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| **Unit Plan Part 1 - Student Information** | | | | |
| **Information about your Unit** | | | | |
| **Your Qualification: Code and Title** | HLT33115 Certificate III Health Service Assistance | | | |
| **Your Unit/s : Code and Title** | BSBMED301 Interpret and apply medical terminology appropriately | | | |
| **Topics you will be learning** | Respond appropriately to instructions which contain medical terminology.  Carry out routine tasks.  Use appropriate medical terminology in oral and written communication | | | |
| **What do you need to bring to class?** | Personal computer/laptop, notepad, pens | | | |
| **Date your unit/s starts** | 06/02/2025 | **Date your unit/s finishes** | | 27/02/2025 |
| **Class dates and times for this unit/s** | Thursday 9.30-3pm | | | |
| **Building and Room for your unit/s** | Refer to your personal timetable available on Student Web [here.](http://mytt.boxhill.edu.au/cal?vt=month&dt=2022-03-03&et=module) | | | |
| **Your Learning Program** | | | **Hours** | |
| Structured Hours (Supervised) | | | 20 | |
| Structured Hours (Unsupervised) | | | 18 | |
| Work Placement Hours | | | 0 | |
| Other (tutorial) | | | 1 | |
| Assessment Hours | | | 19 | |
| **Total Hours** | | | **57** | |

| **Your Assessment Tasks** | | | |
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| **Task No.** | **Assessment Tasks** | **Due Date for Assessment** | **Unit/s that relate to this assessment** |
|  | Knowledge Test | Session 6 | BSBMED301 |
|  | Written Questions | Session 6 | BSBMED301 |
|  | Direct Observation | Session 8 | BSBMED301 |

| **Your Teacher Contact Details** | | | |
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| **Teacher Name** | **Email Contact** | **Telephone** | **Availability** |
| Lachlan Bryant | l.Bryant@boxhill.edu.au | Email | M-F |

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| **Useful Information to Support Your Learning and Assessment** | |
| **Reasonable Adjustment** | You may access reasonable adjustment to enable you to participate in training and assessment. You can learn more about this through the [Student disability policy and procedure](https://www.boxhill.edu.au/about-us/policies-and-procedures/) on the Box Hill Institute website or by calling Student Life on 9286 9891, SMS on 0429 680 488 or by emailing the Disability liaison service on [dls@boxhill.edu.au](mailto:dls@boxhill.edu.au) or by calling into the Student Life office at Elgar campus in E3.224.  You can contact Access and Disability Support at CAE city campus on 8892 1612 or email [dls@cae.edu.au](mailto:dls@cae.edu.au) or calling into the Student Life office at the city campus in B.202 |
| **Counselling Services** | You may find it useful to talk with one of our highly qualified and experienced student counsellors if you wish to study more effectively, improve your work-life management, or feel stressed or are pre-occupied by a personal issue. Please phone on 9652 0611 if you are studying at CAE campus or 9286 9891 if you are studying at Box Hill to arrange for an appointment |
| **Attendance** | The learning activities scheduled during class time will assist you in gaining the skills and knowledge necessary to complete the assessments. For this reason, it is recommended that you attend as many classes as possible. |
| **Assessment Extensions** | If you have a valid reason, you may apply for an extension for an assessment. This must be done in writing (on the assessment cover sheet or via email / StudentWeb to your teacher) prior to the assessment due date. |
| **Special Consideration** | Where a student anticipates that a result will be impacted by special circumstances such as ill health or bereavement, application can be made for special consideration. Forms can be accessed from the Student Life office at Elgar Campus in E3.224 or downloaded at: [Special Consideration in Assessment Application](https://www.datocms-assets.com/6783/1565829119-special-consideration-application-form-2019.pdf)  VCE courses: Supplementary exam procedures apply. Please see your VCE Teacher or VCE Coordinator for further discussion. |
| **Re-Assessment** | If you do not demonstrate competency in one of your assessment activities, you are entitled to a second attempt. Your teacher will give you feedback on areas that need additional work. Note that:   * it is your responsibility to negotiate the appropriate dates/times for re-assessment with your teacher. * if you do not submit an assessment on its due date, or if you do not attend class on the date an assessment is scheduled without a valid reason, this will be counted as an assessment attempt. |
| **Assessment Review** | If you believe that you have been assessed unfairly, you have the right to request an informal assessment review. When your assessment cover sheet is returned to you, you can request an informal review by filling in the section below and returning it to your assessor or the Manager of your area. If you are not satisfied with the outcome, you can apply for a formal review of assessment on the [application form](https://goo.gl/Pb3Rtx) located on the Box Hill Institute Website. |
| **Plagiarism** | As a student at Box Hill Institute, you are not permitted to take someone’s words, ideas or other materials and present them as your own. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |
| **Cheating** | As a student at BHI, you are not permitted to seek to obtain an unfair advantage in an examination or test. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |
| **Collusion** | As a student at BHI, you are not permitted to make arrangements between two or more people to gain an unfair advantage in an assessment. Any occurrences of this behavior will be addressed according to the BHI Plagiarism, Collusion and Cheating Policy and Procedure. |

| **Unit Plan Part 2 - Teacher Information**  Note to teachers: this document must be read in conjunction with the Guidelines for Completing VET Unit/Cluster Plan available on BQS |
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| **Timing** | | **Mapping to the unit/s** | **Learning Topics** | **Teaching and Learning Strategies** | **Assessment** | **Resources** |
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| CELCAT Session No or Week No | Time allocated. | Elements linked to the session.  (insert unit code if cluster plan) |  | Learning activities clearly explaining the way the class is structured.  Aim for diversity to increase learning for a broad student base. Include in your plan:   * Engagement activities * Classroom discussion with effective and varied sample questions * Group activities, explaining the way activities are structured. * Class presentations * Individual learning activities * Problem solving strategies. * Activities for students finishing work early. * Language, Literacy and Numeracy activities * Strategies to confirm student learning in the session. * Preparation for the next session | **Assessment activities**   * Explanation of assessment tasks * In class assessment tasks * Assessments tasks scheduled | R**esources** required for the session: e-learning and other |
|  | 5 | Element 1.1, 3.4 | Respond appropriately to instructions which contain medical terminology    Use appropriate medical terminology in oral and written communication | Introduction to unit   * Overview of Student Web * Self-directed learning resources * Assessment tasks including due dates.   Distribute Glossaries and alphabetical conditions worksheet  PPT 1-2 – Basic Word Parts   * Medical terminology   + Importance for HCW   + Activity Slide 3 – Teacher Discuss on Board * Word Parts   + Word Root   + Prefix   + Suffix   + Combining Vowel   + Combining Form * Reading Medical Word * Word Root   + Basic foundation/building block of medical term   + Activity 1 – Complete and discuss responses   + Activity 2 – Complete and discuss responses * Prefix   + Precede or come before, located at front of word   + Activity 3 – Complete and discuss responses * Suffix   + Located at ending of word and modifies changes meaning   + Activity 4 – Complete and discuss responses   + Activity 5 – Complete and discuss responses * Combining vowel   + May be needed between root word and suffix to make medical term easier to pronounce * Combining form   + Is a vowel added to a root word   + When a root word is shown with a Forward slash (/) and a combining vowel, such as GASTR/O, this format is referred to as a combining form   + Activity 6 – Complete and discuss responses * Eponyms   + Are groups of words or phrases, describing medical conditions, structures or procedures or equipment that have been named by the first person who discovered or described it or invented it * American (Harvard) vs English (Oxford) * Revision   + Activity 7 – Complete and discuss responses   + Activity 8 – Complete and discuss responses * Important Rules   + Read the meaning of the medical words from the suffix to the beginning of the word and then across to the middle.​   + Drop the combining vowel before a suffix that starts with a vowel.   + Keep the combining vowel between word roots, even if the second root begins with a vowel.​   + Dropping vowels to join word parts * Singular and Plurals   + Activity 9 – Complete and discuss responses   + Activity 10 – Complete and discuss responses   Distribute Find Meaning activity sheet for students to complete, discuss responses as a class | Assessment Task 1  Assessment Task 2  Assessment Task 3 | Unit PPT and resources via SW BHI Uniform, PPE, pen, note paper, electronic device (laptop/phone for learning purposes only, USB, headphones |
|  | 5 | 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1 3.4 | Respond appropriately to instructions which contain medical terminology    Use appropriate medical terminology in oral and written communication | Power point session 3 – Abbreviations + 24 hour clock   * Abbreviations   + Abbreviations and symbols are commonly used as a form of shorthand in medical terminology. * Acronym   + Contains initial letter or groups of letters in a phrase or groups of words   + The shortened word forms a producible word of its own​ * Initialism   + An acronym that is not pronounced as a word, but where the abbreviation is pronounced through its individuals' letters is classed as an initialism​ * Latin acronyms * Use of abbreviations in healthcare * Accuracy of abbreviation * Activity - Students are to name the Health Professionals who match the acronyms below – Discuss as a class * Abbreviations - Abbreviations are also used to spell commonly used words   + Activity - Students are to fine the meaning of the abbreviations listed below​ – Discuss as class * Symbols   + A symbol is a mark or character used as a conventional representation of an object, function, word or process. * Time and frequency abbreviations * Abbreviations and symbols * 24 hour clock   + There are two main ways to show the time​   + ”24 hour clock” or “AM/PM”   + Activity – Convert the following times from 24 hour to AM/PM – Discuss as a class   + Activity – Convert the following times from AM/PM to 24hr – Discuss as a class   + Activity – On the clock, what time is shown in 24hrs   + Activity – On the clock, what time is shown in AM/PM   Distribute Worksheet   * Translate a Paragraph * Medical Bingo Symbols   + Students to complete and discussion as class   PPT Session 4 – Movement and Directional Terms   * Introduction to movement and directional terms   + To be able to specify the location of pain, injury, disease or surgical incisions it is important to have good knowledge of the anatomical positions, body regions and related movement and directional terminology * Anatomical Terms   + Video – PPT Slide 3   + Anatomical Position     - The anatomical position is the reference system that all medical professionals and texts use when describing body components * Body Planes * Directional Terminology   + Activity – Students to complete and class discussion to follow * Movement Terminology   + Saggital Plane   + Frontal Plane   + Transverse Plane   + Video – Slide 13 * Body Cavities   + Cranial and Spinal   + Thoracic   + Abdominal   + Pelvic   Distribute worksheet - Directional Terms  Students to complete, class response to follow  Distribute Abbreviation Weekly Pop Quiz, in preparation for following week |  | Unit PPT and resources via SW BHI Uniform, PPE, pen, note paper, electronic device (laptop/phone for learning purposes only. USB, headphones |
|  | 5 | Elements  1.1, 1.2, 1.4 1.5, 2.2, 3.3 | Respond appropriately to instructions which contain medical terminology    Carry out routine tasks    Use appropriate medical terminology in oral and written communication | Commence Medical Abbreviation Pop quiz, List 1-20  PPT – Session 5 – Documentation and Policies and Procedures   * Policies and procedures   + No matter whether you are working in the community or health care sector, we are all legally and ethically bound by organisational policies and procedures (P&P), these are based on both government legislation and program guidelines.   + Why are they important?​     - They provide insurance of quality and safety of the services being provided. * Policy   + Guidelines are written to protect employees and employers and make your role easier; they provide information about how things are done, and why they are done in a certain way. They also help you make decisions particularly in difficult situations. ​ * Procedure   + Procedures provide specific details or steps to complete tasks. They can provide anything from simple list of instructions through to how you should act in certain situations. ​ * Using appropriate medical terminology in written and oral communication   + Effective communication plays integral part in the day-to-day working environment of health care workers. Every interaction with a client, being it on an individual basis or in a group session, medical or allied health related, requires information to be communicated and recorded * Verbal/Oral Communication   + Verbal communications can take place between health care workers, and between health care workers, clients and the client’s family or carer. * ISBAR   + The ISBAR process, originates from SBAR, the most frequently used mnemonic (reminder, prompt) in health and other high risk environments, and is often used for verbal communications especially if they take place over the phone:​   + Introduction   + Situation   + Background   + Assessment   + Recommendation * Written Communication   + Types of documentation   + Every client will come with their own health or client record. This record is a legal document and may include such aspects and documents as: * Reason to documentation   + Good documentation assists with the provision of safe and high-quality care * Client medical record   + To ensure ongoing quality client care progress notes need to be kept detailing assessment and diagnostic results, medical and/or allied health treatment options and results of implementation. * Record Keeping   + Different means of record-keeping are used in health care settings. Some workplaces use hand-written records, others have moved to computer-based systems, and many use a combination of both * Principles of documentation * Objective vs Subjective * Documentation Tips * SOAP   + Remember that as a healthcare worker in a health care organisation you are responsible for what you write and anything you write in relation to your role as an healthcare worker becomes a legal document and public record   + Subjective   + Objective   + Action/Assessment   + Plan * Use of Checklists   + No matter what health setting or title/position you hold within these environments as a part of carrying out your routine tasks it will involve the use of checklists * Checklist examples * Seeking clarification when needed   + It is important if you ever have difficulty understanding the context of the terminology or the meaning of a term to seek assistance, this is to ensure misinterpretation doesn’t occur. * Legal * Privacy and Confidentiality * Case Study – Class discussion   Teacher to disctribute BHI Wristbands 1-10 and Communication dialogue task  Students to work in groups of 3, each to be HCW and client. Wristband contains patient details  Students to commenced  **Assessment Task 2 – Written Questions –**  Whlist student is waiting to be observed on Part C, Students can commence  **Assessment Task 1 - Knowledge Quiz** | Assessment Task 1  Assessment Task 2 | Unit PPT and resources via SW BHI Uniform, PPE, pen, note paper, electronic device (laptop/phone for learning purposes only. USB, headphones |
|  | 5 | 1.1  1.3  1.4 2.1  3.1 3.2  3.3  3.4 | Respond appropriately to instructions which contain medical terminology  Carry out routine tasks   Use appropriate medical terminology in oral and written communication | Commence Medical Abbreviation Pop quiz, List 21-40  Assessment :  **Assessment Task 3 – Direct Observation**  Students to complete each aspect of AT3 in pairs and with assessor.  Further instruction contained within AT3 Assessment task  Whist waiting to be assessed, students to complete  Activity – Word Break up and Find Meaning  Commence Medical Abbreviation Pop quiz, List 41-60 | Assessment Task 3 Direct Observation | Unit PPT and resources via SW BHI Uniform, PPE, pen, note paper, electronic device (laptop/phone for learning purposes only. USB, headphones |

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| Unit Evaluation  Please do not delete this row Please do not delete this row Please do not delete this row Please do not delete this row Please do not delete this row | **Note to Teachers:**  Ensure that your students complete the Unit evaluation on StudentWeb at the end of this unit.  Please download the analysis of student evaluation data and save it in the course quality folder. Please review this data as part of TAS review at the end of course delivery. |