

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)

MGCLE: CD.8.A,B

Knowledge: (CA) 1,4 (HPE) 2,3 (SC) 8

CCSS: 11-12.SL.5; 11-12.L.1; 11-12.RST.9; 11-12.WHST.7

NETS: 2d; 3b

Performance: 1.10, 3.1, 4.1

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)

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<ul style="list-style-type: none"> Summative: <ul style="list-style-type: none"> Written multiple choice assessment (district developed) covering: <ul style="list-style-type: none"> Nurse Assistants' roles chain of command priority tasks medical terminology Health Occupation research paper (district developed)
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> Which approach focuses on the physical and emotional care of a person? <ol style="list-style-type: none"> Holistic Holographic Holoscopic Wholistic
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> Community guest speakers <i>Lippincott's Textbook for Nursing Assistants</i>; Carter (2012) Workbook to accompany <i>Textbook for Nursing Assistants</i>; Carter (2012) – (students to keep) <i>Nurse Assistant in a Long-Term Care Facility</i>; MO Department of Health and Senior Services (2001) <i>Nurse Assistant in a Long-Term Care Facility</i> response forms; Mo Department of Health and Senior Services (2001) – (students to keep) <i>Memmler's Human Body in Health and Disease</i>; Janson-Cohen and Wood (2000)
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> 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)

SSCLE: 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

<ul style="list-style-type: none"> Content is introduced with a teacher-guided lecture-discussion: <ul style="list-style-type: none"> 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
<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Formative: <ul style="list-style-type: none"> <i>Healthcare Target Job Requirements Partner Research Guide</i> Résumé and cover letter drafts Formative/summative: Assessments using the <i>MO Department of Health and Senior Services Certified Nurse Assistant Competency</i> score sheet (state developed) Summative: <ul style="list-style-type: none"> Written multiple choice assessment covering employability skills and medical terminology (district developed) Résumé and cover letter final draft
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> 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? <ol style="list-style-type: none"> Involuntary seclusion Psychological abuse Physical abuse Sexual abuse
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <i>Lippincott's Textbook for Nursing Assistants</i>; Carter (2012) Workbook to accompany <i>Textbook for Nursing Assistants</i>; Carter (2012) – (students to keep) <i>Nurse Assistant in a Long-Term Care Facility</i>; Mo. Department of Health and Senior Services (2001) <i>Nurse Assistant in a Long-Term Care Facility</i> response forms; Mo. Department of Health and Senior Services (2001) – (students to keep) Websites: <ul style="list-style-type: none"> MidMoCareers.com Monster.com Careerbuilder.com BLS Occupational Outlook Handbook (online) Google Drive and Docs Computer
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: Writing for specific audience and purpose Social Studies: Economic concepts such as full employment

Depth of Knowledge (Section 5)

DOK: 3

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)

SSCLE: RIGIT.6.N
Knowledge: (CA) 3 (SS) 6
CCSS: 11-12.RST.8
NETS: 4c,d
Performance: 1.10

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)

HECLE: FIS.1.C; HME.4.A

Knowledge: (CA) 6 (H/PE) 4 (SS) 3

CCSS: 11-12.SL.1; 11-12.L.6; 11-12.RST.2; 11-12.RST.4

NETS: 1c

Performance: 1.10, 3.1, 4.1

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

<ul style="list-style-type: none"> Formative/Summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency Score Sheet (state developed)
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> Which of the following is a sign of shock? <ul style="list-style-type: none"> a. Drooping of an eyelid b. Severe headache c. Cool, clammy, pale skin d. Slow, deep breathing
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <i>Lippincott's Textbook for Nursing Assistants</i>; Carter (2012) Workbook to accompany <i>Textbook for Nursing Assistants</i>; Carter (2012) – (students to keep) <i>Nurse Assistant in a Long-Term Care Facility</i>; Mo. Department of Health and Senior Services (2001) <i>Nurse Assistant in a Long-Term Care Facility</i> response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> Technical reading Writing Discussing Health/PE: <ul style="list-style-type: none"> Physical safety practices Responding to emergency situations

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)
SSCLE: 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

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<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> Formative/Summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency Score Sheet (state developed) Summative: <ul style="list-style-type: none"> Written multiple choice assessment (district developed) covering: <ul style="list-style-type: none"> safety personal protective equipment body mechanics patient care needs medical terminology Article – compare/contrast written response Film response
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> Which one of the following people is LEAST likely to be a susceptible host? <ol style="list-style-type: none"> A very old person A person with emotional stress A person who has received required immunizations A very young child
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <i>Lippincott's Textbook for Nursing Assistants</i>; Carter (2012) Workbook to accompany <i>Textbook for Nursing Assistants</i>; Carter (2012) – (students to keep) <i>Nurse Assistant in a Long-Term Care Facility</i>; Mo. Department of Health and Senior Services (2001) <i>Nurse Assistant in a Long-Term Care Facility</i> response forms; Mo. Department of Health and Senior Services (2001) – (students to keep) Film: <i>Outbreak</i> – featuring Dustin Hoffman and Rene Russo Online periodical databases Websites
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> ELA: <ul style="list-style-type: none"> Technical reading Writing Discussion Researching Documenting Health/PE: Disease prevention Science: Disease transmission as a biological process Social Studies: <ul style="list-style-type: none"> Relationships of the individual to groups and institutions Principles of governance

Depth of Knowledge (Section 5)

DOK: 4

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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)

SCCLE: SC3.2.C,D (Biology)
Knowledge: (CA) 3,6 (SC) 3
CCSS: 11-12.RST.2; 11-12.RST.4; 11-12.RST.9
NETS: 1c; 4a
Performance: 3.1, 3.4

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

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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)

SCCLE: SC3.2.C,D (Biology)
Knowledge: (CA) 3,6 (SC) 3
CCSS: 11-12.RST.2; 11-12.RST.4; 11-12.RST.9
NETS: 1c; 4a
Performance: 3.1, 3.4

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

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)

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:

- **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

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • patient care needs • grooming • special procedure • medical terminology
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> • Which of the following are points to remember when performing personal care? <ol style="list-style-type: none"> 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
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> • <i>Lippincott's Textbook for Nursing Assistants</i>; Carter (2012) • Workbook to accompany <i>Textbook for Nursing Assistants</i>; Carter (2012) – (students to keep) • <i>Nurse Assistant in a Long-Term Care Facility</i>; Mo. Department of Health and Senior Services (2001) • <i>Nurse Assistant in a Long-Term Care Facility</i> response forms; Mo. Department of Health and Senior Services (2001) – (students to keep)
<p>Curricular Connections:</p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • 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

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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)

HECLE: HME.2.A,E

Knowledge: (CA) 3 (HPE) 2 (MA) 1

CCSS: 11-12.RST.3; 11-12.RST.4; 11-12.RST.9; N-Q.1; A-CED.4

NETS: 4a,b

Performance: 3.2, 3.3

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

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)

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

Unit (Section 3)

Learning Targets:

- **Recognize, chart and/or report pertinent observations**
- **Understand and use Maslow's Hierarchy when determining patient care needs**
- Understand developmental changes throughout the lifespan and apply to patient care needs based on the Erik Erickson Theory of Growth and Development
- Understand and prepare a patient care plan and accompanying nursing diagnosis

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
- Students will:
 - develop a care plan based on the patient-care scenario
 - write a nursing diagnosis to accompany the care plan based on the specific patient-care scenario

Assessments/Evaluations:

- Formative:
 - Patient care plan draft
 - Nursing diagnosis draft
- Formative/Summative: Assessments using the Mo. Department of Health and Senior Services Certified Nurse Assistant Competency score sheet (state developed)

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<ul style="list-style-type: none"> Summative: <ul style="list-style-type: none"> Written multiple choice assessment (district developed) covering: <ul style="list-style-type: none"> Maslow's Hierarchy patient care needs medical terminology Revised: <ul style="list-style-type: none"> patient care plan nursing diagnosis
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> Which step of the nursing process involves checking effectiveness of a nursing plan? <ol style="list-style-type: none"> Implementation Assessment Planning Evaluation
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <i>Lippincott's Textbook for Nursing Assistants</i>; Carter (2012) Workbook to accompany <i>Textbook for Nursing Assistants</i>; Carter (2012) – (students to keep) <i>Nurse Assistant in a Long-Term Care Facility</i>; Mo. Department of Health and Senior Services (2001) <i>Nurse Assistant in a Long-Term Care Facility</i> response forms; Mo. Department of Health and Senior Services (2001) – (students to keep) <i>Nurse's Pocket Guide: Diagnoses, Prioritized Interventions and Rationales</i>, 13 ed.; F.A. Davis (2013) Various care plan examples
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> FACS: Stages of human development Psychology: Individual psychological characteristics and needs Sociology: Human social interactions ELA: <ul style="list-style-type: none"> Technical reading Writing Discussing

Depth of Knowledge (Section 5)

DOK: 4
