

Unit 1 INTRODUCTION TO THE ROLE OF THE NURSE AIDE

Lesson 3 – Understanding the health care team and nursing ethics

Goals:

- Recognize the members of a typical healthcare team
- Understand the typical roles and responsibilities of members of the healthcare team
- Understand how ethics applies to a CNA
- Use of the verbs must and should to describe work behavior
- Write sentences in positive and negative describing ethical behavior

Activities

1. Review

Use one or more of the following activities (see instructor notes for complete instructions) to review previous lesson's vocabulary and/or verb list.

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| 1. Word Bingo (listening) | 2. Oral cloze exercise |
| 3. Word Bingo (definitions) | 4. I can/ I can't Verb Practice |
| 5. Blackboard Bingo (definitions) | 6. Verb tense practice |

2. Introduction to CNA topic – Understanding the healthcare team and nursing ethics

The interdisciplinary healthcare team is an important aspect of resident centered healthcare. Emphasize that the resident is always at the center of the healthcare team. Stress the importance of the team working together to meet the needs of the resident.

3. Vocabulary and verb lists

Discuss vocabulary and verbs for the lesson

- **Unit 1 Lesson 3 Vocabulary**
- **Unit 1 Lesson 3 Verb**

Remind students that they can keep their own personal list for words that are not included on the regular vocabulary list.

- **Unit 1 Lesson 3 My Vocabulary list**

4. Interdisciplinary Health Care Team

Begin discussion of the interdisciplinary health care team by reading the definitions of a health care team and what the team members should do. Do individually or as a group activity.

- **Unit 1 Lesson 3 Interdisciplinary Health Care Team**

Suggestions for class discussion: Using the word “should” and “shouldn’t” have students discuss what team members should and shouldn’t do.

If necessary, discuss use of word “should” and “shouldn’t”

You should do something = it is a good thing to do, it is the right thing to do

When used as a question = is it a good thing to do?

You shouldn’t (should not) do something = it is not a good thing to do

Think is often used with should = I think we should.....

Should is different from have to.

Should is the same as ought to.

• Unit 1 Lesson 2 Health Care Team Flashcards

Use one or more of the activities with the health care team flashcards.

Roleplay –Assign a healthcare team member to a student or team. Have students role play team members and others guess the team member. Create one set of flashcards or simply a handout for the class to share.

Concentration – Create one set of flash cards. Place all cards face down on the table. Turn two cards over and try to find a matching set. If cards do not match, turn back face down. Students must remember the location of cards in order to form matches. Object is to find team member name and matching definition to form a set. When all team members and definitions are matched, count which person or team has the most sets.

Twenty Questions – Play either in pairs or with class. One person has identify of a team member. Other students ask a maximum of 20 questions to find out the identity of the team member. Class can do activity with one set of flashcards or the handout.

5. Ethical Behavior

• Unit 1 Lesson 3 Ethical Behavior

After reading the handout Ethical Behavior, discuss use of “should” and introduce use of the word “must”.

Should = a good thing to do

Must = necessary to do something

Discussion behaviors using should vs. must. Suggested questions:

Which behaviors should be done because they are the “right thing to do” ?

Which behaviors must be done because they are necessary?

What will happen if those that “should” be done are not done? (Coworkers will be angry)

What will happen if those that “must” be done are not done? (Lose job?)

• Unit 1 Lesson 3 Writing about Ethics

Use should or must to write or orally create sentences about ethical behavior at work.