

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: Human Needs and Human Development

Number: PA700 PA1500 **Hours:** 0.00

Dates: Spring 2025

Description/Objectives:

- Student will know and be able to identify physical, mental, emotional and social developments that occur in the seven main life stages.
- Student will know and be able to identify Maslow's Hierarchy of Needs.
- Student will know and be able to identify the 5 stages of grief.

Tasks:

PA701-Discuss human growth and development through the lifespan.

PA-702 Discuss cultural diversity.

PA-703 Identify psychosocial changes in the client.

PA-704 Assist clients in expressing their personal faith and religious beliefs.

PA-705 Provide care for sensory deprived (blind or deaf) clients. Discuss human growth and development through the lifespan.

PA-1501 Discuss personal feelings and attitude about death.

PA-1502 Explain how culture and religion influence a person's attitude toward death and the bereavement process.

PA-1503 Discuss the goals of hospice care.

PA-1504 Discuss the stages of dying.

PA-1505 Report the common signs of a client's approaching death.

PA-1506 Discuss the postmortem care of a client while maintaining the client's right to dignity and respect.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- 10.1.12.B Evaluate factors that impact the body systems and apply protective/preventive strategies.
 - fitness level
 - environment (e.g., pollutants, available health care)
 - health status (e.g., physical, mental, social)
 - nutrition.

Supporting Anchor/Standards:

10.2.12.D Examine and apply a decision-making process to the development of short and long-term health goals.

10.2.12.E Analyze the interrelationships between environmental factors and community health: i.e., public health policies and laws/health promotion and disease prevention, individual choices/maintenance of environment, and recreational opportunities/health status.

10.4.12.D Evaluate factors that affect physical activity and exercise preferences of adults: i.e., personal challenge, physical benefits, finances, motivation, access to activity and self-improvement.

Focus Anchor/Standard #2:

- 1.1.11.A Locate various texts, media and traditional resources for assigned and independent projects before reading.

Supporting Anchor/Standards:

1.1.11.D Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.

1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired

through the study of their relationships to other words. Use a dictionary or related reference.

1.1.11.F Understand the meaning of and apply key vocabulary across the various subject areas.

Connecting Anchor/Standard:

- 11.2.12.F Assess the relationship of family functions to human developmental stages.

Supporting Anchor/Standards:

10.2.12.D Examine and apply a decision-making process to the development of short and long-term health goals.

10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

10.5.12.B Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills: i.e., open and closed skills, short-term and long-term memory and aspects of good performance.

Instructional Activities:

Knowledge:

Assign textbook reading

Create appropriate group activities

Explain objectives of the lessons

Facilitate class discussions

Lecture to explain the important content that students will be learning

Skill:

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

Complete workbooks

Complete textbook reading

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Pre/Post tests

Writing activities

Video/DVD Worksheets

Rubrics

Oral Presentation

Individual Projects

Group Projects

Research Projects

Current Events

Resources/Equipment:

Simmers, L. (2009). *Diversified Health Occupations* (7th ed.). Clifton Park, NY: Delmar Cengage Learning
St. Louis: Harcourt Health Sciences. *Nursing* 2010. (2010). Ambler: Lippincott Williams & Wilkins. *AJN*.
(2011). New York: Lippincott Williams & Wilkins. *Tophealth*. (2011). Birmingham: Oakstone *Topsafety*.
(2011). Birmingham: Oakstone. *Nursing Assisting Monthly*. (2011). Clifton Park: Delmar Cengage Learning.
computers On Golden Pond Steel Magnolias
Hyperlinks:

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 100 - ORIENTATION AND SAFETY

Number: 100 **Hours:** 42.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to recognize and adhere to school policies and procedures as identified in the MCTI Student/Parent Handbook. Student will have a general understanding of policies and procedures related to the health occupations program and clinical facilities.

Tasks:

PA103 - Identify course objectives.

PA104 - Follow clinical skill area rules and regulations.

PA105 - Follow professional dress code.

PA107 - Differentiate between hospitals, long-term care agencies and home health agencies as to their history, purpose, and their expectation of the health care professional.

PA108 - Follow clinical experience guidelines and procedures.

PA109 - Follow OSHA standards and Centers for Disease Control (CDC) standard precautions.

PA110 - Follow the Right to Know law and the importance of maintaining Safety Data Sheets (SDS) for all chemicals.

PA113 - Identify and follow the chain of command in an organizational structure.

PA114 - Follow safety and emergency procedures.

PA115 - Report nonfunctioning equipment.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:**NUMBERS AND OPERATIONS**

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:**Knowledge:**

Develop individual portfolios

Complete student handbook sign off sheet

Read handbook

Participate in group activities

Participate in class discussions

Discuss the structure of the healthcare system and describe ways it is changing

Describe a typical long-term care facility

Describe the residents who live in a long-term care facilities

Explain polices and procedures

Describe the long term car survey process

Explain Medicare and Medicaid

Discuss the term "cultural change" and describe Pioneer Network and The Eden Alternative

Explain the important content that students will be learning

Create a characteristic profile of a health care worker

List ways to eliminate or decrease stress

Explain how time management, problem solving, and goal setting reduce stress

Describe types of private health care facilities

Analyze government agencies and the services offered

Describe services offered by voluntary or nonprofit agencies

Define, pronounce, and spell all key terms

- Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt

- Directed reading or learning questions

- Read, listen, share, and question in a small group

- Oral reading

- Questioning while reading

- Question aloud

- Read then predict

- Silent Timed Reading

- Small Group Oral Reading/Questioning

- Think aloud

- Create a story

- Develop tomorrow's quiz

- Demonstrate what was learned

- Essential Question Reflection

- Fill in the process steps

- Process listing

- Summary statements

- Test question list

- What are three things that you learned?

Skill:

Perform mock evacuation procedures

Perform mock emergency procedures

Demonstrate the standard of a professional appearance as they apply to uniforms, shoes, nails, hair,

jewelry, and makeup

Differentiate between positive and negative stressors by identifying the emotional response

Recognize the responsibilities of the NA as a member of the health care team

Differentiate between hospitals, long-term care and home health agencies as to their purpose and NA expectations

Identify and “chain of command” in the organizational structure of the health care agency

Maintain acceptable personal hygiene and exhibits appropriate dress practices.

Recognize the importance of punctuality and commitment on the job

Recognize the responsibility to identify, prevent and report abuse, exploitation and neglect as legislated in Act 14 (P.L. 169) The Nurse Aide Resident Abuse Prevention Training Act

Recognize the physical and psychological indicators of stress in self and others and identify stress reduction techniques

Demonstrate effective interpersonal conflict management skills

Applies principles of Standard Precautions.

Remediation:

Retest

Reteach

Enrichment:

Article critiques related to assigned topics

Internet research

Prepare for competitions

Special Adaptations:

- Study Guide
- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home

- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Follow the general safety protocol in the classroom and on clinical
- Safety standards that protect the worker, employer and the patient
- Fire and emergency safety
- Equipment safety
- Manufacturer's directions when using any product, tool, equipment, etc
- Confidentiality and privacy regulations

Assessment:

Handbook quiz - Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Computers Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning. Delmar Cengage Learning. Chrome Books Act 14 packet Orientation packets for clinical Easels with pads, Markers, Crayons, Colored Pencils, Construction paper, Smart boards LAN projector Jeopardy games Videos and DVD: CNA skill videos YoutubeHyperlinks: www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 200 - LEGAL AND ETHICAL ISSUES

Number: 200 Hours: 43.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to describe how contract laws affect health care and define HIPAA and explain how it provides confidentiality for health care information, basic guidelines for health care personnel, patient rights, and professional standards.

Tasks:

PA201 - Identify client's advanced directives.

PA202 - Uphold confidentiality of records and information as required by HIPAA.

PA203 - Promote the client's right to make personal choices to accommodate individual needs.

PA204 - Practice professional standards for health care professionals.

PA205 - Apply legal responsibilities of the health care professional.

PA206 - Discuss ethical dilemmas as related to the health care professional.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

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CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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understanding.

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PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

Complete workbooks

Complete textbook reading

Define the terms "law" and "ethics" and list examples of legal and ethical behavior

Explain the Ominous Budget Reconciliation Act (OBRA)

Explain resident's rights and discuss why they are important

Discuss abuse and neglect and explain how to report abuse and neglect

List examples of behavior supporting and promoting resident's rights

Describe what happens when complaint of abuse is made against a nursing assistant

Explain how disputes may be resolved and identify with the ombudsman's role

Explain HIPAA and list ways to protect resident's rights

Explain the Patient Self-Determination Act (PSDA) and discuss advance directives

Provide an example of a situation that might result in legal action for each of the following: malpractice, negligence; assault and battery; invasion of privacy; false imprisonment; abuse; and defamation

Describe how contract laws affect health care

Define privileged communications and explain how they apply to health care

Define HIPAA and explain how it provides confidentiality for health care information

List basic rules of ethics for health care personnel

List rights of the patient who is receiving health care

Justify professional standards by explaining how they help meet legal/ethical requirements

Define, pronounce, and spell all key terms

- Novel or Book as Backdrop to Learning
- Read the questions at the end of the chapter
- Read the summary information first
- Scavenger hunt
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

State the legal regulations that apply to health care records

Recognizes the responsibility to identify, prevent and report abuse, exploitation and neglect as legislated in Act 14 (P.L. 169) The Nurse Aide Resident Abuse Prevention Training Act

Provides privacy and maintenance of confidentiality

Maintains confidentiality of patient history information as required by HIPAA

Promotes the resident's right to make personal choices to accommodate individual needs

Define the role and function of the NA and provides awareness of the legal limitations of being a NA

Provides privacy and maintenance of confidentiality

Maintains confidentiality of patient history information as required by HIPAA

Promotes the resident's right to make personal choices to accommodate individual needs

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics

Internet research

Prepare for competitions

Special Adaptations:

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)

- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
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- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:
 Maintain confidentiality and privacy regulations
 Provide an abuse free environment
 Be alert to all safety hazards

Assessment:

Worksheets
 Quizzes
 Pre/post tests
 Writing activities
 Video/DVD worksheets
 Rubrics
 Check lists
 Role-play activities
 Debates
 Oral presentations
 Individual projects

Group projects

Current events

Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
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- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Simmers, L. (2016). Diversified Health Occupations 8th Edition. Clifton Park, NY. Delmar Cengage Learning. Computers Clifton Park, NY. Delmar Cengage Learning. Alvare, S., Fuzy, (2014). Hartman Publishing. Simmers, L. (2016). Diversified Health Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning. Fuzy, J. (1997). Prevention and care of pressure sores. Albuquerque, NM. Hartman Publishing. Fuzzy, J. (1998). Preventing abuse & neglect: a guide for caregivers. Albuquerque, NM. Hartman Publishing. Rizzo, D.C. Introduction to anatomy & physiology, Clifton Park, NY. Delmar Cengage Learning. The Doctor Youtube NetFlix Various medical/office forms Office supplies Binders/folders Computers Printers and Youtube videosHyperlinks:

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 300 - COMMUNICATION

Number: 300 Hours: 55.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to demonstrate effective, abuse-free verbal and non-verbal communication in keeping with the health care provider's role when communicating with the client.

Tasks:

PA301 - Practice effective communication.

PA303 - Document objective and subjective observations using appropriate terms.

PA305 - Communicate in a professional manner, according to the client's stage of development and cultural background.

PA307 - Practice effective conflict management skills.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Clinical Evaluation Sheets

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Define, pronounce, and spell all key terms

Define the term "communication"

Explain verbal and nonverbal communication

Describe ways different cultures communicate

List ways to make communication accurate and explain how to develop effective interpersonal relationships

Explain the difference between facts and opinions

Explain objective and subjective information and describe how to observe and report accurately

Explain how to communicate to other team members

Explain how to give and receive an accurate report of a resident's status

Describe incite reporting and recording

Describe effective communication on the telephone

List guidelines for communicating with residents with special needs

Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt

- Directed reading or learning questions

- Read, listen, share, and question in a small group

- Oral reading

- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill

Demonstrate effective communication skill in the Long Term Care Facility

Role play activity

Identify factors that interfere with communication

Explain the importance of listening, nonverbal behavior, reporting, and recording in the communication process

Demonstrate effective, abuse-free verbal and non-verbal communication in keeping with the NA's role with residents and their families.

Observe by using the senses of sight, hearing, touch and smell to report resident behavior to the licensed nurse.

Document observations using appropriate terms.

Recognize and importance of maintaining the resident's record.

Communicate in a respectful, adult manner, according to the resident's stage of development and cultural background.

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics

Internet research

Prepare for competitions

Special Adaptations:

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction

- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must Follow:

safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Prue/post tests

Writing activities

Video/DVD worksheets

Rubrics

Check lists

Role-play activities

Oral presentations

Individual projects

Group projects

Current events

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Resources/Equipment: Computers Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning. Delmar Cengage Learning. Alvare, S., Fuzy, (2014). Hartman Publishing. Fuzy,. J. (1997). Prevention and care of pressure sores. Albuquerque, NM. Hartman Publishing. Fuzzy, J. (1998). Preventing abuse & neglect: a guide for caregivers. Albuquerque, NM. Hartman Publishing. Rizzo, D.C. Introduction to anatomy & physiology, (2012) Clifton Park, NY. Delmar Cengage Learning. Equipment Act 14 packet Orientation packets Beds Bedside chairs Bedside cabinet Mattress Over bed table Pillows Privacy curtains linens wheelchair telephone Charting sheets Mannequins Sims mannequins Poster paper Easels with pads, Markers Colored pencils, Crayons, Construction paper, Smart boards LAN projectors Computers Jeopardy gamesHyperlinks:

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 400 - INFECTION CONTROL

Number: 400 Hours: 68.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to identify, list, differentiate and define principles of infection control.

Tasks:

PA401 - Identify diseases, their mode of transmission, and use of transmission-based precautions.

PA402 - Follow hand hygiene protocols.

PA403 - Follow standard precautions and infection control in the health care facility.

PA404 - Explain blood-borne pathogens, sharps disposal, and biohazards.

PA405 - Follow correct isolation and safety techniques in care of infectious clients, including use of proper personal protective equipment (PPE).

PA407 - Perform basic cleaning and disinfecting of objects to prevent disease transmission.

PA408 - Explain how the immune system protects the body from infectious diseases.

PA409 - Don and doff non-sterile gloves.

PA410 - Sterilize contaminated objects.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

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Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Identify classes of microorganisms by describing the characteristics of each class

List the components of the chain of infection

Differentiate between antisepsis, disinfection and sterilization

Define bio terrorism and identify ways to prepare for a barterers attack

Define, pronounce and spell all key terms

Define "infection control" and related terms

Describe the chain of infection

Explain why the elderly are at a higher risk for infection and identify symptoms of an infection

Describe the Centers for Disease Control and Prevention (CDC) and explain standard precautions

Explain the term "hand hygiene" and identify when to wash hands

Discuss the use of personal protective equipment (PPE) in facilities

List guidelines for handling equipment and linen

Explain how to handle spills

Explain "bloodborne pathogens" and describe two major blood born diseases

Explain OSHA's Bloodborn Pathogen Standard

Define "tuberculosis" and lists infection control guidelines

Define the terms "MRSA", "VRE", and 'C. Difficile"

List employer and employee responsibilities for infection control

Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter
- Read the summary information first
- Scavenger hunt
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Participate in Role play activity

Wash hand following aseptic technique

Observe standard precautions while working in the laboratory or clinical area

Wash, wrap, and autoclave instruments, linen, and equipment

Operate an autoclave with accuracy and safety

Follow basic principles on chemical disinfection

Clean instruments with an ultrasonic unit

Open sterile packages with no contamination

Don sterile gloves with no contamination

Prepare a sterile dressing tray with no contamination

Change a sterile dressing with no contamination

Don and remove a transmission-based isolation mask, gloves, and a gown

Relate specific basic tasks to the care of a patient in a transmission-based isolation unit

Demonstrate infection control protocol procedures in the Long Term Care Facility

Identifies how diseases are transmitted

Demonstrates hand-washing techniques

Applies principles of Standard Precautions

Performs basic cleaning and disinfecting tasks

Demonstrates correct isolation and safety techniques in the care of infectious residents

Demonstrates knowledge of how the Immune System protects the body from infection and disease

Follows infection control measures to provide quality care

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics

Internet research
Prepare for Competitions

Special Adaptations:

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Infection control standards
 Equipment safety
 Manufacturer's directions when using any product, tool, equipment, etc.
 OSHA guidelines
 Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Pre/post tests

Log/journal

Writing activities

Video/DVD worksheets

Rubrics

Check lists

Role-play activities

Oral presentations

Individual projects

Group projects

Current events

Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
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- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Computers
Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning. Clifton Park, NY. Delmar Cengage Learning.
Alvare, S., Fuzy, (2014). Hartman Publishing. Rizzo, D.C. Introduction to anatomy & physiology, 2012. Clifton Park, NY. Delmar Cengage Learning.
Medical Assistant equipment/supplies
Printers
Orientation packets for clinical
Charting sheets
Poster paper
Easels with pads
Markers
Crayons
Construction paper
Smart boards
LAN projector
Netflix
YouTube
Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 500 - RESERVED

Number: 500 Hours: 55.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to observe all safety standards for student and patient safety and proper use of body mechanics while performing procedures.

Tasks:

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Identify the persons at greatest risk for accidents and describe accident prevention guidelines

List safety guidelines for oxygen use

Explain the Material Safety Data Sheet (MSDS)

Define the term "restraint" and give reasons why restraints were used

List physical and psychological problems associated with restraints

Define the terms "restraint-free" and "restraint alternatives" and list examples of restraint alternatives

Describe guidelines for what must be done if a restraint is ordered

Explain the principles of body mechanics

Apply principles of body mechanics to daily activities

Identify major causes of fire and list fire safety guidelines

Define body mechanics

Define, pronounce, and spell all key terms

Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt

- Directed reading or learning questions

- Read, listen, share, and question in a small group

- Oral reading

- Questioning while reading

- Question aloud

- Read then predict

- Silent Timed Reading

- Small Group Oral Reading/Questioning

- Think aloud

- Create a story

- Develop tomorrow's quiz

- Demonstrate what was learned

- Essential Question Reflection

- Fill in the process steps

- Process listing

- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Demonstrate effective communication skill in the Long Term Care Facility

Role play activity

Use correct body mechanics while performing procedures in the laboratory or clinical area

Observe all safety standards established by OSHA, especially the Occupational Exposure to Hazardous Chemical Standard and Bloodborne Pathogen Standard

Follow safety regulations stated while performing in the laboratory area

Observe all regulations for patient safety while performing procedures on a student partner in the laboratory or clinical area, or on a patient in any area

Provides privacy and maintenance of confidentiality

Maintains confidentiality of patient history information as required by HIPAA.

Promotes the resident's right to make personal choices to accommodate individual needs

Gives assistance in resolving grievances

Provides needed assistance in giving to and participating in resident and family groups and other activities

Maintains care and security of the resident's personal possessions.

Maintains the resident's environment and care through appropriate nurse aide behavior to minimize the need for physical and chemical restraints

Identifies types, examples and indicators of abuse, including physical abuse, psychological abuse, sexual abuse, exploitation and neglect

Identifies methods to prevent abuse, exploitation, neglect and the improper use of physical or chemical restraints while providing care

Identifies procedures for reporting abuse, exploitation, neglect or the improper use of physical or chemical restraints to appropriate supervisor, law enforcement official or government authorities

Utilizes abuse prevention strategies in response to abusive behavior directed toward nurse aides by residents

Demonstrates behavior that promotes resident and/or client's independence and prevents abuse

Demonstrates care of the sensory deprived resident (blind): Feeding, Ambulating, Personal Care,

Environment

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics

Internet research

prepare for competitions

Special Adaptations:

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement

- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

- Safety standards that protect the worker, employer and the patient
- Infection control standards
- Body mechanics protocols
- Fire and emergency safety
- Equipment safety
- Manufacturer's directions when using any product, tool, equipment, etc.
- OSHA guidelines
- Confidentiality and privacy regulations

Assessment:

- Worksheets
- Quizzes
- Pre/post tests
- Writing activities
- Video/DVD worksheets
- Rubrics
- Check lists
- Role-play activities
- Oral presentations
- Individual projects
- Group projects

Current events

Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Computers
 Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning. Clifton Park, NY. Delmar Cengage Learning.
 Alvare, S., Fuzy, (2014). Hartman Publishing.
 Rizzo, D.C. Introduction to anatomy & physiology, 2012. Clifton Park, NY. Delmar Cengage Learning.
 Printers
 Hoyer lift
 Walker Crutches
 Canes
 Slings
 Bed cradles
 Abductor pillows
 Elbow and heel protectors
 Mannequins
 Sims mannequins
 wheelchairs
 Gait belts
 Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 600 - EMERGENCY CARE AND DISASTER PREPAREDNESS

Number: 600 Hours: 26.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to perform basic emergency care and disaster procedures.

Tasks:

PA601-Perform cardiopulmonary resuscitation (CPR) and first aid.

PA603 - Follow emergency response/crisis plan procedures in the facility.

PA604 - Identify potential fire hazards and safety procedures, including rescue, alarm, contain, and extinguish (RACE) and pull, aim, squeeze, and sweep (PASS).

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

List the four main classes of fire extinguishers

Relate each class of fire extinguisher to the specific fire(s) for which it is used

Describe in detail the evacuation plan for the laboratory area according to established school policy

Define, pronounce and spell all key terms

Demonstrate how to recognize and respond to medical emergencies

Demonstrate knowledge of CPR and first aid procedures

Describe disaster guidelines

Know and understand:

What to do before giving care

How to recognize and respond to an emergency

How to overcome barriers to act

Good Samaritan Laws and obtaining consent

How to prevent disease transmission

The Emergency Action Steps

How to call 9-1-1 or the local emergency number

How to reach and move an ill or injured person

How to correctly wash your hands

How to correctly remove disposable gloves

How to check an ill or injured person

How to check a conscious person

How to recognize and care for shock

How to check an unconscious person

How to roll a person face-up
How to check for severe bleeding
How to put a person in recovery position
How to respond to breathing emergencies and conscious choking in an adult, child or infant
List causes of breathing emergencies
List signals of breathing emergencies in an adult, child or infant
List medical conditions that cause breathing emergencies
How to respond to breathing emergencies
How to respond with a conscious choking adult or child
How to respond with a conscious choking infant
Choking prevention information for children and infants
How to perform rescue breathing in a child or infant
Understand the special situations: air in the stomach, vomiting, mouth-to-nose breathing, mouth-to-stoma breathing, drowning, and head, neck or back injuries
How to respond to cardiac emergencies
Guidelines for preventing heart disease and a heart healthy lifestyle
How to recognize a heart attack
List the signals of a heart attack
How to care for a heart attack
The role of aspirin in lessening heart attack damage
Steps in the cardiac chain of survival
How to perform CPR and respond to an unconscious choking adult, child and infant
How to perform CPR on an adult
How to perform CPR on a child
How to perform CPR on an infant
How to perform CPR when there are two responders available
How to care for an unconscious choking person
The role of CPR in conjunction with the use of an AED
How to use an AED on an adult
List AED precautions
List special AED situations
How to maintain the AED
List causes of cardiac arrests in children
How to use an AED on a child
Describe first aid for: bleeding and wounds, shock, poisoning, burns, heat exposure, cold exposure, bone and joint injuries, including fractures, specific injuries to the eyes, head, nose, ears, chest, abdomen, and genital organs, sudden illness including heart attack, stroke, fainting, convulsions, and diabetic reactions
How to care for soft tissue injuries
List the leading causes of workplace injury-related death
List the types of wounds
List the signals of internal bleeding
How to care for minor closed wound
how to care for minor open wound
How to care for a major open wound
List the types of burns
Recognize critical burns
How to care for thermal burns
How to care for chemical burns
How to care for electrical burns
How to care for radiation burns
List the ways to prevent burns
List the ways to prevent being struck by lightning
List the methods to prevent an infection
List the signals of an infection
How to care for an eye injury
How to care for embedded objects
How to care for a nosebleed
How to respond to a severed body part
How to care for injuries to the mouth and teeth
How to care for injuries to the abdomen
How to care for injuries resulting from animal bites
List types of muscle, bone and joint injuries
List the signals of muscle, bone and joint injuries

How to immobilize an injured extremity using a splint

How to care for foot injuries

How to care for leg injuries

How to care for hand and finger injuries

How to care for rib/breastbone fractures

How to care for an open fracture

List the signals of head, neck, and back injuries

List the signs of a suspected head, neck or back injury

How to care for head, neck, and back injuries

List the signals of sudden illness

How to care for sudden illness

How to care for a person who faints

How to care for a person with a diabetic emergency

How to care for a person who has a seizure

List the signals of a stroke

Guidelines for F.A.S.T. recognition of a stroke

How to care for a person who is showing signs of poisoning

How to care for insect stings, tick bites, spider and scorpion bites, snake bites, animal bites, marine life stings, and exposure to poisonous plants

List the types of heat related emergencies

How to care for heat related emergencies

List the signals of hypothermia

How to care for hypothermia

List the signals of frostbite

How to care for frostbite

Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter
- Read the summary information first
- Scavenger hunt
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Simulate the operation of a fire extinguisher by following the directions on the extinguisher and specific measures for observing fire safety

Locate and describe the operation of the nearest fire alarm

Demonstrate effective CPR and First Aid skills

Role play activity

Perform CPR and AED correctly to obtain certification from American Red Cross

Perform First Aid correctly to obtain certification from American Red Cross

Demonstrate cardiopulmonary resuscitation for one-person rescue, two-person rescue, infants, children, and obstructed-airway victims.

Demonstrate how to correctly wash your hands

Demonstrate how to correctly remove disposable gloves

Demonstrate how to put a person in recovery position

Demonstrate how to respond with a conscious choking adult or child

Demonstrate how to respond with a conscious choking infant

Demonstrate how to perform rescue breathing in a child or infant

Demonstrate how to perform CPR on an adult
 Demonstrate how to perform CPR on a child
 Demonstrate how to perform CPR on an infant
 Demonstrate how to use an AED on an adult
 Demonstrate how to use an AED on a child
 Apply dressings and bandages, observing all safety precautions and using the circular, spiral, figure-eight, and recurrent or finger wrap
 Demonstrate how to correctly perform the steps of responding to a person with a suspected leg injury and immobilize with an anatomic splint
 Demonstrate how to correctly perform the steps of responding to a person with a suspected leg injury and immobilize with an soft splint
 Demonstrate how to correctly perform the steps of responding to a person with a suspected arm injury and immobilize with a sling and binder
 Demonstrate how to correctly perform the steps of responding to a person with a suspected arm injury and immobilize with a rigid splint
 Utilizes proper body mechanics.
 Follows safety/emergency procedures.
 Identifies safety measures that prevent accidents to residents, including proper use of alternative measures to restraints and safety devices.
 Demonstrates proper use of safety devices.
 Recognizes signs of choking and obstructed airway.
 Demonstrates knowledge of the abdominal thrust.
 Calls for help when encountering convulsive disorders, loss of consciousness, shock and hemorrhage and assists the resident until professional help arrives.
 Follows disaster procedures.
 Reports emergencies accurately and immediately.
 Identifies potential fire hazards.
 Follows appropriate guidelines for the use of restraints, safety devices and emergency procedures to provide abuse-free quality care.
 Remediation:
 Review with teacher assistance
 Individual tutoring
 Retest or alternative assessment
 Study guides
 Study groups
 Review games

 Enrichment:
 Article critiques related to assigned topics
 Internet research
 Prepare for Competitions

Special Adaptations:

- Study Guide
- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
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- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
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- Have Student Repeat Directions

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- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
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- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

- Safety standards that protect the worker, employer and the patient
- Infection control standards
- Body mechanics protocols
- Fire and emergency safety
- Equipment safety
- Manufacturer's directions when using any product, tool, equipment, etc.
- OSHA guidelines
- Confidentiality and privacy regulations

Assessment:

- Worksheets
- Quizzes
- Pre/post tests
- Writing activities
- Video/DVD worksheets
- Rubrics
- Check lists
- Role-play activities
- Oral presentations
- Individual projects
- Group projects
- Current events

Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Clifton Park, NY. Delmar Cengage Learning. Alvare, S., Fuzy, (2016). Hartman Publishing. Simmers, L. (2014). Diversified Health Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning. Rizzo, D.C. Introductions to anatomy & physiology, Clifton Park, NY. Delmar Cengage Learning. Alcohol bottled Basic surgical supplies/ instruments sterile and nonsterile Cold compresses Heat compresses Skin cleanser Pillows Soiled linen container Alcohol swabs Blood pressure cuffs Clothing Dual and single stethoscopes Gloves sterile and non sterile Mannequins Sims mannequins PPE equipment gloves, masks, eye shields, gloves Wall clock with second hand Paper towels Waste baskets Liquid soap Bandages various sizes Poster paper Easels with pads Markers Crayons Construction paper Smart boards LAN projector CPR mannequins Vital sign machine Skeletons Jeopardy games AED trainer Anatomical charts Anatomical torsos Videos and DVD: CPR videoHyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 700 - HUMAN NEEDS AND HUMAN DEVELOPMENT

Number: 700 **Hours:** 19.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to identify physical, mental, emotional and social developments that occur during life stages, differentiate between culture, ethnicity and race, and identify methods that can be used to show respect for cultural diversity.

Tasks:

PA701 - Discuss human growth and development through the lifespan.

PA702 - Discuss cultural diversity.

PA703 - Identify psychosocial changes in the client.

PA704 - Assist clients in expressing their personal faith and religious beliefs.

PA705 - Provide care for sensory deprived (blind or deaf) clients.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc

Connecting Anchor/Standard:

- Science, Technology & Engineering, and Environmental Literacy & Sustainability Standards
Life Science 9-12

Supporting Anchor/Standards:

3.1.9-12.P Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

3.1.9-12.Q Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

3.1.9-12.S Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

3.1.9-12.T Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

Instructional Activities:

Knowledge:

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

List the four basic characteristics of culture

Differentiate between culture, ethnicity, and race

Identify some of the major ethnic groups in the United States

Provide an example of acculturation in the United States

Provide an example of how a bias, prejudice, or stereotype can cause a barrier to effective relationships with others

Describe at least five ways to avoid bias, prejudice and stereotyping

Differentiate between a nuclear family and an extended family

Identify ways in which language, personal space, touching, eye contact, and gestures are affected by cultural diversity

Compare and contrast the diverse health beliefs of different ethnic/cultural groups

List ways health care providers can show respect for an individual's religious beliefs

Identify methods that can be used to show respect for cultural diversity

Define, pronounce and spell all key terms

Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter
- Read the summary information first
- Scavenger hunt
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Demonstrate effective communication skill in Health Care Facilities

Role play activity

Identify basic human needs

Define "holistic care" and explain its importance in health care

Explain why independence and self-care are important

Explain ways to accommodate sexual needs

Explain ways to help residents meet their spiritual needs

Identify ways to accommodate cultural and religious differences

Describe the need for activity

Discuss family roles and their significance in health care

List ways to respond to emotional needs of residents and their families

Describe the stages of human growth and development and identify common disorders for each group

Distinguish between what is true and what is not about the aging process

Explain development disabilities and list care guidelines

Identify community resources available to help the elderly

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics
 Internet research
 Prepare for competitions

Special Adaptations:

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:
 Maintain confidentiality and privacy regulations
 Provide an abuse free environment

Assessment:

Worksheets

Quizzes

Pre/post tests

Writing activities

Video/DVD worksheets

Rubrics

Check lists

Role-play activities

Debates

Oral presentations

Individual projects

Group projects

Current events

Portfolio

Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Powerpoint Instruction Simmers, L. (2016). Diversified Health Occupations 8th Edition. Clifton Park, NY. Delmar Cengage Learning. Clifton Park, NY. Delmar Cengage Learning. Alvare, S., Fuzy, (2014). Introduction to anatomy & physiology, 2016. Clifton Park, NY. Delmar Cengage Learning. Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 800 - BODY MECHANICS, MOVING, LIFTING AND POSITIONING

Number: 800 **Hours:** 41.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to demonstrate proper body mechanics to prevent injury to self and client.

Tasks:

PA801 - Assist the client with dangling, standing and walking.

PA802 - Transfer client from bed to chair and wheelchair and from stretcher to bed.

PA803 - Turn and position a client both in bed and in a chair.

PA804 - Discuss safety hazards, including slips, trips, and the risks of falls.

PA805 - Practice transferring, positioning, and transporting of a client with special needs, including bariatric clients.

PA807 - Operate a mechanical lift in a laboratory setting.

PA808 - Discuss use of restraints and alternative measures of restraints.

PA809 - Utilize proper body mechanics.

PA810 - Demonstrate proper use of a gait belt.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to body mechanics

Participate in interactive computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Review the principles of body mechanics

Explain beginning and ending steps in care procedures

Explain positioning and describe how to safely position residents

Discuss how to safely ambulate residents

Position a patient in correct alignment and with no bony prominences exposed

Move and turn a patient in bed, using correct body mechanics

Perform the following transfer techniques (using correct body mechanics): dangling, wheelchair, chair and stretcher

Transfer a patient by way of a mechanical lift and observe all safety points

Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter
- Read the summary information first
- Scavenger hunt
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Demonstrate:

proper technique of transferring

wheelchair transfer

assisting client to sit, dangle and stand

Demonstrates the proper use of assistive devices, when assisting the resident to:

Ambulate (such as gait belt, cane, walker, etc.)

Transfer (such as mechanical lift, stand aid, etc.)

Eat, (such as assistive eating devices, thickening etc.)

Dress, (such as assistive dressing devices, etc.)

Assists the resident in proper use of body mechanics:

in bed

in chair

while ambulating

Assists the resident with:

dangling

standing

walking

Demonstrates proper turning and/or positioning in:

bed

chair

Demonstrates proper technique for transferring residents from:

bed to chair

chair to bed

Assists the resident with positioning devices:

trochanter roll

hip abduction wedge

splint

finger cushion
 Role play activity
 Remediation:
 Review with teacher assistance
 Individual tutoring
 Retest or alternative assessment
 Study guides
 Study groups
 Review games
 Enrichment:
 Article critiques related to assigned topics
 Internet research
 Prepare for competitions

Special Adaptations:

Study Guide
 - Preferential Seating
 - Extended Time (assignments and/or testing)
 - Chunking of Assignments/Material
 - Directions/Comprehension Check (frequent checks for understanding)
 - Directions and/or Tests Read Aloud
 - Adapted Tests and/or Assignments
 - Use of Calculator
 - Taking Tests in Alternate Setting (or if requested)
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 - Syllabus for Major Projects
 - Grading Rubric
 - Communication Regarding Behavior & Consequences (PBS)
 - Clear Language for Directions
 - Use of Multisensory Approach
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 - Copies of Text for Home
 - Cue for Oral Response
 - De-Escalation Opportunities
 - Daily Classwork Check
 - Encourage Student to Check Work Before Turning In
 - Opportunities for Repeated Practice of MATH Skills
 - Provide repetition During Initial Instruction
 - Multiplication Chart
 - Allow Pre-read of Questions Before Reading Written Passage
 - Provide Verbal and Written Directions
 - All Vocabulary to be Defined Before Testing

- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

- Observe safety factors while transferring patients
- Utilize correct body mechanics
- Proper patient alignment avoiding direct pressure on body parts
- Demonstrate proper patient positioning
- Double check locks on beds and wheelchairs

Assessment:

- Worksheets
- Quizzes
- Pre/post tests
- Writing activities
- Video/DVD worksheets
- Rubrics
- Check lists
- Role-play activities
- Debates
- Oral presentations
- Individual projects
- Group projects
- Current events
- Portfolio
- Business and Industry Credentialing Tests
 - Traditional Tests - multiple choice, matching, true/false, short answer completion
 - Traditional Quizzes - multiple choice, matching, true/false, short answer completion
 - Graded Homework
 - Graded Writing assignments
 - Graded Math practice assignments
 - Graded Reading assignments
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 - Teacher observing and scoring as a job is done within a timeframe
 - Teacher checking and scoring that students use the appropriate terminology for particular jobs
 - Teacher determining if the student has the skills to work independently on an assigned job
 - Teacher evaluating if PA Program of Study tasks are being achieved as expected
 - Teacher evaluating student class participation
 - Teacher evaluating a student media presentation
 - Peer evaluation of individual students
 - WORK ETHIC
 - Determine if students follow the daily plan as laid out at the start of class
 - Evaluate the student's ability to work within a team when teamwork is necessary
 - Determine and evaluate if students adhere to all safety procedures
 - Evaluate if students work without hindering other students' progress
 - Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Computers Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning. Clifton Park, NY. Delmar Cengage Learning. Alvare, S., Fuzy, (2014). Hartman Publishing. Rizzo, D.C. Introduction to anatomy & physiology, 2012. Clifton Park, NY. Delmar Cengage Learning. Computers Printers Patient exam table Exam doctor chair Hoyer lift Walker Crutches Canes Slings Bed cradles Abductor pillows Elbow and heel protectors Wound buttocks Post mortem care packets Beds Bedpans Fracture pan Bedside chairs Mattress Over bed table Pillows Privacy curtains Bedside commode Mannequins Sims mannequins PPE equipment gloves, masks, eye shields, gloves Wheelchairs Gait belts Liquid soap Poster paper Easels with pads Markers Crayons Construction paper Smart boards LAN projector Skeletons Jeopardy games Anatomical charts Anatomical torsos Overhead projector

Hyperlinks:
www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 900 - PERSONAL CARE SKILLS

Number: 900 Hours: 52.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to provide quality personal care for patients and residents in various health care settings.

Tasks:

PA901 - Provide privacy when providing personal care.

PA902 - Assist the client to dress and undress.

PA903 - Assist the client with bathing and personal grooming, including the principles of hand and foot care.

PA904 - Observe and report condition of the skin.

PA905 - Administer oral hygiene for the conscious/ unconscious client.

PA906 - Identify and discuss treatment of decubitus ulcers (bed or pressure sores).

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent

understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Explain personal care of residents

Identify guidelines for providing good skin care and preventing pressure sores

Explain guideline for assisting with bathing

Explain guidelines for assisting with grooming

List guidelines for assisting with dressing

Identify guidelines for good oral care

Define "dentures" and explain how to care for dentures

Administer routine, denture, and special oral hygiene

Administer hair care and nail care

Shave a patient, using a safety razor or an electric razor, and observe all safety precautions

Help a patient take a tub bath or shower, observing all safety points

Administer a partial bed bath and a complete bed bath

Record and measure intake and output

Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Role play activity

Demonstrates proper safety techniques when providing personal care.

Provides for resident's privacy when providing personal care.

Assists the resident to dress and undress.

Assists the resident with bathing and personal grooming:

Shower

Bed bath

Whirlpool

Observes and reports the condition of the skin.

Demonstrates measures to prevent decubitus ulcers:

positioning

turning

applying heel and elbow protectors

Shampoos and grooms hair

Assists the resident with shaving

Assists the resident with mouth care

Administers mouth care for the unconscious resident

Demonstrates denture care.

Demonstrate the ability to provide personal care skills in various health care settings to such as providing privacy, dressing and undressing clients and oral hygiene.

The student will observe and report observation of various skin conditions while providing care

Provides:

Foot care

Basic care to fingernails

Basic care to toenails

Applies elastic stockings

Accurately measures and records pain

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics

Internet research

prepare for competitions

Special Adaptations:

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

- Worksheets
- Quizzes
- Pre/post tests
- Writing activities
- Video/DVD worksheets
- Rubrics
- Check lists
- Role-play activities
- Debates
- Oral presentations
- Individual projects
- Group projects
- Current events
- Portfolio
- Business and Industry Credentialing Tests
 - Traditional Tests - multiple choice, matching, true/false, short answer completion
 - Traditional Quizzes - multiple choice, matching, true/false, short answer completion
 - Graded Homework
 - Graded Writing assignments
 - Graded Math practice assignments
 - Graded Reading assignments
 - Completed and Turned-in Make Up work
 - Student Hand Held Response Systems
 - Textbook Computer Generated Tests
 - OBSERVATIONAL EVALUATION
 - Class Oral Responses
 - Scores on projects when they are completed
 - Teacher observing and scoring each step of the process as a job is being completed
 - Teacher observing and recording the quality of work being done on an assigned job
 - Teacher checking and scoring as each part of an activity is being done correctly
 - Teacher observing and scoring as a job is done within a timeframe
 - Teacher checking and scoring that students use the appropriate terminology for particular jobs
 - Teacher determining if the student has the skills to work independently on an assigned job
 - Teacher evaluating if PA Program of Study tasks are being achieved as expected
 - Teacher evaluating student class participation
 - Teacher evaluating a student media presentation
 - Peer evaluation of individual students
 - WORK ETHIC
 - Determine if students follow the daily plan as laid out at the start of class
 - Evaluate the student's ability to work within a team when teamwork is necessary
 - Determine and evaluate if students adhere to all safety procedures
 - Evaluate if students work without hindering other students' progress
 - Evaluate if students stay on task in accordance with the job expectation
 - Account if students are prepared for class each day
 - Account if students are wearing appropriate clothing when necessary
 - Account if students make up missed assignments in the established time limit
 - SPECIAL NEEDS ASSESSMENT ADAPTATIONS
 - Study guides provided prior to tests
 - Use of calculator
 - Multiple Choice will include 3 choices instead of 4
 - Matching with groups of no more than 5
 - Tests read aloud
 - Extended time to complete the assessment
 - Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Computers
 Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning.
 Clifton Park, NY. Delmar Cengage Learning.
 Alvare, S., Fuzy, (2014). Hartman Publishing. Rizzo, D.C. Introduction to anatomy & physiology, 2012. Clifton Park, NY. Delmar Cengage Learning.
 Computers
 Printers
 Razors
 Bed cradles
 Abductor pillows
 Elbow and heel protectors
 Wound buttocks
 Stove

Refrigerator Washer and dryer Emesis basin Beds Bathing Basins Bedpans Fracture pan Bedside chairs
Bedside cabinet Cups Linen Skin cleanser Lotion Shaving cream Mattress Over bed table Pillows Privacy
curtains Soiled linen container Toilet tissue Urinals Alcohol swabs Clothing Gloves sterile and non sterile
Elastic stockings Orange sticks Emery boards Charting sheets Toothettes Toothpaste Bedside commode
Foley catheter kits Dentures Mannequins Sims mannequins PPE equipment gloves, masks, eye shields,
gloves Paper towels Waste baskets Denture cups Denture solution Incontinent pads Patient gowns Towels
Wash clothes Mattress pads Comforters Bath blankets Wheelchairs Gait belts Liquid soap Poster paper
Easels with pads Markers Crayons Colored Pencils Construction paper Smart boards LAN projector
Skeletons Jeopardy games Anatomical charts Anatomical torsos Overhead projector Youtube
videosHyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 1000 - URINARY ELIMINATION/BOWEL ELIMINATION

Number: 1000 **Hours:** 39.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to demonstrate the ability to provide care of the resident or patient related to urinary and bowel elimination.

Tasks:

PA1001 - Assist the client in toileting and bladder training.

PA1002 - Provide catheter care.

PA1003 - Demonstrate perineal care on client.

PA1004 - Apply briefs.

PA1005 - Provide standard bedpan and fracture pan assistance.

PA1006 - Document patients fecal and urinary output.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent

understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

List qualities of urine and identify signs and symptoms about urine to report

List factors affecting urination and demonstrate how to assist with elimination

Describe common diseases and disorder of the urinary system

Describe guidelines for urinary catheter care

Identify types of urine specimens that are collected

Explain types of tests performed on urine

List qualities of stools and identify signs and symptoms to report about stool

List factors affecting bowel elimination

Describe common diseases and disorders of the gastrointestinal system

Discuss how enemas are given

Demonstrate how to collect a stool specimen

Explain occult blood testing

Define the term "ostomy" and list care guidelines

Ad minister a bedpan or urinal

Provide catheter care

Empty a urinary-drainage unit with contaminating the catheter or unit

- Provide ostomy care
- Collect urine and stool specimens
- Novel or Book as Backdrop to Learning
- Read the questions at the end of the chapter
- Read the summary information first
- Scavenger hunt
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Assist the client in toileting including:

bedside commode

urinal

bedpan

Provide catheter care

Demonstrates perineal care on client:

male

female

Demonstrate application of brief

Demonstrate proper use of standard bedpan and fracture pan

Measure and record urinary output

Assists the resident in using the bathroom

Assists the resident in using:

Bedside commode

Urinal

Bedpan

Demonstrates perineal care:

Male

Female

Provides catheter care

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics

Internet research

Prepare for Competitions

Special Adaptations:

Study Guide

- Preferential Seating

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
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- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Pre/post tests

Writing activities

Video/DVD worksheets

Rubrics

Check lists

Role-play activities

Debates

Oral presentations

Individual projects

Group projects

Current events

Portfolio

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- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
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- Teacher evaluating if PA Program of Study tasks are being achieved as expected
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- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
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- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Computers
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Alvare, S., Fuzy, (2014) Hartman Publishing. Rizzo, Introduction to Anatomy and Physiology 2012. Clifton Park, NY. Cengage Learning
Computers
Printers
Hoyer lift
Wound buttocks Refrigerator
Washer and dryer
Beds
Bathing Basins
Bedpans
Fracture pan
Bedside chairs
Bedside cabinet
Cups
Linen
Skin cleanser
Lotion
Mattress
Over bed table
Pillows
Privacy curtains
Soiled linen container
Toilet tissue
Urinals
Alcohol swabs
Clothing
Gloves sterile and non sterile
Charting sheets
Bedside commode
Foley catheter kits
Mannequins
Sims mannequins
PPE equipment

gloves, masks, eye shields, gloves Paper towels Waste baskets Incontinent pads Measuring containers
Patient gowns Towels Wash clothes Mattress pads Comforters Bath blankets Wheelchairs Liquid soap
Poster paper Easels with pads Markers Crayons Construction paper Smart boards LAN projector
Anatomical charts Anatomical torsosHyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 1100 - NUTRITION AND HYDRATION

Number: 1100 **Hours:** 74.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to demonstrate an understanding of basic nutrition/food pyramid including therapeutic diets and measurement of intake and output.

Tasks:

PA1101 - List principles of nutrition.

PA1102 - Investigate therapeutic diets.

PA1103 - Assist a client with eating meals.

PA1104 - Feed a neurological or sensory deprived client.

PA1105 - Measure and record intake and output.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and

comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Describe the importance of good nutrition

List the six basic nutrients and explain the USDA's MyPyramid

Identify nutritional problems of the elderly or ill

Describe factors that influence food preference

Explain the role of dietary department

Explain special diets

Explain thickened liquids and identify three basic thickened consistencies

Describe how to make dining enjoyable for residents

Explain how to serve meal trays and assist with eating

Explain how to assist residents with special needs

Define "dysphagia" and identify signs and symptoms of swallowing problems

Explain intake and output (I&O)

Identify ways to assist residents in maintaining fluid balance

Define the term nutrition and list the effects of good and bad nutrition

Name the six groups of essential nutrients and their functions and sources

Differentiate between the processes of digestion, absorption, and metabolism

Create a sample daily menu using the five major food groups and recommendations on My Pyramid

Name, describe, and explain the purposes of at least eight therapeutic diets

- Novel or Book as Backdrop to Learning
- Read the questions at the end of the chapter
- Read the summary information first
- Scavenger hunt
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Demonstrate and identify general principles of basic nutrition/food pyramid

Plan therapeutic diets

Feed clients oral table food

Care of neurological and sensory deprived client while feeding

Record and measure intake and output

Accurately measure and record intake and output to include meal percentages

Feeds residents oral table food in an appropriate manner

Distributes nourishment and water

Feeds residents oral table food in an appropriate manner

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest

- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics

Internet research

prepare for competitions

Special Adaptations:

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
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Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Pre/post tests

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Video/DVD worksheets

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Check lists

Role-play activities

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Oral presentations

Individual projects

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Portfolio

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- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Rizzo, D.C. Fundamentals of anatomy & physiology, 2nd Ed. Clifton Park, NY. Delmar Cengage Learning.
 Simmers, L. (2016 8th ed). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning. Clifton Park, NY. Delmar Cengage Learning. Alvare, S., Fuzy, (2014). Hartman Publishing.
 Simmers, L. (2016). Diversified Health Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning. earning. Computers Printers "fake" food Tube feeding pump Stove Refrigerator Washer and dryer Emesis basin Beds Bedside chairs Bedside cabinet Cups Linen Skin cleanser Lotion Mattress Over bed table Pillows Privacy curtains Soiled linen container Alcohol swabs Clothing Gloves sterile and non sterile Meal trays Utensils including adaptive utensils Orange sticks Emery boards Clothing protectors Charting sheets Toothettes Toothpaste Dentures Mannequins Sims mannequins PPE equipment gloves, masks, eye shields, gloves Wall clock with second hand Paper towels Waste baskets Calibrated scales Denture cups Denture solution Patient gowns Towels Wash clothes Mattress pads Comforters Bath blankets Liquid soap Spoon fed foods Poster paper Easels with pads Markers Crayons Construction paper Smart boards LAN projector Skeletons Jeopardy games Anatomical charts Anatomical torsos Overhead projector

Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 1200 - BASIC CLINICAL SKILLS

Number: 1200 **Hours:** 108.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to demonstrate basic clinical skills for patients and residents in various health care settings.

Tasks:

PA1203 - Measure and record a client's oral, axillary, rectal, electronic temperature.

PA1204 - Measure and record a client's radial and apical pulse.

PA1205 - Measure and record a client's respirations.

PA1206 - Measure and record a client's blood pressure.

PA1207 - Measure and record a client's pulse oximetry.

PA1208 - Apply elastic stockings.

PA1209 - Make an unoccupied bed.

PA1210 - Make an occupied bed.

PA1211 - Measure and record height and weight.

PA1212 - Demonstrate proper handling of soiled linen.

PA1213 - Provide for the client's safe, clean and comfortable environment.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a

technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

List the four main vital signs

Convert Fahrenheit to Celsius or vice versa

reading

State the normal range for oral, axillary, and rectal temperature; pulse; respirations; and systolic and diastolic pressure

Define, pronounce, and spell all key terms

Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt

- Directed reading or learning questions

- Read, listen, share, and question in a small group

- Oral reading

- Questioning while reading

- Question aloud

- Read then predict

- Silent Timed Reading

- Small Group Oral Reading/Questioning

- Think aloud

- Create a story

- Develop tomorrow's quiz

- Demonstrate what was learned

- Essential Question Reflection

- Fill in the process steps

- Process listing

- Summary statements

- Test question list

- What are three things that you learned?

Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt

- Directed reading or learning questions

- Read, listen, share, and question in a small group

- Oral reading

- Questioning while reading

- Question aloud

- Read then predict

- Silent Timed Reading

- Small Group Oral Reading/Questioning

- Think aloud

- Create a story

- Develop tomorrow's quiz

- Demonstrate what was learned

- Essential Question Reflection

- Fill in the process steps

- Process listing

- Summary statements

- Test question list

- What are three things that you learned?

Skill:

Apply a non-sterile dressing
 Apply a sterile dressing
 Read a clinical thermometer to the nearest two-tenths of degree
 Measure and record oral temperature accurately
 Measure and record rectal temperature accurately
 Measure and record axillary temperature accurately
 Measure and record tympanic (aural) temperature accurately
 Measure and record temporal temperature accurately
 Measure and record radial pulse to an accuracy with +/- 2 beats per minute
 Count and record respirations to an accuracy within +/- 1 respiration per minute
 Measure and record apical pulse to an accuracy with +/- 2 beats per minute
 Measure and record blood pressure to an accuracy within +/- 2 mm of actual
 Accurately measure and record temperature (oral, axillary, rectal, and electronic)
 Accurately measure and record radial and apical pulse
 Accurately measure and record 2-step blood pressure
 Accurately measure and record pain
 Accurately measure and record respirations
 Accurately measure and record pulse oximetry
 Apply elastic stockings
 Demonstrate unoccupied bedmaking
 Demonstrate occupied bed making
 Measure and record height and weight
 Prepare soiled linen for laundry
 Remediation:
 Review with teacher assistance
 Individual tutoring
 Retest or alternative assessment
 Study guides
 Study groups
 Review games
 Enrichment:
 Article critiques related to assigned topics
 Internet research
 Prepare for competitions

Special Adaptations:

- Study Guide
- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects

- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Pre/post tests

Writing activities

Video/DVD worksheets

Rubrics

Check lists

Role-play activities

Debates

Oral presentations

Individual projects

Group projects

Current events

Portfolio

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments

- Completed and Turned-in Make Up work

- Student Hand Held Response Systems

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Class Oral Responses

- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit

Resources/Equipment:

Computers
 Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning.
 Alvare, S., Fuzy, (2014). Hartman Publishing.
 Simmers, L. (2016). Diversified Health Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning.
 Simmers, L., Simmers-Nartler, K. and Simmers-Kobelak, S. (2009). Introduction to health science technology, 2nd Ed. Clifton Park, NY. Delmar Cengage Learning.
 Rizzo, D.C. Fundamentals of anatomy & physiology, 2nd Ed. Clifton Park, NY. Delmar Cengage Learning.
 Interactive Physiology DVD's – cardiovascular, urinary, skeletal, integumentary, muscular, digestive, respiratory, nervous. (1997). A.D.A.M. Benjamin/Cummings Publishing.
 Sternberg, E. (2009) The science of healing. PBS
 Gawande, A. (2002). Complications: A surgeon's notes on an imperfect science. New York, NY. Picador.
 Simmers, L. (2009). Diversified Health Occupations 7th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning.
 Simmers, L., Simmers-Nartler, K. and Simmers-Kobelak, S. (2009). Introduction to health science technology, 2nd Ed. Clifton Park, NY. Delmar Cengage Learning.
 Summers, A. (1999). Caring for the person recovering from stroke. Albuquerque, NM. Hartman Publishing.
 Benson, K. (2000). Preventing falls in the elderly. Albuquerque, NM. Hartman Publishing.
 Fuzy, J. (1997). Prevention and care of pressure sores. Albuquerque, NM. Hartman Publishing.
 Long, J.H. (2003) Understanding your responsibilities: confidential and private. Albuquerque, NM. Hartman Publishing.
 Illian, C.A. (1997). Bloodborne diseases: reducing your risks at work and standard precautions review. Albuquerque, NM. Hartman Publishing.
 Edwards, S. (1999). Prevention and management of aggressive behavior. Albuquerque, NM. Hartman Publishing.
 Illian, C.A. (1999). HIV and AIDS in Health Care. Albuquerque, NM. Hartman Publishing.
 Hartman Publishing. (1989). Working safely: body mechanics in healthcare. Albuquerque, NM. Hartman Publishing.
 Siciliano, P. (1999). Caring for the person with Alzheimer's or other dementias. Albuquerque, NM. Hartman Publishing.
 Rizzo, D.C. Fundamentals of anatomy & physiology, 2nd Ed. Clifton Park, NY. Delmar Cengage Learning.
 Delmar. Skills and procedures for medical assistants, DVD series. Clifton Park, NY. Delmar Cengage Learning.
 Kuhns, D. J., Rice, P.N., Winslow. (2005). Health Unit Coordinator: 21st Century Professional. Clifton Park, NY. Delmar Cengage Learning.
 Various medical/office forms
 Office supplies
 Binders/folders
 Computers
 Printers
 Patient exam table
 Patient drapes
 Exam table paper
 Exam gooseneck light
 Exam doctor chair
 Nasal cannulas
 Nasal masks
 Incentive spirometry
 Doppler
 Wound buttocks
 Cold compresses
 Heat compresses
 Stove
 Refrigerator
 Washer and dryer
 Emesis basin
 Beds
 Bathing Basins
 Bedpans
 Fracture pan
 Bedside chairs
 Bedside cabinet
 Cups
 Linen
 Skin cleanser
 Lotion
 Mattress
 Over bed table
 Pillows
 Privacy curtains
 Soiled linen container
 Toilet tissue
 Urinals
 Alcohol swabs
 Blood pressure cuffs
 Clothing
 Dual and single stethoscopes
 Gloves sterile and non sterile
 Elastic stockings
 Orange sticks
 Emery boards
 Charting sheets
 Thermometers with sheaths(various types)
 Toothettes
 Toothpaste
 Bedside commode
 Dentures
 Mannequins
 Sims mannequins
 PPE equipment
 gloves, masks, eye shields, gloves
 Wall clock with second hand
 Pulse oximeter
 Paper towels
 Waste baskets
 Calibrated scales
 Denture cups
 Denture solution
 Measuring containers
 Patient gowns
 Towels
 Wash clothes
 Mattress pads
 Comforters
 Bath blankets
 Wheelchairs
 Liquid soap
 Bandages various sizes
 Poster paper
 Easels with pads
 Markers
 Crayons
 Construction paper
 Smart boards
 LAN projector
 CPR mannequins
 Vital sign machine
 Skeletons
 Jeopardy games
 AED trainer
 Anatomical charts
 Anatomical torsos
 Overhead projector
 Videos and DVD:

VHS Medical Terminology Lessons 1-14 VHS Dying to Dance VHS(2) To live in Hope...to Die in peace
VHS Mosby's body mechanics and exercise VHS Bloodborne pathogens VHS Mosby's basic principles
VHS Delmar's Medical Assisting Video Series: Administrative and clinical procedures tape 3 VHS Mosby's
preventing and treating pressure ulcers VHS Sween skin care inservice video VHS Calculate with care A,
B, C, D, E VHS Gifted hands: unearthing ancient history: battling diseases 21st century VHS The natural
process of aging VHS Nursing assistant techniques: warm and cold applications VHS Mosby's nutrition
and fluids DVD A Nurse I Am DVD Patch Adams DVD Extraordinary Measures DVD A Walk To Remember
DVD Caring for Your Parents DVD Human Body Pushing the Limits DVD Body In Numbers VHS Art of
Bedside Care 6.6 Providing for special turning measures VHS Suctioning Nasotracheal, Oral Pharyngeal
and Endotracheal, Tracheotomy Care VHS Chest Tube, Patient and System management VHS Caring for
the Patient with Chest Tubes VHS The DoctorHyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 1300 - MENTAL HEALTH AND MENTAL ILLNESS

Number: 1300 **Hours:** 27.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to identify and demonstrate basic skills by identifying the psychosocial characteristics of the populations being served in the nursing facility and or the health agencies to include person with mental retardation, mental illness, Alzheimer's disease and related disorders that cause cognitive impairment

Tasks:

PA1301 - Discuss the various types of mental health disorders.

PA1302 - Use reality orientation techniques with the confused client.

PA1303 - Use communication skills and techniques with easily agitated or frightened clients.

PA1304 - Use skills/techniques with clients exhibiting repetitive behaviors.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and

comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Identify seven characteristics of mental health

Identify four causes of mental illness

Distinguish between fact and fallacy concerning mental illness

Explain the connection between mental and physical wellness

List the guidelines for communicating with mentally ill residents

Identify and define common defense mechanisms

Describe the symptoms of anxiety, depression, and schizophrenia

Explain how mental illness is treated

Explain your role in caring for residents who are mentally ill

Identify important observations that should be made and reported

List the signs of substance abuse

- Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt

- Directed reading or learning questions

- Read, listen, share, and question in a small group

- Oral reading

- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Demonstrate reality orientation techniques with the confused client

Demonstrate appropriate communication skills/techniques with easily agitated or frightened clients

Demonstrate appropriate skills/techniques with clients exhibiting repetitive

Identifies ways to meet the resident's basic human needs for life and mental well-being

Modifies his/her own behavior in response to resident's behavior

Identifies developmental tasks associated with aging process

Provides training in, and the opportunity for selfcare according to resident's capabilities

Demonstrates principles of behavior management by reinforcing appropriate behavior and reducing or eliminating inappropriate behavior

Allows the resident to make personal choices, providing and reinforcing other behavior consistent with resident's dignity

Utilizes resident's family as a source of emotional support

recognizes how age, illness and disability affect sexuality

Provides opportunities for the resident to express their their personal faith and continue their religious practices

Provides for the mental health and social service needs of the resident, including abuse prevention measures

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Enrichment:

Article critiques related to assigned topics

Internet research

Prepare for competition

Special Adaptations:

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)

- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient
Confidentiality and privacy regulations

Assessment:

- Worksheets
- Quizzes
- Pre/post tests
- Writing activities
- Video/DVD worksheets
- Rubrics
- Check lists
- Role-play activities
- Debates
- Oral presentations
- Individual projects
- Group projects
- Current events
- Business and Industry Credentialing Tests
- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit

Resources/Equipment:

Computers
 Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning.
 Simmers, L. (2016). Diversified Health Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning.
 Rizzo, D.C. Fundamentals of anatomy & physiology, 2016. Clifton Park, NY. Delmar Cengage Learning.
 Computers
 Printers
 Beds
 Bathing Basins
 Bedside chairs
 Bedside cabinet
 Mattress
 Over bed table
 Pillows
 Privacy curtains
 Soiled linen container
 Mattress pads
 Comforters
 Wheelchairs
 Poster paper
 Easels with pads
 Markers
 Crayons
 Construction paper
 Smart boards
 LAN projector
 Jeopardy games
 Overhead projector
 Videos/youtube as applicable and DVD, DVD A Beautiful Mind, All Reality of Alzheimer Disease

Hyperlinks:
www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 1400 - REHABILITATION AND RESTORATIVE CARE

Number: 1400 **Hours:** 46.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to demonstrate skills that incorporate principles of restorative care under the direction of a licensed health care professional.

Tasks:

PA1401 - Assist the client with ambulatory and transfer devices, e.g., cane, quad cane, walker, crutches, wheelchair.

PA1402 - Perform range of motion exercises.

PA1403 - Recognize various assistive devices when assisting the client.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:**TEXT TYPES AND PURPOSE GRADES 9-10-11-12**

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Discuss rehabilitation and restorative care

Describe the importance of promoting independence and list ways to exercise improves health

Describe assistive devices and equipment

Explain guidelines for maintaining proper body alignment

Explain care guidelines for prosthetic devices

Describe how to assist with range of motion exercise

Describe the benefits of deep breathing exercises

Explain guidelines for assisting with bladder retraining

Explain guidelines for assisting with bowel retraining

Define, pronounce, and spell all key terms

- Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt

- Directed reading or learning questions

- Read, listen, share, and question in a small group

- Oral reading

- Questioning while reading

- Question aloud

- Read then predict

- Silent Timed Reading

- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Assist the client with ambulatory and transfer devices (e.g. cane, quad cane, walker, crutches, wheelchair and hydraulic lifts)

Perform range-of-motion exercises on all body joints, observing all safety precautions

Perform range of motion exercises as instructed by the therapist or the professional nurse

Ambulate a patient using a transfer (gait) belt

Check the correct measurements of patients for canes, crutches, and walkers

Ambulate a patient using the follow crutch gaits:

four point

three point

two point

swing to

swing through

Ambulate a patient using a cane

Ambulate a patient using a walker

Apply and ice bag or ice collar, observing all safety precautions

Apply a warm-water bag, observing all safety precautions

Apply an aquamatic pad, observing all safety precautions

Apply a moist compress, observing all safety precautions

Administer a sitz bath

Demonstrate the proper use of assistive devices when assisting the client/client

Assists the resident in bowel and bladder training

Assists in care and use of prosthetic and orthotic devices (such as hearing aides, braces, splints, artificial limbs, etc.)

Assists the resident with positioning devices: (Trochanter roll, hip abduction wedge, splint and finger cushion)

Utilized measure to prevent skin breakdown and circulatory changes caused by improper application and use of assistive devices

Provides appropriate restorative care to prevent abuse, neglect and exploitation

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics

Internet research

Prepare for competitions

Special Adaptations:

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient
Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Pre/post tests

Writing activities

Video/DVD worksheets

Rubrics

Check lists

Role-play activities

Debates

Oral presentations

Individual projects

Group projects

Current events

Portfolio

- Business and Industry Credentialing Tests
- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
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- Peer evaluation of individual students
- WORK ETHIC
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- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning.
 Delmar Cengage Learning. Alvare, S., Fuzy, (2014).. Hartman Publishing. Simmers, L. (2016). Diversified Health Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning. Rizzo, D.C. Fundamentals of anatomy & physiology, 2012. Clifton Park, NY. Delmar Cengage Learning. Computers

Printers Xray image machine Patient exam table Patient drapes Exam table paper Exam gooseneck light Exam doctor chair Doppler Hoyer lift Walker Crutches Canes Slings Bed cradles Abductor pillows Elbow and heel protectors Cold compresses Heat compresses Refrigerator Beds Fracture pan Bedside chairs Bedside cabinet Cups Linen Skin cleanser Lotion Mattress Over bed table Pillows Privacy curtains Soiled linen container Blood pressure cuffs Clothing Dual and single stethoscopes Gloves sterile and non sterile Elastic stockings Charting sheets Mannequins Sims mannequins Wall clock with second hand Pulse oximeter Paper towels Waste baskets Patient gowns Towels Wash clothes Mattress pads Comforters Bath blankets Wheelchairs Gait belts Liquid soap Poster paper Easels with pads Markers Crayons Construction paper Smart boards LAN projector skeletons Jeopardy games Anatomical charts Anatomical torsos Overhead projector Videos and DVD: VHS Medical Terminology Lessons 1-14 VHS Mosby's body mechanics and exercise VHS Mosby's basic principles VHS Mosby's safety and restraints 6.4 Assisting with crutches and walkers part 1 6.5 Assisting with casts and traction part 1 6.5 Assisting with casts and traction part 2 6.6 Providing for special turning measures

Hyperlinks:
www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 1500 - DEATH AND DYING

Number: 1500 Hours: 38.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to provide and demonstrate an understanding of care to the patient or resident when death imminent.

Tasks:

PA1501 - Discuss personal feelings and attitude about death.

PA1502 - Explain how culture and religion influence a person's attitude toward death and the bereavement process.

PA1503 - Discuss the goals of hospice care.

PA1504 - Discuss the stages of dying.

PA1505 - Report the common signs of a client's approaching death.

PA1506 - Discuss the postmortem care of a client while maintaining the client's right to dignity and respect.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent

understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Describe ways to treat dying residents and their families with dignity and honor their rights

Define the goals of a hospice program

Explain common signs of approaching death

List changes that may occur in the human body after death

Describe postmortem care

Define, pronounce, and spell all key terms

- Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt

- Directed reading or learning questions

- Read, listen, share, and question in a small group

- Oral reading

- Questioning while reading

- Question aloud

- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Discuss own feelings and attitude about death (verbal and/or written)
 Explain how culture and religion influence a person's attitude toward death
 Discuss the goals of hospice care
 Discuss the stages of dying
 Recognize and report the common signs of approaching death
 Provides postmortem care while maintaining the resident's right to dignity and respect
 Discuss the stages of grief
 Describe the grief process
 Discuss how feeling and attitudes about death differ
 Discuss how to care for a dying resident

Remediation:

Review with teacher assistance
 Individual tutoring
 Retest or alternative assessment
 Study guides
 Remediation:
 Review with teacher assistance
 Individual tutoring
 Retest or alternative assessment
 Study guides
 Study groups
 Review games

Enrichment:

Article critiques related to assigned topics
 Internet research
 Prepare for competitions

Special Adaptations:

- Study Guide
- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)

- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulation

Assessment:

Worksheets

Quizzes

Pre/post tests

Writing activities

Video/DVD worksheets

Rubrics

Check lists

Role-play activities

Debates

Oral presentations

Individual projects

Group projects

Current events

Portfolio

Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
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- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
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- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning. Delmar Cengage Learning. Alvare, S., Fuzy, (2014). Hartman Publishing. Simmers, L. (2016). Diversified Health Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning. Rizzo, D.C. Fundamentals of anatomy & physiology, 2012 Clifton Park, NY. Delmar Cengage Learning. Office supplies Binders/folders Computers Printers Patient exam table Patient drapes Exam table paper Exam gooseneck light Exam doctor chair Post mortem care packets Emesis basin Beds Bathing Basins Bedside chairs Bedside cabinet Cups Linen Skin cleanser Mattress Over bed table Pillows Privacy curtains Soiled linen container Clothing Gloves sterile and non sterile Charting sheets Dentures Mannequins Sims mannequins PPE equipment gloves, masks, eye shields, gloves Wall clock with second hand Paper towels Waste baskets Calibrated scales Denture cups Denture solution Incontinent pads Patient gowns Towels Wash clothes Mattress pads Comforters Bath blankets Gait belts Liquid soap Poster paper Easels with pads Markers Crayons Construction paper Smart boards LAN projector Vital sign machine Skeletons Jeopardy games Anatomical charts Anatomical torsos Overhead projector Videos and DVD: VHS Medical Terminology Lessons 1-14 VHS Dying to Dance VHS(2) To live in Hope...to Die in peace VHS John Q DVD Smashed: Toxic Tales of Teens and Alcohol DVD Patch Adams DVD Extraordinary Measures VHS Searching for David's Heart VHS The Doctor VHS The Plague VHS Philadelphia DVD Gunther von Hagen's Body World The Anatomical Exhibition of Real Human BodiesHyperlinks:
www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 1600 - MEDICAL TERMINOLOGY

Number: 1600 **Hours:** 88.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to demonstrate and interpret proper use of medical language.

Tasks:

PA1601 - Differentiate roots, prefixes, suffixes in medical terms.

PA1602 - Define abbreviations used in medical documents.

PA1603 - Differentiate medical specialties.

PA1604 - Use medical language.

PA1605 - Use anatomical medical terms when discussing health and illness of the body.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Identify basic medical abbreviations selected from a standard list

Define prefixes, suffixes and word roots selected from a list of words

Spell and pronounce medical terms correctly

Define, pronounce and spell all key terms

- Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt

- Directed reading or learning questions

- Read, listen, share, and question in a small group

- Oral reading

- Questioning while reading

- Question aloud

- Read then predict

- Silent Timed Reading

- Small Group Oral Reading/Questioning

- Think aloud

- Create a story

- Develop tomorrow's quiz

- Demonstrate what was learned

- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Differentiate roots/prefixes/suffixes

Identify abbreviations

Differentiate medical specialties

Demonstrate and interpret proper use of medical language

Identify anatomy, functions and common diseases of body systems

State the derivation of most health care terms and recognize the

Use the rules given to build, spell, and pronounce health care terms

Sort word parts and terms presented into health care vocabulary categories

Recognize the most common forms in a medical record and specify what type of information is included them

Recognize the most common health care disciplines and their associated specialists

Recognize and use terms associated with the:

organization of the body

positional and directional vocabulary

body cavities

abdominopelvic regions and quadrants

plans of the body

Recognize and use terms associated with the Anatomy and physiology of the:

muscular system

integumentary system

gastrointestinal system

urinary system

male reproductive system

female reproductive system

blood, lymphatic, and immune system

cardiovascular system

respiratory system

nervous system

mental and behavioral health

special senses: eye and ear

endocrine system

Recognize and use terms associated with the Pathology of the:

muscular system

integumentary system

gastrointestinal system

urinary system

male reproductive system

female reproductive system

blood, lymphatic, and immune system

cardiovascular system

respiratory system

nervous system

mental and behavioral health

special senses: eye and ear

endocrine system

Recognize and use terms associated with the Diagnostic procedures for the:

muscular system

integumentary system

gastrointestinal system

urinary system

male reproductive system

female reproductive system

blood, lymphatic, and immune system

cardiovascular system

respiratory system
 nervous system
 mental and behavioral health
 special senses: eye and ear
 endocrine system

Recognize and use terms associated with the Therapeutic interventions for the:

muscular system
 ingastrointestinal system
 integumentary system
 urinary system
 male reproductive system
 female reproductive system
 blood, lymphatic, and immune system
 cardiovascular system
 respiratory system
 nervous system
 mental and behavioral health
 special senses: eye and ear
 endocrine system

Recognize and use the terms related to the:

physiology of neoplasms
 neoplasm pathology
 diagnostic procedures for detecting neoplasms
 therapeutic interventions for treating neoplasm

Remediation:

Review with teacher assistance
 Individual tutoring
 Retest or alternative assessment
 Study guides

Enrichment:

Article critiques related to assigned topics
 Internet research
 Prepare for competition

Special Adaptations:

Study Guide

- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor

- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Pre/post tests

Writing activities

Video/DVD worksheets

Rubrics

Check lists

Role-play activities

Debates

Oral presentations

Individual projects

Group projects

Current events

Portfolio

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Graded Homework

- Graded Writing assignments

- Graded Math practice assignments

- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning. Delmar Cengage Learning. Alvare, S., Fuzy, (2012).Hartman Publishing. Simmers, L. (2016). Diversified Health Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning. Rizzo, D.C. Fundamentals of anatomy & physiology, 2012 Ed. Clifton Park, NY. Delmar Cengage Learning. Office supplies Binders/folders Computers Printers Poster paper Easels with pads Markers Crayons Construction paper Smart boards LAN projector Skeletons Jeopardy games Anatomical charts Anatomical torsos Overhead projector Videos and DVD: VHS Medical Terminology Lessons 1-14Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 1700 - ALLIED HEALTH SKILLS

Number: 1700 **Hours:** 32.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to perform basic business, accounting and medical assisting skills as it relates to medical offices and health care facilities.

Tasks:

PA1702 - Maintain client records.

PA1703 - Complete manual filing skills and discuss use of electronic medical records (EMR).

PA1704 - Position client for specific examinations as indicated by physician.

PA1705 - Perform visual acuity test.

PA1706 - Demonstrate methods of collection, special handling and labeling of specimens.

PA1707 - Demonstrate the principles of an electrocardiogram (EKG).

PA1708 - Demonstrate blood glucose measurement using a glucometer, proper strips and manufacturer glucose controls or standards.

PA1709 - Identify the importance of maintaining the client record.

PA1710 - Demonstrate the principles of admitting, discharging, and transferring of a client.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other

sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

File records using both the alphabetical and numerical systems

Complete registration and history records

Position and properly drape a patient in horizontal recumbent, prone, Sims', knee-chest, Fowler's, lithotomy, dorsal recumbent, Trendlenburg, and jackknife positions

Use Snellen chart to screen for vision problems

Define, pronounce and spell all key terms

- Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter

- Read the summary information first

- Scavenger hunt

- Directed reading or learning questions

- Read, listen, share, and question in a small group

- Oral reading

- Questioning while reading

- Question aloud

- Read then predict

- Silent Timed Reading

- Small Group Oral Reading/Questioning

- Think aloud

- Create a story

- Develop tomorrow's quiz

- Demonstrate what was learned

- Essential Question Reflection

- Fill in the process steps

- Process listing

- Summary statements

- Test question list

- What are three things that you learned?

Skill:

Prepare a medical file for a new client

Maintain client records accurately

Complete filing skills

Position client for specific examinations as indicated by physician

Perform visual acuity test

Demonstrate methods of collection, special handling and labeling of specimens

Discuss the principles of an EKG

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics

Internet research

Prepare for competitions

Special Adaptations:

- Study Guide
- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Pre/post tests

Writing activities

Video/DVD worksheets

Rubrics

Check lists

Role-play activities

Debates

Oral presentations

Individual projects

Group projects

Current events

Portfolio

- Business and Industry Credentialing Tests
- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Computers
 Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning. Ambler, NY. Lippincott Williams & Wilkins. AJN. (current edition). New York, NY. Lippincott Williams & Wilkins. (current edition). Delmar Cengage Learning.
 Alvare, S., Fuzy, (2014). Nursing Assistant Care 3rd Ed.. Albuquerque, NM. Hartman Publishing.
 Simmers, L. (2016). Diversified Health

Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning. Medical Assistant equipment/supplies Front office supplies: Various medical/office forms Office supplies Binders/folders Computers Printers Back office/lab supplies: Xray image machine Phlebotomy needles Various Syringes Various needles Collection venous tubes Specimen collection containers Specimen collection swabs Syringe collection containers Tourniquets Alcohol bottled Phlebotomy start kits IV/Phlebotomy arm trainer(2) Phlebotomy model trainer Injection trainers Medication trainers Patient exam table Patient drapes Exam table paper Exam gooseneck light Exam doctor chair Razors Suture removal kits Nasal cannulas Nasal masks Incentive spirometry "fake" food Doppler Dual and single stethoscopes Gloves sterile and non sterile Charting sheets Thermometers with sheaths(various types) Mannequins Sims mannequins PPE equipment gloves, masks, eye shields, gloves Wall clock with second hand Pulse oximeter Otoscope Reflex hammer Forceps Sterile wraps Autoclave Paper towels Waste baskets Calibrated scales Poster paper Easels with pads Markers Crayons Construction paper Smart boards LAN projector CPR mannequins Vital sign machine Skeletons Jeopardy games AED trainer Anatomical charts Anatomical torsos Overhead projector Videos and DVD: VHS Medical Terminology Lessons 1-14 VHS Dying to Dance VHS(2) To live in Hope...to Die in peace VHS Mosby's body mechanics and exercise VHS Something the lord made (heart surgery) VHS Bloodborne pathogens VHS Mosby's basic principles VHS Delmar's Medical Assisting Video Series: Administrative and clinical procedures tape 3 VHS Discipline: Teaching limits with love VHS Forget me never VHS radio VHS Child Development: prenatal to birth VHS the immune system: understanding virus VHS John Q VHS Mosby's preventing and treating pressure ulcers VHS Sween skin care inservice video VHS The forgetting: Struggle with Alzheimer's Disease VHS Calculate with care A, B, C, D, E VHS Gifted hands: unearthing ancient history: battling diseases 21st century VHS Enteral feeding VHS A babys world VHS Let's face H Part 1 teen interviews Part 2: Dermatologists and teens discuss skin care VHS for the breast feeding mother VHS The natural process of aging VHS Bon Appetit: How to create meaningful meal times in long term care part 1 VHS Dateline eldercare VHS Mosby's safety and restraints VHS human development: 2 ½ to 6 yrs VHS Your healthy baby VHS Safe from the start VHS Bon Appetit: How to create meaningful meals times in longterm care part 2 VHS For your baby's early months VHS Quality childcare: making the right choice for you and your child VHS Nursing assistant techniques: warm and cold applications VHS Mosby's nutrition and fluids VHS The first years last forever VHS Nurses: ethics and the law: professional ethics DVD Conception to Birth DVD A Nurse I Am VHS Baby Transplant Dateline DVD A Beautiful Mind DVD Pay It Forward DVD Smashed: Toxic Tales of Teens and Alcohol VHS Our Friend Martin DVD Patch Adams DVD Bend It Like Beckham DVD Million Dollar Baby DVD Extraordinary Measures DVD A Walk To Remember DVD Caring for Your Parents DVD Anne Frank Remembered DVD The Karate Kid Special Edition DVD Supersize Me DVD She's The Man DVD Human Body Pushing the Limits DVD Body In Numbers VHS Art of Bedside Care 6.4 Assisting with crutches and walkers part 1 6.5 Assisting with casts and traction part 1 6.5 Assisting with casts and traction part 2 6.6 Providing for special turning measures VHS Losing It All Reality of Alzheimers Disease VHS Sextuplets VHS Suctioning Nasotracheal, Oral Pharyneal and Endotracheal, Tracheotomy Care VHS Chest Tube, Patient and System management VHS HS Time to Learn about Diabetes VHS Caring for the Patient with Chest Tubes VHS Searching for David's Heart VHS Tuesday's with Morey VHS The Doctor VHS The Plague VHS Daddy Daycare VHS Philadelphia DVD Gunther von Hagen's Body World The Anatomical Exhibition of Real Human Bodies DVD Cocoon VHS The Memory Keepers Daughter VHS Overweight and Obesity

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Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 1800 - ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY

Number: 1800 **Hours:** 289.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to demonstrate a knowledge of recognition of normal body systems functions and abnormal sign and symptoms as it relates to common diseases and conditions.

Tasks:

PA1801 - Identify the basic structure of the human body.

PA1802 - Label body planes, directions and cavities.

PA1803 - Identify the organs, and explain the function of the respiratory system.

PA1805 - Identify disease processes of the respiratory system.

PA1806 - Identify the organs, and explain the function of the circulatory system.

PA1808 - Identify disease processes of the circulatory system.

PA1809 - Identify the organs, and explain the function of the integumentary system.

PA1811 - Identify disease processes of the integumentary system.

PA1812 - Identify the organs, and explain the function of the muscular system.

PA1814 - Identify disease processes of the muscular system.

PA1815 - Identify the organs and explain the function of the nervous system.

PA1817 - Identify disease processes of the nervous system.

PA1818 - Identify the organs, and explain the function of the digestive system.

PA1820 - Identify disease processes of the digestive system.

PA1821 - Identify the organs, and explain the function of the urinary system.

PA1823 - Identify disease processes of the urinary system.

PA1824 - Identify the organs, and explain the function of the reproductive system.

PA1826 - Identify the disease processes of the reproductive system.

PA1827 - Identify the organs, and explain the function of the lymphatic system.

PA1829 - Identify disease processes of the lymphatic system.

PA1830 - Identify the organs, and explain the function of the endocrine system.

PA1832 - Identify the disease processes of the endocrine system.

PA1833 - Identify the organs and explain the function of the special senses.

PA1834 - Identify the disease processes of the special senses.

PA1835 - Identify the organs, and explain the function of the skeletal system.

PA1836 - Identify the disease processes of the skeletal system.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12.C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10.D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Standard - 3.1.9-12.C

Supporting Anchor/Standards:

Students who demonstrate understanding can plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Apply the appropriate terminology to major organs and systems of the human body:

Label a diagram of the main part of a cell

Describe the basic function of each part of a cell

Compare the four main types of tissue by describing the basic function of each type

Explain the relationships among cells, tissues, organs, and systems

Identify the major functions of each body system:

Label the names of the planes and the directional terms related to these planes on a diagram of the three planes of the body

Label a diagram of the main body cavities

Identify the main organs located in each body cavity

Locate the nine abdominal regions

Compare relationships of body systems

Label a diagram of a cross section of the skin

Differentiate between the two types of skin glands

List six functions of the skin

Provide the correct names for three abnormal colors of the skin and identify the cause of each abnormal color

Describe four skin eruptions

Describe four diseases of the integumentary system

Describe the basic diseases affection each of the body systems:

List the five functions of bones

Label the parts of a bone on a diagram of a long bone

Name the two divisions of the skeletal system and the main groups of bones in each division

Identify the main bones of the skeleton

Compare the three classifications of joints by describing the type of motion allowed by each

Give an example of each joint classification

Describe four diseases of the skeletal system

Compare the three main kinds of muscle by describing the action of each

Differentiate between voluntary muscle and involuntary muscle

List the functions of muscles

Describe the two main ways muscles attach to bones

Demonstrate the five major movements performed by muscles

Describe three diseases of the muscular system

Identify the four main parts of a neuron

Name the two main divisions of the nervous system

Describe the function of each of the five main parts of the brain

Explain three functions of the spinal cord

Name the three meninges

Describe the circulation and function of cerebrospinal fluid

Contrast the actions of the sympathetic and parasympathetic nervous system

Describe five diseases of the nervous system

Identify the five special senses

Label the major parts on a diagram of the eye

Trace the pathway of light rays as they pass through the eye

Label the major parts on a diagram of the ear

Trace the pathway of sound waves as they pass through the ear

Explain how the ear helps maintain balance and equilibrium

State the location of the four main taste receptors

List four general senses located throughout the body

Describe six diseases of the eye and ear

Label the layers, chambers, valves, and major blood vessels on a diagram of the heart

Differentiate between systole and diastole by explaining what happens in the heart during each phase

List the three major types of blood vessels and the action of each type

Compare the three main types of blood cells by describing the function of each

Describe five diseases of the circulatory system

Explain the function of the lymphatic vessels

List two functions of lymph nodes

Identify the two lymphatic ducts and the areas of the body that each drains

List three functions of the spleen

Describe the function of the thymus

Describe three diseases of the lymphatic system

Label a diagram of the respiratory system

List five functions of the nasal cavity

Identify the three sections of the pharynx

Explain how the larynx helps create sound and speech

Describe the function of epiglottis

Compare the processes of inspirations and expiration, including the muscle action that occurs during each process

Differentiate between external and internal respiration

Describe five diseases of the respiratory system

Label the major organs on a diagram of the digestive system

Identify a least three organs that are located in the mouth and aid in the initial breakdown of food

Cite two functions of the salivary glands

Describe how the gastric juices act on food in the stomach

Explain how food is absorbed into the body by the villi in the small intestine

List three functions of the large intestine

List four functions of the liver

Explain how the pancreas helps digest food

Describe five diseases of the digestive system

Label a diagram of the urinary system

Explain the action of the following parts of a nephron: glomerulus, Bowman's capsule, convoluted tubule, and collecting tubule

State the functions of the ureter, bladder and urethra

Explain why the urethra is different in male and female individuals

Interpret five terms used to describe conditions that affect urination

Describe three diseases of the urinary system

Label a diagram of the main endocrine glands

Describe how hormones influence various body functions

Describe five diseases of the endocrine glands
 Label a diagram of the male reproductive system
 Trace the pathway of sperm from where they are produced to where they are expelled from the body
 Identify three organs of the male reproductive system that secrete fluids added to semen
 Label a diagram of the female reproductive system
 Describe how an ovum is released from an ovary
 Explain the action of the endometrium
 Describe six diseases of the reproductive systems
 Define, pronounce and spell all key terms

- Novel or Book as Backdrop to Learning
- Read the questions at the end of the chapter
- Read the summary information first
- Scavenger hunt
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Identify the basic structure of the human body.
 Label body plains, directions and cavities.
 Identify organs of respiratory system.
 Describe function of each organ - respiratory system.
 Identify disease processes - respiratory system.
 Identify organs of the circulatory system.
 Describe functions of the circulatory system.
 Identify disease processes of the circulatory system.
 Identify organs of the integumentary system.
 Describe the function of organs of the Integumentary system.
 Identify disease processes of the integumentary system.
 Identify organs of the musculoskeletal system.
 Describe the function of organs of the musculoskeletal system.
 Identify disease processes of the musculoskeletal system.
 Identify organs of the nervous system.
 Describe the function of nervous system.
 Identify disease processes of the nervous system.
 Describe functions of the digestive system.
 Identify disease processes of the digestive system.
 Identify organs of the urinary system.
 Describe function of the urinary system.
 Describe functions of the reproductive system.
 Identify the disease processes of the reproductive system.
 Identify the organs of the lymphatic system.
 Describe the function of the lymphatic system.
 Identify disease processes of the lymphatic system.
 Identify the organs of the endocrine system.
 Describe the function of the endocrine system.
 Identify the disease processes of the endocrine system.

Remediation:

Review with teacher assistance
 Individual tutoring
 Retest or alternative assessment
 Study guides
 Study groups
 Review games

Enrichment:

Article critiques related to assigned topics
 Internet research
 Prepare for competition

Special Adaptations:

- Study Guide
- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- No Penalization for Spelling
- Small Group Instruction
- Use of Daily Planner/Assignment Book (monitor use of)
- Use of Computer (Access to)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
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- Provide Editing Assistance
- Copies of Text for Home
- Cue for Oral Response
- De-Escalation Opportunities
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
- Multiplication Chart
- Allow Pre-read of Questions Before Reading Written Passage
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing

- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

- Safety standards that protect the worker, employer and the patient
- Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Pre/post tests

Writing activities

Video/DVD worksheets

Rubrics

Check lists

Role-play activities

Debates

Oral presentations

Individual projects

Group projects

Current events

Portfolio

Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
- Completed and Turned-in Make Up work
- Student Hand Held Response Systems
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Class Oral Responses
- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring as each part of an activity is being done correctly
- Teacher observing and scoring as a job is done within a timeframe
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Teacher evaluating a student media presentation
- Peer evaluation of individual students
- WORK ETHIC
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Computers Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning. Clifton Park, NY. Delmar Cengage Learning. Alvare, S., Fuzy, (2014). Hartman Publishing. Simmers, L. (2016). Diversified Health Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning. Rizzo, D.C. Fundamentals of anatomy & physiology, 2nd Ed. Clifton Park, NY. Delmar Cengage Learning. Learning. Nasal cannulas Nasal masks Incentive spirometry "fake" food Doppler Tube feeding pump Hoyer lift Walker Crutches Canes Slings Bed cradles Abductor pillows Elbow and heel protectors Wound buttocks IV solutions/poles Cold compresses Heat compresses Washer and dryer Emesis basin Beds Bathing Basins Bedpans Fracture pan Bedside chairs Bedside cabinet Cups Linen Skin cleanser Lotion Mattress Over bed table Pillows Privacy curtains Soiled linen container Toilet tissue Urinals Alcohol swabs Blood pressure cuffs Clothing Dual and single stethoscopes Gloves sterile and non sterile Elastic stockings Meal trays Utensils including adaptive utensils Orange sticks Emery boards Clothing protectors Charting sheets Thermometers with sheaths(various types) Toothettes Toothpaste Bedside commode Foley catheter kits Dentures Mannequins Sims mannequins PPE equipment gloves, masks, eye shields, gloves Wall clock with second hand Pulse oximeter Otoscope Reflex hammer Forceps Sterile wraps Autoclave Paper towels Waste baskets Calibrated scales Denture cups Denture solution Incontinent pads Measuring containers Patient gowns Towels Wash clothes Mattress pads Comforters Bath blankets Wheelchairs Gait belts Liquid soap Spoon fed foods Bandages various sizes Poster paper Easels with pads Markers Crayons Construction paper Smart boards LAN projector CPR mannequins Vital sign machine Skeletons Jeopardy games AED trainer Anatomical charts Anatomical torsos Overhead projector Videos and DVD: VHS Dying to Dance VHS(2) To live in Hope...to Die in peace VHS Mosby's body mechanics and exercise VHS Something the lord made (heart surgery) VHS Forget me never VHS radio VHS the immune system: understanding virus VHS Mosby's preventing and treating pressure ulcers VHS Sween skin care inservice video VHS The forgetting: Struggle with Alzheimer's Disease VHS Calculate with care A, B, C, D, E VHS Let's face H Part 1 teen interviews Part 2: Dermatologists and teens discuss skin care VHS The natural process of aging VHS Nursing assistant techniques: warm and cold applications VHS Mosby's nutrition and fluids DVD Conception to Birth VHS Baby Transplant Dateline DVD Smashed: Toxic Tales of Teens and Alcohol DVD A Walk To Remember DVD Supersize Me DVD Human Body Pushing the Limits DVD Body In Numbers VHS Art of Bedside Care 6.4 Assisting with crutches and walkers part 1 6.5 Assisting with casts and traction part 1 6.5 Assisting with casts and traction part 2 6.6 Providing for special turning measures VHS Losing It All Reality of Alzheimers Disease VHS Sextuplets VHS HS Time to Learn about Diabetes VHS Caring for the Patient with Chest Tubes VHS Searching for David's Heart VHS The Plague VHS Philadelphia DVD Gunther von Hagen's Body World The Anatomical Exhibition of Real Human Bodies VHS Overweight and Obesity Emesis basin Beds Bathing Basins Bedpans Bedpan Fracture pan Bedside chairs Bedside cabinet Cups Linen Skin cleanser Lotion Shaving cream Mattress Over bed table Pillows Privacy curtains Soiled linen container Toilet tissue Urinals Alcohol swabs Blood pressure cuffs Clothing Dual and single stethoscopes Gloves sterile and non sterile Elastic stockings Meal trays Utensils including adaptive utensils Orange sticks Emery boards Clothing protectors Charting sheets Thermometers with sheaths Toothettes Toothpaste Bedside commode Foley catheter kits Dentures Mannequins Sims mannequins PPE equipment gloves, masks, eye shields, gloves Wall clock with second hand Pulse oximeter Otoscope Reflex hammer Forceps Sterile wraps Autoclave Paper towels Waste baskets Calibrated scales Denture cups Denture solution Incontinent pads Measuring containers Patient gowns Towels Wash clothes Mattress pads Comforters Bath blankets Wheelchairs Gait belts Liquid soap Spoon fed foods Bandages various sizes Poster paper Easels with pads Markers Crayons Colored pencils Construction paper Smart boards LAN projectors Computers CPR mannequins Vital sign machine Skeletons Jeopardy games AED trainer Anatomical charts Anatomical torsos Overhead projector

Hyperlinks:
www.hosa.org

www.pahosa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 1900 - MATHEMATICS IN ALLIED HEALTH

Number: 1900 **Hours:** 19.00

Dates: Spring 2025

Description/Objectives:

Student will know and be able to utilize mathematic applications according to allied health technology.

Tasks:

PA1901 - Use mathematics applications in healthcare.

PA1902 - Identify systems of measurements used in a clinical setting.

PA1903 - Identify and convert between measurement systems, including the metric system.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:**TEXT TYPES AND PURPOSE GRADES 9-10-11-12**

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:**NUMBERS AND OPERATIONS**

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Maintain clinical journals

Create PowerPoint presentations related to assigned topic

Participate in computer assisted instruction

complete assigned workbook pages

Complete textbook reading

Participate class discussions

Participate in group activities as assigned

Define, pronounce and spell all key terms

Define product, numerator, and denominator

List the commonly used units of measure in the metric system

Distinguish between official abbreviations and variation in common use

Express metric weights and volumes using correct notation rules

Convert metric weights and volumes within the system

Recognize dosages measured in units, percentages, ratio strengths, millequivalents, apothecary measures, and household measures

Novel or Book as Backdrop to Learning

- Read the questions at the end of the chapter
- Read the summary information first
- Scavenger hunt
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Silent Timed Reading
- Small Group Oral Reading/Questioning
- Think aloud
- Create a story
- Develop tomorrow's quiz
- Demonstrate what was learned
- Essential Question Reflection
- Fill in the process steps
- Process listing
- Summary statements
- Test question list
- What are three things that you learned?

Skill:

Utilizes mathematic applications according to allied health technology

Interpret Roman Numerals

Convert metric measurements

Convert household (English) measurements

Recognize the abbreviations for milligram and gram as drug measures

Identify the relative value of decimals

Add, subtract, multiply and divide decimals

Reduce fractions using common denominators

Divide fractions and express answers to the nearest tenth and hundredth using a calculator

Solve equations using whole numbers, decimal numbers and multiple numbers

Identify scored tablets, unscored tablets, and capsules

Read drug labels to identify trade and generic names

Locate dosage strengths and calculate simple dosages

Measure oral solutions using a medicine cup

Remediation:

Review with teacher assistance

Individual tutoring

Retest or alternative assessment

Study guides

Study groups

Review games

Enrichment:

Article critiques related to assigned topics

Internet research

Prepare for competition

Special Adaptations:

- Study Guide
- Preferential Seating
- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material

- Directions/Comprehension Check (frequent checks for understanding)
- Directions and/or Tests Read Aloud
- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
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- Use of Daily Planner/Assignment Book (monitor use of)
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- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Provide Frequent Breaks
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
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- All Vocabulary to be Defined Before Testing
- Time out
- Monitor Speed/Accuracy in which Student Completes Assignment
- Assistance with Bubble Sheets
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must follow:

Safety standards that protect the worker, employer and the patient

Confidentiality and privacy regulations

Assessment:

Worksheets

Quizzes

Pre/post tests

Writing activities

Video/DVD worksheets

Rubrics
 Check lists
 Role-play activities
 Debates
 Oral presentations
 Individual projects
 Group projects
 Current events
 Portfolio

- Business and Industry Credentialing Tests
- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Math practice assignments
- Graded Reading assignments
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- Student Hand Held Response Systems
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- OBSERVATIONAL EVALUATION
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- Scores on projects when they are completed
- Teacher observing and scoring each step of the process as a job is being completed
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- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
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- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
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- Evaluate if students work without hindering other students' progress
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- Account if students are prepared for class each day
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- Account if students make up missed assignments in the established time limit
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Study guides provided prior to tests
- Use of calculator
- Multiple Choice will include 3 choices instead of 4
- Matching with groups of no more than 5
- Tests read aloud
- Extended time to complete the assessment
- Alternate assessment-project or presentation instead of written assessment

Resources/Equipment:

Simmers, L. (2016). Diversified Health Occupations 8th Ed.. Clifton Park, NY. Delmar Cengage Learning.
 Simmers, L. (2016). Diversified Health Occupations 8th Ed. Workbook. Clifton Park, NY. Delmar Cengage Learning. Various medical/office forms Office supplies Binders/folders Computers Printers Medication trainers Measuring containers Poster paper Easels with pads Markers Crayons Construction paper Smart boards LAN projector Jeopardy games Anatomical charts Anatomical torsos Overhead projector Videos and DVD: VHS Medical Terminology Lessons 1-14 VHS Delmar's Medical Assisting Video Series: Administrative and clinical procedures tape 3Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

Monroe Career & Technical Institute

Course: Health Professions

Unit Name: 2000 21st Century Interpersonal Skills

Number: 2000 **Hours:** 12.00

Dates: Spring 2025

Description/Objectives:

Students will be introduced to lessons regarding professionalism, communication skills, ethical practice, stress management, nondiscriminatory practices and bullying behaviors. Students will promote positive leadership roles in a health care setting.

Tasks:

PA2001 - Develop relationships with a range of stakeholders clients, co-workers, external counterparts) who may represent a wide variety of cultural diversities.

PA2002 - Practice active listening skills to obtain and clarify information.

PA2003 - Exhibit ethical characteristics and behaviors.

PA2004 - Differentiate between productive and questionable ethical practices.

PA2005 - Describe and recognize discrimination and harassment/bullying behaviors.

PA2006 - Describe and recognize positive leadership qualities.

PA2007 - Display effective communication skills, including eye contact, handshake, professional attire, and positive professional body language.

PA2008 - Investigate stress management.

PA2009 - Exhibit ethical behaviors in telehealth medicine.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Standard Area - 13.3: Career Retention and Advancement

Supporting Anchor/Standards:

.Standard - 13.3.11.A

Evaluate personal attitudes and work habits that support career retention and advancement.

Standard - 13.3.11.B

Evaluate team member roles to describe and illustrate active listening techniques:

Clarifying

Encouraging

Reflecting

Restating

Summarizing

Focus Anchor/Standard #2:

- Career Education and Work Standards
13.3. Career Retention and Advancement

Supporting Anchor/Standards:

13.3.11 A. Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11 B. Evaluate team member roles to describe and illustrate active listening techniques:

Clarifying Encouraging Reflecting Restating Summarizing

13.3.11 C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism

Group dynamics Managing/leadership Mediation Negotiation Problem solving

13.3.11 E. Evaluate time management strategies and their application to both personal and work situations.

Connecting Anchor/Standard:

- Interpret information and draw conclusions based on the best analysis

Supporting Anchor/Standards:

Use Systems Thinking: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions:

Use Systems Thinking: Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions:

Effectively analyze and evaluate evidence, arguments, claims and beliefs

Instructional Activities:

- *Pre-Learning
- Essential Question Posting
- Look for unknown words
- Novel or Book as Backdrop to Learning
- Read the questions at the end of the chapter
- Read the summary information first
- Read, listen, share, and question in a small group
- Silent Timed Reading
- Essential Question Reflection
- Demonstrate what was learned

Special Adaptations:

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud

- Adapted Tests and/or Assignments
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- Drill and Practice (Repetition of Material)
- Small Group Instruction
- Provide Visual Model to Accompany Verbal Directions (Written/Oral Directions)
- Teacher Modeling
- Use of Daily Planner/Assignment Book (monitor use of)
- Positive Reinforcement
- Use of Computer (Access to)
- Wait Time
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Provide Frequent Feedback
- Variety of Assessment Methods
- Regular Notebook Check
- Highly Structured Classroom
- Grading Rubric
- Clear Language for Directions
- Provide Opportunities to Retest
- Frequent Review Sessions
- Use a variety of Modalities when Introducing Skills/Concepts
- Copies of Text for Home
- All Vocabulary to be Defined Before Testing
- Encouragement to Participate in Positive Leadership Roles
- Exempt from reading Aloud in Front of Peers

Safety:

Safety is reviewed as applicable to the related tasks, and incorporated to the warm up and wrap up of all skills.

Assessment:

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests
 - Traditional Tests - multiple choice, matching, true/false, short answer completion
 - Traditional Quizzes - multiple choice, matching, true/false, short answer completion
 - Graded Homework
 - Graded Writing assignments
 - Graded Reading assignments
 - Notebook checks
 - Completed and Turned-in Make Up work
 - Scores on projects when they are completed
 - Teacher observing and scoring each step of the process as a job is being completed
 - Teacher observing and recording the quality of work being done on an assigned job
 - Teacher checking and scoring as each part of an activity is being done correctly
 - Teacher observing and scoring as a job is done within a timeframe
 - Teacher checking and scoring that students use the appropriate terminology for particular jobs
 - Teacher determining if the student has the skills to work independently on an assigned job
 - Teacher evaluating if PA Program of Study tasks are being achieved as expected
- WORK ETHIC
- Evaluate the student's ability to work within a team when teamwork is necessary
 - Determine and evaluate if students adhere to all safety procedures
 - Evaluate if students work without hindering other students' progress
 - Evaluate if students stay on task in accordance with the job expectation
 - Account if students are prepared for class each day
 - Account if students are wearing appropriate clothing when necessary
 - Account if students make up missed assignments in the established time limit
 - Study guides provided prior to tests
 - Multiple Choice will include 3 choices instead of 4
 - Matching with groups of no more than 10 (depends on IEP)
 - Extended time to complete the assessment
 - Word bank with no more than 10 options

Resources/Equipment:

Use of chromebooks, You Tube videos, kahoot, quizlet, powerpoint, review quizzes, persona of student

Hyperlinks: