Westbury High School

Lesson Plans

Pharmacology Technician

Teacher: Debra Hurt  Weeks of: 11/22/14-12/02/14

**Topics:**  200 Most Common Prescribe Drugs Continues

Medical Mathematics

Unit Dose

**Objectives:**

1. Student will define and learn drugs on the 200 drug list for certification requirements.

2. Students will learn brand name, generic name and drug functions.

3. Student will learn the legal requirements for a prescription order.

4. Students will effectively list the steps required for a prescription refill.

5. Students will be able to correctly problem solve math problems using the Metric

System, household measurements, and Clark’s Rule.

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**Classroom Activities:**

1. PowerPoint, note taking, and classroom discussions.

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

3. Spelling B- generic drugs

4. Student will compile notes to study for the Phar- Tech Certification Exam.

6. Bingo Drug Terminology

7. Drug Family Tree

8. Order in the Court-Review negligence cases due to patient receiving the wrong

Medication.

**Do Now/Bell-Ringer:** Drug Family Tree

**Review**: If time permits, students will attend library to review Competencies to review for PT Exam...

**Test:** 30 common retail medications (11/24/14)

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:

|  |  |
| --- | --- |
| 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 |

Westbury High School

Lesson Plans

Principles of Health Science

Teacher: Debra Hurt Weeks of: OCT. 27– OCT. 31, 2014

I. Continue -Occupational Health Careers and Qualities of a Good Health Care worker.

2. Current Health Events

**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 compare the careers in the Health care Pathways- therapeutic, diagnostic, and social, Informatics and biotechnology.

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

unexpected illnesses and current health issues.

Student will be able to state the protocol and precautions that healthcare workers much take when an epidemic threatens the community.

**Lesson** **Activities**:

1. Student will present job posting for peer note taking

2. Student will analyze movie “Contagion” as it relate to current events in the world

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

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

5. Student will play games with flash cards to review for test.

**Do Now/Bell-Ringer:** How many Ebola patients has been treated in the U. S.?

How did they contract Ebola?

What is an incubation period?

**Homework:** Research and write the CDC current protocol for health care workers to follow when treating Ebola patients due 11/30/14

**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

TEKS: 130

|  |  |
| --- | --- |
| Knowledge & Skills | Student Expectations |
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| 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 |