



Unit Name: PA100 - ORIENTATION AND SAFETY

Unit Number: PA100

Dates: Spring 2016 **Hours:** 42.00

Last Edited By: Health Professions (05-12-2016)

Unit 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:

PA101 - Identify school rules, regulations and attendance requirements.

PA102 - Find the school layout, resources and evacuation procedures.

PA103 - Identify general course objectives.

PA104 - Identify clinical skill area rules and regulations.

PA105 - Identify class dress code and the essence of good grooming.

PA106 - Provide details of grading policies in this class.

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

PA108 - Identify clinical experience guidelines and procedures.

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

PA110 - Explain the "Right to Know Law" and the importance of maintaining SDS for all chemicals.

PA111 - List both physical and psychological indicators of stress in self and others and identify stress reduction techniques.

PA112 - Demonstrate effective interpersonal 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.

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 policies 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, etc.)
- 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.

Nursing Assisting Monthly. (current edition). Clifton Park, NY. Delmar Cengage Learning.

Chrome Books

Act 14 packet

Orientation packets for clinical

Easels with pads

Markers

Crayons

Construction paper

Smart boards

LAN projector

Jeopardy games

Videos and DVD

CNA skill videos

Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

www.pearsonvue.com



Unit Name: PA200 - LEGAL AND ETHICAL ISSUES

Unit Number: PA200

Dates: Spring 2016 **Hours:** 43.00

Last Edited By: Health Professions (05-12-2016)

Unit 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 - Maintain confidentiality of records and information as required by HIPAA.

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

PA204 - Outline professional standards for health care professionals.

PA205 - Identify legal responsibilities of the health care professional.

PA206 - Discuss ethics as related to the health care professional.

L207 - Function as an unlicensed individual in the role of a nurse aide within legal and ethical standards set for the by the profession of nursing and regulated by the state board of nursing for the Commonwealth of Pennsylvania.

Standards / Assessment Anchors

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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, etc.)
- 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

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
- 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

- 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
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- 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
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Resources/Equipment:

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Computers

Nursing Assisting Monthly. (current edition). Clifton Park, NY. Delmar Cengage Learning.

Alvare, S., Fuzy, J. (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.

Fuzy, J. (1997). Prevention and care of pressure sores. Albuquerque, NM. Hartman Publishing.

Fuzy, 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

Hyperlinks:



Unit Name: PA300 - COMMUNICATION

Unit Number: PA300

Dates: Spring 2016 **Hours:** 55.00

Last Edited By: Health Professions (05-12-2016)

Unit 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 - Demonstrate effective, abuse-free verbal and non-verbal communication, in keeping with the health care provider's role, when communicating with the client and their families, including social networking.

PA302 - Observe by using the senses of sight, hearing, touch and smell to report client/client behavior to the licensed health care provider.

PA303 - Document both objective and subjective observations using appropriate terms.

PA304 - Explain the importance of maintaining the client record.

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

PA306 - Identify the "chain of command" in the organizational structure of the health care agency and scope of practice.

L307 - Function as an unlicensed individual in the role of a nurse aide demonstrating appropriate and effective communications

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

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Supporting Anchor/Standards:

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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 incident 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, etc.)
- 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:

Computers

Simmers, L. (2016). Diversified Health Occupations 8th Ed. Clifton Park, NY. Delmar Cengage Learning.

Nursing Assisting Monthly. (current edition). Clifton Park, NY. Delmar Cengage Learning.

Alvare, S., Fuzy, (2014). Nursing Assistant Care 3rd Ed. Albuquerque, NM. Hartman Publishing.

Fuzy, J. (1997). Prevention and care of pressure sores. Albuquerque, NM. Hartman Publishing.

Fuzy, 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
Crayons
Construction paper
Smart boards
LAN projectors
Computers
Jeopardy games

Hyperlinks:



Unit Name: PA400 - INFECTION CONTROL

Unit Number: PA400

Dates: Spring 2016 **Hours:** 68.00

Last Edited By: Health Professions (05-12-2016)

Unit 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 - Demonstrate proper hand hygiene techniques.

PA403 - Apply principles of standard precautions and infection control in the health care facility.

PA404 - Discuss the following: blood-borne pathogens, sharps disposal, and biohazards.

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

PA406 - Follow infection control measures to provide quality care.

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 - Demonstrate proper donning and removal of non-sterile gloves.

PA410 - Identify and discuss proper sterilizing of contaminated objects.

L411 - Function as an unlicensed individual in the role of a nurse aide applying the basic principles of infection control.

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 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 "blood borne pathogens" and describe two major blood borne diseases
- Explain OSHA's Blood borne 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, etc.)
- 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
- 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
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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
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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



Unit 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:

PA501 - Follow safety and emergency procedures.

PA502 - Report emergencies accurately and immediately.

PA503 - Identify safety measures and devices that prevent accidents to clients, including the proper use of alternative measures to client restraints.

PA504 - Utilize proper body mechanics.

PA505 - Report nonfunctioning equipment.

PA506 - Provide care of sensory deprived clients such as blind or deaf clients.

PA507 - Discuss the significance of SDS and OSHA as they pertain to the health care environment.

PA508 - Provide for the client's safe, clean and comfortable environment.

L509 - Function as an unlicensed individual in the role of a nurse aide demonstrating behavior that promotes resident and or client's independence and prevents abuse.

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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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.

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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

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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.

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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 Blood borne 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 residents' 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, etc.)
- 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.

Nursing Assisting Monthly. (current edition). Clifton Park, NY. Delmar Cengage Learning.

Alvare, S., Fuzy, (2014). Nursing Assistant Care 3rd Ed. Albuquerque, NM. 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
www.pearsonvue.com



Unit Description/Objectives:

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

Tasks:

PA601 - Demonstrate the signs of a client choking or having an obstructed airway.

PA602 - Describe Basic Life Support with AED and Basic First Aid.

PA603 - Follow Emergency Response/Crisis Plan Procedures in the facility.

PA604 - Identify potential fire hazards and safety procedures, including PASS and RACE.

L605 - Function as an unlicensed individual in the role of a nurse aide assisting with basic principles of infection control

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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- Use of Calculator
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- Syllabus for Major Projects
- Grading Rubric
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- Opportunities for Repeated Practice of MATH Skills
- Provide repetition During Initial Instruction
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- 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
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- 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

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Alvare, S., Fuzy, (2016). Nursing Assistant Care 3rd Ed. Albuquerque, NM. Hartman Publishing.

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Rizzo, D.C. Introductions to anatomy & physiology, Clifton Park, NY. Delmar Cengage Learning.

Equipment:

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 video

Hyperlinks:

www.hosa.org

www.pahosa.org

www.SkillsUSA.org

www.pearsonvue.com



Unit 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 - Describe human growth and development through the lifespan.

PA702 - Identify and respect cultural diversity, along with accepting a client seeking holistic health practitioners for wellness.

PA703 - Provide examples of how age, illness and disability affect psychosocial changes in the client.

PA704 - Provide assistance for the clients to express their personal faith and religious beliefs.

L705 - Function as an unlicensed individual in the role of a nurse aide demonstrating understanding of the Health Human 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:

- 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, etc.)
- 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.

Computers

Nursing Assisting Monthly. (current edition). Clifton Park, NY. Delmar Cengage Learning.

Alvare, S., Fuzy, (2014). Nursing Assistant Care 3rd Ed. Albuquerque, NM. Hartman Publishing.

Rizzo, D.C. Introduction to anatomy & physiology, 2012. Clifton Park, NY. Delmar Cengage Learning.

Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

www.pearsonvue.com



Unit 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 - Demonstrate proper technique of transferring client from bed to chair/wheelchair and from
stretcher to bed.

PA803 - Demonstrate proper turning and/or positioning of a client both in bed and in a chair.

PA804 - Discuss safety hazards, including slips, trips, and the risks of falls, in addition to
demonstrating the proper use of safety devices such as a gait belt.

PA805 - Discuss transfer and positioning of a client with special needs.

PA806 - Demonstrate the proper technique of transporting a bariatric client via wheelchair.

PA807 - Describe the procedural steps in utilizing the mechanical lift.

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
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- 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
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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
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 - 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.

Nursing Assisting Monthly. (current edition). Clifton Park, NY. Delmar Cengage Learning.

Alvare, S., Fuzy, (2014). Nursing Assistant Care 3rd Ed. Albuquerque, NM. 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

www.pearsonvue.com



Unit 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 for the client's privacy when providing personal care.

PA902 - Assist the client to dress and undress.

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

PA904 - Observe and report condition of the skin to include skin discoloration, such as redness, black and blue areas, rash, itching, etc. (skin conditions)

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

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

L907 - Function as an unlicensed individual in the role of a nurse aide providing personal care as directed by the licensed nurse.

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.

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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
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 - 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
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- 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.

Nursing Assisting Monthly. (current edition). Clifton Park, NY. Delmar Cengage Learning.

Alvare, S., Fuzy, (2014). Nursing Assistant Care 3rd Ed.. Albuquerque, NM. Hartman Publishing.

Rizzo, D.C. Introduction to anatomy & physiology, 2012. Clifton Park, NY. Delmar Cengage Learning.

Equipment:

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
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

www.pearsonvue.com



Unit 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 - Discuss how to assist the client in toileting and bladder training.

PA1002 - Provide catheter care.

PA1003 - Demonstrate perineal care on client.

PA1004 - Demonstrate application of briefs.

PA1005 - Demonstrate proper use of standard bedpan and fracture pan.

PA1006 - Document urinary output of fluid for 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.

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
- Administer 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, etc.)
- 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

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- 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:

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Alvare, S., Fuzy, (2014) Nursing Assistant Care 3rd Ed.. Albuquerque, NM. Hartman Publishing.

Rizzo, Introduction to Anatomy and Physiology 2012. Clifton Park, NY. Cengage Learning

Equipment:

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 torsos

Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

www.pearsonvue.com



Unit 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 general principles of the basic nutrition/food pyramid.

PA1102 - Identify and plan therapeutic diets.

PA1103 - Demonstrate the procedures for assisting a client with eating meals, including thickened liquids.

PA1104 - Describe the appropriate care of a neurological and sensory deprived client feeding.

PA1105 - Accurately measure and record intake and output of a client's fluids.

L1106 - Function as an unlicensed individual in the role of a nurse aide demonstrating knowledge and applies the principles of basic nutrition to prevent neglect and exploitation.

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, etc.)
- 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
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- Extended Time (assignments and/or testing)
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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

Writing activities

Video/DVD worksheets

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Role-play activities

Debates

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Individual projects

Group projects

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- 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.

Nursing Assisting Monthly. (current edition). Clifton Park, NY. 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.

Equipment:

Computers	Gloves sterile and non-sterile	Denture solution
Printers	Meal trays	Patient gowns
"fake" food	Utensils including adaptive utensils	Towels
Tube feeding pump	Orange sticks	Wash clothes
Stove	Emery boards	Mattress pads
Refrigerator	Clothing protectors	Comforters
Washer and dryer	Charting sheets	Bath blankets
Emesis basin	Toothettes	Liquid soap
Beds	Toothpaste	Spoon fed foods
Bedside chairs	Dentures	Poster paper
Bedside cabinet	Mannequins	Easels with pads
Cups	Sims mannequins	Markers
Linen	PPE equipment gloves, masks, eye shields, gloves	Crayons
Skin cleanser	Wall clock with second hand	Construction paper
Lotion	Paper towels	Smart boards
Mattress	Waste baskets	LAN projector
Over bed table	Calibrated scales	Skeletons
Pillows	Denture cups	Jeopardy games
Privacy curtains		Anatomical charts
Soiled linen container		Anatomical torsos
Alcohol swabs		Overhead projector
Clothing		

Hyperlinks:

www.hosa.org
www.pahosa.org
www.skillsUsa.org
www.pearsonvue.com



Unit Description/Objectives:

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

Tasks:

PA1201 - Apply a non-sterile dressing.

PA1202 - Discuss the purpose and procedure of applying a sterile dressing.

PA1203 - Accurately measure and record a client's temperature (oral, axillary, rectal, electronic).

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

PA1205 - Accurately measure and record a client's respirations.

PA1206 - Accurately measure and record a client's blood pressure.

PA1207 - Accurately measures and records a client's pulse oximetry result.

PA1208 - Apply elastic stockings to a client.

PA1209 - Demonstrate unoccupied bed making.

PA1210 - Demonstrate occupied bed making.

PA1211 - Measure and record height and weight of a client.

PA1212 - Prepare soiled linen for laundry.

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 records 2-step blood pressure
- Accurately measure and records pain
- Accurately measure and record respirations
- Accurately measures and records pulse oximetry
- Apply elastic stockings
- Demonstrate unoccupied bed making
- 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, etc.)
- 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:

- Simmers, L. (2016). Diversified Health Occupations 8th Ed. Clifton Park, NY. 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.
- 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). Blood borne 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.

Equipment:

Various medical/office forms	Lotion	Waste baskets
Office supplies	Mattress	Calibrated scales
Binders/folders	Over bed table	Denture cups
Computers	Pillows	Denture solution
Printers	Privacy curtains	Measuring containers
Patient exam table	Soiled linen container	Patient gowns
Patient drapes	Toilet tissue	Towels
Exam table paper	Urinals	Wash clothes
Exam gooseneck light	Alcohol swabs	Mattress pads
Exam doctor chair	Blood pressure cuffs	Comforters
Nasal cannulas	Clothing	Bath blankets
Nasal masks	Dual and single stethoscopes	Wheelchairs
Incentive spirometry	Gloves sterile and non-sterile	Liquid soap
Doppler	Elastic stockings	Bandages various sizes
Wound buttocks	Orange sticks	Poster paper
Cold compresses	Emery boards	Easels with pads
Heat compresses	Charting sheets	Markers
Stove	Thermometers with	Crayons
Refrigerator	sheaths(various types)	Construction paper
Washer and dryer	Toothettes	Smart boards
Emesis basin	Toothpaste	LAN projector
Beds	Bedside commode	CPR mannequins
Bathing Basins	Dentures	Vital sign machine
Bedpans	Mannequins	Skeletons
Fracture pan	Sims mannequins	Jeopardy games
Bedside chairs	PPE equipment gloves,	AED trainer
Bedside cabinet	masks, eye shields, gloves	Anatomical charts
Cups	Wall clock with second hand	Anatomical torsos
Linen	Pulse oximeter	Overhead projector
Skin cleanser	Paper towels	

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 Blood borne 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 in service 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 Doctor
Hyperlinks: www.hosa.org, www.pahosa.org, www.skillsUsa.org, www.pearsonvue.com



Unit 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 - Identify and discuss the various types of mental health disorders.

PA1302 - Demonstrate reality orientation techniques with the confused client.

PA1303 - Demonstrate appropriate communication skills/techniques with easily agitated or frightened clients.

PA1304 - Demonstrate appropriate skills/techniques with clients exhibiting repetitive behaviors.

L1305 - Function as an unlicensed individual in the role of a nurse aide demonstrating basic skills by identifying the psychosocial characteristics of the population being served in the nursing facility and/or by the health care agency; including persons with mental retardation, mental illness, Alzheimer's disease, and related disorders that cause cognitive impairment.

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 self-care 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 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, etc.)
- 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:

Simmers, L. (2016). Diversified Health Occupations 8th Ed. Clifton Park, NY. Delmar Cengage Learning.

Nursing Assisting Monthly. (current edition). Clifton Park, NY. Delmar Cengage Learning.

Alvare, S., Fuzy, (2014). Nursing Assistant Care 1st Ed. Albuquerque, NM. 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.

Equipment:

Computers	Comforters
Printers	Wheelchairs
Beds	Poster paper
Bathing Basins	Easels with pads
Bedside chairs	Markers
Bedside cabinet	Crayons
Mattress	Construction paper
Over bed table	Smart boards
Pillows	LAN projector
Privacy curtains	Jeopardy games
Soiled linen container	Overhead projector
Mattress pads	

Videos and DVD:

VHS Forget Me Never
 VHS Radio
 VHS The forgetting: Struggle with Alzheimer's Disease
 DVD A Beautiful Mind
 DVD Smashed: Toxic Tales of Teens and Alcohol
 DVD Patch Adams
 VHS Losing It All Reality of Alzheimer Disease

Hyperlinks:

www.hosa.org
www.pahosa.org
www.skillsUsa.org
www.pearsonvue.com



Unit Name: PA1400 - REHABILITATION AND
RESTORATIVE CARE

Unit Number: PA1400

Dates: Spring 2016 **Hours:** 46.00

Last Edited By: Health Professions (05-24-2016)

Unit 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 and wheelchair).

PA1402 - Perform range of motion exercises as instructed by the therapist or the professional nurse.

PA1403 - Demonstrate the proper use of assistive devices when assisting the client.

L1404 - Function as an unlicensed individual in the role of a nurse aide demonstrating skills that incorporate principles of restorative care under the direction of a licensed nurse

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

Assists the resident in bowel and bladder training

Assists in care and use of prosthetic and orthotic devices (such as hearing aids, 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
- 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, etc.)
- 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

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- 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:

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Rizzo, D.C. Fundamentals of anatomy & physiology, 2012. Clifton Park, NY. Delmar Cengage Learning.

Equipment

Computers
Printers
X-ray 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

www.pearsonvue.com



Unit 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 own feelings and attitude about death (verbal and/or written).

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 - List the stages of dying.

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

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

L1507 - Function as an unlicensed individual in the role of a nurse aide providing care to residents when death is imminent.

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.

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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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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).

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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

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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
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- 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
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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- Positive Reinforcement
- Have Student Repeat Directions
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- 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, etc.)
- Syllabus for Major Projects
- Grading Rubric
- Communication Regarding Behavior & Consequences (PBS)
- Clear Language for Directions
- Use of Multisensory Approach
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- 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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Safety:

Student must follow:

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

Assessment:

Worksheets

Quizzes

Pre/post tests

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- Evaluate if students stay on task in accordance with the job expectation
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- Account if students are wearing appropriate clothing when necessary
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- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
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Rizzo, D.C. Fundamentals of anatomy & physiology, 2012 Clifton Park, NY. Delmar Cengage Learning.

Equipment:

Office supplies	Pillows	Wash clothes
Binders/folders	Privacy curtains	Mattress pads
Computers	Soiled linen container	Comforters
Printers	Clothing	Bath blankets
Patient exam table	Gloves sterile and non-sterile	Gait belts
Patient drapes	Charting sheets	Liquid soap
Exam table paper	Dentures	Poster paper
Exam gooseneck light	Mannequins	Easels with pads
Exam doctor chair	Sims mannequins	Markers
Post mortem care packets	PPE equipment gloves,	Crayons
Emesis basin	masks, eye shields, gloves	Construction paper
Beds	Wall clock with second hand	Smart boards
Bathing Basins	Paper towels	LAN projector
Bedside chairs	Waste baskets	Vital sign machine
Bedside cabinet	Calibrated scales	Skeletons
Cups	Denture cups	Jeopardy games
Linen	Denture solution	Anatomical charts
Skin cleanser	Incontinent pads	Anatomical torsos
Mattress	Patient gowns	Overhead projector
Over bed table	Towels	

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 Bodies

Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

www.pearsonvue.com



Unit 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 - Demonstrate and interpret proper use of medical language.

PA1605 - Identify 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 in 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
- in gastrointestinal 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, etc.)
- 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.

Nursing Assisting Monthly. (current edition). Clifton Park, NY. Delmar Cengage Learning.

Alvare, S., Fuzy, (2012). Nursing Assistant Care 3rd Ed. Albuquerque, NM. 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.

Equipment:

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 1-14

Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

www.pearsonvue.com



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:

PA1701 - Prepare a medical file for a new client.

PA1702 - Maintain client records accurately.

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 - Discuss the principles of an EKG.

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

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, Trendelenburg, 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
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- 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, etc.)
- 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.

Nursing (current edition). Ambler, NY. Lippincott Williams & Wilkins.

AJN. (current edition). New York, NY. Lippincott Williams & Wilkins.

Nursing Assisting Monthly. (current edition). Clifton Park, NY. 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.

Equipment:

Medical Assistant equipment/supplies

Front office supplies:

Various medical/office forms

Office supplies

Binders/folders

Computers

Printers

Back office/lab supplies:

X-ray 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 Blood borne 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 in service 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 baby's 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 Appetite: 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 Appetite: How to create meaningful meals times in long-term 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 Alzheimer's Disease
VHS Sextuplets
VHS Suctioning Nasotracheal, Oral Pharyngeal 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

Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

www.pearsonvue.com



Unit 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 plains, directions and cavities.

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

PA1804 - RESERVED

PA1805 - Identify disease processes - respiratory system.

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

PA1807 - RESERVED

PA1808 - Identify disease processes of the circulatory system.

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

PA1810 - RESERVED

PA1811 - Identify disease processes of the integumentary system.

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

PA1813 - RESERVED

PA1814 - Identify disease processes of the musculoskeletal system.

PA1815 - Identify the organs (including sensory organs), and explain the function of the nervous system.

PA1816 - RESERVED

PA1817 - Identify disease processes of the nervous system.

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

PA1819 - RESERVED

PA1820 - Identify disease processes of the digestive system.

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

PA1822 - RESERVED

PA1823 - Identify disease processes of the urinary system.

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

PA1825 - RESERVED

PA1826 - Identify the disease processes of the reproductive system.

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

PA1828 - RESERVED

PA1829 - Identify disease processes of the lymphatic system.

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

PA1831 - RESERVED

PA1832 - Identify the disease processes of the endocrine system.

L1833 - Function as an unlicensed individual in the role of a nurse aide reporting signs and symptoms of disease and conditions.

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
- 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, etc.)
- 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.

Nursing Assisting Monthly. (current edition). Clifton Park, NY. 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.

Rizzo, D.C. Fundamentals of anatomy & physiology, 2nd Ed. Clifton Park, NY. Delmar Cengage Learning.

Equipment:

Nasal cannulas	Gloves sterile and non sterile
Nasal masks	Elastic stockings
Incentive spirometry	Meal trays
"fake" food	Utensils including adaptive utensils
Doppler	Orange sticks
Tube feeding pump	Emery boards
Hoyer lift	Clothing protectors
Walker	Charting sheets
Crutches	Thermometers with sheaths(various types)
Canes	Toothettes
Slings	Toothpaste
Bed cradles	Bedside commode
Abductor pillows	Foley catheter kits
Elbow and heel protectors	Dentures
Wound buttocks	Mannequins
IV solutions/poles	Sims mannequins
Cold compresses	PPE equipment gloves, masks, eye shields, gloves
Heat compresses	Wall clock with second hand
Washer and dryer	Pulse oximeter
Emesis basin	Otoscope
Beds	Reflex hammer
Bathing Basins	Forceps
Bedpans	Sterile wraps
Fracture pan	Autoclave
Bedside chairs	Paper towels
Bedside cabinet	Waste baskets
Cups	Calibrated scales
Linen	Denture cups
Skin cleanser	Denture solution
Lotion	Incontinent pads
Mattress	Measuring containers
Over bed table	Patient gowns
Pillows	Towels
Privacy curtains	Wash clothes
Soiled linen container	Mattress pads
Toilet tissue	Comforters
Urinals	Bath blankets
Alcohol swabs	Wheelchairs
Blood pressure cuffs	Gait belts
Clothing	Liquid soap
Dual and single stethoscopes	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 in-service 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
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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

Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

www.pearsonvue.com



Unit Description/Objectives:

Student will know and be able to utilize mathematic applications according to allied health technology.

Tasks:

PA1901 - Student utilizes mathematics applications in healthcare.

PA1902 - Identify systems of measurements used in a clinical setting.

PA1903 - Identify and convert between measurement systems including 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, mill equivalents, 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)
- 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, etc.)
- 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.

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 3

Hyperlinks:

www.hosa.org

www.pahosa.org

www.skillsUsa.org

www.pearsonvue.com