/33.html**](http://hindiurduhealth.org/node/33.html)  **Link Title:** Contrasting Ayurveda and Conventional Medicine | **Lesson: 8 Block: 3**  **Link Title**: Doctor/ Patient Conversations  [**http://hindiurduhealth.org/node/61.html#**](http://hindiurduhealth.org/node/61.html)  **Link Title:** Diagnosis and Treatment  [**https://youtu.be/JZ6ZCKpCGFE**](https://youtu.be/JZ6ZCKpCGFE) | | **Block:**  **Link Title:** | **Block:**  **Link Title:** | |

**Lesson Specific Instructional Materials found on a separated document include:**

1. **Physician/Patient Role Play Scenario Cards**
2. **Role Play Rubric**
3. **Descriptive Paragraph Rubric Guidelines**
4. **Interview Questionnaire for Field Trip to Senior Care Facility**