

CLUES TO THE DIAGNOSIS

Performance Standard 4B.I

Students will be divided into small groups and will prepare and present orally a scenario of the signs and symptoms of a common illness or injury (e.g., sprained ankle, asthma, common cold, diabetes, heart attack) with sufficient detail accordingly:

- *Utilizing appearance and nonverbal clues:* appear confident and at ease; use nonverbal clues effectively to reinforce the message; integrate visual aid(s)/technology smoothly with the presentation.
- *Utilizing speaking style, voice, language use:* pronounce words clearly and distinctly; show no sign of strain or tension in the voice; speak in complete sentences; use word choice appropriate to the message.
- *Demonstrating group interaction, roles and duties:* demonstrate a defined, balanced role in the presentation.
- *Presenting content of the story (student):* organize content in a logical manner; present content clearly; integrate content smoothly into the presentation.

Procedures

1. ***In order to speak effectively using language appropriate to the situation and audience (4B)***, students should experience sufficient learning opportunities to develop the following:
 - Communicate effectively the intended message.
 - Use effective verbal and nonverbal feedback (response) strategies to adjust message.
 - Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice).
 - Use language that is clear, audible and appropriate.
 - Use appropriate grammar, word choice and pacing.
 - Demonstrate effective use of visual aids and available technology.
 - Rehearse presentations to overcome communication anxiety and apprehension.
 - Recognize and assume differing roles within a group.

Students entering health occupations need good communication skills, including the ability to speak effectively using medical terminology in the appropriate context. This standard aligns with the National Health Care Skill Standard Therapeutic/Diagnostic Care (Monitoring Client Status). It also meets the Illinois Workplace Skills D1 (Communicating on the Job/Communicate orally with others), D 3 (Communicating on the Job/Interpret the use of body language) and D5 (Communicating on the Job/Follow written directions).
2. Have health occupations students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student must be familiar with medical terminology and be able to apply the proper medical terms in a scenario before the assessment. Your scenario should include signs and symptoms associated with a common illness or injury (e.g., sprained ankle, asthma, common cold, diabetes, heart attack).
4. Assign students randomly to groups of no more than five students. Each group will analyze and present the scenario assigned to them.
5. Students will research the components of a medical scenario and use appropriate medical terminology to complete the assessment.
6. Each group will have up to 30 minutes to present the results of their “Clues To A Diagnosis” to the class, using good oral presentation techniques and appropriate handouts and/or visual aids.
7. As each student finishes speaking, the teacher will score the presentation using the Group Evaluation Sheet.
8. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- 20 - 30 minutes per group

Resources

- Copy of medical terminology and signs and symptoms associated with common injuries where applicable
- Literary research resources
- Supplies for visual aids preparation
- Technology as appropriate to develop the presentation
- Clues to the Diagnosis group evaluation sheet
- Clues to the Diagnosis Rubric

CLUES TO THE DIAGNOSIS

Group Evaluation Sheet

STUDENT NAME(S)	Appearance/ Nonverbal Clues	Style, Voice, Usage	Group Interaction and Roles	Content & Presentation	Total Score
1.					
2.					
3.					
4.					
5.					

COMMENTS:

CLUES TO THE DIAGNOSIS

NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points) Approaches standard (must receive 7 -10 total points)
 Meets standard (must receive 11 - 14 total points) Begins standard or absent (receives 4 - 6 total points)

	Appearance and Nonverbal Clues	Speaking Style, Voice, Language Use	Group Interaction, Roles and Duties	Content and Presentation of the Story
4	<ul style="list-style-type: none"> The student always appears confident and at ease. Nonverbal clues are used effectively to reinforce the message. Visual aid(s)/technology integrate smoothly with the presentation. 	<ul style="list-style-type: none"> The student pronounces all words clearly and distinctly. The voice shows no sign of strain or tension. The student speaks in complete sentences. Word choice is always appropriate to the message. 	<ul style="list-style-type: none"> Each member of the group consistently demonstrates a clearly defined, balanced role in the presentation. 	<ul style="list-style-type: none"> The student's segment of the presentation is consistently logically organized. Presentation is consistently clear and easy to understand. Segment is consistently smoothly integrated into the presentation.
3	<ul style="list-style-type: none"> The student usually appears confident and at ease. Nonverbal clues are usually used effectively to reinforce the message. Visual aid(s)/technology usually integrate smoothly with the presentation. 	<ul style="list-style-type: none"> The student pronounces most words clearly and distinctly. The student usually speaks without signs of strain or tension. The student usually speaks in complete sentences. Word choice is usually appropriate to the message. 	<ul style="list-style-type: none"> Each member of the group usually demonstrates a clearly defined, balanced role in the presentation. 	<ul style="list-style-type: none"> The student's segment of the presentation is usually logically organized. Presentation is usually clear and easy to understand. Segment is usually smoothly integrated into the presentation.
2	<ul style="list-style-type: none"> The student occasionally appears confident and at ease. Nonverbal clues are occasionally used effectively to reinforce the message. Visual aid(s)/technology, when present, occasionally integrate smoothly with the presentation OR Visual aid/technology absent. 	<ul style="list-style-type: none"> The student pronounces many words clearly and distinctly. Some mispronunciation or garbling of words occurs. The voice occasionally shows signs of strain or tension. The student occasionally speaks in complete sentences. Some fragments or garbled sentences occur. Word choice is occasionally appropriate to the message. 	<ul style="list-style-type: none"> Each member of the group occasionally demonstrates a clearly defined, balanced role in the presentation. 	<ul style="list-style-type: none"> The student's segment of the presentation is occasionally logically organized. Presentation is occasionally clear and easy to understand. Segment is not integrated into the presentation; little attempt is made to connect it to the other areas of responsibility.
1	<ul style="list-style-type: none"> The student seldom or never appears confident and at ease. Nonverbal clues are seldom or never used to reinforce the message. Visual aid/technology does not integrate smoothly with the presentation. OR Visual aid/technology absent. 	<ul style="list-style-type: none"> The student pronounces few words clearly and distinctly. Significant mumbling or garbling of words occurs. The student seldom speaks without signs of strain or tension. The student seldom speaks in complete sentences. Significant fragments occur. Word choice is seldom or never appropriate to the message. 	<ul style="list-style-type: none"> Each member of the group seldom/never demonstrates a clearly defined, balanced role in the presentation. 	<ul style="list-style-type: none"> The student's segment of the presentation lacks logical development. Presentation is unclear and not easy to understand. Segment stands alone; no attempt is made to connect it to the other areas of responsibility.
Score				