

WSU Elson S. Floyd College of Medicine

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# STEVENS COUNTY HANDS-ON LAB DENTAL #2

HOSPITAL SETTING AND PROFESSIONAL  
ACCOUNTABILITY



Elson S. Floyd  
College of Medicine

WASHINGTON STATE UNIVERSITY



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## LAB OUTLINE DENTAL #2

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### HEALTH CARE SETTING

Doctor's office with Physician's Assistant and Internal Medicine Doctor, Speech Pathologist

### HEALTH SKILLS

Nicotine Addiction, Physical Exam – Palpation, Conflict Resolution

### TARGETED ATTRIBUTES

Communication, Teamwork, Intellectual Curiosity, Professionalism Conflict Resolution

- Welcome and Introduction to the entire class.
- 4 rotating stations
  - » Station #1 Educational Display – Nicotine, Respiratory Anatomy
  - » Station #2 Mystery Mass Palpation Lab
  - » Station #3 Professionalism – Conflict Resolution
  - » Station #4 Speech Pathology Exercises
- Conclusion – Exit Survey and Prizes



## SUPPLY LIST

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### PRIZES

- soybean pods fidget toys (mass for palpation lab and toy) amazon 10 x \$9.99 for 12  
[CLICK TO BUY](#)
- 8 x \$8.97 per dozen Puzzle balls [CLICK TO BUY](#)
- 1 x \$18.95 Fidget toy set (to make masses)  
[CLICK TO BUY](#)
- 4 metric rulers per station (~12) amazon \$8.99 for 20 pack [CLICK TO BUY](#)
- Burlap Bags with Drawstring 12 pcs [CLICK TO BUY](#)

### STATION #1 EDUCATIONAL DISPLAY NICOTINE, RESPIRATORY ANATOMY

- A Year's Worth Of Tar Model \$69 [CLICK TO BUY](#)
- Simulated Smoker's Lung Comparison Kit With Dual Rack \$386  
[CLICK TO BUY](#)
- lung poster from amazon \$6.75 TREND enterprises, Inc. The Human Body– Respiratory System Learning Chart, 17" x 22"  
[CLICK TO BUY](#)
- from amazon \$10 What Happens When a Smoker Quits poster  
[CLICK TO BUY](#)
- handouts, pencils
- gloves for students

### STATION #2 MYSTERY MASS PALPATION LAB

- 1 sets of mystery masses inside opaque bags (4 masses per station), with answers in another set of bags
- 2 dental bibs and clips for first 2 mentors at the station
- instruction cards, handouts, pencils

### STATION #3 PROFESSIONALISM - CONFLICT RESOLUTION

- Painters tape ~ \$5
- 3 laminated signs with numbers 0, 50, 100
- Instruction cards for mentors

### STATION #4 SPEECH PATHOLOGY

- \$6.99 Paper straws 250 count from amazon  
[CLICK TO BUY](#)
- \$14.98 Dum dum pops COUNT 120 from amazon  
[CLICK TO BUY](#)
- \$12.88 for 4 mirrors from amazon [CLICK TO BUY](#)
- final r sounds 6.19 minute video [CLICK TO BUY](#)

### OTHER SUPPLIES

- Free-standing Station signs (optional)
- Laminated mentor cards
- Bag for mentor to hold station prizes for team
- Exit survey



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## HANDS-ON DENTAL #2 LAB DETAILS

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### WELCOME AND INTRODUCTION

#### DIVIDE INTO GROUPS

Mentors will be assigned students as they enter and all groups will sit on the floor in the center of the room.

Lead mentor will facilitate the Welcome and the closing remarks. The teams will start at the station previously designated with mentors and rotate. The mentor leads their team through each of the 4 stations. The site coordinator will help with the flow, indicate time to rotate, mentors will keep track of the timing of the activities within each station.

#### ASK STUDENTS ABOUT DENTAL CBL SECOND SESSION

- What happened to our patient when the dentist sent him to see the doctor?
- How would you feel if you were the physician assistant in that situation?
- How would you feel about the doctor if you were the patient?
- How did the PA handle that conflict?
- What was the nurse's most important priority?

#### DESCRIBE THE 4 STATIONS

Today you will work as teams of physician's assistants, doctors, and speech pathologists as you rotate around the room from station to station.

- Station #1 Educational displays Nicotine, Respiratory Anatomy
- Station #2 Mystery Mass Palpation Lab
- Station #3 Professionalism - Conflict Resolution
- Station #4 Speech Pathology Exercises

#### PRIZES

- Soybean pods fidget - should be given as rewards/incentives to students throughout the lab



## STATION #1 EDUCATION DISPLAYS – NICOTINE, RESPIRATORY ANATOMY

EDUCATION DISPLAYS NICOTINE, RESPIRATORY ANATOMY	
<b>Setting</b>	2 Tables are set up in the middle of one side of the room. Students will stand and rotate within the display.
<b>Attribute Focus</b>	Intellectual Curiosity
<b>Skills</b>	Palpation, Smoking Cessation, Anatomy of Respiratory System, Dysphagia, Career Summaries
<b>Supplies</b>	Gloves for students, poster on basic respiratory anatomy, lung cross section (animal tissue), inflatable lung model, a year’s worth of tar, from amazon \$10 What Happens When a Smoker Quits poster
<b>Video</b>	iPad with video of dysphagia <a href="https://www.youtube.com/watch?v=iucVm9DEygk">LINK TO VIDEO</a>

<https://www.youtube.com/watch?v=iucVm9DEygk>

The lead mentor will demonstrate simulated smoker’s lungs and healthy lungs mounted side-by-side, facilitating comparison as they are inflated with bellows. Students will feel the smoker’s lungs, which feature palpable tumors, as a reminder that smoking is the leading cause of lung cancer. The other mentors will help students rotate through the display and complete worksheets, operate the iPad video about dysphagia.

## STATION #2 MYSTERY MASS PALPATION LAB

### MYSTERY MASS PALPATION LAB



<b>Setting</b>	3 substations are set up with the mystery masses on table, chairs are optional
<b>Attribute Focus</b>	Intellectual Curiosity, Communication
<b>Skills</b>	Physical Exam Skill of Palpation, Communicating Findings
<b>Supplies</b>	1 sets of mystery masses in Burlap Bags (4 masses per station) with answers, instruction cards, handouts, pencils, 4 metric rulers per station COVID precaution: solutions can be placed in a clear plastic bag.

Each mentor will lead the discussion with their team about the physical exam skill of palpation. See mentor instructions. Students rotate the masses, palpate, and write their description in the handout. Then with the last rotation, the team members take turns describing the last mass, see if the other team members agree, and then reveal the answer to the group. After today's lab you will probably agree that the sense of touch is just as important in this examination as the sense of sight is in the physical exam. Remind students to not tell other groups what they have found.

## STATION #3 PROFESSIONALISM AND CONFLICT RESOLUTION

<b>PROFESSIONALISM AND CONFLICT RESOLUTION</b>	
<b>Setting</b>	Open wall with number line set up
<b>Attribute Focus</b>	Intellectual Curiosity, Communication



<b>Skills</b>	Conflict Resolution, Communicating, Understanding Bias
<b>Supplies</b>	Number cards, lines, instruction cards

The mentor will introduce the topic and give directions for the game. A large number line will be placed across your classroom wall by posting three signs: 0 = COMPLETELY DISAGREE, 50 = NEITHER AGREE OR DISAGREE, and 100 = COMPLETELY AGREE.

Follow the mentor’s instructions for the game. Conclude with discussion about differences of opinions.

**DISCUSSION QUESTIONS:**

- Where do our opinions come from?
- How are opinions shaped?
- If someone stands at a different spot along the line, are they wrong?
- How does it feel listening to someone with whom you disagree?
- How important it is to respect the opinions of others?

**STATION #4 SPEECH LANGUAGE PATHOLOGY**

SPEECH LANGUAGE PATHOLOGY	
<b>Setting</b>	Simulated office visit with a model of the larynx and sagittal section of the head. Have patient sitting down with the SLP, and relevant team members
<b>Attribute Focus</b>	Communication/Interpersonal Skills, Responsibility





<b>Skills</b>	Anatomy for swallowing and the voice, teaching skills, clinical assessment of the swallow
<b>Supplies</b>	Water (or any other drink), thick-it, spoons for mixing the thick-it into the water, two 10ml syringes, gloves, cups with thin liquid, nectar thick liquid (IDDSI 2) and thick liquid (IDDSI 4) the IDDSI guidelines: <a href="https://iddsi.org/IDDSI/media/images/Testing_Methods_IDDSI_Framework_Final_31_July2019.pdf">https://iddsi.org/IDDSI/media/images/Testing_Methods_IDDSI_Framework_Final_31_July2019.pdf</a> iPad with Voice Analyst app to display pitch and loudness (if there's time).
<b>Video</b>	For an introduction to bedside (clinical) swallow evaluations <a href="https://www.youtube.com/watch?v=JUiOhK3IfXY">https://www.youtube.com/watch?v=JUiOhK3IfXY</a> (2 minutes 10 seconds) Also show the MBSiMP normal and disordered swallow on iPad. If not available use these links: Normal swallow: <a href="https://www.youtube.com/watch?v=L37hwF5rwsM">https://www.youtube.com/watch?v=L37hwF5rwsM</a> Swallow with aspiration: <a href="https://www.youtube.com/watch?v=sowo87vxxxM">https://www.youtube.com/watch?v=sowo87vxxxM</a>

The mentor will play the role of the SLP and will introduce themselves. One student can be the patient and the other students can be a family member, a nurse, dietician, and an SLP student clinician. The mentor will explain they are going to do a bedside (clinical) swallow evaluation since the patient has been complaining about his swallowing. They will show the patient and others in the group how the swallow works, and the anatomy involved by using the models and videos. Participants will first learn how to make liquids of different consistencies using thick-it, the IDDSI guidelines and instructions with the water and 10 ml syringes. They will then take turns having the patient sip the liquid and feeling their swallow to make sure there is good laryngeal elevation. After each swallow, they will ask the patient to phonate (say 'ah') to make sure the voice sounds clear and that there is no coughing. If time, participants can have the patient vary loudness level do go as low of a pitch as possible to as high as possible on the Voice Analyst app. The function of the vocal folds and larynx are both important for there to be a good healthy swallow without aspiration into the lungs.

## CONCLUSION

Gather all students in the center of the room. Final questions for the group and opportunity to ask questions.

### POSSIBLE QUESTIONS/DISCUSSION FOR LEAD MENTOR:

- What were some of your impressions or thoughts about the lung display?
- What professional skill did the palpation lab teach you?
- What was your experience like when you were trying to describe something that you could feel but not see to another person?
- Did anyone learn anything new today about conflict resolution?



- Which would you prefer to become: a dentist, a doctor, a physician assistant, or speech therapist  
WHY?

EXIT SURVEY AND PRIZES



## ADDENDUM MATERIALS

Mentor Card – Lab Outline Dental #2 (laminated separately – 8 copies) . . . . .	12
Lead Mentor Card – Dental 2 (laminated separately – 2 sets) . . . . .	13
Educational Display Handout - Dental #2 (handout for Station #1 – 100 copies) . . . . .	14
Station Instruction Cards Dental #2	
Station #2	
Mystery Mass Palpation Lab (laminated – 2 sets) . . . . .	15
Mystery Mass Graph (handout for Station #2 – 100 copies) . . . . .	16
Station #3	
Professionalism/Conflict Resolution (laminated – 2 sets) . . . . .	17
Opinion Cards (laminated) . . . . .	18
Career Outlines Dental #1	
Physician’s Assistant (laminated for Station #1) . . . . .	19
Internal Medicine Doctor / Internist (laminated for Station #1) . . . . .	20
Speech Pathologist (laminated for Station #1) . . . . .	21
CRNA . . . . .	22
Anesthesiologist . . . . .	23



## MENTORCARD

# LAB OUTLINE DENTAL #2

### GREET TEAM AT DOOR

Sit with team for welcome. Guide team within stations, keep track of time, work quickly.

### PRIZES

Exit prize - soybean pods fidget toys

### STATION #1 EDUCATIONAL DISPLAY NICOTINE, RESPIRATORY ANATOMY

The lead mentor will demonstrate the inflation of the lung display for all of the students. Encourage your team to work independently. They will have a short worksheet to complete.

### STATION #2 MYSTERY MASS PALPATION LAB

The mentor will lead a discussion about the physical exam skill of palpation. See instruction card. The activity of palpating and describing the mystery masses follows. Then with the last rotation, the team members take turns describing the last mass to the group, see if the other team members agree, and then the mentor reveals the answer to the group. Remind students to not tell other groups what they have found. COVID precaution - put solutions in a clear plastic bag.

### STATION #3 PROFESSIONALISM - CONFLICT RESOLUTION

The team will work together playing this game. Follow instructions on mentor cards. Give each student a chance to argue a position. Conclude with a discussion about understanding and respecting opinions.

### STATION #4 SPEECH THERAPY

Simulated office visit with a model of the larynx and sagittal section of the head. Have patient sitting down with the SLP, and relevant team members.

### CONCLUSION AND EXIT SURVEY

Gather as a large group for conclusion. Questions and answers. Each student should take survey.

### PRIZES

- Soybean pods fidget – exit prize



## DENTAL #2

### WELCOME AND INTRODUCTION

MENTORS WILL DIVIDE UP INTO GROUPS

as students enter and all groups will sit on the floor in the center of the room. Lead mentor will facilitate the welcome and the closing remarks. The teams will start at the station previously designated with mentors and rotate. The mentor leads their team through the each of the 4 stations. The site coordinator will help with the flow, indicate time to rotate, mentors will keep track of the timing of the activities within each station.

ASK STUDENTS ABOUT DENTAL CBL FIRST SESSION:

- What happened to our patient when the dentist sent him to see the doctor?
- How would you feel if you were the physician assistant in that situation?
- How would you feel about the doctor if you were the patient?
- How did the PA handle that conflict?
- What was the nurse's most important priority?

DESCRIBE THE 4 STATIONS

Today you will work as teams of physician's assistants and doctors as you rotate around the room every 9 minutes.

- Station #1 Educational Display Nicotine, Respiratory Anatomy
- Station #2 Mystery Mass - Palpation Lab
- Station #3 Professionalism - Conflict Resolution

### STATION ROTATIONS - give 1 minute warning before final notice to rotate

STATION #1 EDUCATIONAL DISPLAY

The lead mentor will demonstrate the inflation of the lung display for all of the students.

### CONCLUSION AND EXIT SURVEY

Gather all students in the center of the room. Final questions for the group and opportunity to ask questions.

POSSIBLE QUESTIONS/DISCUSSION:

- What were some of your impressions or thoughts about the lung display?
- What professional skill did the palpation lab teach you?
- What was your experience like when you were trying to describe something that you could feel but not see to another person?
- Did anyone learn anything new today about conflict resolution?
- Which would you prefer to become: a dentist, a doctor, or a physician assistant and WHY?

### EXIT SURVEY AND PRIZES



EDUCATIONAL DISPLAY HANDOUT

## DENTAL #2

You may rotate in any order that you want throughout this station. You may work together to figure out which posters will be put up and add questions about it.

### WHAT DID YOU DISCOVER FROM THE INFLATING LUNGS DISPLAY?

### AFTER READING THE POSTER ON THE BENEFITS OF QUITTING SMOKING:

What would you say to someone who thinks it's too late to quit because the damage has already been done?

### LOOK AT THE POSTER ABOUT THE RESPIRATORY SYSTEM:

What parts of the Respiratory system could be damaged by smoking?

What is the location of gas exchange in the lungs?

### THERE IS A CONTAINER OF TAR ON THE DISPLAY TABLE.

Does this seem exaggerated or real to you?

### WHAT DID YOU LEARN ABOUT THE JOBS OF:

Physician Assistant

Internist

Speech Pathologist



STATION INSTRUCTION CARD

# MYSTERY MASS PALPATION LAB

## DENTAL #2 STATION #2

When you perform a physical exam, you use four basic techniques: inspection, palpation, percussion, and auscultation.

### ASK TEAM TO GIVE DEFINITION/EXAMPLES:

- Inspection - Use of sight to see abnormalities (color of skin, abnormal moles, hair loss)
- Palpation - Use of touch to feel abnormalities (masses, swelling, pain)
- Percussion - Combined use of touch and sound to distinguish certain kinds of abnormalities by telling the density of a tissue. tap or strike a body surface with quick, light blows and eliciting vibrations and sounds. The sound determines the density of the underlying tissue and whether it is solid tissue or filled with air or fluid. Percussion is used to assess density of underlying structures, areas of tenderness, reflexes, pneumonias)
- Auscultation - Use of sound to hear abnormalities (heart, breath, bowel sounds)

### Today we are going to learn more about Palpation

today because our patient in the CBL had his tumor detected by palpation of his neck. Palpation is the process of using one or two of your hand or fingers to identify a disease, injury, or the location of pain.

1. **Light palpation** is used to feel abnormalities that are on the surface, usually pressing down 1-2 centimeters.
2. **Deep palpation** is used to feel internal organs, masses, and to detect fluid in a body part, usually pressing down 4-5 centimeters.
3. **Bimanual palpation** is used to compress organs or tissue and manipulate that tissue (knee exam)
4. **Bidigital palpation** is to detect skin or superficial lesions (abscesses, foreign bodies)

### ASK - WHAT ARE SOME OF THE THINGS YOU CAN DETERMINE BASED ON TOUCH?

(size, shape, temperature, firmness, texture, pulsations, rigidity, mobility, pain, location, areas of swelling)

### Tips and tricks of Palpation:

- The dorsal or backside of the hand is best for assessing temperature changes
- The ball of the hand on the palm and ulnar surface is best for detecting vibration
- The finger pads and tips are the most discriminating for detecting fine sensations, such as pulsations.
- Closing your eyes while palpating may help you concentrate better on what you are feeling.

**Lab:** Students will be presented with 4 mystery masses that are inside a burlap bag filled with stuffing. They need to use their sense of touch only to palpate the mass and describe it in the chart given. There are vocabulary hints, and rulers for reference with cm. Have each student describe their last mass to the other students, see if they agree, then reveal the answer.

**Conclusions:** After today's lab you will probably agree that the sense of touch is just as important in this examination as the sense of sight is in the physical exam. Remind students to not tell other groups what they have found.



# MYSTERY MASS GRAPH

## DENTAL #2 STATION #2

MYSTERY MASS GRAPH						
Mystery mass	Size(cm), Shape	Surface, Edge	Texture, Consistency	Fluidity, Compressibility	Mobility, Fluctuation	REVIEW WITH TEAM
#1						
#2						
#3						
#4						

### HINTS AND SUGGESTED VOCABULARY

Measure in dimensions cm x cm, irregular, lobulated (lumpy), regular, round, oblong, elongated, tubular, distinct, indistinct, smooth, rough, flat, raised, **hard (like chin)**, firm (like tip of nose), rubbery, spongy, **soft (like ear lobe)**, **Compressibility (changes in size or shape when compressed)** fluctuation put your fingers on either side of the lump, opposite each other. Press with one finger and feel whether the lump bounces against your other finger.





STATION INSTRUCTION CARD

# PROFESSIONALISM – CONFLICT RESOLUTION GAME – DENTAL # 2 STATION #3

## SET UP

A large number line will be placed across the classroom wall by posting three signs, reading 0 = COMPLETELY DISAGREE, 50 = NEITHER AGREE OR DISAGREE, and 100 = COMPLETELY AGREE.

## INTRODUCTION

Differences of opinion are a common and exciting part of life. Conflict, which can be caused by unclear expectations or poor communication, occurs in any profession. We discussed this in our last CBL case. We all have our own ideas and opinions, but we're not always given the chance to describe those ideas or examine where they came from or how they were developed. We are going to do an activity that will give you the opportunity to express your opinions both verbally and visually, as well as listen to and consider other points of view.

## GAMES DIRECTIONS

1. Ask your students to stand along the line, in random order at first, and listen to the statements.
2. Call on one individual to choose a prompt, read it, and argue/explain their position on a prompt.
3. After each statement is read, instruct your students to position themselves along the number line according to how much they agree with the statement (0 being not at all). Ask them to pick a specific number in their head.
4. Ask the other students to listen carefully to the argument given either in support for or against the statement, but not to talk or contradict the speaker during their explanations.
5. If the other student's minds change during a classmate's explanation, respond by moving silently along the number line to indicate how your opinion changed. You may move any direction.

6. When you see a student make a dramatic move, ask them to reflect on what their classmate said that caused the shift.
7. Switch students so that each student gets to choose a prompt and argue a position. • Profanity should be allowed in schools.
  - Dogs are better pets than cats
  - Boys are better at sports than girls.
  - Everyone should go to college.
  - All problems can be solved with enough money.
  - It is wrong to eat animals.
  - There's no better place to live than the United States.
  - Videogames are an unhealthy influence.
  - New technology almost always improves quality of life.
  - It's important to have neat handwriting.
  - Grades are an accurate measure of intelligence.
  - Texting is preferable to talking on the phone.
  - We should all be worried about climate change.

## CONCLUSION

I hope that everyone could understand that most issues are not black and-white, or right or wrong, and that we all have opinions that can affect the way we think and act towards others.

## DISCUSSION QUESTIONS:

- Where do our opinions come from?
- How are opinions shaped?
- If someone stands at a different spot along the line, are they wrong?
- How does it feel listening to someone with whom you disagree?
- How important it is to respect the opinions of others?



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## OPINION CARDS

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- Profanity should be allowed in schools.
- Dogs are better pets than cats
- Boys are better at sports than girls.
- Everyone should go to college.
- All problems can be solved with enough money.
- It is wrong to eat animals.
- There's no better place to live than the United States.
- Videogames are an unhealthy influence.
- New technology almost always improves quality of life.
- It's important to have neat handwriting.
- Grades are an accurate measure of intelligence.
- Texting is preferable to talking on the phone.
- We should all be worried about climate change.



# PHYSICIAN'S ASSISTANT

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Physician assistants carry out many of the same functions as traditional medical doctors and work under the supervision of a general internist. They deal with patients suffering from acute and chronic medical conditions. They provide long-term, comprehensive care in the office or the hospital, serving the needs of adolescents and adults in all areas of medicine.

## **SALARY**

\$85 – 120,000 per year

## **TASKS AND RESPONSIBILITIES**

- Interview and examine patients to determine a diagnosis.
- Order tests and prescribe medications
- Stitch wounds and set bones.
- Administer immunizations.
- Maintain patient records and provide documentation for insurance companies.
- Making rounds and performing patient exams
- Diagnosing illnesses
- Assisting in surgery
- Ordering and interpreting laboratory tests and X-rays
- Prescribing medications
- Developing and managing treatment plans
- Advising patients on preventative care and optimal health practices

## **SKILLS AND COMPETENCIES**

- Most applicants to physician assistant education programs already have a bachelor's degree and some healthcare-related work experience. All physician assistant programs culminate in a master's degree and must complete 2,000 hours of clinical rotations in a number of areas, including internal medicine.
- Developing and using computerized medical records
- Giving injections, drugs, and other medications
- Helping people understand health care instructions
- Observing and analyzing physical problems
- Planning health care treatments
- Working as a member of a health services team
- Complex problem solving
- Coordination
- Instructing
- Judgment and decision making
- Persuasion
- Service orientation
- Social perceptiveness
- Time management

[CLICK FOR PHYSICIAN'S ASSISTANT JOB DESCRIPTION](#)



# INTERNAL MEDICINE DOCTOR / INTERNIST

Physicians who diagnose and provide non-surgical treatment of diseases and injuries of internal organ systems. Provide care mainly for adults who have a wide range of problems associated with the internal organs.

## **SALARY**

**\$198 – \$250,000 per year**

## **TASKS AND DUTIES**

- Consulting with patients to understand their symptoms and health concerns.
- Diagnosing and treating acute and chronic diseases
- Prescribing or administering medication and therapy
- Explaining procedures and discussing test results
- Monitoring patients' conditions and progress
- Providing health and wellness advice to patients, including diet, physical activity, hygiene, and disease prevention.
- Immunizing patients against preventable diseases.
- Maintaining detailed notes of appointments with patients, including comments, tests and/or treatments prescribed, and test results.
- Referring patients to other medical specialists, when necessary.
- Providing support and advice to patients receiving long-term care.
- Preparing official health documents or records, when necessary.
- Conducting research

## **SKILLS AND COMPETENCIES**

- Bachelor's degree in biology, physical sciences, or a related field.
- Doctor of Medicine (MD) degree or a Doctor of Osteopathic Medicine (DO) degree.
- 3 to 7 years' internship and clinical residency training, specializing in internal medicine.
- Successful completion of the Internal Medicine Certification Examination.
- Certification by The American Board of Internal Medicine (ABIM) in internal medicine.
- Valid and active medical license in the state you wish to practice.
- Exceptional attention to detail.
- Outstanding research and analytical skills.
- Excellent communicator who can empathize with patients.
- Flexible working hours.
- Excellent decision-making skills and communication.
- Ability to work under pressure in a fast-paced environment.
- Compassionate nature with the ability to make patients feel at ease.
- Great management and leadership skills

[CLICK FOR INTERNAL MEDICINE DOCTOR / INTERNIST JOB DESCRIPTION](#)



# SPEECH PATHOLOGIST

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Speech pathologists, sometimes called speech therapists, work with people who have a variety of disorders that include the inability to produce certain sounds, speech rhythm and fluency problems, and difficulties with their voices. They also help people who want to modify accents or who have swallowing impairments.

## **SALARY**

\$48 – 120,000 per year

## **DUTIES AND RESPONSIBILITIES**

- Evaluate patients
- Help patients establish goals
- Provide rehab assistance to meet goals
- Attend individualized education program (IEP) meetings for students
- Consult with teachers, parents, or medical providers as necessary
- Follow-up
- Provide referrals when appropriate • Maintain records

## **SKILLS AND COMPETENCIES**

- A master’s degree in speech-language pathology generally is required. An undergraduate degree does not have to be in speech pathology, but most master’s programs have specific prerequisites that must be met.
- In most states, speech pathologists must be licensed.
- Students in master’s programs also receive supervised clinical training.
- A master’s degree in speech-language pathology. An undergraduate degree does not have to be in speech pathology, but most master’s programs have specific prerequisites that must be met.
- Compassionate and concerned about clients’ well-being and can offer them emotional support.
- Patience until established goals are met.
- Listening and speaking skills. Speech pathologists must be able to clearly communicate.
- Critical Thinking
- Attention to Detail

[CLICK FOR SPEECH PATHOLOGIST JOB DESCRIPTION](#)



## CERTIFIED REGISTERED NURSE ANESTHETIST

Certified Registered Nurse Anesthetists (CRNAs) are advanced practice registered nurses with graduate-level education who enjoy a high degree of autonomy and professional respect. CRNAs provide anesthetics to patients in every practice setting, and for every type of surgery or procedure.

### **SALARY**

\$ 150,000 – 220,000

### **DUTIES AND RESPONSIBILITIES**

- CRNAs provide anesthesia in collaboration with surgeons, dentists, podiatrists, physicians, anesthesiologists, and other qualified healthcare professionals
- High degree of autonomy and professional respect
- Make independent judgments regarding all aspects of anesthesia care based on their education, licensure, and certification

### **SKILLS AND COMPETENCIES**

- A baccalaureate or graduate degree in nursing or other appropriate major
- An unencumbered license as a registered professional nurse and/or APRN in the United States or its territories
- A minimum of one year of full-time work experience, or its part-time equivalent, as a registered nurse in a critical care setting. The average experience of RNs entering nurse anesthesia educational programs is 2.9 years
- Graduation with a minimum of a master's degree from a nurse anesthesia educational program accredited by the Council on Accreditation of Nurse Anesthesia Educational

[CLICK FOR CRNA JOB DESCRIPTION](#)



## ANATHESIOLOGIST (MD)

Anesthesiologists are physicians who specialize in the care of surgical patients and pain relief. They administer drugs (anesthetics) that reduce or eliminate the sensation of pain during an operation or another medical procedure.

### SALARY

\$ 200,000 – 400,000

### DUTIES AND RESPONSIBILITIES

- Administer drugs (anesthetics) that reduce or eliminate the sensation of pain during an operation or another medical procedure
- During surgery, they adjust the amount of anesthetic as needed, and monitor the patient's heart rate, body temperature, blood pressure, and breathing
- Outside of the operating room, they provide pain relief for patients in the intensive care unit, for women in labor and delivery of babies, and for patients who suffer from chronic pain
- Work with other physicians and surgeons to decide on treatments and procedures before, during, and after surgery

### SKILLS AND COMPETENCIES

- Anesthesiologists need a bachelor's degree, a degree from a medical school, which takes 4 years to complete, and, 3 to 7 years in internship and residency programs.
- Communication skills: need to be excellent communicators. Must communicate effectively with their patients and other healthcare support staff.
- Compassion: Patients who are sick or injured may be in extreme pain or distress. Must treat patients and their families with compassion and understanding.
- Detail oriented: Patients must receive appropriate treatment and medications. Must accurately monitor and record various pieces of information related to patient care.
- Dexterity: May work with very precise and sometimes sharp tools, and mistakes can have serious consequences.
- Leadership skills: Anesthesiologists who work in their own practice must manage a staff of other professionals.
- Organizational skills: good recordkeeping and other organizational skills are critical in both medical and business settings.
- Patience: May work for long periods with patients who need special attention: Persons who fear medical treatment may require more patience.
- Physical stamina: Should be comfortable lifting or turning disabled patients or performing other physical tasks.
- Problem-solving skills: Need to evaluate patients' symptoms and administer the appropriate treatments.

[CLICK FOR ANASETHIOLOGIST JOB DESCRIPTION](#)



## REFERENCES

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  3. [Physical Assessment](#)
  4. [Conflict Resolution Activities for Middle School Skill-Building](#)
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  6. Job Description – [Physician’s Assistant](#)
  7. Job Description – [Internal Medicine Doctor / Internist](#)
  8. Job Description – [Speech Pathologist](#)
  9. Job Description – [CRNA](#)
  10. Job Description – [Anesthesiologist](#)
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