Curriculum: Health Science

Curricular Unit: Role of the Health Care Worker

Instructional Unit: A. Research career and educational opportunities in healthcare

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>MGCLE: CD.8.A,B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1,4 (HPE) 2,3 (SC) 8</td>
</tr>
<tr>
<td>CCSS: 11-12.SL.5; 11-12.L.1; 11-12.RST.9; 11-12.WHST.7</td>
</tr>
<tr>
<td>NETS: 2d; 3b</td>
</tr>
<tr>
<td>Performance: 1.10, 3.1, 4.1</td>
</tr>
</tbody>
</table>

### Unit (Section 3)

#### Learning Targets:

- **Demonstrate qualities and traits of a health care worker including job readiness skills**
- Locate information on post-secondary education and career opportunities in healthcare
- Present research to peers in a professional manner using a visual aid
- **Identify health care team members and describe how they work together for the betterment of the patient**

#### Instructional Strategies:

- Students, working in groups and through individual projects, will research what health care team members do in everyday practice and identify educational requirements
- Professional health care workers are invited to class and will describe their areas, schooling, and job opportunities
- Through clinical experiences, students will observe: (Clinical is defined as the hands-on application of objectives with real patients in a variety of health care settings. State developed checklist is utilized)
  - roles of health care members
  - chain of command
  - priority tasks
- The teacher will introduce medical terminology related to the unit

#### Assessments/Evaluations:

- Formative: Workbook activities and lesson plan activities
- Formative/summative:
  - Career portfolio – ongoing assessment (district developed)
  - Assessments using the MO Department of Health and Senior Services Certified Nurse Assistant Competency Score Sheet (state developed)

Board Approved 8-3-15
• Summative:
  • Written multiple choice assessment (district developed) covering:
    • Nurse Assistants’ roles
    • chain of command
    • priority tasks
    • medical terminology
    • Health Occupation research paper (district developed)

Sample Assessment Questions:

• Which approach focuses on the physical and emotional care of a person?
  a. Holistic
  b. Holographic
  c. Holoscopic
  d. Wholistic

Instructional Resources/Tools:

• Community guest speakers
• Lippincott’s Textbook for Nursing Assistants; Carter (2012)
• Workbook to accompany Textbook for Nursing Assistants; Carter (2012) – (students to keep)
• Nurse Assistant in a Long-Term Care Facility; MO Department of Health and Senior Services (2001)
• Nurse Assistant in a Long-Term Care Facility response forms; Mo Department of Health and Senior Services (2001) – (students to keep)
• Memmler’s Human Body in Health and Disease; Janson-Cohen and Wood (2000)

Cross Curricular Connections:

• ELA: Research and present findings
• Science: The impact of science

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Health Science

Curricular Unit: Demonstrate Employability Skills

Instructional Unit: B. Explore all qualities necessary to be employed as a Nurse Assistant

### Standard Alignments (Section 2)

| SS CLE: | ECP.4.A (Economics) |
| SCCLE: | SC8.3.Bb (Biology) |
| Knowledge: | CA 1,4,7; SS 6 |
| CCSS: | 11-12.WHST.4; 11-12.WHST.5; 11-12.WHST.6 |
| NETS: | 1b; 6a,b |
| Performance: | 1.4, 1.8, 1.10, 2.1 |

### Unit (Section 3)

**Learning Targets:**

- Communicate effectively by modeling behaviors which indicates an attitude of respect, such as using positive customer service skills and therapeutic techniques, for clients, families, co-workers, and the public

- Apply legal and ethical strategies according to Department of Health and Senior Services guidelines

- Understand purpose and audience in employment writing

- Use precise, effective word choice

- Organize information for clarity and purpose

- Revise writing effectively

- Collaborate to improve writing of peers and self

**Instructional Strategies:**

- Students will:
  - investigate job posting in the healthcare field
  - identify and discuss most common desired employee requirements and qualities
  - construct job objective and qualifications statements based on results of investigation

- The teacher will:
  - discuss components of a functional résumé and cover letter
  - guide creation and revision of résumés and cover letters
  - Introduce medical terminology related to unit

Board Approved 8-3-15
- Content is introduced with a teacher-guided lecture-discussion:
  - Classroom discussions: Participate effectively in a range of collaborative discussions
  - Student note taking: Students will summarize and organize information in a note-taking activity
  - Modeling occurs in the laboratory setting utilizing manikins/patients as skills are developed

Assessments/Evaluations:

- Formative:
  - *Healthcare Target Job Requirements Partner Research Guide*
  - Résumé and cover letter drafts
- Formative/summative: Assessments using the *MO Department of Health and Senior Services Certified Nurse Assistant Competency* score sheet (state developed)
- Summative:
  - Written multiple choice assessment covering employability skills and medical terminology (district developed)
  - Résumé and cover letter final draft

Sample Assessment Questions:

- Because a nursing assistant failed to reposition a patient frequently, the patient developed pressure ulcers. What violation of criminal law has the nursing assistant committed?
  - a. Involuntary seclusion
  - b. Psychological abuse
  - c. Physical abuse
  - d. Sexual abuse

Instructional Resources/Tools:

- *Lippincott’s Textbook for Nursing Assistants*; Carter (2012)
- Workbook to accompany *Textbook for Nursing Assistants*; Carter (2012) – (students to keep)
- *Nurse Assistant in a Long-Term Care Facility*; Mo. Department of Health and Senior Services (2001)
- *Nurse Assistant in a Long-Term Care Facility* response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)
- Websites:
  - MidMoCareers.com
  - Monster.com
  - Careerbuilder.com
  - BLS Occupational Outlook Handbook (online)
- Google Drive and Docs
- Computer

Cross Curricular Connections:

- ELA: Writing for specific audience and purpose
- Social Studies: Economic concepts such as full employment
Curriculum: Health Science

Curricular Unit: Legal and Ethical Standards

Instructional Unit: C. Describe legal and ethical standards of a healthcare worker

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>SSCLÉ: RIGIT.6.N</th>
<th>Knowledge: (CA) 3 (SS) 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: 11-12.RST.8</td>
<td>NETS: 4c,d</td>
</tr>
<tr>
<td>Performance: 1.10</td>
<td></td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- **Apply residents’ rights to patient care**
- **Describe legal responsibilities of a nurse assistant**

**Instructional Strategies:**

- Content is introduced with a teacher-guided lecture/discussion:
  - Classroom discussions: Participate effectively in a range of collaborative discussions
  - Student note taking: Students will summarize and organize information in a note-taking activity
  - Modeling occurs in the laboratory setting utilizing manikins/patients as skills are developed
  - The teacher will:
    - provide workbook and lesson plan activities
    - introduce medical terminology related to the unit

**Assessments/Evaluations:**

- Formative/summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency score sheet (state developed)
- Summative: Written multiple choice assessment (district developed) covering:
  - resident rights
  - confidentiality
  - scope of practice
  - medical terminology
Sample Assessment Questions:

- If a nursing assistant only gave care to a resident in exchange for gifts, this would be an example of:
  a. Battery
  b. Exploitation
  c. Libel
  d. Slander

Instructional Resources/Tools:

- *Lippincott’s Textbook for Nursing Assistants*; Carter (2012)
- Workbook to accompany *Textbook for Nursing Assistants*; Carter (2012) – (students to keep)
- *Nurse Assistant in a Long-Term Care Facility*; Mo. Department of Health and Senior Services (2001)
- *Nurse Assistant in a Long-Term Care Facility* response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)

Cross Curricular Connections:

- ELA:
  - Technical reading
  - Writing
  - Discussing
- Social Studies:
  - Relationship between individuals and institutions
  - Personal rights and responsibilities

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Health Science

Curricular Unit: Maintaining a Safe Environment

Instructional Unit: D. Recognize and apply safety practices

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>HECLE: FIS.1.C; HME.4.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 6 (H/PE) 4 (SS) 3</td>
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<tr>
<td>CCSS: 11-12.SL.1; 11-12.L.6; 11-12.RST.2; 11-12.RST.4</td>
</tr>
<tr>
<td>NETS: 1c</td>
</tr>
<tr>
<td>Performance: 1.10, 3.1, 4.1</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- **Maintain a safe environment for clients, workers, and the public**
- Use appropriate personal care for self and clients
- Follow OSHA safety practices and regulations both in clinical room and classroom settings while staying within the scope of the nursing assistant
- Use proper body mechanics in classroom and clinical settings
- Provide emergency care within the scope of the nursing assistant

**Instructional Strategies:**

- Content is introduced with a teacher-guided lecture-discussion:
  - Classroom discussions: Participate effectively in a range of collaborative discussions
  - Student note taking: Students will summarize and organize information in a note-taking activity
  - Modeling occurs in the laboratory setting utilizing manikins/patients as skills are developed

- The teacher will:
  - provide workbook and lesson plan activities
  - introduce medical terminology related to the unit

**Assessments/Evaluations:**

- Summative: Written multiple choice assessment (state developed) covering:
  - safety
  - personal protective equipment
  - body mechanics
  - patient care needs
  - medical terminology
<table>
<thead>
<tr>
<th>• Formative/Summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency Score Sheet (state developed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Assessment Questions:</strong></td>
</tr>
<tr>
<td>• Which of the following is a sign of shock?</td>
</tr>
<tr>
<td>a. Drooping of an eyelid</td>
</tr>
<tr>
<td>b. Severe headache</td>
</tr>
<tr>
<td>c. Cool, clammy, pale skin</td>
</tr>
<tr>
<td>d. Slow, deep breathing</td>
</tr>
<tr>
<td><strong>Instructional Resources/Tools:</strong></td>
</tr>
<tr>
<td>• <em>Lippincott’s Textbook for Nursing Assistants;</em> Carter (2012)</td>
</tr>
<tr>
<td>• Workbook to accompany <em>Textbook for Nursing Assistants;</em> Carter (2012) – (students to keep)</td>
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<td>• <em>Nurse Assistant in a Long-Term Care Facility;</em> Mo. Department of Health and Senior Services (2001)</td>
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<tr>
<td>• <em>Nurse Assistant in a Long-Term Care Facility</em> response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)</td>
</tr>
<tr>
<td><strong>Cross Curricular Connections:</strong></td>
</tr>
<tr>
<td>• ELA:</td>
</tr>
<tr>
<td>• Technical reading</td>
</tr>
<tr>
<td>• Writing</td>
</tr>
<tr>
<td>• Discussing</td>
</tr>
<tr>
<td>• Health/PE:</td>
</tr>
<tr>
<td>• Physical safety practices</td>
</tr>
<tr>
<td>• Responding to emergency situations</td>
</tr>
</tbody>
</table>

**Depth of Knowledge (Section 5)**

| DOK: 3 |
Curriculum: Health Science

Curricular Unit: Infection Control

Instructional Unit: E. Practice infection control

**Standard Alignments (Section 2)**

| SCCLE: SC3.2.G; SC8.1.B; SC8.3.B (Biology) |
|-----------------|-----------------|
| SS克莱: RIGIT.6.N (World History) |
| Knowledge: (CA) 4 (HPE) 3,6 (SC) 3,8 (SS) 5 |
| CCSS: 11-12.SL.2; 11-12.SL.4; 11-12.WHST.8 |
| NETS: 3b; 4a; 5a |
| Performance: 1.1, 1.6, 2.4 |

**Unit (Section 3)**

**Learning Targets:**

- Practice techniques for prevention and control of communicable diseases by first understanding the concepts of microbiology
- Recognize diseases as airborne, blood borne, or transmission based
- **Apply body substance precautions**
- Apply principles of effective hand-washing
- Explain infection control practices and policies (institutional and governmental)
- Explore the local and global impact of infectious diseases

**Instructional Strategies:**

- Content is introduced with a teacher-guided lecture-discussion:
  - Classroom discussions: Participate effectively in a range of collaborative discussions
  - Student note taking: Students will summarize and organize information in a note-taking activity
  - Modeling occurs in the laboratory setting utilizing manikins/patients as skills are developed
- The teacher will:
  - provide workbook and lesson plan activities
  - introduce medical terminology related to the unit
  - Guided practice implementing infection control practices (lab)
- Students will:
  - locate, compare and contrast two articles related to the spread of disease or infection
  - view a film on global disease outbreak and write a response comparing details of the film to those in previously reviewed articles
  - use APA documentation to cite articles and film

Board Approved 8-3-15
Assessments/Evaluations:

- **Formative/Summative:** Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency Score Sheet (state developed)
- **Summative:**
  - Written multiple choice assessment (district developed) covering:
    - safety
    - personal protective equipment
    - body mechanics
    - patient care needs
    - medical terminology
  - Article – compare/contrast written response
  - Film response

Sample Assessment Questions:

- Which one of the following people is LEAST likely to be a susceptible host?
  a. A very old person
  b. A person with emotional stress
  c. A person who has received required immunizations
  d. A very young child

Instructional Resources/Tools:

- Workbook to accompany *Textbook for Nursing Assistants;* Carter (2012) – (students to keep)
- *Nurse Assistant in a Long-Term Care Facility;* Mo. Department of Health and Senior Services (2001)
- *Nurse Assistant in a Long-Term Care Facility* response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)
- Film: *Outbreak* – featuring Dustin Hoffman and Rene Russo
- Online periodical databases
- Websites

Cross Curricular Connections:

- **ELA:**
  - Technical reading
  - Writing
  - Discussion
  - Researching
  - Documenting
- **Health/PE:** Disease prevention
- **Science:** Disease transmission as a biological process
- **Social Studies:**
  - Relationships of the individual to groups and institutions
  - Principles of governance

**Depth of Knowledge (Section 5)**

DOK: 4

Board Approved 8-3-15
Curriculum: Health Science

Curricular Unit: Systems of the Human Body

Instructional Unit: F. Apply understanding of the 11 body systems to patient care

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>SCCLE: SC3.2.C,D (Biology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 3,6 (SC) 3</td>
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<tr>
<td>CCSS: 11-12.RST.2; 11-12.RST.4; 11-12.RST.9</td>
</tr>
<tr>
<td>NETS: 1c; 4a</td>
</tr>
<tr>
<td>Performance: 3.1, 3.4</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Identify structures, functions, and age-related changes of the body related to its 11 individual systems: endocrine, digestive, cardiovascular, respiratory, integumentary, musculoskeletal, nervous, reproductive, lymphatic and urinary

**Instructional Strategies:**

- Content is introduced with a teacher-guided lecture-discussion:
  - Classroom discussions: Participate effectively in a range of collaborative discussions
  - Student note taking: Students will summarize and organize information in a note-taking activity
  - Modeling occurs in the laboratory setting utilizing manikins/patients as skills are developed
  - The teacher will:
    - provide workbook and lesson plan activities
    - introduce medical terminology related to the unit

**Assessments/Evaluations:**

- Formative/Summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency score sheet (state developed)
- Summative: Written multiple choice assessment (district developed) covering:
  - body systems structure
  - function
  - age related changes

**Sample Assessment Questions:**

- Which body system contains the pituitary, thyroid and adrenal glands?
  a. Cardiovascular
  b. Endocrine
  c. Reproductive
  d. Urinary

Board Approved 8-3-15
Instructional Resources/Tools:

• *Lippincott’s Textbook for Nursing Assistants;* Carter (2012)
• Workbook to accompany *Textbook for Nursing Assistants;* Carter (2012) – (students to keep)
• *Nurse Assistant in a Long-Term Care Facility;* Mo. Department of Health and Senior Services (2001)

Cross Curricular Connections:

• Biology: Human life processes
• ELA:
  • Technical reading
  • Writing
  • Discussing

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Health Science

Curricular Unit: Patient Vital Signs

Instructional Unit: G. Measure vital signs and identify their relation to specific body systems

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>SCCLE: SC3.2.C,D (Biology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 3,6 (SC) 3</td>
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</tr>
<tr>
<td>NETS: 1c; 4a</td>
</tr>
<tr>
<td>Performance: 3.1, 3.4</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Measure vital signs, such as temperature, pulse, respirations, and blood pressure; while knowing the normal ranges for vital signs and the signs of abnormal vital signs with the appropriate care method

- Explain the importance of vital signs and their relation to specific body systems

**Instructional Strategies:**

- Content is introduced with a teacher-guided lecture-discussion:
  - Classroom discussions: Participate effectively in a range of collaborative discussions
  - Student note taking: Students will summarize and organize information in a note-taking activity
  - Modeling occurs in the laboratory setting utilizing manikins/patients as skills are developed
  - The teacher will:
    - provide workbook and lesson plan activities
    - introduce medical terminology related to the unit

**Assessments/Evaluations:**

- Formative/Summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency score sheet (state developed)
- Summative: Written multiple choice assessment (district developed) covering:
  - safety
  - temperature
  - pulse
  - respiration
  - blood pressure
  - SPO2, patient care needs
  - medical terminology

Board Approved 8-3-15
Sample Assessment Questions:

- Which of the following statements about measuring blood pressure is correct?
  a. Do not take a BP on an arm with an IV
  b. A noisy room is not a problem when taking a BP
  c. The diastolic reading is the first sound you hear
  d. The arm should be above the heart for an accurate reading

Instructional Resources/Tools:

- *Lippincott's Textbook for Nursing Assistants; Carter (2012)*
- Workbook to accompany *Textbook for Nursing Assistants; Carter (2012)* – (students to keep)
- *Nurse Assistant in a Long-Term Care Facility; Mo. Department of Health and Senior Services (2001)*
- *Nurse Assistant in a Long-Term Care Facility* response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)

Cross Curricular Connections:

- Biology: Human life processes
- ELA:
  - Technical reading
  - Writing
  - Discussing

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Health Science

Curricular Unit: Basic Patient Care

Instructional Unit: H. Demonstrate principles of basic patient care

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>HECLE: HME.1.B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 3  (H/PE) 2</td>
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<td>CCSS: 11-12.RST.3; 11-12.RST.4; 11-12.RST.9</td>
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<tr>
<td>NETS: 4a,b</td>
</tr>
<tr>
<td>Performance: 4.1, 4.6, 4.7</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- **Demonstrate/describe all aspects of basic patient care in the laboratory/clinical setting including skills from the Department of Health and Senior Services Competency Score Sheet**

- Demonstrate/describe all aspects of special procedures in the laboratory/clinical setting including skills from the Department of Health and Senior Services Competency score sheet

- Demonstrate/describe all aspects of basic grooming in the laboratory/clinical setting including skills from the Department of Health and Senior Services Competency score sheet

- Explain the importance of basic patient care and grooming techniques and special procedures in relation to specific body systems

Instructional Strategies:

- Content is introduced with a teacher-guided lecture-discussion:
  - Classroom discussions: Participate effectively in a range of collaborative discussions
  - Student note taking: Students will summarize and organize information in a note-taking activity
  - Modeling occurs in the laboratory setting utilizing manikins/patients as skills are developed
  - The teacher will:
    - provide workbook and lesson plan activities
    - introduce medical terminology related to the unit
Assessments/Evaluations:

- Formative: Patient care labs
- Formative/Summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency score sheet (state developed)
- Summative: Written multiple choice assessment (district developed) covering:
  - patient care needs
  - grooming
  - special procedure
  - medical terminology

Sample Assessment Questions:

- Which of the following are points to remember when performing personal care?
  a. Do not allow the resident to assist in the procedure
  b. Get the equipment needed after starting the procedure
  c. Wash your hands before and after a procedure
  d. Use personal care items that are borrowed

Instructional Resources/Tools:

- *Lippincott’s Textbook for Nursing Assistants*; Carter (2012)
- Workbook to accompany *Textbook for Nursing Assistants*; Carter (2012) – (students to keep)
- *Nurse Assistant in a Long-Term Care Facility*; Mo. Department of Health and Senior Services (2001)
- *Nurse Assistant in a Long-Term Care Facility* response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)

Curricular Connections:

- ELA:
  - Technical reading
  - Writing
  - Discussing
- Health: Practices promoting physical and mental health

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Health Science

Curricular Unit: Appropriate Care for Patients with Special Needs

Instructional Unit: I. Apply understandings of patient care to care of patients with special needs

Standard Alignments (Section 2)

| HECLE: HME.1.B                      |
| Knowledge: (CA) 3 (H/PE) 2          |
| CCSS: 11-12.RST.3; 11-12.RST.4; 11-12.RST.9 |
| NETS: 4a,b                          |
| Performance: 4.1, 4.6, 4.7          |

Unit (Section 3)

Learning Targets:

- Determine appropriate care for patients who are confused, demented, or have Alzheimer’s
- Determine appropriate care for patients who are at the end of life
- Determine appropriate care for patients who have chronic illness
- Determine appropriate care for patients who are mentally ill
- Determine appropriate care for patients who are receiving rehabilitation services

Instructional Strategies:

- Content is introduced with a teacher-guided lecture-discussion:
  - Classroom discussions: Participate effectively in a range of collaborative discussions
  - Student note taking: Students will summarize and organize information in a note-taking activity
- Modeling occurs in the laboratory setting utilizing manikins/patients as skills are developed
- The teacher will:
  - provide workbook and lesson plan activities
  - introduce medical terminology related to the unit

Assessments/Evaluations:

- Formative/Summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency score sheet (state developed)
- Summative: Written multiple choice assessment (district developed) covering:
  - patient care needs
  - special procedures
  - medical terminology

Board Approved 8-3-15
Sample Assessment Questions:

- Which of the following is a correct nursing approach for the resident who is confused?
  a. If you treat the resident like a child, he/she will be happier
  b. It is important to create a calm, orderly routine for the resident who is confused
  c. Keep resident’s glasses or hearing aid because he/she might lose them
  d. Never talk about the past with a resident who is confused

Instructional Resources/Tools:

- *Lippincott’s Textbook for Nursing Assistants; Carter (2012)*
- Workbook to accompany *Textbook for Nursing Assistants; Carter (2012)* – (students to keep)
- *Nurse Assistant in a Long-Term Care Facility; Mo. Department of Health and Senior Services (2001)*
- *Nurse Assistant in a Long-Term Care Facility response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)*

Cross Curricular Connections:

- ELA:
  - Technical reading
  - Writing
  - Discussing
- Health: Practices promoting physical and mental health

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Health Science

Curricular Unit: Nutrition

Instructional Unit: J. Recognize nutritional needs of patients

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>HECLE: HME.2.A,E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 3 (HPE) 2 (MA) 1</td>
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<tr>
<td>CCSS: 11-12.RST.3; 11-12.RST.4; 11-12.RST.9; N-Q.1; A-CED.4</td>
</tr>
<tr>
<td>NETS: 4a,b</td>
</tr>
<tr>
<td>Performance: 3.2, 3.3</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- Identify dietary needs/restrictions among various patients
- Identify common diets ordered for patients
- Understand the dynamics of intake and output
- Learn and apply necessary nutritional conversion formulas

Instructional Strategies:

- Content is introduced with a teacher-guided lecture-discussion:
  - Classroom discussions: Participate effectively in a range of collaborative discussions
  - Student note taking: Students will summarize and organize information in a note-taking activity
  - Modeling occurs in the laboratory setting utilizing manikins/patients as skills are developed
- The teacher will:
  - provide workbook and lesson plan activities
  - introduce medical terminology related to the unit

Assessments/Evaluations:

- Formative/Summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency score sheet (state developed)
- Summative: Written multiple choice assessment (district developed) covering:
  - patient care needs related to diet and hydration
  - special procedures
  - medical terminology

Board Approved 8-3-15
Sample Assessment Questions:

• A chronic disease in which the pancreas does not produce sufficient insulin or the body does not effectively use the insulin secreted is called:
  a. diabetes
  b. hyperglycemia
  c. hypoglycemia
  d. peristalsis

Instructional Resources/Tools:

• *Lippincott’s Textbook for Nursing Assistants;* Carter (2012)
• Workbook to accompany *Textbook for Nursing Assistants;* Carter (2012) – (students to keep)
• *Nurse Assistant in a Long-Term Care Facility;* Mo. Department of Health and Senior Services (2001)
• *Nurse Assistant in a Long-Term Care Facility* response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)

Cross Curricular Connections:

• ELA:
  • Technical reading
  • Writing
  • Discussing
• Math:
  • Number sense
  • Applying formulas

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Health Science

Curricular Unit: Recognizing the Importance of the Plan of Care

Instructional Unit: K. Writing the Care Plan

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>SCCLE: SC8.Ba (Biology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCLE: RIGIT.6.L,M (World Biology)</td>
</tr>
<tr>
<td>Knowledge: (CA) 4 (H/PE) 2 (SC) 3</td>
</tr>
<tr>
<td>CCSS: 11-12.L.6; 11-12.RST.2; 11-12.WHST.10</td>
</tr>
<tr>
<td>NETS: 4a; 6b</td>
</tr>
<tr>
<td>Performance: 1.10, 3.1, 4.5</td>
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</tbody>
</table>

**Unit (Section 3)**

<table>
<thead>
<tr>
<th>Learning Targets:</th>
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<tbody>
<tr>
<td>• Recognize, chart and/or report pertinent observations</td>
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<tr>
<td>• Understand and use Maslow’s Hierarchy when determining patient care needs</td>
</tr>
<tr>
<td>• Understand developmental changes throughout the lifespan and apply to patient care needs based on the Erik Erickson Theory of Growth and Development</td>
</tr>
<tr>
<td>• Understand and prepare a patient care plan and accompanying nursing diagnosis</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
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<tbody>
<tr>
<td>• Content is introduced with a teacher-guided lecture-discussion:</td>
</tr>
<tr>
<td>• Classroom discussions: Participate effectively in a range of collaborative discussions</td>
</tr>
<tr>
<td>• Student note taking: Students will summarize and organize information in a note-taking activity</td>
</tr>
<tr>
<td>• Modeling occurs in the laboratory setting utilizing manikins/patients as skills are developed</td>
</tr>
<tr>
<td>• The teacher will:</td>
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<tr>
<td>• provide workbook and lesson plan activities</td>
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<tr>
<td>• introduce medical terminology related to the unit</td>
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<tr>
<td>• Students will:</td>
</tr>
<tr>
<td>• develop a care plan based on the patient-care scenario</td>
</tr>
<tr>
<td>• write a nursing diagnosis to accompany the care plan based on the specific patient-care scenario</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments/Evaluations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formative:</td>
</tr>
<tr>
<td>• Patient care plan draft</td>
</tr>
<tr>
<td>• Nursing diagnosis draft</td>
</tr>
<tr>
<td>• Formative/Summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency score sheet (state developed)</td>
</tr>
</tbody>
</table>

Board Approved 8-3-15
- **Summative:**
  - Written multiple choice assessment (district developed) covering:
    - Maslow’s Hierarchy
    - patient care needs
    - medical terminology
  - Revised:
    - patient care plan
    - nursing diagnosis

**Sample Assessment Questions:**

- Which step of the nursing process involves checking effectiveness of a nursing plan?
  a. Implementation
  b. Assessment
  c. Planning
  d. Evaluation

**Instructional Resources/Tools:**

- Workbook to accompany *Textbook for Nursing Assistants;* Carter (2012) – (students to keep)
- *Nurse Assistant in a Long-Term Care Facility;* Mo. Department of Health and Senior Services (2001)
- *Nurse Assistant in a Long-Term Care Facility* response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)
- Various care plan examples

**Cross Curricular Connections:**

- FACS: Stages of human development
- Psychology: Individual psychological characteristics and needs
- Sociology: Human social interactions
- ELA:
  - Technical reading
  - Writing
  - Discussing

**Depth of Knowledge (Section 5)**

DOK: 4