

Writing T-Chart Cubing

CIP 51.9999 Health Professions and Related Clinical Sciences, Other

Draw evidence from reading to support writing.

Program Task:	PA Core Standard: CC.3.6.11-12.H
204: Outline professional standards for healthcare professionals.	Description: Draw evidence from informational texts to support analysis, reflection, and research.

Program Associated Vocabulary:	Reading Associated Vocabulary:
HIPAA Professional standards Code of ethics Fundamental to practice Customer focus and satisfaction Leadership Information and analysis Strategic quality planning Human resource development and management Management of process quality Quality and operational results	Describe Compare Associate Analyze Apply Argue Argument Explanatory Informative

Program Strategy:	Literacy Strategy:
<p>Use the cubing strategy to have students examine a topic from multiple perspectives before writing.</p> <p>After introducing the cubing strategy and before starting the project, present the following prompt to the students.</p> <p><i>As a healthcare worker, you know that the healthcare industry is one of the most regulated industries in the United States. Your human resources department is developing a new training video on the professional standards for healthcare workers in your facility. You have been asked to create a training presentation for new hires. The presentation is to provide an outline of professional standards for healthcare professionals. Your manager has highly recommended including multimedia in your presentation.</i></p>	<p><i>Whole Group</i></p> <p>Introduce the concept of cubing. Divide the class into small groups or pairs. Identify one topic to use for the exercise. This may be a major earlier concept related to the class or something about which all students would have some knowledge (e.g., college, democracy, family, comedy). Assign each team one of the six sides of the cube. Walk through questions for each of the six verbs to help students get started.</p> <ul style="list-style-type: none"> Describe it: How would you describe this topic/issue/event/person? Describe key characteristics/points/and/or attributes including size, shape, and colors. Compare it: What is it similar to? Associate it: What does it make you think of? How does the topic connect to other topics/issues/subjects? Analyze it: Tell how it is made or what it is composed of. How would you break the

Program Strategy:	Literacy Strategy:
<p>After students have read identified texts or conducted independent research, have them participate in a cubing strategy to review what they have learned and prepare for writing.</p> <p>Provide students with a cube with the prompts: describe, compare, associate, analyze, apply and argue. Have pairs or teams of students complete a cubing exercise for professional standards for healthcare professionals.</p> <p>Lead a discussion of possible answers by having each team roll their cube and respond to the perspective that lands on top. In some cases, that will mean that the same prompt appears more than once. Push students to think of different responses if that happens.</p> <p>If students are not clear on any aspect, direct them to do further research before developing their presentations.</p> <p>Have students use this analysis to develop an outline of their presentations.</p>	<p>topic/problem/issue/event/decision into smaller parts?</p> <ul style="list-style-type: none"> • Apply it: What can you do with it? How is it used? How does it help you understand other topics/issues/decisions/events? • Argue for or against it: Take a stand and list reasons for supporting or not supporting it. <p>Have groups discuss their answers. Use this discussion to clarify whether students are addressing the specific prompt.</p> <p><i>Guided Practice</i> Provide a reading passage to student teams and have them complete the cube for the passage.</p> <p>Have each group report their answers. Discuss any discrepancies.</p> <p>Discuss how analyzing different aspects of a topic can help with writing. Have students defend their answers; some might be useful in both purposes.</p> <ul style="list-style-type: none"> • Which aspects would be most helpful for writing an argument? (likely answers: compare, analyze, apply, argue) • Which perspectives would be most helpful for writing an informative or piece? (likely answers: describe, compare, associate, analyze, apply) <p><i>Application</i> Provide students with a writing prompt or scenario. Have them analyze the type of information they will need to support the writing. They can then use information they have already collected or research additional information to support the points they want to make.</p> <p>In debriefing, use the following questions:</p> <ul style="list-style-type: none"> • Why is it important to understand what the different perspectives mean? • Why is it important to identify different perspectives for a topic? • How does considering the different perspectives help to plan writing? <p>Listen for:</p> <ul style="list-style-type: none"> • Understanding of what each perspective means • Recognizing the importance of understanding a topic from many perspectives • Understanding that the different perspectives help in developing important ideas in writing

Instructor's Script – Cubing

It is critical that students understand that that topics often have many perspectives. Too often, we often look at only one side. This is especially important if students are presenting information to others.

Cubing requires students to look at multiple perspectives. It is helpful when analyzing reading passages as well as determining potential elements before writing.

Common Mistakes Made by Students

Students often don't think deeply about topics before they begin to write. Especially for argumentative writing, they need to consider all perspectives before writing. Not understanding a topic in depth leads to weak or faulty reasoning.

CTE Instructor's Extended Discussion

Knowledge of professional standards for healthcare workers is vital to avoid malpractice and liability issues. There are many Internet resources on the specific legal responsibilities that regulate the healthcare profession. However, students need to be able to analyze different scenarios to determine if the healthcare worker acted appropriately and followed professional standards. Have the students work in pairs to compose health care scenarios requiring the application of professional standards. Once complete, have students respond to scenarios crafted by their classmates.

Sample Questions

Career and Technical Concepts

Question	Answer
<p>Ms. Ashli likes to have available cash in her room. The nursing staff is always finding cash stuffed in drawers, under the mattress, in the pillow case, etc. The staff insists that Ms. Ashli's family take her cash with them and not allow Ms. Ashli to have any more cash.</p> <p>Were Ms. Ashli's rights violated? Why? How could staff have handled the situation?</p>	<p>Yes. Residents of long-term care facilities are guaranteed rights under the Omnibus Budget Reconciliation Act (OBRA), established in 1987 "Residents' Bill of Rights." One provision is that residents have the right to "manage personal funds and use personal possessions." Staff members cannot insist that the family take the cash with them. They could suggest alternatives, such as a small safe or ask the family if they have suggestions.</p>

PA Core Reading Concepts

Question	Answer
<p>If you were asked to analyze <i>democracy</i>, which statement would be an analysis?</p> <p>A. It is a popular form of government. B. One component is people selecting their leaders. C. Democracies and republics are very similar. D. The United States is a democracy.</p>	<p>B. One component is people selecting their leaders.</p>