Globalized Patient Care

Task Statement

Student Material



What are some of the largest businesses in the world today? Companies like Amazon, Apple, Nike, and McDonald's may come to mind. These companies seem to dominate the globe, but the truth is, they make up less of the global economy than small businesses. Small businesses are those with fewer than 500 employees. They comprise about 90% of all businesses and over half of the workforce worldwide. To give some context, Amazon has more than 647,000 employees, while Walmart has more than 2 million!

Certain industries have higher rates of success among small businesses than others. Real-estate, dentists, and medical practices are some of the most successful small businesses. Grocery stores and software publishing are among the least successful. Their size and global nature lets larger corporations assist speakers of other languages. They have the resources to help when people call customer service or email with a question.

Have you ever called a customer service number and been prompted to press a number for your preferred language? Large companies can hire speakers of other languages to help customers all over the world. But what about small businesses? Think about the local dentist and medical offices in our community. What challenges do they face? Perhaps they have forms and questionnaires available in multiple languages. But can they verbally communicate with patients who speak other languages?

How can you help a local dentist or medical office improve communication? Design a set of resources to support members of our community. Help break down the language barrier to make visits to the dentist and doctor a little less stressful.

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Globalized Patient Care *Analytic Rubric*

Student Material

	Novice	**Apprentice**	**Practitioner**	**Expert**
Front Desk Resource	includes: • formal greeting • inquiry regarding name and insurance • request to be seated and wait to be called	includes: • formal greeting • inquiry regarding name, identification, and insurance • request to be seated and wait to be called • two additional useful phrases	includes: • formal, culturally appropriate greeting • inquiry regarding name, time of appointment, identification, and insurance • request to be seated and wait to be called • three/four additional useful phrases	all of *Practitioner* plus: provides a visual/visual cue to assist the explanation
Health Professional Resource	includes: • (for nations/communities in which target language is spoken) description of beliefs and cultural norms regarding medicine and medical practice • welcome and introduction • request to use Patient Resource	includes: • (for nations/communities in which target language is spoken) comparison of beliefs and cultural norms regarding medicine and medical practice with Western medicine • formal welcome and introduction • request to use Patient Resource to describe symptoms • inquiry of severity and/or timing of symptoms three additional useful phrases	includes: • (for nations/communities in which target language is spoken) explanation of beliefs and cultural norms regarding medicine and medical practice indicating where these beliefs may align with or contradict those of health professional • formal, culturally appropriate welcome and introduction • request to use Patient Resource to explain symptoms • inquiry of severity and timing of symptoms four/five additional useful phrases	all of *Practitioner* plus: provides chart related to health professional's specialty with important body parts labeled and possible symptoms described in target language

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	Novice	Apprentice	Practitioner	Expert
Checkout Resource	includes: • greeting • request to schedule next appointment • request for payment • good-bye	includes: • formal greeting and inquiry regarding individual well-being • inquiry regarding need for follow-up appointment • request for payment • formal good-bye • one additional useful phrase	includes: • formal, culturally appropriate greeting and inquiry regarding individual well-being • inquiry regarding need for follow-up appointment and best day/time for patient • request for payment and inquiry regarding form of payment • formal, culturally appropriate good-bye • two/three additional useful phrases	all of *Practitioner* plus: provides chart with days of the week, months of the year, and times for ease of scheduling
Patient Resource	includes: • labeled diagram in target language of part(s) of body treated by health professional • five common illnesses and symptoms translated in both languages	includes: • labeled diagram in target language of part(s) of body treated by health professional • seven to nine common illnesses and symptoms translated in both languages	includes: • labeled diagram (in both languages) of part(s) of body treated by health professional • 10 or more common illnesses and symptoms translated in both languages	all of *Practitioner* plus: includes section, "*What to Expect at the Doctor/Dentist*" in target language
Video	includes: • description of how resources should be used • tutorial demonstrating correct pronunciation of one resource to be used by dentist or medical office staff	includes: • description resources and how they should be used • tutorial demonstrating correct pronunciation of two of the three resources to be used by dentist or medical office staff	includes: • explanation of purpose resources and description for how they should be used • tutorial demonstrating correct pronunciation for each resource to be used by dentist or medical office staff	all of *Practitioner* plus: includes informational video regarding resources for patients to be shown in office waiting room

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Globalized Patient Care *Scaffold for Learning* Teacher Material



Benchmark Video and Discussions
- Unit launch "Supporting Cultural Communication" to create a felt need
- Spanish-speaking nations
- Our community

Instructional Activities: Learning

Instructional Activities: Additional

Instructional Texts/Websites	Instructional Videos	How-to Sheets	Practice
• How to conjugate regular verbs in present tense -ar, -er, -ir (I, P) • How to form the imperative (I) • How to form the negative (I) • Correctly pronounce vocabulary (I, P, SG) • Support reading: *Venezuelan Health Crisis* (I, P, SG) • Tell time (I, P) • Count money (I, P) • Support with resource design (SG, IV)	• How to conjugate regular verbs in present tense -ar, -er, -ir (I, P) • How to form the imperative (I) • How to form the negative (I) • Correctly pronounce vocabulary (I, P, SG) • Support reading: *Venezuelan Health Crisis* (I, P, SG) • Tell time (I, P) • Count money (I, P) • Support with resource design (SG, IV)	• Conjugate regular verbs in present tense -ar, -er, -ir • Form the imperative • Form the negative • Engage in a discussion protocol • Engage in role-play	• Define, speak, write: conocer, desear, tomar, recibir, comenzar, costar, pedir • Conjugate regular verbs in present tense -ar, -er, -ir (I, HW) • Read: *Venezuelan Health Crisis* (I, P) • Build sentences using vocab (I, P) • Tell time/count money (I, P)
			Application • Research Spanish-speaking beliefs (P) • Discussion protocol: *Venezuelan Health Crisis* (P, SG) • Role-play: Requesting payment; asking time (P, SG) • Create resources for check-in, checkout, professionals, patients (I)
Interactive Websites	**Learning Centers**	**Small-Group Mini-Lessons**	**Assessment**
• Spanish clock (I, HW) • Count in Spanish (I, P) • Google Earth (I, P) • Google Translate • Freerice — language (I, HW)	• Categorize: Conjugated verbs (I, P) • Match: Vocabulary terms (I, P) • Sentence builder (I, P) • Categorize: Asking words (I, P) • Tell time (P, SG) • Count money (P, SG)	• How to conjugate regular verbs in present tense -ar, -er, -ir • How to form the imperative • How to form the negative • Correctly pronounce vocabulary • Support reading: *Venezuelan Health Crisis* • Tell time • Count money • Support with resource design	• Self-assess conjugating regular verbs (I) • Self-assess telling time (I) • Self-assess counting money (I) • Use rubric to peer edit task (P) • Use rubric to self-assess task (I)
			Reflection • What "aha" did you have about a patient's experience? • What resource do you feel will be most helpful? Why? • What part of this task made you feel good? • What was challenging about this task?

Key: Individual **(I)**, Pairs **(P)**, Small Groups **(SG)**, Activities suitable for Homework **(HW)**, Insights Video **(IV)**

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Globalized Patient Care *Content Facilitation Grid (Week 1 Sample for Spanish)* Teacher Material

Student	Conjugates present-tense -ar verbs	Conjugates present-tense -er verbs	Conjugates present-tense -ir verbs	Defines *conocer*	Defines *desear*	Defines *tomar*	Defines *recibir*	Defines *comenzar*	Defines *costar*	Defines *pedir*	Forms imperative with vocabulary verbs	Forms negative with vocabulary verbs	Tells time in Spanish	Asks the time in Spanish	Requests an amount of money in Spanish	Counts and gives amount of money in Spanish	Identifies cultural beliefs related to medicine in Spanish-speaking nations

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Globalized Patient Care *Facilitation Questions*

Teacher Material

COMPREHENSION: *Ask questions that ensure students understand content and skills needed to solve the problem.*	• What are the roles within a dentist or doctor's office? • Which countries identify the target language as their primary language? • Which phrases might someone need to know if they are visiting a healthcare provider?
APPLICATION: *Ask questions that ensure the ability of students to apply learning to new situations.*	• How should a patient be welcomed into a dentist or doctor's office in the target language? • How would you ask to see someone's insurance card in the target language? • When would you use the imperative form? • How would you conjugate the irregular verb _____?
CONNECTION: *Ask questions that ensure the ability of students to apply learning to their lives.*	• Describe a situation in which you had difficulty communicating with another person. • How can you use your existing communication skills to communicate in a second language? • How can you continue to improve your fluency in the target language?
SYNTHESIS: *Ask questions that encourage students to create new information from existing data.*	• How is forming the negative in the target language and our starting language the same? How is it different? • How would you need to modify the resources you created for a different specialty of medicine? • How could you account for body language and/or gestures in your resources? How do they affect the meaning of words?
METACOGNITION: *Ask questions that prompt students to think about their own thinking process.*	• How can you overcome the problem of having ideas more sophisticated than your ability to communicate them? • How can you apply what you learned in this unit when communicating with others in your personal life? • Which resource was the most difficult to create? Why?

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Globalized Patient Care *Performance Task*

Student Material

You've developed tools that will help both health professionals and the patients they treat, but there's more you can do! Many medical offices are only open during regular business hours, from 9:00 A.M. to 5:00 P.M. However, people get sick at all times of the day and night. When this happens, patients can call a triage nurse, describe their symptoms, and receive advice about whether to go to the emergency room or treat the illness at home. You'll develop a question-and-answer resource that the triage nurse could use to assist a patient who speaks the targeted language.

Your task is to do the following:

- Develop a list of five to ten questions for the triage nurse.
- Write one or two possible answers for each question.
- Include a formal greeting and closing that the nurse can use.

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Globalized Patient Care *Teacher Notes*

Teacher Material

Unit Overview
There are a variety of small businesses throughout the world, but certain types have better success rates than others. Among the most successful small business industries are dentist and doctor's offices. However, because these small businesses have less money and manpower than larger corporations, they are not always able to provide patient services in foreign languages. In this *authentic learning unit*, students will develop a set of resources for those working in dentist and doctor's offices as well as for the patients who use their services. These tools will be offered to local medical offices within the community.

Enduring Understandings	Essential Questions
As the world moves toward a global community, it is increasingly important to learn a world language. Learning a world language opens doors to a greater variety of career options. Having an awareness of the similarities and differences between your first and subsequent languages strengthens your critical thinking skills.	Why is it important to communicate in another language? How can your communication with a foreign speaker be more meaningful if you speak his or her language? How can a world language enrich your life?

Common Core State Standards Addressed
CCSS.ELA-LITERACY.W.6-8.4; CCSS.ELA-LITERACY.W.6-8.6 CCSS.ELA-LITERACY.SL.6-8.1

Other National Standards Addressed
World-Readiness Standards for Learning Language: Interpersonal Communication Interpretive Communication Presentational Communication Relating Cultural Practices to Perspectives Making Connections Language Comparisons Cultural Comparisons School and Global Communities

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21st Century Skills Addressed	
Core Content and Interdisciplinary Themes Subject-Area Mastery Global Awareness Financial and Business Literacy	*Information and Media Literacy* Information Literacy Information and Communication Technology
	Leadership and Responsibility

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