

DOCUMENT RESUME

ED 112 011

95

CE 004 758

TITLE Health Occupations Education: Suggested Curriculum Guide for Nursing Assistant. Curriculum Guide-3.

INSTITUTION Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

PUB DATE Jun 75

GRANT OEG-3-74-0120

NOTE 123p.; For related document, see CE 004 759

EDRS PRICE MF-\$0.76 HC-\$5.70 Plus Postage

DESCRIPTORS Behavioral Objectives; Course Content; \*Curriculum Guides; Educational Objectives; \*Health Occupations Education; Learning Activities; \*Lesson Plans; \*Nurses Aides; Reading Assignments; Resource Guides; Secondary Education

ABSTRACT

The curriculum guide, developed to serve as a statewide model for nursing assistant programs, offers teaching suggestions for nursing assistant courses in the public schools. It is designed for 270 hours of theory and 200 hours of clinical instruction. There are 11 units of instruction: orientation; human behavior; medical communication skills; asepsis; nutrition; safety; body systems and disorders; basic skills; admission, transfer, and discharge; death; and maternal and infant care. For each unit, vertical columns present expected behavioral outcomes, content, suggested activities, and evaluation/assignment suggestions. The units constitute the first half of the document. The remaining half of the guide presents sample lesson plans in 16 areas: admission, asepsis, back care, bathing the newborn, care of the dying, communicable diseases, medical terminology, mental health, muscular system, nutrition, customs and rites, respiratory system, taking temperatures, and urinary system. The final three pages list sources for filmstrips, films, transparencies, kits, posters, pamphlets, and other material. (AG)

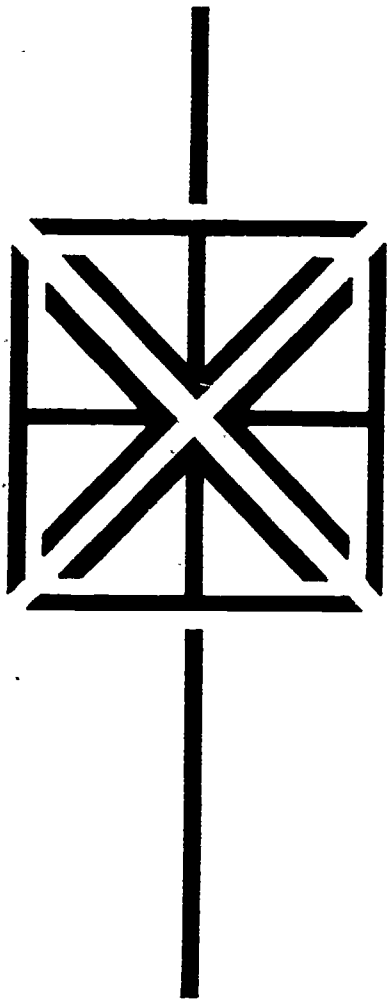
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# V&TECC CURRICULUM GUIDE

Vocational and Technical Education Curriculum Center

## HEALTH OCCUPATIONS EDUCATION **NURSING ASSISTANT** PROGRAM



Division of Vocational and Technical Education  
College of Education  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

and

Division of Vocational Education  
State Department of Education  
Richmond, Virginia 23216

Curriculum Guide

**CG - 3**

June 1975

ED 112 011

CE 004758

Published by:

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Single copy available from: William Vaughan, State Supervisor, Trade and Industrial Education, State Department of Education, Richmond, Virginia 23216  
Order Number: CG-3

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HEALTH OCCUPATIONS EDUCATION

Suggested Curriculum Guide

For

Nursing Assistant

P.L. 90-576, TITLE II EPDA

GRANT NO. - OEG 3-74-0120

The Project Herein was  
Supported by a Grant from the  
U.S. Department of Health Education and Welfare.

Office of Education

Trade and Industrial Education Service  
Division of Vocational Education  
State Department of Education  
Richmond, Virginia 23216

In Cooperation With

Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24061

June, 1975

## FOREWORD

Health workers are in great demand today. Educational programs offered in the secondary schools throughout the Commonwealth are designed to prepare interested students for careers in the health care delivery system.

This curriculum guide offers teaching suggestions for nursing assistant courses in the public schools. Thanks are expressed to instructors listed on the following pages and to others who participated in the development of this guide. Special thanks are due Mrs. Beatrice King, Health Occupations Instructor, Blacksburg High School, Blacksburg, Virginia for the development of the art work in this publication.

We anticipate that health occupation instructors will find it helpful in the preparation of their classes.

McClelland M. Gray  
State Supervisor  
Trade and Industrial Education  
State Department of Education

## PREFACE

This curriculum guide was developed to serve as a state-wide model for Nursing Assistant programs. Instructors may utilize the guide in a manner deemed most advantageous for their students.

This guide is designed for 270 hours of theory and 200 hours of clinical instruction and was developed by a group of Virginia Health Assistant and Practical Nursing Instructors enrolled in a special curriculum workshop at Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

Those participating in the development of this guide were:

Charlotte Aubrey, Dowell J. Howard Vocational School, Winchester  
Loretta M. Baker, Dickenson County Vocational School, Clinchco  
Judith Cameron, Portsmouth School of Practical Nursing, I. C. Norcum High School, Portsmouth  
Wanda W. Castle, Russell County Vocational School, Lebanon  
Mary M. Cogar, Orange County High School, Orange  
Phyllis R. Elswick, Buchanan County Vocational School, Grundy  
Margaret Foote, Pre-Vocational Center, Hampton  
Florence Goodwyn, Pre-Tech Vocational Center, Petersburg  
Delsie Hancock, Charlottesville-Albermarle Technical Education Center, Charlottesville  
Geraldine Harmon, Amelia County High School, Amelia Court House  
Beatrice King, Blacksburg High School, Blacksburg  
Ophelia McClung, Piedmont Technical Center, Culpeper  
Dolores Mulkey, Tazewell County Vocational Center, Tazewell  
Sandra Palmer, Tazewell County Vocational Center, Tazewell  
Evelyn Rosseau, Greenville County School, Greenville  
Dolly Kathleen Volk, Hopewell Occupational Work Center, Hopewell

### Coordinating Instructor:

Mary Frances King, Instructor, Vocational and Technical Education  
Virginia Polytechnic Institute and State University  
Blacksburg

Lester G. Duenk, Professor  
Vocational and Technical Education  
Virginia Polytechnic Institute and  
State University  
Blacksburg, Virginia 24061

## INTRODUCTION

One of the most significant developments in the health care field has been the increasing use of auxiliary personnel, among whom Nursing Assistants are the most numerous. The Nursing Assistants in the United States are now recognized as an invaluable segment of the nation's health manpower. Doctors, nurses, and patients all are aware of the contribution to the medical team made by the conscientious, well-trained Nursing Assistant.

The Nursing Assistant Curriculum should be developed and implemented to prepare the selected beginner with the knowledge, initial skills, and background necessary to bridge a vital gap between the technical and personal care of the patient under the direction and supervision of a licensed health worker.

To take advantage of the opportunities available to them the students must first of all like people and strive to make themselves more likeable. Then they must begin to acquire a broad range of knowledge and skills that will enable them to do their work with confidence and efficiency at all times. As they master the material presented in this course, and develop a sincere belief in the personal worth and dignity of all people, they will be on their way to a satisfying career in the health care delivery system.

The Nursing Assistant who has successfully completed this curriculum and developed an appropriate attitude may be employed in hospitals, public health agencies, clinics, health centers, nursing homes, rehabilitation centers, and private medical or dental offices.

The teacher of the Nursing Assistant has the responsibility to ascertain the individual needs of each student and develop their skills, abilities, and attitudes so they will be able to accept their obligation as individuals, Nursing Assistants, and citizens.

## UNITS OF INSTRUCTION AND SUGGESTED TIME BLOCKS

I. Orientation	9-12	hours
II. Human Behavior	24-27	hours
III. Medical Communication Skills	9-12	hours
IV. Asepsis	18-21	hours
V. Nutrition	12-15	hours
VI. Safety	9-12	hours
VII. Body Systems and Disorders	27-30	hours
VIII. Basic Skills	90-99	hours
IX. Admission, Transfer, and Discharge	6-9	hours
X. Death	3-6	hours
XI. Maternal and Infant Care	18-24	hours



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Revised May 1975



## OBJECTIVES FOR NURSING ASSISTANT COURSE

The student successfully completing this course will be able to:

1. Interpret the roles of health team members.
2. Display an appreciation for the worth of an individual as well as self.
3. Observe, recognize, and report information concerning patients.
4. Practice measures of cleanliness necessary for prevention and/or spread of infections.
5. Demonstrate knowledge and skills related to nutritional needs of individuals.
6. Practice safe work habits.
7. Recognize normal body structure.
8. Discuss general functions of the body systems.
9. Perform basic nursing procedures safely and efficiently.
10. Admit, transfer or discharge patients according to proper procedure.
11. Give post-mortem care.
12. Assist with the care of the obstetrical patient.
13. Care for infants and small children.
14. Function effectively as a health team member.

# I ORIENTATION



UNIT I. Orientation

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Define the term nursing assistant.</p> <p>List five members of the health team as discussed in class and identify their role.</p>	<p>A. Nursing Assistant</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. As a health team member               <ol style="list-style-type: none"> <li>a. Hospital Team                   <ol style="list-style-type: none"> <li>1) Administrator</li> <li>2) Physician</li> <li>3) Business Personnel</li> <li>4) Housekeeping</li> <li>5) Maintenance</li> <li>6) Food Service</li> <li>7) Others</li> </ol> </li> <li>b. Nursing Team                   <ol style="list-style-type: none"> <li>1) Registered Nurse</li> <li>2) Licensed Practical Nurse</li> <li>3) Nursing Assistant</li> </ol> </li> </ol> </li> <li>3. Personal Qualities               <ol style="list-style-type: none"> <li>a. Ability to get along with others</li> <li>b. Tact</li> <li>c. Sympathy &amp; Patience</li> <li>d. Dependability</li> <li>e. Accuracy</li> <li>f. Obedience</li> </ol> </li> </ol>	<p>Discussion</p> <p>List the members of the hospital health team. Have various health team members visit class and talk about their role on the health team.</p> <p>Filmstrip: "The Hospital Story" &amp; "Orientation" (Trainex)</p> <p>Virginia Council on Health Careers will visit. Write for an appointment.</p> <p>Films: "Helping Hands for Julie", "Horizons Unlimited" &amp; "Health Careers"</p> <p>Discussion</p> <p>Students give a skit illustrating "do's" &amp; "don'ts" of personal qualities.</p> <p>Film: "Patients are People" &amp; "To Care Enough"</p>	<p>Test Item</p> <p>Manual for the Nurse Aide: Knoedler p. 12-14  <u>Health Assistant: Caldwell p. 5</u></p> <p>Instructor/Nursing Staff Evaluation.</p> <p>Manual for the Nurse Aide: Knoedler p. 1-3</p> <p>Peer evaluation.</p>

UNIT I. Orientation (continued)

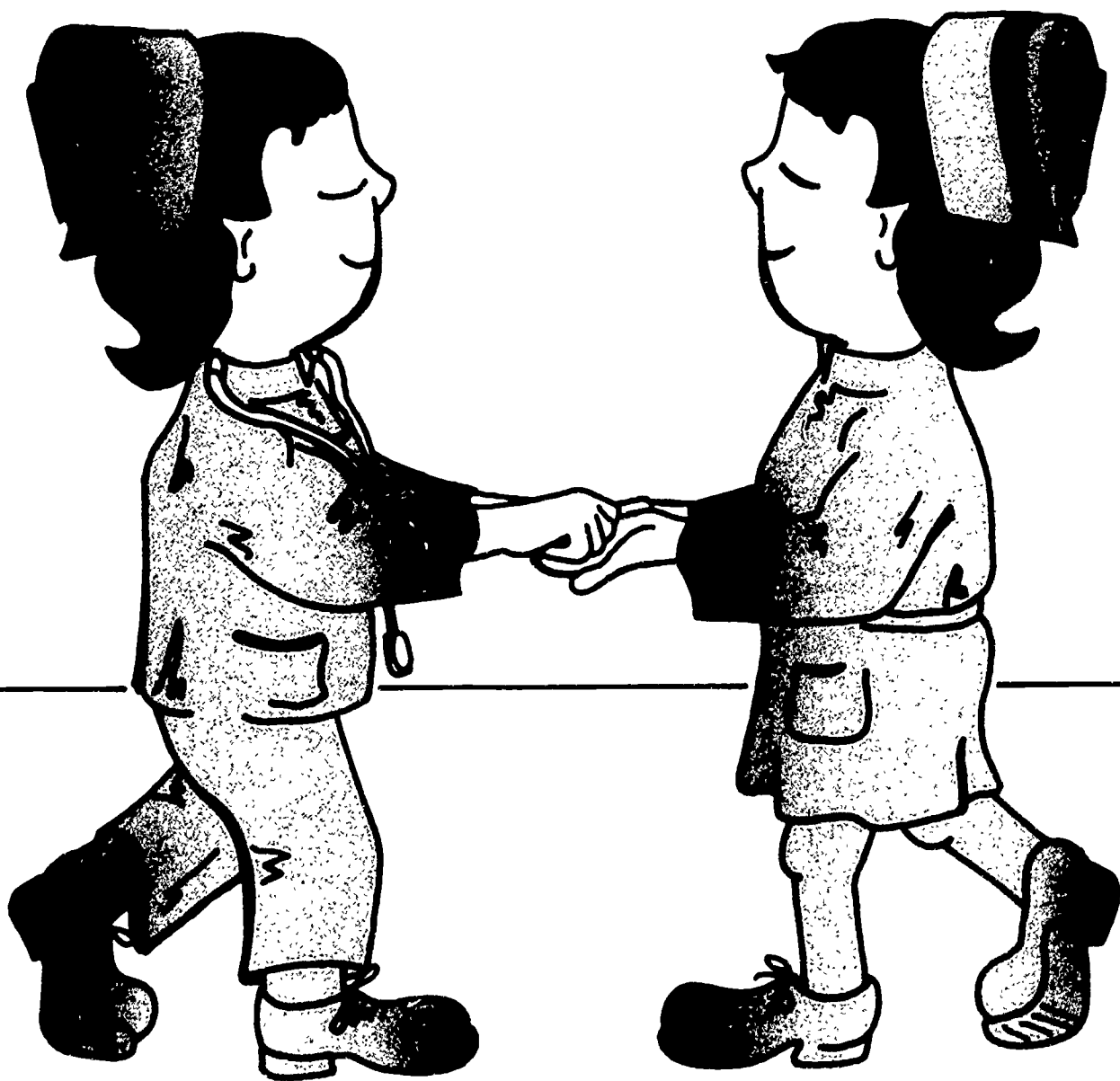
Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>List four ways the nurse assistant can avoid legal problems.</p>	<p>g. Personal            1) General Appearance            2) Uniform</p> <p>4. Legal Aspects            a. Definition            b. Documents            c. Types of judgements            d. Patient/worker laws</p>	<p>Discussion</p> <p>Have a health facility administrator speak to the class about legal aspects.</p>	<p><u>Health Assistant: Caldwell, p. 7</u></p> <p>Test item</p> <p><u>Nursing Skills for Allied Health Services: Vol. I: Wood</u></p>
<p>Define the term ethics. Make a list of five violations of ethics after observing a role play situation.</p>	<p>5. Ethics            a. Definition            b. Preservation of life            c. Confidential information            d. Patient information            e. Tipping            f. Religion</p>	<p>Discussion</p> <p>Role play showing important "pros" and "cons"</p> <p>Filmstrip: "Ethics for the Nurse Assistant" (Career Aides)</p>	<p>Test item</p> <p><u>Health Assistant: Caldwell, p. 1-12</u></p> <p>Student will write an evaluation of his own ethics.</p>
<p>Discuss health facility departments and how they relate to the nursing assistant.</p>	<p>B. Health Facility Organization            1. Health facility organization            2. Nursing service organization            3. Medical staff</p>	<p>Discussion</p> <p>Transparencies and handouts of various organization ladders.</p> <p>Any available slides on the local health facility.</p>	<p><u>The Nurse Aide: Donovan Nurses Aide Study Manual: Abdallah Chapter 1</u>  <u>Being a Nursing Aide: Hospital Research &amp; Educational Trust: Chapter 1</u></p>



UNIT I. Orientation (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Locate and identify various departments of health facility.</p> <p>Report to the class results of job opportunity interviews.</p>	<p>4. Medical specialities</p> <p>5. Volunteers</p> <p>C. Job Opportunities</p> <ol style="list-style-type: none"> <li>1. Hospital</li> <li>2. Nursing Home</li> <li>3. Mental health center</li> <li>4. Doctor's office</li> <li>5. Others</li> </ol>	<p>Review diagram of facility before tour.</p> <p>Tour Health Facility</p> <p>Visit potential employers in various health care areas. (Students will be assigned)</p> <p>Check "help wanted" ads in newspaper.</p> <p>Contact and/or visit local employment office.</p>	<p>Oral evaluation</p> <p>Oral evaluation</p>

## II HUMAN BEHAVIOR





UNIT II. Human Behavior

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Define behavior &amp; personality using two reference sources.</p>	<p>A. Definition                      1. Behavior                      2. Personality</p>	<p>Discussion</p>	<p>Test question                      1. Thompson, Rosedahl, <u>Text-book of Basic Nursing</u>. p. 29-31                      2. Donovan, et al. <u>The Nurse Aide</u>. p. 18-37                      3. Millekin. <u>Understanding Human Behavior</u>. p. 17-25</p>
<p>Prepare a self-improvement chart with checklist, using ideas from class discussion.</p>	<p>B. Interpersonal Relationships                      1. Understanding the person                      a. Understanding self</p>	<p>Discussion                      Film: "Understanding Others" Va. State BTM (12 min.)                       Group will share ideas for a word description of an ideal personality on chalkboard. Students will prepare a checklist and evaluate self using this chart.</p>	<p>Reference 3, pages 46-67</p>
<p>Discuss influences on behavior as discussed in class.</p>	<p>b. Behavioral Characteristics                      1) How people are different</p>	<p>Secure and use Personality Development Kit by Proctor &amp; Gamble                       Class discussion                      Film: "People are different and alike" State BTM (10 min.)</p>	<p>Prepare and use checklist</p> <p>Reference 3, p. 27-31                      Oral questioning</p>

UNIT Human Behavior (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>List 5 ways that middle class standards of living would influence the nursing assistant's attitude toward a patient.</p>	<p>2) Basic needs</p>	<p>Discussion of: physical needs, need for acceptance, need for self-approval.</p> <p>Select a personal social situation and describe how you felt when your needs for acceptance were not met.</p>	<p>Millekin, <u>Understanding Human Behavior</u>, p. 38-67</p> <p>Teacher evaluation</p>
<p>Select appropriate behavior in specified emotional situations as discussed in class.</p>	<p>3) Emotions</p>	<p>Discussion Film: "Emotional Health" State BTM (20 min.)</p> <p>Small discussion groups using selected situations. Groups will report.</p>	<p>Reference 3, p. 68-80</p> <p>Group reports.</p>
<p>Match defense mechanisms to descriptions used in textbook.</p>	<p>4) Threats to Adjustment</p> <p>5) Defense Mechanisms</p>	<p>Discussion Small group discussion of selected situations.</p> <p>Class discussion Role playing Use a checklist to determine objective for modifying your use of defense mechanisms.</p>	<p>Reference 3, p. 114-124 Group Reports</p> <p>Test question Teacher evaluation Reference 3, p. 100-113</p>

UNIT II. Human Behavior (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Analyze one personal conflict using textbook guidelines.</p>	<p>6) Conflicts</p>	<p>Class discussion Individual analysis of one personal conflict. Identify basic needs, alternative solutions, and desirable results.</p>	<p>Teacher evaluation Reference 3, p. 125-137</p>
<p>Define: frustration, aspiration, attitude, and prejudice.</p>	<p>7) Frustration</p>	<p>Discussion Name some accomplishments you have made today. Set some short-term goals for self.</p>	<p>Test question Reference 3, p. 114-124</p>
<p>List 4 examples of verbal patient behavior which may indicate hostility as discussed in class.</p>	<p>2. Understanding others a. Patient relationships</p>	<p>Discussion Film: "Patients are people--To care enough" State BTM (18 min.)  Visit a nursing home and/or day care center to observe. Discuss specific examples of behavior observed.</p>	<p>Reference 3, p. 139-163</p>
<p>Identify behavior of patients which is normal or abnormal, using norms from class discussion.</p> <p>Decide on appropriate action in three specific situations of problem patient behavior.</p>		<p>Filmstrip &amp; cassette: "Understanding the difficult patient" Career Aids (20 min.)  Role playing of inappropriate behavior seen in a health worker vs. appropriate behavior.</p>	<p>Test question</p>



UNTI II. Human Behavior (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Define tact. Use tact in solving a problem of staff relationships discussed in class.</p>	<p>b. Staff relationships 1) Cooperation 2) Courtesy and Etiquette</p>	<p>Discussion Filmstrip and recording: "Team relationships in Nursing Care" ANA-NLN Film Library Film: "Mind Your Manners" "Acts of Courtesy" State BTM Role playing Discussion Film: "Understanding Stress and Strains" Va. State Dept. of Health (10 min.) Film: "Social Side" Va. State Dept. of Health (10 min.) Discussion Handout of Patient's Bill of Rights Source--A Manual for Instructors of nursing service personnel. Va. Dept. of Mental Health and Mental Retardation</p>	<p>Test question Reference 3, p. 165-174</p>
<p>Define mental health. Differentiate between mental health and mental illness.</p>	<p>3. Mental Health a. Stress b. Social Needs</p>	<p>Role playing Discussion Film: "Understanding Stress and Strains" Va. State Dept. of Health (10 min.) Film: "Social Side" Va. State Dept. of Health (10 min.) Discussion Handout of Patient's Bill of Rights Source--A Manual for Instructors of nursing service personnel. Va. Dept. of Mental Health and Mental Retardation</p>	<p>Teacher evaluation Test question</p>
<p>Discuss the patient's bill of rights as defined by the State Dept. of Mental Health.</p>	<p>c. Mental Illness</p>	<p>Discussion Handout of Patient's Bill of Rights Source--A Manual for Instructors of nursing service personnel. Va. Dept. of Mental Health and Mental Retardation Visit a Mental Health Facility.</p>	<p>Pick up and read brochures from facility.</p>

UNIT II. Human Behavior (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Address the Patient correctly.</p> <p>Label as do's and don'ts a list of communications relating to patients.</p> <p>Treat visitors with courtesy and consideration.</p>	<p>C. Communication</p> <ol style="list-style-type: none"> <li>1. With patients               <ol style="list-style-type: none"> <li>a. Oral</li> <li>b. Subjective</li> </ol> </li> <li>2. With visitors</li> </ol>	<p>Discussion</p> <p>Filmstrip and cassette: "Patient Adjustment" Career Aids</p>	<p>Hospital Research Education Trust. <u>Being a Nurse's Aide.</u> p. 2-15</p> <p>Test question</p>
<p>Answer the patient's call light effectively.</p>	<ol style="list-style-type: none"> <li>3. Answering the call light</li> </ol>	<p>Role playing Practice</p>	<p>Demonstrate</p>
<p>Differentiate between objective and subjective symptoms related to patients.</p>	<ol style="list-style-type: none"> <li>4. Observing and reporting</li> </ol>	<p>Filmstrip and cassette: "Observing the Patient" Career Aids</p>	<p>Test question</p>
<p>Report observations to the nurse in a clear and concise manner.</p>	<p>D. Religious customs and Rites</p> <ol style="list-style-type: none"> <li>1. Major religious faiths</li> </ol>	<p>Filmstrip and cassette: "Nursing staff communications" Career Aids</p>	<p>Test question</p>
<p>Match sacraments and dietary laws with a list of religious faiths discussed in class.</p>	<p>D. Religious customs and Rites</p> <ol style="list-style-type: none"> <li>1. Major religious faiths</li> </ol>	<p>Students report on personal experiences and religious beliefs.</p>	<p>Caldwell and Hegner. <u>Health Assistant.</u> p. 87-88</p> <p>Knoedler. <u>The Nurse Assistant.</u> p. 16-18</p>

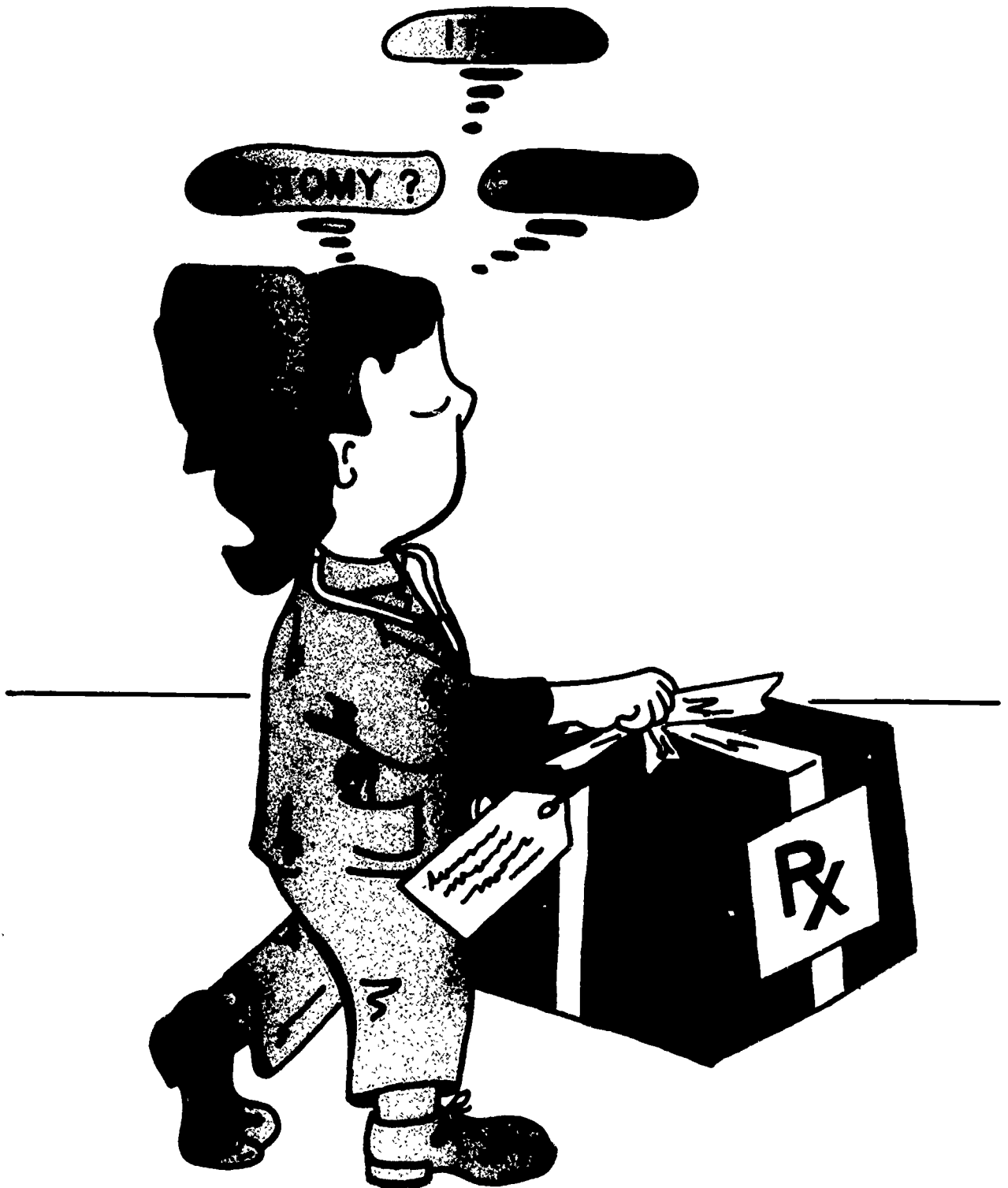


UNIT II. Human Behavior (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Describe procedure for baptism by a lay person.	<p>a. Sacraments b. Dietary laws</p> <p>2. Spiritual Needs</p>	<p>Guest lecturer: Clergyman or Hospital Chaplain</p> <p>Discussion &amp; questioning</p> <p>Filmstrip: (Trainex) "Spiritual Needs"</p> <p>Discussion</p>	<p>Article in AJN "Team-work: Nurse and Chaplain" Dec. 1972 p. 2197-2199</p> <p><u>Worldbook Encyclopedia Vol. 15, page 207-217</u></p> <p><u>Holy Bible or comparable book of major faith.</u></p> <p>Write a short philosophy of life.</p>



# III MEDICAL TERMINOLOGY



UNIT III. Medical Communication Skills

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Match abbreviations and symbols with their definitions.</p>	<p>A. Medical terms</p> <ol style="list-style-type: none"> <li>1. Medical combining terms</li> <li>2. Common abbreviations</li> <li>3. Prefixes</li> <li>4. Suffixes</li> <li>5. Other medical combining terms</li> </ol>	<p>"Bingo" games "Word" selection games "Spelldowns"</p> <p>Cassette Strip: "Nursing Staff Oral Communications" (Career Aids)</p> <p>Cassettes: "Basic Medical Terminology" (Career Aids)</p> <p>Translate exercises into medical terms.</p> <p>Role play with Kardex to understand medical terms.</p>	<p>Caldwell. <u>Health Assistant.</u> p. 120-121</p> <p>Matching test items</p>
<p>Demonstrate in class the proper use of the telephone.</p>	<p>B. Oral and Written Communication</p> <ol style="list-style-type: none"> <li>1. Oral             <ol style="list-style-type: none"> <li>a. Answering the phone</li> <li>b. Reporting</li> </ol> </li> <li>2. Written             <ol style="list-style-type: none"> <li>a. The patient's chart</li> <li>b. Printing</li> </ol> </li> </ol>	<p>Practice printing.</p>	<p>Caldwell. <u>Health Assistant.</u> p. 124-129</p> <p>Being a <u>Nursing Aide:</u> Hospital Research and Educational Trust: Chapter 2</p>
<p>List three important observations which should be reported to the nurse.</p>			



UNIT III. Medical Communication Skills (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Demonstrate proper charting technique on a graphic sheet.</p> <p>Demonstrate proper charting on an intake and output record.</p>	<p>c. The graphic chart</p> <p>d. Nursing notes</p> <p>e. Intake &amp; output record</p> <p>f. Time</p>	<p>Use actual charts for practice.</p>	<p>Instructor evaluation</p>

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# IV ASEPSIS



UNIT IV. Asepsis

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Define asepsis.</p> <p>Differentiate between medical and surgical asepsis.</p>	<p>A. Asepsis</p> <ol style="list-style-type: none"> <li>1. Medical</li> <li>2. Surgical</li> </ol>	<p>Discussion</p> <p>Filmstrip: (Trainex)            "Medical Asepsis"            "Sterile Technique and Dressing Change"            "Operating Room Series"</p>	<p>Textbook Assignment</p> <p>Caldwell. <u>Health Assistant. Unit 5</u></p> <p>Being a <u>Nursing Aide.</u>            HRET. Chapter 3</p>
<p>Define microorganisms.</p> <p>Differentiate between harmless and disease producing organisms.</p> <p>Differentiate between aerobic and anaerobic bacteria.</p>	<p>B. Microorganisms</p> <ol style="list-style-type: none"> <li>1. Harmless organisms</li> <li>2. Disease producing organisms</li> <li>3. Characteristics               <ol style="list-style-type: none"> <li>a. Aerobic</li> <li>b. Anaerobic</li> </ol> </li> </ol>	<p>Discussion</p> <p>Filmstrip: (Ency. Britan. Educational Corp.)            "Infectious Disease: Causes and Defenses"</p> <p>Compare procedure for controlling microbes in dental office and hospital.</p> <p>Discussion</p> <p>Filmstrip: (Ency. Britan. Educational Corp.)            "Infectious Disease Series"</p>	<p>Thompson. Text of <u>Basic Nursing. p. 278-287</u></p> <p>Textbook Assignment            Ferris. <u>Microbiology for Nurses.</u>            Test item</p> <p>Report to class.</p> <p>Textbook Assignment            Ferris. <u>Microbiology for Nurses.</u></p>

UNIT IV. Asepsis (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>State 6 reasons for proper handwashing as discussed in class.</p>	<p>C. Handwashing Technique</p>	<p>Discussion Discuss proper handwashing technique. Demonstration</p> <p>Filmloop: (Lippincott) "Handwashing Procedure"</p>	<p>Return Demonstration</p> <p>Textbook Assignment Horneman. <u>Basic Nursing Procedures</u>. P. 141</p>
<p>List 4 methods used to prevent the spread of infection as stated in your text.</p> <p>Define sterilization.</p>	<p>D. Sterilization</p>	<p>Tour Central (Sterile) Supply.</p> <p>Discussion Explain Methods of Sterilization</p> <p>Demonstrate uses of autoclave.</p>	<p>Textbook Assignment Caldwell. <u>Health Assistant</u>. p. 21</p>
<p>Define four (4) methods of sterilization as discussed in class.</p>	<p>1. Methods</p> <p>2. Handling Sterile Supplies and Equipment Cleanliness</p>	<p>Demonstrate handling sterile supplies. Film: (Eli Lilly) "Unconditional Surrender for Polio"</p>	<p>Return demonstration of handling sterile supplies.</p>

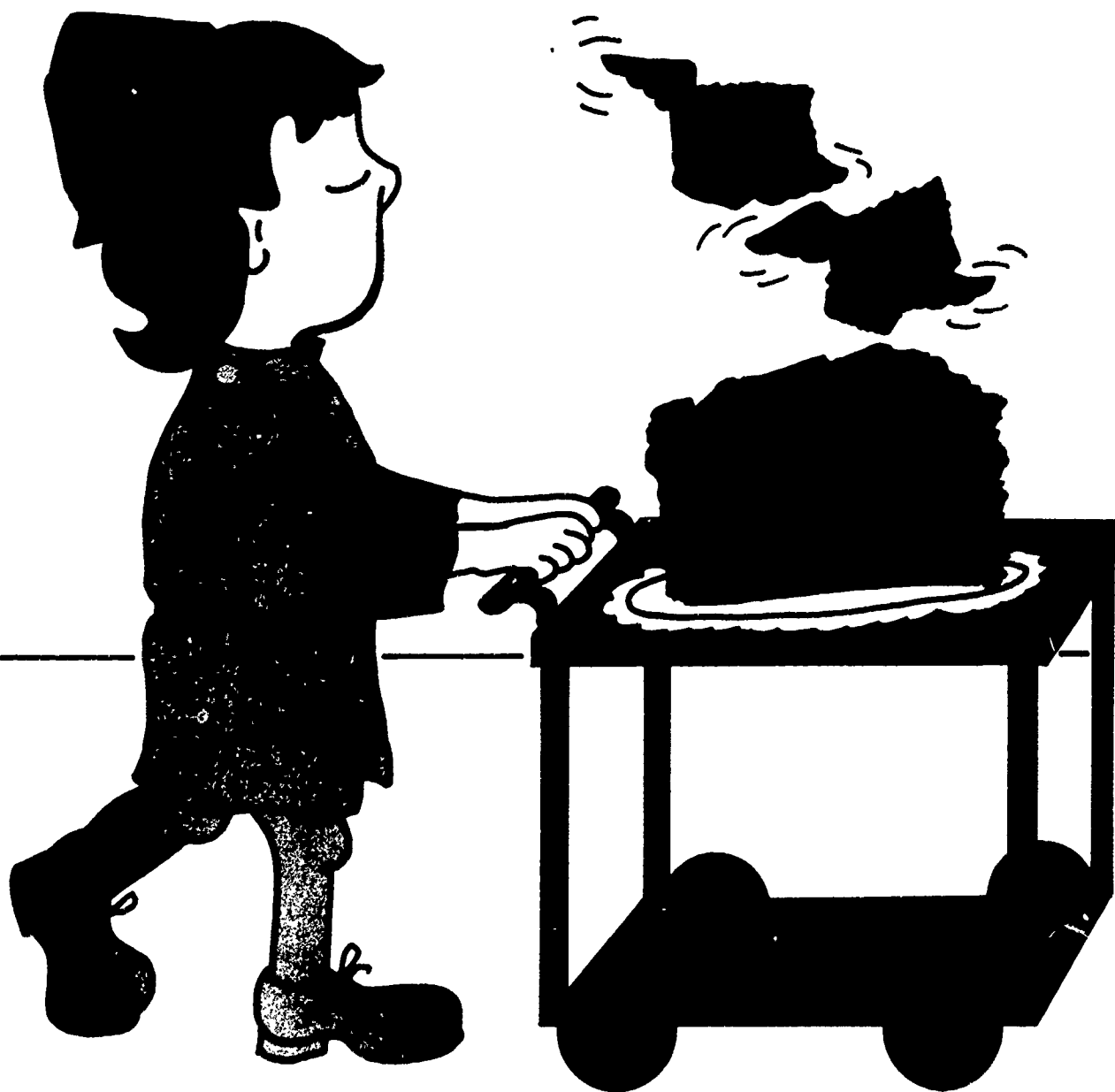
UNIT IV. Asepsis (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Define disinfection.</p> <p>Differentiate between concurrent and terminal disinfection.</p> <p>Identify 4 common disinfectants.</p> <p>Differentiate between sterilization and disinfection.</p> <p>Define droplet infection.</p> <p>Distinguish between direct and indirect contact.</p> <p>Define cross infection.</p>	<p>E. Disinfection</p> <ol style="list-style-type: none"> <li>1. Concurrent</li> <li>2. Terminal</li> <li>3. Care of contaminated articles</li> </ol> <p>F. Infectious and Communicable Diseases</p> <ol style="list-style-type: none"> <li>1. Prevention               <ol style="list-style-type: none"> <li>a. Direct Contact</li> <li>b. Indirect Contact</li> <li>c. Droplet infection</li> </ol> </li> <li>2. Cross infection               <ol style="list-style-type: none"> <li>a. Active</li> <li>b. Passive</li> <li>c. Acquired</li> </ol> </li> </ol>	<p>Discuss chemicals that check and retard the growth of bacteria.</p> <p>Contact the Home Economist Extension Agent</p> <p>Filmstrip: (Trainex) "Bacteria Control and Equipment Cleanliness"</p> <p>Discuss the common cold.</p> <p>Discussion</p> <p>Resource person: Public Health or Bacteriologist</p> <p>Film: (Shell Film Library) "Unseen Enemies"</p> <p>Film: (Trainex) "Venereal Disease"</p>	<p>Textbook Assignment Caldwell. <u>Health Assistant</u>. Unit 5</p> <p>Handouts: The Common Cold from the local or state health dept.</p> <p>Textbook Assignment Hasler &amp; Hasler. <u>Personal, Home, &amp; Community Health</u>. Ch. 11</p> <p>Test item</p>

UNIT IV. Asepsis (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Define communicable disease.</p> <p>Select three (3) methods of control of communicable disease from a given list.</p> <p>List five (5) common communicable diseases.</p> <p>Define epidemic.</p>		<p>Film: (State) "The Body Fights Disease"</p> <p>Discussion of how micro-organisms enter and leave the body.</p> <p>Handouts: (Dept. of HEW) "Your Child From 1 to 6"</p> <p>Filmstrip: (Dept. of HEW) "V.D. - The Silent Epidemic"</p> <p>Veneral disease handout from the local health department.</p> <p>Discussion</p>	<p>Textbook Assignment Hasler &amp; Hasler. <u>Personal, Home, &amp; Community Health.</u> Ch. 11</p>
<p>Define immunity.</p> <p>List three (3) measures to prevent the spread of communicable diseases as discussed in your text.</p> <p>Differentiate between regular and reverse isolation.</p> <p>Report on the importance of isolation technique</p> <ol style="list-style-type: none"> <li>1. Gown</li> <li>2. Mask</li> <li>3. Glove</li> </ol>	<p>G. Types of Isolation</p> <ol style="list-style-type: none"> <li>1. Regular isolation</li> <li>2. Reverse isolation</li> </ol> <p>H. Isolation Technique</p> <ol style="list-style-type: none"> <li>1. Gown</li> <li>2. Mask</li> <li>3. Glove</li> <li>4. Other</li> </ol>	<p>Demonstrate gown, glove, and mask technique</p> <p>Discuss the care of contaminated articles.</p> <p>Filmstrip: (Trainex) "Isolation Technique"</p>	<p>Textbook Assignment Review modes of entry &amp; types of immunity discussed in your text.</p> <p>Return demonstration Textbook Assignment Caldwell. <u>Health Assistance.</u> Unit 5</p> <p>Textbook Assignment Thompson. <u>Text of Basic Nursing.</u> P. 282, 283</p> <p>Test item</p>

# V NUTRITION



UNIT      V. Nutrition

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Define nutrition</p> <p>Give 3 examples of good nutrition.</p> <p>Give 3 examples of poor nutrition.</p>	<p>A. Nutrition</p> <p>1. Good nutrition</p> <p>2. Poor nutrition</p>	<p>Discuss the role of good nutrition in health.</p> <p>Discuss basic four food group.</p> <p>Discuss malnutrition.</p>	<p><u>Being a Nursing Aide.</u> <u>HRET. Chapter 8</u></p> <p><u>Thompson. Textbook of Basic Nursing.</u> <u>P. 161-181</u></p>
<p>List 4 foods from each of the Basic Four.</p> <p>Name the 6 essential nutrients.</p>	<p>B. Nutrients</p> <p>1. Carbohydrates</p> <p>2. Protein</p> <p>3. Fats</p> <p>4. Vitamins</p> <p>5. Minerals</p> <p>6. Water</p>	<p>Show pictures depicting good and poor health.</p> <p>Lab experiments</p> <p>Discuss the function of nutrients.</p> <p>Discussion: Water balance, normal water losses, and reasons for dehydration.</p> <p>Film: (Local Dairy Council) "Mulligan Stew"</p> <p>Handouts from county extension agents on vitamin information and nutrition.</p>	<p><u>Townsend. Nutrition and Diet Modification for the Nurse.</u> <u>Topic 1-6 Pages 1-41</u></p> <p><u>Caldwell. Health Assistant. Unit 16</u></p>



UNIT V. Nutrition (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Define digestion.</p> <p>Identify six major organs of digestion on: chart torso diagram in text</p> <p>Define calorie.</p> <p>Estimate daily caloric requirements for an adult and a child.</p> <p>Define obesity.</p>	<p>C. Digestion</p> <ol style="list-style-type: none"> <li>1. Organs of digestion</li> <li>2. Process</li> </ol> <p>D. Energy Requirements</p> <ol style="list-style-type: none"> <li>1. Calorie</li> <li>2. Calorie requirements</li> </ol> <p>3. Obesity</p> <p>E. Menu Planning</p> <ol style="list-style-type: none"> <li>1. Regular</li> </ol>	<p>Discuss digestive process.</p> <p>Film: (NASCO) "Digestive System" Label diagram of digestive system.</p> <p>Discussion: Using chart to calculate calories used by the body in a 24 hour period.</p> <p>Films: (Equitable Life Assurance Society of U.S.A.) "The Owl and Fred Jones" "Eat Your Heart Out" "The Flabby American" Lecture/Discussion</p> <p>Student will plan a regular menu for breakfast, lunch, &amp; dinner.</p>	<p>Being a Nursing Aide. HRET Chapter 8</p> <p>Test item</p> <p>Nutrition and Diet Modification for the Nurse. p. 1-41</p> <p>Test item</p> <p>Calculate calories needed by the body in a 24 hour period.</p> <p>Textbook Assignment Training the Nursing Aide. HRET Chapter 8</p> <p>Thompson. Textbook of Basic Nursing. p. 243</p>
<p>Differentiate between regular and therapeutic diet.</p> <p>Select 4 foods from the Basic Four to be included on a regular diet.</p>			

UNIT V. Nutrition (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Select 4 foods from the Basic Four group to be included in a specific therapeutic diet.</p> <p>Prepare a patient for a meal.</p> <p>Assist a patient with a meal.</p>	<p>2. Therapeutic</p> <p>F. Feeding the Patient</p> <ol style="list-style-type: none"> <li>1. Preparing the patient for a meal</li> <li>2. Check patients tray</li> <li>3. Feeding the helpless patient</li> </ol>	<p>Demonstration</p> <p>Role play</p> <p>Filmstrip: (Train Aide) "Feeding Selected Patients"</p> <p>Discussion: Observation of food intake</p>	<p>Return demonstration</p> <p>Test item</p> <p><u>Cherescavic. Nursing Assistant. Chapter 8</u></p>

# VI SAFETY



UNIT VI. Safety

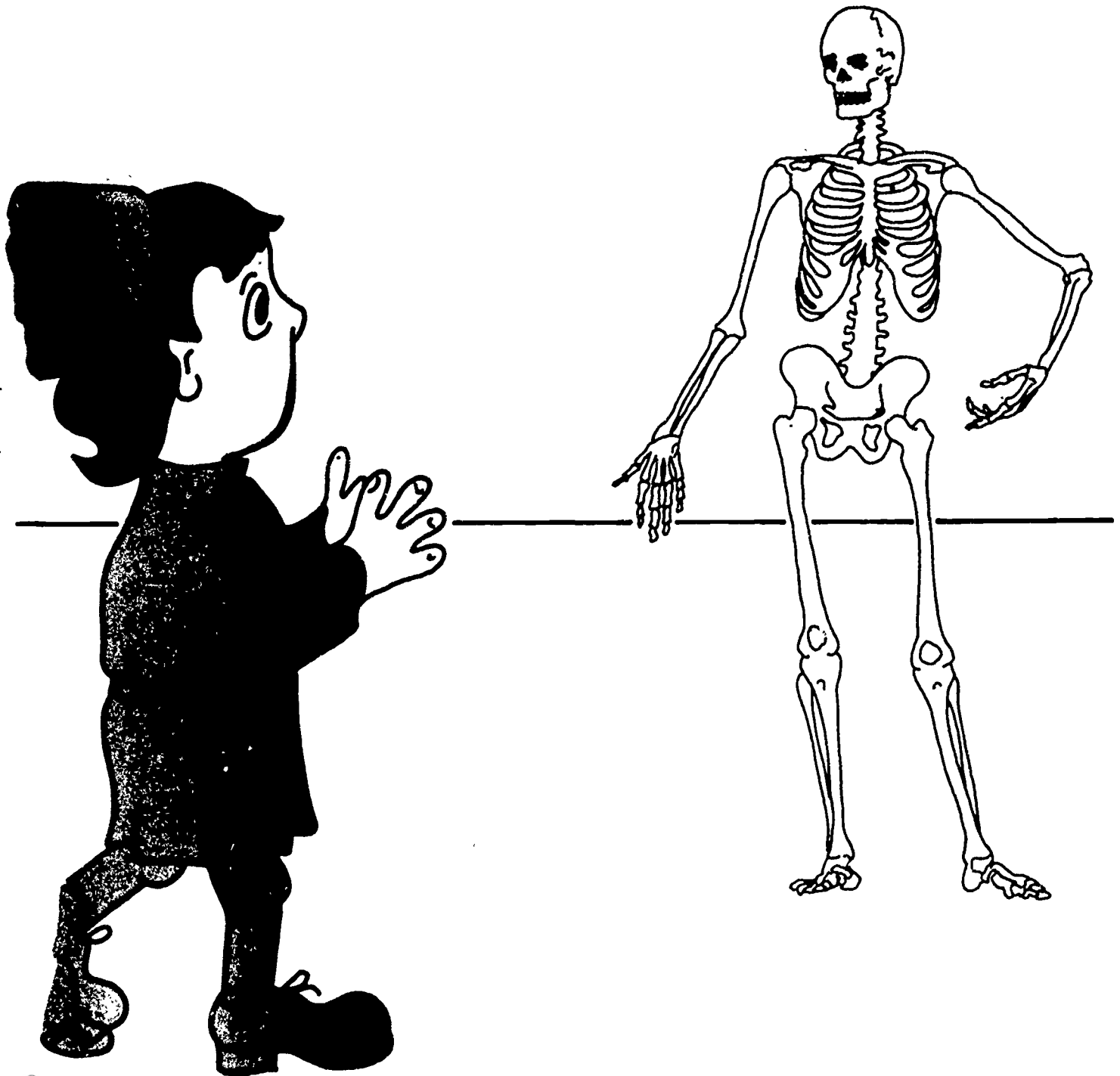
Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Identify five factors that provide a safe environment (using the illustrations provided).</p>	<p>A. Definition            1. Safety            2. Environment</p>	<p>Lecture and discussion for the unit</p>	<p><u>Being a Nursing Aide.</u>            HRET. Lesson 4</p>
<p>List eight common causes of fire.</p>	<p>B. Fire Safety            1. Causes            2. Preventive measures            3. Housekeeping            4. Smoking</p>	<p>Drawings or snapshots that show unsafe conditions and have the student identify the condition.</p>	<p>Donovan, Belsjoe, and Dillon. <u>The Nurse Aide.</u> p. 403-410</p> <p>Test Item</p>
<p>Describe five basic safety rules in a health facility.</p>	<p>C. Hospital facility safety regulations</p>	<p>Filmstrips:            "Safety Hazards"            "Promoting Safety for Hospital Workers"            "Incidents and Accidents" (Train Aide)</p> <p>Hospital Personnel Guide</p> <p>Guest Speaker: Fire Dept. or Hospital Representative</p>	<p>Samples of fire plan and emergency removal of patients for each student.</p> <p>Oral quiz</p>



UNIT VI. Safety (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Be aware of and follow fire plan and emergency evacuation procedure.</p>	<p>D. Fire Emergency Procedure</p> <ol style="list-style-type: none"> <li>1. Types of fire extinguishers</li> <li>2. Location of fire extinguishers or fire alarms</li> </ol> <p>3. Evacuation plan</p>	<p>Charts and demonstrations of fire extinguishers.</p> <p>Discussion of general rules of hospital safety to promote an understanding of safety.</p> <p>Diagrams and charts</p> <p>Filmstrip: (Trainex) "Hospital Fire Safety Procedure"</p> <p>"Hospital Fire Hazards"</p> <p>Emergency removal of patients--role play.</p> <p>Demonstrate portable oxygen equipment to promote an understanding of safety.</p>	<p>Return demonstration</p>
<p>Discuss dangers of oxygen usage.</p>	<p>E. Safety precautions for oxygen usage</p>	<p>Emergency removal of patients--role play.</p> <p>Demonstrate portable oxygen equipment to promote an understanding of safety.</p>	<p>Review filmstrips and be familiar with content.</p> <p>Use example for demonstration.</p>

# VII BODY SYSTEMS AND DISORDERS



UNIT VII. Body Systems and Disorders

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define anatomy and physiology.	A. The Body as a Whole 1. Definition of specific related terms 2. Regions of the body	Discussion Handout: Terminology	Test item
Draw a cell and label the three basic parts.	3. Cells a. Structure b. Function	Diagrams Transparencies: Human Anatomy	Test item
List and define four types of tissues.	4. Tissues a. Structure b. Function	Use microscopic slides.	Test item
Explain the relationship of cells, tissues, membrane, organs and systems of the body.	5. Membrane a. Definition b. Types 6. Organs a. Definitions b. Examples	Discussion  Use Torso Human organ display  Begin a glossary of terms used for units.	Oral quiz  References: Hospital Research & Educational Trust. <u>Being a Nursing Aide.</u> Lesson 2, p. 16-22  Donavan, Belsjoe, and Dillon. <u>The Nurse Aide.</u> p. 174-178

UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Name nine systems of the body and state a simple purpose of each.</p>	<p>7. Systems            a. Definition            b. Body systems              1) Skeletal              2) Muscular              3) Circulatory              4) Respiratory              5) Digestive              6) Urinary              7) Endocrine              8) Reproductive              9) Nervous              10) Skin &amp; appendages              11) Special sense (eye &amp; ear)</p>	<p>Discussion</p> <p>Diagrams</p> <p>Transparencies</p> <p>Bureau of Teaching Materials Filmstrip: Understanding Your Body Series 1 and 2</p>	<p>Reference:            Ferris and Skeiley. <u>Body Structure and Function</u>. p. 7-17</p> <p>Test item</p>
<p>Identify and match organs with proper body system on diagram of torso.</p>	<p>c. Simple purpose</p>	<p>Add terms to glossary</p>	<p>Test item</p>
<p>Label specific parts of the bone on diagram.</p> <p>List three basic purposes of the bones of the body.</p>	<p>B. Skeletal System            1. Structure            2. Function              a. Supports              b. Protects              c. Movement</p>	<p>Discussion</p> <p>Filmstrip: Robert J. Brady Co. "The Skeletal System"</p>	<p>Oral quiz</p> <p>Test item</p> <p>References:  <u>Being a Nursing Aide</u>. HRET. Lesson 6 p. 1-4</p> <p>Donovan, Belsjoe, and Dillon. <u>The Nurse Aide</u>. p. 178-182 p. 184-185</p>



UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Locate four types of bones found in the body on a diagram of skeleton.</p> <p>Name and locate three main types of joints on a diagram.</p>	<p>3. Types of bones            a. Long            b. Short            c. Flat            d. Irregular</p> <p>4. Joints            a. Ball and Socket            b. Hinge            c. Irregular</p> <p>5. Ligaments            6. Tendons            7. Disorders            8. Diagnostic test and procedures</p>	<p>Indicate types of bones and joints, use skeleton model, charts, diagrams, and x-rays.</p> <p>Identify own joints</p> <p>Tutor's Student Worksheet of skeletal system.</p> <p>Add new terms to glossary</p>	<p>Ferris and Skelley. <u>Body Structure and Function</u>. p. 19-31</p> <p>Thompson. <u>Textbook of Basic Nursing</u>. p. 527-532</p> <p>Oral review</p> <p>Written test on skeletal system.</p> <p>Glossary</p>
<p>Define and explain four disorders of the skeletal system including symptoms.</p>	<p>C. Muscular System</p> <p>1. Function</p> <p>2. Types            a. Voluntary            b. Involuntary            c. Cardiac</p> <p>3. Types of movements            a. Contraction            b. Extension            c. Flexion            d. Adduction            e. Abduction            f. Rotation</p>	<p>Discussion</p> <p>Discussion</p> <p>Analyze own posture and compare criteria for good body alignment.</p> <p>Demonstration: Exercises Range of Motion</p>	<p>References:            Thompson. <u>Textbook of Basic Nursing</u>. p. 533-540            Ferris and Skelley. <u>Body Structure &amp; Function</u>. p. 33-40            Donovan, Belsjoe, &amp; Dillon. <u>The Nurse Aide</u>. p. 182-183            P. 186            HRET. <u>Being a Nursing Aide</u>. Lesson 6 p. 5-6</p>
<p>Describe the function of muscles.</p> <p>Describe three main types of muscles</p> <p>Describe the action of muscles to achieve range of motion.</p>			

UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Select from a given list three conditions commonly caused by improper muscular function.</p>	<p>4. Disorders</p> <p>5. Diagnostic test and procedures</p>	<p>Guest Speaker: Physical Therapist</p> <p>Visit to rehabilitation center.</p>	<p>Return demonstration</p> <p>Oral review</p> <p>Written test</p>
<p>Locate and label the basic parts of the heart on a diagram.</p> <p>Trace the flow of blood through the heart.</p>	<p>D. Circulatory System</p> <p>1. Heart</p> <p>a. Location</p> <p>b. Structure</p> <p>c. Function</p> <p>d. Divisions</p>	<p>Add new words to glossary</p> <p>Discussion</p> <p>Charts</p> <p>Use Torso model</p> <p>Diagrams</p> <p>Filmstrip: Robert J. Brady. "The Heart"</p> <p>"Circulatory System"</p>	<p>Continue glossary</p> <p>References:</p> <p>Ferris and Skelley, <u>Body Structure and Function</u>. p. 43-58</p> <p>P. 64-65</p> <p>HRET. <u>Being a Nursing Aide</u>. Lesson 10 p. 6-8</p> <p>Donovan, Belsjoe, &amp; Dillon. <u>The Nurse Aide</u>. p. 186-189</p> <p>Thompson. <u>Textbook of Basic Nursing</u>. p. 573-595</p>
<p>List function of the circulatory system.</p> <p>Identify selected blood vessel and give characteristics of each.</p> <p>State the main purpose of the lymphatic system.</p>	<p>2. Blood vessels</p> <p>a. Arteries</p> <p>b. Capillaries</p> <p>c. Veins</p>	<p>Tutors student worksheet: "Circulatory System"</p>	<p>Test item: circulatory system</p>
<p>Identify from a given list five of the disorders of the heart, blood vessels, or blood.</p>	<p>3. Lymphatic System</p> <p>4. Disorders</p> <p>5. Diagnostic test and procedures</p>	<p>Discussion</p> <p>Examine sample E.K.G.</p> <p>Use simulated E.K.G.</p> <p>New terms for glossary</p>	<p>Add to glossary</p>

UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Identify the organs of the respiratory system and state their function.	E. Respiratory System 1. Structure	Filmstrip: Robert J. Brady Company "Respiratory System"	References: Ferris and Skelley. <u>Body Structure and Function</u> , p. 68
Describe the mechanics of respiration.	2. Function	Locate organs of respiration on torso model.	Pre-Test
Relate effects of the common cold on the function of the respiratory system.	3. Disorders	Compare respirations before and after exercise.  Guest Speaker: Inhalation Therapist.	Return demonstration
List five common respiratory disorders.	4. Diagnostic test and procedures	Show sample X-Rays  Discuss common disorders  Guest Speaker: Virginia Lung Association  Distribute pamphlet or printed literature from Virginia Lung Association.	Written test
		Add to glossary	Review entire glossary



UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Explain the function of digestive system.</p>	<p>F. Digestive System 1. Function</p>	<p>Discussion</p>	<p>Pre-Test</p>
<p>Label main organs of the digestive system on a given diagram.</p>	<p>2. Structure</p>	<p>Filmstrip: (Nasco) "The Digestive System"</p>	<p>Return demonstration using torso model</p>
<p>Identify accessory organs of digestion on torso.</p>		<p>Use torso</p>	<p>References: Ferris and Skelley. <u>Body Structure and Function</u>, p. 79-91</p>
<p>Relate the function of the mouth and teeth to digestion.</p>		<p>Tutor's Student Worksheet</p>	<p>Thompson. <u>Textbook of Basic Nursing</u>.</p>
<p>Trace the route of digestion using any simple food as an example.</p>		<p>Guest: Dietitian</p>	<p>Post-Test</p>
<p>List five common disorders, discussed in class, of the digestive system.</p>	<p>3. Disorders 4. Diagnostic test and procedures</p>	<p>Discussion</p> <p>Guest Speaker: Laboratory Technician and X-Ray Technician</p>	<p>Continue to add new terms to glossary.</p>

UNIT VII. Body Systems and Disorders (continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Explain main purpose of the urinary system.</p> <p>Trace path of urine from kidney to external meatus.</p>	<p>G. Urinary System</p> <ol style="list-style-type: none"> <li>1. Function               <ol style="list-style-type: none"> <li>a. Excretion</li> <li>b. Fluid balance</li> </ol> </li> </ol>	<p>Discussion of the entire unit</p> <p>Filmstrip: (Nasco) "The Urinary System"</p> <p>Use torso model</p> <p>Diagrams</p> <p>Transparencies</p> <p>View animal organs</p> <p>Tutor's Student Worksheet</p>	<p>References:</p> <p>Ferris and Skelley. <u>Body Structure and Function</u>. p. 94-98</p> <p>Thompson. <u>Textbook of Basic Nursing</u>. p. 656-658 p. 662 p. 664 p. 666</p>
<p>List four organs of the system and describe primary function of each.</p>	<ol style="list-style-type: none"> <li>2. Organs           <ol style="list-style-type: none"> <li>a. Kidneys</li> <li>b. Ureters</li> <li>c. Bladder</li> <li>d. Urethra</li> </ol> </li> </ol>	<p>Obtain urine specimens and test for sugar and acetone.</p> <p>Add new terms to glossary</p> <p>Discussion of disorders</p>	<p>Written test on Urinary System</p>
<p>Demonstrate ability to test urine for sugar and acetone.</p>	<ol style="list-style-type: none"> <li>3. Urine           <ol style="list-style-type: none"> <li>a. Composition</li> <li>b. Characteristics</li> </ol> </li> </ol>	<p>Add new terms to glossary</p> <p>Discussion of disorders</p>	<p>Return demonstration of urinalysis</p> <p>Update glossary</p> <p>Oral quiz on disorders</p>
<p>List three of the most common disorders of the urinary system.</p>	<ol style="list-style-type: none"> <li>4. Disorders</li> <li>5. Diagnostic tests and procedures</li> </ol>		

UNIT VII. Body Systems and Disorders (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Explain the purpose of the endocrine system.</p> <p>Identify and locate six endocrine glands on the diagram.</p> <p>List two disorders of the endocrine system.</p> <p>Select from a given list the signs and symptoms of diabetes.</p> <p>Name two laboratory tests employed when treating diabetes.</p>	<p>H. Endocrine System</p> <ol style="list-style-type: none"> <li>1. Function</li> <li>2. Organs</li> <li>3. Locations</li> <li>4. Diseases or disorders</li> </ol>	<p>Discussion</p> <p>Torso model</p> <p>Charts</p> <p>Present case study of a diabetic patient.</p> <p>Filmstrip: (Train Aide) "Living with Diabetes"</p>	<p>References: Ferris and Skelley. <u>Body Structure and Function</u>, p. 114-126</p> <p>Discussion of charts</p> <p>Test item</p>
<p>Describe the function of the reproductive system.</p> <p>Draw and label the organs of the female reproductive system on a diagram.</p> <p>List the organs of the male reproductive system.</p> <p>Define ovulation, menstruation, and fertilization.</p>	<ol style="list-style-type: none"> <li>5. Diagnostic tests and procedures</li> <li>I. Reproductive System             <ol style="list-style-type: none"> <li>1. Function</li> <li>2. Structure                 <ol style="list-style-type: none"> <li>a. Male</li> <li>b. Female</li> </ol> </li> <li>3. Menstrual Cycle</li> </ol> </li> </ol>	<p>Film: "Human Reproduction"</p> <p>Discussion</p> <p>Charts: Tampax Corp.</p> <p>Booklet: (Kotex Corp.) "Years of Self Discovery"</p>	<p>Give opinion of filmstrip</p> <p>Test item</p> <p>References: Ferris and Skelley. <u>Body Structure and Function</u>, p. 105-109</p> <p>Discussion</p>



UNIT VII. Body Systems and Disorders (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>List two common disorders and symptoms of the female reproductive system.</p> <p>Explain the importance and purpose of the Papanicolaou smear to another student.</p>	<p>4. Disorders</p> <p>5. Diagnostic test and procedures</p>	<p>Guest Speaker: Representative from American Cancer Society</p> <p>Role play</p> <p>Filmstrips: (Trainex)</p> <p>"Cancer Detection-- Self-examination of the Breast and Pap Smear"</p> <p>"Venereal Diseases"</p> <p>Discussion</p>	<p>Pamphlets from American Cancer Society</p> <p>Written quiz</p>
<p>Label selected parts of the brain on diagram.</p> <p>List the parts of the brain and explain the function of each.</p> <p>Describe the function of the nervous system.</p> <p>Explain the function of each part of the nervous system.</p> <p>Identify two diseases/disorders of the nervous system.</p>	<p>J. Nervous System</p> <ol style="list-style-type: none"> <li>1. Structure             <ol style="list-style-type: none"> <li>a. Brain</li> <li>b. Meninges</li> <li>c. Ventricles</li> <li>d. Spinal cord</li> </ol> </li> <li>2. Function             <ol style="list-style-type: none"> <li>a. Coordination</li> <li>b. Communication</li> <li>c. Memory</li> <li>d. Learning</li> </ol> </li> <li>3. Diseases and disorders</li> <li>4. Diagnostic test and procedures</li> </ol>	<p>Filmstrip: (Nasco)</p> <p>"The Nervous System"</p> <p>Discussion</p> <p>Charts</p> <p>Diagrams</p> <p>Tutor's Student Worksheet</p> <p>Discussion</p>	<p>References: Ferris and Skelley. <u>Body Structure and Function</u>. p. 129-136</p> <p>Oral review</p> <p>Written test</p>

UNIT VII. Body Systems and Disorders (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Explain the four functions of the skin.</p>	<p>K. Skin and Appendages</p> <ol style="list-style-type: none"> <li>1. Function               <ol style="list-style-type: none"> <li>a. Protection</li> <li>b. Body temperature</li> <li>c. Sense organ</li> <li>d. Excretion</li> </ol> </li> <li>2. Structure               <ol style="list-style-type: none"> <li>a. Layers</li> <li>b. Glands</li> </ol> </li> <li>3. Disorders</li> <li>4. Diagnostic tests and procedures</li> </ol>	<p>Filmstrip: (Robert J. Brady Company) "The Skin"</p> <p>Discussion</p> <p>Diagram</p> <p>Pamphlet: (Winthrop Co.) "Care of the Skin"</p> <p>Guest Speaker: Cosmetologist</p> <p>Add to glossary</p>	<p>References: Ferris and Skelley. <u>Body Structure and Function</u>, p. 99-102</p> <p>HRET. <u>Training the Nursing Aide</u>. Lesson 7 p. 34-35</p> <p>Oral quiz</p> <p>Test item</p>
<p>Identify and label the layers of the skin on the diagram.</p> <p>List four common disorders of the skin.</p>	<p>L. Special Sense Organs</p> <ol style="list-style-type: none"> <li>1. Eye               <ol style="list-style-type: none"> <li>a. Function</li> <li>b. Structure</li> <li>c. Measurement of visual acuity</li> <li>d. Disorders</li> <li>e. Diagnostic test</li> </ol> </li> </ol>	<p>Filmstrip: (Robert J. Brady Company) "Special Senses"</p> <p>Film: (Va. State Dept.) "Eyes and Their Care" Diagram</p> <p>Snellen eye chart</p> <p>Demonstrate care of ophthalmoscope.</p>	<p>Glossary review</p> <p>Reference: Ferris and Skelley. <u>Body Structure and Function</u>, p. 137-140</p> <p>Textbook assignment</p> <p>Clinical observation</p> <p>Test item</p>



UNIT VII. Body Systems and Disorders (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Explain the main function of the ear.</p> <p>List four common ear disorders.</p> <p>Identify an otoscope</p>	<p>2. Ear</p> <ul style="list-style-type: none"> <li>a. Function</li> <li>b. Structure</li> <li>c. Disorders</li> <li>d. Diagnostic test</li> </ul>	<p>Ear model</p> <p>Representative from Speech and Hearing Clinic</p> <p>Demonstrate tuning fork.</p> <p>Demonstrate care of otoscope.</p>	<p>Test item</p> <p>Return demonstration</p>
<p>33 Name remaining sensory organs as described in the filmstrip.</p>	<p>3. Other Special Senses</p> <ul style="list-style-type: none"> <li>a. Taste</li> <li>b. Smell</li> <li>c. Touch</li> </ul>	<p>Filmstrip: (McGraw-Hill) "Taste, Smell, and Touch"</p> <p>Discussion</p>	<p>Oral review</p>

# VIII BASIC SKILLS



UNIT VIII. Basic Skills

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Practice proper personal body mechanics.</p>	<p>A. Body Mechanics</p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Posture               <ol style="list-style-type: none"> <li>a. Walking</li> <li>b. Sitting</li> <li>c. Bending</li> <li>d. Standing</li> <li>e. Lifting</li> </ol> </li> <li>3. Rules for proper body mechanics</li> <li>4. Disorders               <ol style="list-style-type: none"> <li>a. Contractures</li> <li>b. Decubitus ulcer</li> <li>c. Deformities</li> </ol> </li> </ol>	<p>Discussion</p> <p>Filmstrip: (Trainex) "Lifting &amp; Moving Patients" "Good Body Mechanics"</p> <p>Posture and Lifting pamphlets from orthopedic supply.</p> <p>Exercises Practice</p> <p>Demonstrations: Turning the patient assisting the patient to sit up. Assisting the patient into a chair.</p>	<p>Clinical observation</p> <p>References:</p> <ol style="list-style-type: none"> <li>1. Delmar. <u>Health Assistant</u>. p. 30</li> <li>Reference 1, Unit 9 Test item</li> <li>Reference 1, p. 39-40</li> <li>2. Delmar. <u>Basic Nursing Procedures</u>. p. 39-40</li> </ol> <p>Return demonstration Clinical observation</p>
<p>List six rules for proper body mechanics.</p> <p>List three patient disorders resulting from improper body alignment.</p>	<p>B. Unit Care</p> <ol style="list-style-type: none"> <li>1. Patient's unit               <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Basic equipment</li> <li>c. Care of unit &amp; equipment                   <ol style="list-style-type: none"> <li>1) Daily</li> <li>2) Terminal</li> </ol> </li> </ol> </li> </ol>	<p>Discussion</p> <p>Demonstration: Cleaning the unit. Disposing of equipment.</p> <p>Filmstrip: (Trainex) "Cleaning the Occupied Room"</p>	<ol style="list-style-type: none"> <li>3. Delmar. <u>Manual for the Nurses Aide</u>. p. 36</li> </ol> <p>Return demonstration Clinical observation</p>
<p>Clean a patient's unit.</p>			

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Care for flowers,	2. Care of arrangement of flowers a. Cut flowers b. Potted plants	Demonstration Guest Speaker: Local Florist	Reference 3
Gain skill in bedmaking according to procedure.	3. Bedmaking a. Open b. Closed c. Post-op d. Other	Discussion Demonstration/Practice Film: (Trainex) "Bedmaking"	Reference 1
Bathe a patient according to procedure demonstrated in class.	C. Patient Care 1. Bathing a. Bed b. Shower c. Tub	Discussion Demonstration Role playing Films: (Trainex) "Bed Bath" "Shower & Tub Bath" "Patients are People"	Reference 3, p. 36-37
Make an occupied bed.	2. Occupied bedmaking a. Purpose b. Safety precaution	Discussion Demonstration Practice Film: (Trainex) "Occupied Bedmaking"	Return demonstration
Brush teeth. Clean dentures. Give special mouth care.	3. Oral Hygiene a. Normal b. Dentures c. Special indications	Discussion Demonstration Role playing Guest: Dentist/Hygienist Film: "Care of the Teeth"	Reference 1, p. 48

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Care for the hair.	<p>4. Care of the hair</p> <ul style="list-style-type: none"> <li>a. Comb &amp; brush</li> <li>b. Shampoo</li> <li>c. Braiding</li> </ul> <p>5. Shaving</p> <p>6. Pre-operative Care</p> <ul style="list-style-type: none"> <li>a. Define</li> <li>b. Emotional preparation</li> <li>c. Physical preparation</li> </ul>	<p>Discussion Demonstration Role playing</p> <p>Guest: Cosmetologist</p> <p>Discussion Practice/Role playing</p> <p>Filmstrips: (Trainex) "Pre-operative and Post-operative Care" "Pre-operative Skin Care"</p> <p>Handout: Pre-operative check list</p>	<p>4. McGraw-Hill. <u>The Nurses Aide.</u> p. 92</p> <p>Reference 1, p. 59</p> <p>Reference 1, p. 108-109</p> <p>Hospital manual</p> <p>Clinical observation</p> <p>Test item</p>
Prepare the patient for surgery according to hospital procedure and physician's orders.	<p>7. Post-operative Care of Unit</p> <ul style="list-style-type: none"> <li>a. Define</li> <li>b. Purpose</li> <li>c. Preparation of unit</li> </ul>	<p>Discussion Practice</p> <p>Film: (Trainex) "Making a Recovery"</p> <p>Observe recovery room in hospital.</p> <p>Guest Speaker: Anesthetist</p>	<p>Reference 1, p. 109-110</p> <p>Clinical observation</p>
Prepare the patient's unit for his return from surgery.			

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
List five items used for comfort measures.	<p>8. Comfort Measures</p> <ul style="list-style-type: none"> <li>a. Bed cradle</li> <li>b. Foot board or foot rest</li> <li>c. Pillow placements</li> <li>d. Devices to prevent irritation                             <ul style="list-style-type: none"> <li>1) Sheepskin</li> <li>2) Donuts</li> <li>3) Rubber rings</li> <li>4) Other devices</li> </ul> </li> </ul>	<p>Discussion Demonstration Practice</p> <p>Film: Posey</p> <p>Demonstration kit: Posey</p>	<p>Reference i, p. 55</p> <p>Hospital manual</p> <p>Return demonstration</p> <p>Test item</p>
Apply restraints.	<p>9. Safety Measures</p> <ul style="list-style-type: none"> <li>a. Restraints</li> <li>b. Side rails</li> <li>c. Walker</li> </ul>	<p>Discussion Demonstration</p>	<p>Hospital manual</p> <p>Return demonstration</p> <p>Clinical observation</p>
Assist patient with bedpan or urinal.	<p>10. Elimination</p> <ul style="list-style-type: none"> <li>a. Bedpan</li> <li>b. Bedside commode</li> <li>c. Urinal                             <ul style="list-style-type: none"> <li>1) Male</li> <li>2) Female</li> </ul> </li> </ul>	<p>Discussion Demonstration: Positioning Placement Removing</p> <p>Filmstrip: (Trainex) "Urinary Care"</p>	<p>Hospital manual</p> <p>Reference i, p. 33-36</p> <p>Clinical observation</p>
Care of incontinent patients.	<p>11. Incontinent Patient</p> <ul style="list-style-type: none"> <li>a. Cause</li> <li>b. Care</li> </ul>	<p>Discussion Demonstration: Linen Savers Filmstrip: (Trainex) "Bowel &amp; Bladder Training" Film: (Johnson &amp; Johnson) "Home Care &amp; the Incontinent Patient"</p>	<p>Reference i, p. 189</p> <p>Clinical observation</p>



UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Name three methods of taking temperature.</p>	<p>D. Vital Signs            1. Temperature               a. Definition               b. Methods               c. Sites               d. Normal range of temperature</p>	<p>Discussion Demonstration Practice             Filmstrip: (Trainex) "Temperature, Pulse, and Respiration"</p>	<p>Reference 3, p. 90-92             Reference 1, p. 96-99             Test item</p>
<p>Take a temperature and read thermometer accurately.</p>	<p>2. Taking temperature               a. Reading the thermometer               b. Care of the thermometer               c. Insertion of thermometer               d. Precautions while taking temperature               e. Recording &amp; reporting temperature</p>	<p>Demonstration Practice</p>	<p>Clinical observation</p>
<p>Record temperature. Report temperature.</p>	<p>1) Record            2) Report</p>	<p>Handout: TPR Graphic Sheet            Handout: Ward TPR Sheet            Demonstration/Practice            Discussion            Demonstration</p>	<p>Clinical observation             Reference 1, p. 125-127             Reference 1, p. 125</p>
<p>Discuss the principals involved in taking a pulse. Define pulse. Describe pulse.</p>	<p>3. Pulse               a. Definition               b. Sites               c. Influencing factors</p>	<p>Filmstrip: (Trainex) "Temperature, Pulse, and Respiration"</p>	<p>Reference 1, p. 101-102             Reference 3, p. 92             Test items</p>

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Take a pulse accurately. Locate sites of pulse. List factors that influence pulse rate.</p> <p>Record pulse rate. Report pulse rate.</p>	<p>d. Types</p> <p>e. Recording &amp; Reporting pulse rate 1) Record 2) Report</p>	<p>Demonstration Handout: Graphic Sheet Practice</p>	<p>Test item</p> <p>Return demonstration Clinical observation</p>
<p>4 Define respiration and describe various types.</p> <p>Take respiration accurately. Record respiration. Report respiration.</p>	<p>4. Respiration a. Definition b. Procedure c. Types d. Influencing factors e. Recording &amp; reporting respiration</p>	<p>Discussion Demonstration Practice</p> <p>Film: "Patients are People" Demonstration/Discussion Handout: Graphic Sheet</p>	<p>Reference 1, p. 103</p> <p>5. Saunders. Nurses <u>Aide Study Manual.</u> p. 104</p> <p>Return demonstration Clinical observation Test item</p>
<p>Define blood pressure. Use blood pressure apparatus. Take a blood pressure accurately.</p>	<p>5. Blood Pressure a. Definition b. Sites c. Procedure d. Care of instruments e. Recording &amp; reporting blood pressure 1) Record 2) Report</p>	<p>Discussion Demonstration/Practice</p> <p>Film: (Trainex) "Blood Pressure"</p> <p>Demonstration Practice Handout: Blood Pressure graphic sheet Role playing</p>	<p>Reference 5, p. 104-106</p> <p>Reference 1</p> <p>Clinical observation Test item</p>





UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Measure fluid intake.</p> <p>List the types of intake.</p> <p>Record intake.</p> <p>Measure fluid output.</p>	<p>E. Fluids and Waste</p> <p>1. Intake</p> <ul style="list-style-type: none"> <li>a. Definition</li> <li>b. Purpose</li> <li>c. Types</li> <li>d. Measurement</li> <li>e. Record</li> </ul> <p>2. Output</p> <ul style="list-style-type: none"> <li>a. Definition</li> <li>b. Purpose</li> <li>c. Types</li> <li>d. Measurement</li> <li>e. Record</li> </ul>	<p>Discussion Demonstration Practice</p> <p>Handout: I &amp; O Sheet</p> <p>Filmstrip: (Trainex)</p> <p>"Intake and Output"</p> <p>Film: "Patients are People"</p>	<p>Reference 1, p. 63-64</p> <p>Return demonstration</p> <p>Clinical observation</p> <p>Test item</p>
<p>Define specimen.</p> <p>Prepare container.</p> <p>Describe appearance.</p> <p>Collect specimen.</p> <p>Test for diabetic urine.</p> <p>Record &amp; report results.</p>	<p>3. Specimens</p> <ul style="list-style-type: none"> <li>a. Definition</li> <li>b. Type</li> <li>c. Procedure</li> <li>d. Testing</li> <li>e. Recording</li> </ul>	<p>Discussion/Demonstration</p> <p>Display different containers</p> <p>Practice labeling</p> <p>Role playing</p> <p>Filmstrip: (Trainex)</p> <p>"Urinary Care"</p> <p>Handout: Diabetic Urine Sheet</p>	<p>Reference 1, p. 63-68</p> <p>Test items</p>
<p>Demonstrate proper care of foley catheter.</p> <p>Collect specimen from foley.</p> <p>Place drainage bag in proper position.</p>	<p>4. Foley Catheter</p> <ul style="list-style-type: none"> <li>a. Definition</li> <li>b. Purpose</li> <li>c. Care</li> </ul>	<p>Discussion Demonstration</p> <p>Filmstrip: (Trainex)</p> <p>"Urinary Catheterizations"</p>	<p>Reference 1, p. 202-203</p> <p>Return demonstration</p> <p>Clinical observation</p>

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Assist physician with physical examination. Prepare patient for physical.</p> <p>List three positions which may be used for physical exams. Identify equipment.</p>	<p>F. Treatments</p> <ol style="list-style-type: none"> <li>1. Physical Examinations               <ol style="list-style-type: none"> <li>a. Preparation of patient</li> <li>b. Positions</li> <li>c. Draping</li> <li>d. Equipment</li> </ol> </li> </ol>	<p>Discussion Demonstration Role playing Practice positioning &amp; draping. Set up tray of exam equipment.</p> <p>Film: (Trainex) "Assisting with Physical Examination"</p>	<p>Reference 1, p. 142-147</p> <p>Clinical observation Test item Reference 1, p. 145-147</p>
<p>Give rectal treatment according to procedure.</p>	<ol style="list-style-type: none"> <li>2. Rectal Treatments           <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Treatments               <ol style="list-style-type: none"> <li>1) Tubes</li> <li>2) Suppository</li> <li>3) Enemas                   <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Types</li> <li>c. Procedure</li> <li>d. Reporting results</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<p>Discussion Demonstration</p> <p>Filmstrip: (Trainex) "Cleansing Enema"</p> <p>Resource Persons: Park Davis and Fleets</p>	<p>Reference 1, p. 196-197</p> <p>HRET. Training the Nursing Aide. Instructor Guide p. 201 Clinical observation Hospital manual</p>
<p>Give an emollient bath. Review safety factors of patient bathing.</p>	<ol style="list-style-type: none"> <li>3. Medicated Bath           <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Types</li> <li>c. Purpose</li> <li>d. Preparation</li> <li>e. Reporting patient reaction</li> </ol> </li> </ol>	<p>Discussion/Demonstration Practice</p>	<p>Reference 1, p. 153 Test item</p>

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Prevent decubitus ulcer.	4. Decubitus Care a. Definition b. Prevention c. Care d. Treatment	Discussion/Demonstration Practice: positioning, comforts	Reference 1, p. 153-154
Recognize signs of decubitus.		Filmstrip: (Trainex) "The Prevention of Decubiti"	Reference 3, p. 93
Give P.M. care.	5. Evening Care PM/HS a. Definition b. Preparation for sleep 1) Hygiene 2) Comfort 3) Environment	Discussion/Demonstration Role playing	Clinical observation Return demonstration
Apply cold applications according to procedure. Fill an ice bag accurately. List three kinds of cold applications. Discuss importance of safety.	6. Cold Applications a. Types b. Purpose c. Preparation d. Safety precaution	Discussion/Demonstration Practice Filmstrip: (Trainex) "Local Application of Heat and Cold"	Reference 1, p. 62 Reference 3, p. 73 Reference 4 Clinical observations
Apply heat applications according to procedure. Fill a hot water bag. Discuss importance of safety.	7. Heat Applications a. Types b. Purpose c. Preparation d. Safety precaution	Discussion/Demonstration Practice	Reference 1 Test items
Demonstrate skill in applying elastic bandages to lower extremities. Apply binders.	8. Bandages & Binders a. Types b. Purpose c. Application	Discussion/Demonstration Practice Filmstrip: (Trainex) "Application of Binders & Bandages"	Reference 1 Clinical observation
			Reference 4, p. 320-321 Hospital Manual Clinical observation

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define cast.	9. Cast a. Definition b. Purpose c. Care d. Types	Discussion/Demonstration Observation Guest: Orthopedic Supply Filmstrip: (Trainex) "Care of a Patient with a Cast"	Reference 1, p. 175-177
Care for a patient in a cast.			Reference 4, p. 246-249
Define traction.	10. Traction a. Definition b. Purpose c. Care d. Types	Set up various types of traction. Filmstrip: (Trainex) "Care of a Patient with Traction"	Test item Clinical observation Test item
Clean and maintain safe work areas.	G. Equipment and Work Area 1. Work Areas a. Utility room b. Storage c. Diet Kitchen d. Treatment room	Discussion/Demonstration Practice Film: "Cleanliness"	Reference 3, p. 32-35 Reference 1 Reference 4
Gain respect for equipment and demonstrate proper care.	2. Equipment a. Proper care b. Basic equipment c. Disposable equipment d. Returnable equipment	Discussion/Demonstration Practice Tour of Central Supply	Clinical observation Same as the above

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Define first aid.	<p>H. Emergency Care</p> <ol style="list-style-type: none"> <li>1. First Aid               <ol style="list-style-type: none"> <li>a. Definition</li> </ol> </li> </ol>	<p>Discussion Teaching materials from local centers.</p> <p>Film: (Federal Bureau Mines) "First Aid"</p> <p>Film: (Am. Red Cross) "First Aid for Common Emergencies"</p> <p>Resource or Guest: American Red Cross</p> <p>Film: (Am. Red Cross) "First Aid on the Spot"</p>	<p>American Red Cross</p> <p><u>First Aid Book</u>, 3rd Ed.</p> <p>Family Guide of Emergency Health Care</p> <p><u>Townsend. Health for Every Day.</u></p> <p><u>Townsend. Health Living.</u></p>
List three reasons why it is important to give immediate first aid.	<ol style="list-style-type: none"> <li>b. Importance           <ol style="list-style-type: none"> <li>1) Self</li> <li>2) Patient</li> <li>3) Immediate first aid</li> </ol> </li> </ol>	<p>Discussion Making posters</p> <p>Filmstrips: (Trainex) "Introduction to Shock" "Anaphlactic Shock" "Septic Shock" "Hypovolemic Shock"</p> <p>Film: (TMC, Hampton) "Dressings and Bandages and First Aid for Bleeding and Shock"</p>	<p>Test item</p>
List six signs of shock as described in the text.	<ol style="list-style-type: none"> <li>2. Shock           <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Signs</li> <li>c. Symptoms</li> <li>d. Positioning</li> <li>e. Treatment</li> </ol> </li> </ol>		<p>Family Guide to Emergency Health Care</p> <p>Test item</p>

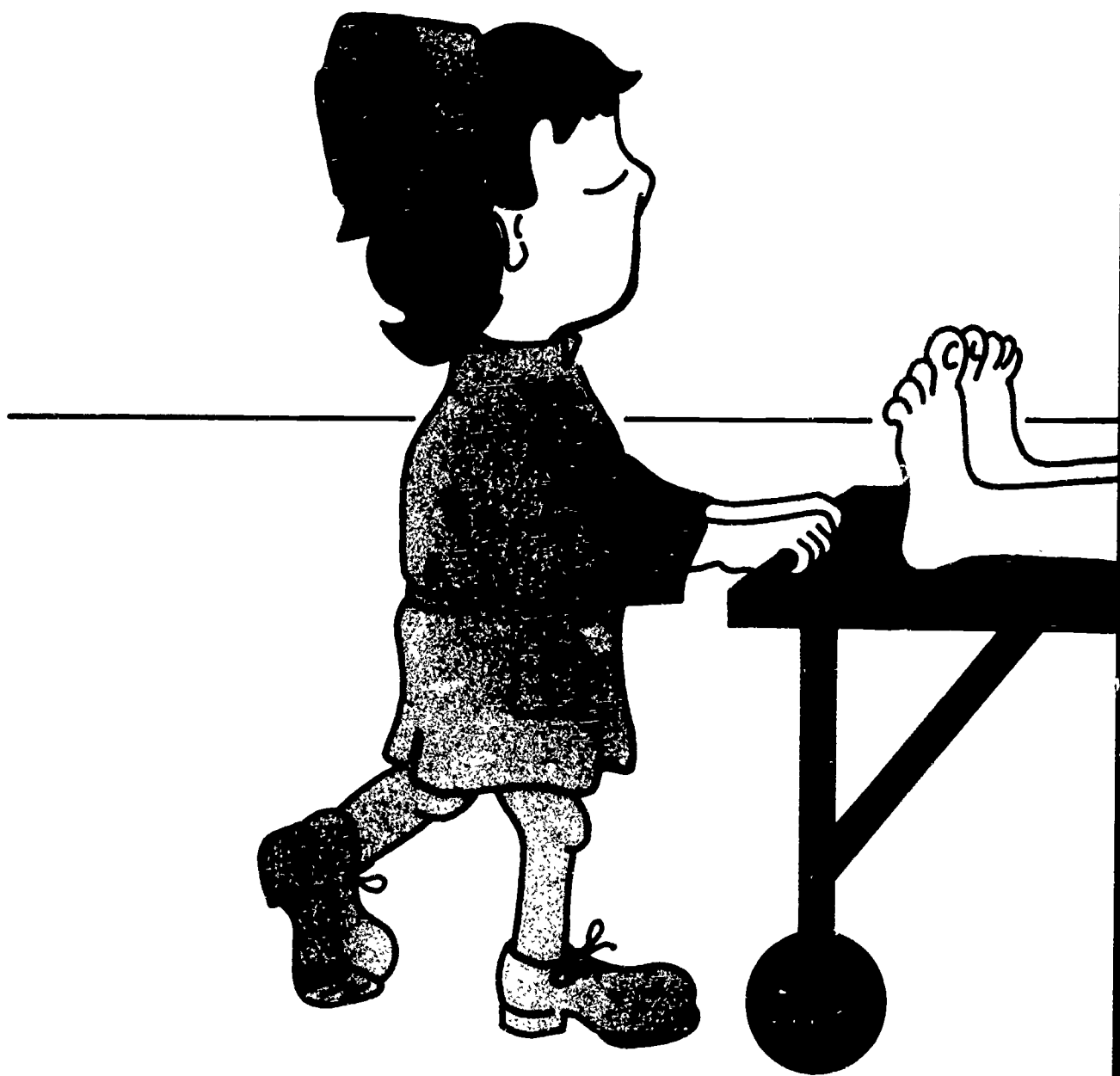
UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Describe external bleeding and give three methods of control.</p> <p>Locate pressure points on diagram.</p> <p>Define cardiac arrest</p>	<p>3. Bleeding</p> <ul style="list-style-type: none"> <li>a. Pressure points</li> <li>b. Direct pressure</li> <li>c. Tourniquet warning</li> </ul> <p>4. Cardiac arrest</p> <ul style="list-style-type: none"> <li>a. Definition</li> <li>b. Causes</li> <li>c. Signs</li> <li>d. Resuscitation</li> </ul>	<p>Demonstration on locating pressure points.</p> <p>Practice locating pressure points on classmates.</p> <p>Discussion</p> <p>Demonstration with Resuci-Anne.</p> <p>Filmstrip: (Trainex) "Cardiac Resuscitation" "Cardiac Emergency Care"</p> <p>Field Trip: Fire Dept. or Rescue Squad</p> <p>Va. Heart Association</p> <p>Guest Speakers: Nurse from Coronary Care Unit or Metropolitan Life</p> <p>Discussion</p> <p>Handouts: American Cancer Society</p> <p>Film: V. Heart Association "Breath of Life"</p>	<p>Family Guide to Emergency Health Care</p> <p>Townsend. <u>Healthful Living</u>. Clinical observation</p> <p>Return demonstration</p> <p>Return demonstration</p> <p>Handout: Information Sheet from Handbook of Basic Nursing (Army Medical Dept.)</p> <p>Clinical observation</p> <p>Test item</p> <p>Townsend. <u>Building a Healthy Body</u>.</p> <p>Test item</p>
<p>Define cessation of breathing as stated in the text.</p> <p>Demonstrate resuscitation.</p>	<p>5. Cessation of Breathing</p> <ul style="list-style-type: none"> <li>a. Definition</li> <li>b. Causes</li> <li>c. Emergency measures</li> </ul>	<p>Field Trip: Fire Dept. or Rescue Squad</p> <p>Va. Heart Association</p> <p>Guest Speakers: Nurse from Coronary Care Unit or Metropolitan Life</p> <p>Discussion</p> <p>Handouts: American Cancer Society</p> <p>Film: V. Heart Association "Breath of Life"</p>	<p>Handout: Information Sheet from Handbook of Basic Nursing (Army Medical Dept.)</p> <p>Clinical observation</p> <p>Test item</p> <p>Townsend. <u>Building a Healthy Body</u>.</p> <p>Test item</p>

UNIT VIII. Basic Skills (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Identify six common types of poisons and list three symptoms of each as discussed in class.	6. Poisons a. Types b. Symptoms c. Treatment d. Control center	Discussion Safety posters Make a list of poisons in the home  Guest Speaker: Pharmacist  Film: (Am. Red Cross) "Ready or Not"  Film: (Am. Cancer Society) "Breath of Life"  Collage of poisons	<u>Family Guide to Emergency Health Care</u>  Test item
Describe fracture.  Describe splints.	7. Fractures a. Definition b. Types c. Treatment	Discussion Demonstration of splints Practice Films from the American Red Cross	<u>Family Guide to Emergency Health Care</u>  Student to teach a lesson.  Return demonstration <u>Family Guide to Emergency Health Care</u>  Test item
Describe the three degrees of burns and explain first aid treatment of each.	8. Burns a. Types b. Degree c. Treatment	Discussion Posters  Filmstrips: (Concept Media) "Burn Series"	Test item

# IX ADMISSION TRANSFER DISCHARGE





UNIT IX. Admission

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Describe procedure necessary for preparing the unit for patient admission, including equipment and forms.</p>	<p>A. Preparation</p> <ol style="list-style-type: none"> <li>1. Unit</li> <li>2. Forms               <ol style="list-style-type: none"> <li>a. Admission check-list</li> <li>b. Valuables</li> <li>c. Clothes</li> </ol> </li> </ol>	<p>Lecture Discussion</p> <p>Filmstrip: (Trainex) "Admission and Discharge"</p> <p>Film: (State BTM) "Patients Are People Series"</p> <p>Practice preparing unit.</p>	<p>Caldwell &amp; Hegner. <u>Health Assistant. Unit 15, page 69</u></p> <p>Hospital Research &amp; Educational Trust. <u>Being a Nurse's Aide. Ch. 11 p. 11-1</u></p>
<p>Discuss reasons for proper introductions &amp; orientation.</p> <p>List three reasons for close observation of patient's condition upon admission.</p> <p>Admit a patient according to hospital procedure.</p>	<p>B. Procedure</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Orientation</li> <li>3. Observation               <ol style="list-style-type: none"> <li>a. Appearance</li> <li>b. Vital signs</li> <li>c. Height &amp; Weight</li> <li>d. Chief complaint</li> </ol> </li> <li>4. Collect specimen</li> <li>5. Complete forms</li> </ol>	<p>Role play introductions and admission procedure.</p> <p>Tour the route the patients follow from the admitting office until he arrives in his room and is admitted. (Role play if necessary)</p>	<p>Return demonstration</p> <p>Clinical observation</p> <p>Oral and written test items</p>

UNIT IX. Transfer

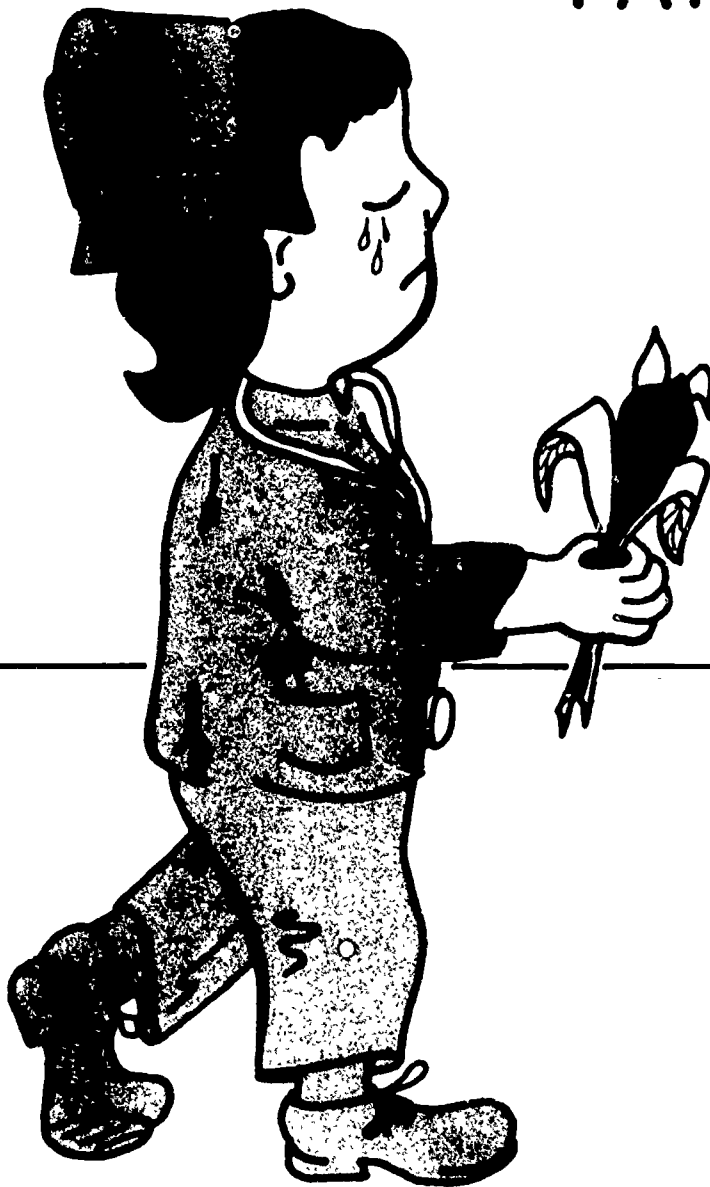
Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Name three reasons for transferring a patient.</p> <p>List three safety factors involved when transporting a patient.</p>	<p>A. Preparation</p> <ol style="list-style-type: none"> <li>1. Explanation to patient</li> <li>2. Collect personal belongings</li> </ol> <p>B. Mode of Transporting</p> <ol style="list-style-type: none"> <li>1. Wheelchair</li> <li>2. Stretcher</li> <li>3. Bed</li> </ol> <p>C. Orientation to New Unit</p>	<p>Lecture Discussion</p> <p>Filmstrip: (Trainex) "Transfer Activities and Ambulation"</p> <p>Demonstrate and practice proper use of wheelchair and stretcher using proper body mechanics.</p> <p>Resource person: Physical Therapist</p> <p>Review orientation procedure.</p>	<p>Caldwell &amp; Hegner. Health Assistant. Unit 15, p. 69</p> <p>Hospital Research &amp; Educational Trust. <u>Being a Nursing Aide.</u> Chapter 11, p. 11-7</p> <p>Return observation</p> <p>Clinical observation</p> <p>Oral and written test items</p>

UNIT IX. Discharge

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Outline four necessary steps to follow before discharging a patient.</p>	<p>A. Preparation</p> <ol style="list-style-type: none"> <li>1. Check with Head Nurse               <ol style="list-style-type: none"> <li>a. Doctor's orders</li> <li>b. Treatments</li> <li>c. Appointment</li> <li>d. Medication</li> <li>e. Diet instruction</li> </ol> </li> <li>2. Collect personal belongings</li> </ol> <p>B. Discharge according to procedure</p> <p>C. Discharge procedure for patient leaving against medical advice (A.M.A.)</p>	<p>Lecture Discussion</p> <p>Filmstrip: (Trainex) "Admission &amp; Discharge"</p>	<p>Caldwell &amp; Hegner. Health Assistant. Unit 15, p. 69</p> <p>Hospital Research &amp; Educational Trust. <u>Being a Nursing Aide.</u> Chapter 11, p. 11-9</p>
<p>Distinguish between routine discharge and discharge against medical advice</p>		<p>Role play</p> <p>Show form patient must sign when leaving against medical advice.</p>	<p>Return demonstration Clinical observation</p> <p>Oral and written test items</p>



# X CARE OF THE DYING PATIENT



UNIT X. Care of the Dying

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>List three religious groups discussed in class and differentiate the preparations for death practiced by each.</p>	<p>A. Psychological reaction of the Health Assistant to death</p> <p>B. Emotional Factors</p> <ol style="list-style-type: none"> <li>1. Patient</li> <li>2. Family</li> <li>3. Spiritual needs</li> </ol>	<p>Discussion</p> <p>Write a short essay on your feelings about death.</p> <p>Filmstrips: (Trainex)</p> <p>"Care of the Dying Patient"</p> <p>"Spiritual Needs of the Patient"</p> <p>Resource person: Clergy and Funeral Director</p>	<p>Caldwell &amp; Hegner, <u>Health Assistant</u>, Unit 18 p. 87</p> <p>Hospital Research &amp; Educational Trust, <u>Being a Nursing Aide</u>, Chapter 17 p. 17-1</p> <p>Test item</p>
<p>Describe in writing six signs of approaching death discussed in class.</p> <p>List the two main responsibilities to the dying patient as stated in text.</p>	<p>C. Care of the Dying</p> <ol style="list-style-type: none"> <li>1. Signs &amp; Symptoms of approaching death</li> <li>2. Nursing care</li> </ol>	<p>Films: (State BTM)</p> <p>"Mrs. Reynolds Needs a Nurse"</p> <p>(American Cancer Society)</p> <p>"Sunshine"</p>	<p>Test item</p> <p>Test item</p> <p>Test item</p>
<p>Give postmortem care according to procedure.</p> <p>Define six terms related to postmortem care.</p>	<p>D. Postmortem Care</p> <ol style="list-style-type: none"> <li>1. Care of body</li> <li>2. Care of clothing</li> <li>3. Care of valuables</li> <li>4. Terminology</li> </ol>	<p>Practice postmortem care on mannequin.</p> <p>Tour funeral home</p>	<p>Return demonstration</p> <p>Clinical observation</p> <p>Test item</p>

# XI MATERNITY AND INFANT CARE



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UNIT XI. Maternal and Infant Care

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Discuss family planning.</p> <p>List five methods available for preventing pregnancy.</p>	<p>A. Family Planning</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Emotional factors</li> <li>3. Economic factors</li> <li>4. Methods</li> </ol>	<p>Review Reproductive System Discussion</p> <p>Film: (Va. State Dept of Health) "Tell Me Where to Turn" &amp; "From Generation to Generation"</p> <p>Resource person: Public Health Nurse Planned parenthood</p> <p>Handouts: Zero Population Growth</p>	<p>Thompson &amp; Rosdahl. <u>Textbook of Basic Nursing</u>. Unit 8 p. 397</p> <p>Ingalls, Joy. <u>Maternal and Child Health</u>.</p> <p><u>Family Health &amp; Emergency Care</u></p>
<p>Name four early signs of pregnancy.</p>	<p>B. Pregnancy</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Signs &amp; Symptoms</li> </ol>	<p>Film: (Va. State Dept. of Health) "Have a Healthy Baby"</p> <p>Slides and booklet: (Carnation Company) "Pregnancy in Anatomical Illustration"</p>	
<p>Discuss in your own words importance of good prenatal care.</p> <p>Describe five complications of pregnancy.</p>	<p>C. Prenatal Care</p> <ol style="list-style-type: none"> <li>1. Physical exam</li> <li>2. Physical needs</li> <li>3. Emotional needs</li> <li>4. Complications</li> </ol>	<p>Posters: Vitamin Information Bureau "Prenatal"</p>	

UNIT XI. Maternal and Infant Care (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
Differentiate between therapeutic and spontaneous abortions.	D. Abortion 1. Definition 2. Types a. Therapeutic b. Spontaneous 3. Legal Implications	Resource persons: Physician and O. B. Supervisor Discussion  Field trip to department stores. Posters	Test item
List three symptoms of labor.  Define and give reason for C-Section.	E. Preparation for Baby 1. Clothing 2. Equipment  F. Labor 1. Definition 2. Signs & symptoms 3. Stages 4. Complications	Filmstrip: (Medical Self Help Series) "Emergency Childbirth No. 11"  Film: (State BTM) "All My Babies"  Film: (Pampers) "Natural Childbirth" "C-Section with Hypnosis"  Filmloop: (Lippincott) "Observe a C-Section"	Test item
Define lochia, fundus, and episiotomy. Explain three post partum complications.  Give peri care.	G. Post Partum 1. Definition 2. Routine 3. Complications	Demonstrate peri care.  Practice peri care on mannequin.	Return demonstration





UNIT XI. Maternal and Infant Care (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Discuss three characteristics of the newborn.</p> <p>Give infant a bath.</p> <p>Discuss breast feeding verses bottle feeding.</p>	<p>H. Infant Care</p> <ol style="list-style-type: none"> <li>1. Normal newborn</li> <li>2. Bathing</li> <li>3. Feeding               <ol style="list-style-type: none"> <li>a. Breast</li> <li>b. Bottle</li> </ol> </li> <li>4. Diapering</li> <li>5. Baby sitting</li> </ol>	<p>Film: (Va. State Dept. of Health) "Baths and Babies"</p> <p>Demonstrate bathing infant on Chase infant</p> <p>Practice bathing Chase infant</p> <p>Film: (Bell Telephone) "Baby Sitting"</p> <p>Visit a Day Care Center</p>	<p>Return demonstration</p> <p>Oral and written test items</p>

# SAMPLES OF LESSON PLANS



UNIT X. ADMISSION  
LESSON PLAN

Expected Behavioral Outcomes:

Describe procedure necessary for preparing the unit for patient admission, including equipment and forms.

Discuss reasons for proper introductions and orientation.

Admit a patient according to hospital procedure.

List three reasons for close observation of patient's condition upon admission.

Content:

A. Preparation

1. Unit

- a. Bed--fanfold covers
- b. Bedside equipment
  - 1) Wash basin
  - 2) Emesis basin
  - 3) Bedpan
  - 4) Urinal
- c. Toilet Articles
  - 1) Mouthwash
  - 2) Soap
  - 3) Lotion
  - 4) Facial tissue
  - 5) Toilet paper
- d. Linen
  - 1) Bath towel
  - 2) Face towel
  - 3) Washcloth
  - 4) Patient gown
- e. Thermometer
- f. Urine specimen cup

2. Forms

- a. Admission checklist
- b. Valuables envelope
- c. Clothes closet identification card
- d. Bed identification card

B. Procedure

1. Introduction

- a. Identify patient
- b. Introduce self--offer kindness and understanding
- c. Introduce new patient to other patients in the room
- d. Reasons for proper introductions
  - 1) To put patient at ease
  - 2) First impressions are lasting impressions
  - 3) Sets tone for patient reaction to staff

2. Orientation

- a. Room
  - 1) Call system
  - 2) High-low bed

- 3) Bedside table equipment
- 4) Overbed table
- 5) Side rails
- 6) Bed lighting
- 7) Bathroom and emergency light
- 8) Clothes closet
- b. Visiting hours
- c. Meals
- d. Patient lounge
- e. NO SMOKING policy if oxygen in room
3. Observation (while helping patient undress)
  - a. Appearance
    - 1) Skin
      - (a) Color
      - (b) Decubitus
      - (c) Bruises
      - (d) Rashes
    - 2) Deformities
      - (a) Contractures
      - (b) Prosthesis  
Definition: Replacement of a missing part of the body with an artificial substitute.  
Types: Eye, limb
    - 3) Emotional status
      - (a) Depressed
      - (b) Disoriented (confused)
      - (c) Sedated
      - (d) Restless
      - (e) Tremors
  - b. Vital signs
    - 1) Temperature
    - 2) Pulse
      - (a) Rate
      - (b) Character  
Rhythm and Volume
    - 3) Respiration
      - (a) Rate
      - (b) Character  
Shallow, deep, labored, difficult
    - 4) Blood pressure
  - c. Height and weight
4. Collect specimen
  - a. Label
  - b. Fill out lab slip
  - c. Take to appropriate lab
5. Complete forms
  - a. Admission checklist
    - 1) Date
    - 2) Time
    - 3) Mode of transportation
      - (a) Ambulatory
      - (b) Wheelchair
      - (c) Stretcher

- 4) Complaint
  - 5) Allergies
    - (a) Drugs
    - (b) Food
    - (c) Other (feathers, flowers, etc.)
  - 6) Dentures  
Definition: False teeth  
Types: partial or complete
  - 7) Glasses
  - 8) Contact lenses
  - 9) Former admission
    - (a) Old chart
    - (b) Microfilm
- b. Valuables
- 1) Jewelry
    - (a) List
    - (b) Place in safekeeping envelope otherwise the hospital is not responsible
    - (c) Give receipt to patient
    - (d) Lock in valuables drawer
  - 2) Money
    - (a) Explain policy of keeping money at bedside
    - (b) Count money with patient
    - (c) Place all money in safekeeping envelope
    - (d) Give receipt to patient
    - (e) Lock in valuables drawer
  - 3) Drugs
    - (a) Collect drugs patient brought to hospital
    - (b) Label with patient's name and room number
    - (c) Explain drugs will be kept on unit and returned on discharge
- c. Clothes
- 1) List
  - 2) Place in labeled closet

Suggested Activities:

Lecture  
Demonstration  
Discussion  
Practicing preparing unit  
Role play introductions  
Role play admission procedure  
Filmstrip: (Trainex) "Admission and Discharge"  
Practice filling out lab slips  
Practice completing forms

Evaluation/Assignment:

Caldwell and Hegner. Health Assistant. Unit 15 Page 69  
Return demonstration  
Clinical observation  
Oral and written test items

LESSON PLAN ON ASEPSIS

Questions for Discussion

Define asepsis.

Define medical asepsis.

Differentiate between medical and surgical asepsis.

Define cross infection.

What is meant by clean to clean, dirty to dirty rule when carrying out aseptic techniques?

What should be done if you think that a sterile supply may be contaminated?

Define contamination.

Content

I. Asepsis --Discuss reasons and responsibilities for achieving and maintaining aseptic technique.

Discuss the effects of errors when maintaining aseptic technique

A. Medical Asepsis--Discuss contamination and confining all agents of contamination.

Discuss hospital policy for carrying out medical asepsis and student responsibility in protecting other patients & herself.

B. Surgical Asepsis--Discuss cross infection and the methods used to prevent cross infection.

Discuss sterile technique and dressing change.

Discuss handling sterile supplies and equipment: 1. Transfer forceps  
2. Sterile tray  
3. Mask, gown, glove, & head covering

Suggested Activities

Filmstrip: (Trainex) "Medical Asepsis"  
Health Assistant by Caldwell  
p. 20

Filmstrip: (Trainex) "Sterile Technique and Dressing Change"

Handling sterile supplies & equipment. Basic Nursing by Thompson. p. 285

Demonstrate:

- (1) Opening sterile packaged supplies
- (2) Transfer forceps
- (3) Adorning mask, gown, gloves, & head covering

Be able to return demonstration on all of the above.

LESSON PLAN FOR ASEPSIS

<u>Questions for Discussion</u>	<u>Content</u>	<u>Suggested Activities</u>
Define the most universal solution used to cleanse.	II. Cleanliness--Discuss general habits of personal cleanliness	Text: HRET. Chapter 3, p. 7
What is the first requirement for asepsis?	A. Handwashing technique--Discuss proper handwashing.	Film loop: (Lippincott) "Handwashing Procedure" Demonstrate proper technique. Text: HRET. Chapter 3, p. 8 Return demonstration
Define sterilization.	III. Sterilization	Test: HRET. Lesson 4, p. 22-24
Define methods of sterilization.	A. Methods--Discuss the methods of sterilization.	Filmstrip: (Trainex) "Operating Room Series"
List three functions of central supply.	1. Boiling 2. Hot air 3. Gas 4. Steam under pressure 5. Ultraviolet light	Demonstrate
List the methods of sterilization discussed in class.	B. Preparing materials for sterilization--Discuss preparation and method of sterilization for: 1. Glass 2. Metals 3. Porcelain 4. Rubber 5. Plastic	Tour Central (Sterile) Supply
Define disinfection. Define germicide.	IV. Disinfection A. Concurrent--Discuss the importance of concurrent disinfection. Discuss chemicals that check and retard the growth of bacteria. Discuss as to: What is it? How is it used? Under what conditions is it ineffective? Will it kill organisms? Is it safe to handle?	Text: <u>Health Assistant Caldwell.</u> Unit 5
Differentiate between an antiseptic & a disinfectant.	B. Terminal--Discuss the procedure for terminal disinfection.	Text: HRET. Chapter 3, Lesson 11 & 12
Identify four common disinfectants.		Handout on disinfectants from home economist extension agent.

INSTRUCTOR:

SUBJECT: Back Care (Unit VIII)

PURPOSE: To learn the importance of good back care.

TEACHING AIDS: Medical Dictionary

MATERIALS: Chart, Information Sheet

REFERENCES: Being a Nursing Aide and Manual for the Nursing Aide

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I. PREPARATION (of the learner)

Do you know one of the greatest comfort measures that a patient looks forward to upon entering a hospital is a good backrub?

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II. PRESENTATION (of the information)

Purpose

A. Discussion

1. Refreshing patient
  - a. A.M. Care
  - b. P.M. Care
  - c. Bedtime
2. Stimulates circulation
  - a. Helpless patient
  - b. Eases muscular discomfort and tensions
3. Prevention
  - a. Pressure areas
  - b. Bedsores (decubitus ulcers)

Film

"The Prevention of Decubiti" with discussion to follow

Safety Precautions

B. Discussion

1. Finger nails
2. Extra attention
  - a. Reddened areas
  - b. Bony prominences
  - c. Avoid chilling patient

Information sheet

Discussion

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III. APPLICATION (drills, illustrations, analogies, oral questions or assignments)

Discussion -- Review safety precautions

Write -- Definitions of terms from Tabors Dictionary

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IV. TEST (final check on students' comprehension of material)

Fill in the blanks on a handout

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INFORMATION SHEET FOR UNIT VIII ON BACK CARE

SUBJECT: Preventing Bedsores

The following are some things that can be done to prevent bedsores:

1. Turn the patient often.
2. Be careful with the use of bedpan.
  - a. Don't use a chipped pan.
  - b. Don't leave the patient on the bedpan too long.
3. If the patient is incontinent, you may be instructed to use special absorbent pads.
4. Keep the patient's body absolutely dry and clean.
5. Use powder where surfaces of the skin come together and form creases.

INSTRUCTOR:

JOB (or operation which uses manipulative skill): Back rub

PURPOSE: To create a cheerful and relaxing atmosphere while giving a backrub.

EQUIPMENT: Bath towel, lotion, powder

MATERIALS: Handout for backrub

REFERENCES: Being a Nursing Aide

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I. PREPARATION (of the learner)

Don't you enjoy having your back tickled? A smile is worth a thousand words and a good backrub along with a smile is as comforting to your patient as a sleeping pill.

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II. PRESENTATION (of the skills)

<u>Steps</u>	<u>Key Points</u>
1. Identify patient and explain procedure.	
2. Screen patient	For privacy
3. Wash hands	
4. Assemble equipment	
5. Place patient comfortably on side or in prone position.	
6. Untie gown and fold away from the working area.	Gown may be rolled up over shoulders. NOTE: Avoid unnecessary exposure
7. Place bath towel on bed lengthwise.	To protect bedding
8. Pour small amount of lotion on palm of one hand.	NOTE: Do not pour cold lotion over patient's back.
9. Apply to entire area of back.	Use firm, long strokes
10. Rub from buttocks to shoulders.	
11. Stroke along vertebral column when approaching shoulders.	
12. Stroke along lateral surface of the back when approaching the buttocks.	
13. Rub each prominence with a circular motion.	Special attention to bony prominences
14. Complete and repeat the cycle.	
15. Dry back and apply powder.	A good backrub should last 3-5 minutes Relaxes patient Relieves tensions
16. Rub in hollow space at back of neck.	
17. Rub back of neck.	
18. Turn patient on back and put on gown.	
19. Rearrange covers neatly.	Leave patient comfortable
20. Return equipment to proper place.	Report the presence of any reddened area to the nurse in charge.

III. APPLICATION (practice by learner under close supervision)

Students working with handout will repeat procedure.

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IV. TEST (performance of skill to acceptable standards)

Repeat demonstration

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JOB SHEET

Rubbing a patient's back usually makes him feel better. It relaxes him and is one part of his stay in the hospital that he really enjoys.

- PURPOSES:
- (1) To keep the skin clean and dry.
  - (2) To protect the skin on the patient's back.
  - (3) To increase circulation.

- EQUIPMENT:
- (1) Backrub solution or lotion
  - (2) Powder
  - (3) Towel

PROCEDURE:

- (1) Wash hands.
- (2) Warm the lotion by putting the bottle in warm water.
- (3) Tell the patient what you are going to do.
- (4) Bring equipment to the bedside.
- (5) Provide privacy for the patient. Lower the backrest and kneerest if this is allowed. Turn the patient on his side with his back toward you or flat on his stomach. Fold back the top bedding and the patient's gown so that only his back and shoulders are uncovered.
- (6) Put a towel lengthwise on the bed with one edge close to the patient's body.
- (7) Rub the patient's back in the following way:
  - a. Pour a small amount of the backrub lotion into the palms of your hand.
  - b. Pressing with the palms of your hands, rub the patient's back, shoulders, and buttocks. Begin at the lower back and work up to the neck.
- (8) While you are giving a backrub, look for reddened areas on the patient's skin. If you see any, they should be reported to the nurse.
- (9) Continue the backrub treatment for at least three minutes.
- (10) Dry the patient's back with a towel.
- (11) Sprinkle powder on your hands and rub it gently on the patient's back.
- (12) Rearrange covers neatly. Leave patient comfortable.
- (13) Return equipment to the proper place.

NOTE: Be sure to report the presence of any reddened areas to the nurse!

UNIT XI. Maternal and Infant Care - Lesson Plan - Bathing the Newborn

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Name four reasons for a daily bath to the newborn.</p>	<p>A. Purpose</p> <ol style="list-style-type: none"> <li>1. Keep skin clean &amp; dry</li> <li>2. Stimulate circulation</li> <li>3. Observe skin</li> <li>4. Provide warmth &amp; contact</li> </ol>	<p>Resource Person: RN - Nursery</p> <p>Red Cross Home Nursing Service</p>	<p>Ingalls. <u>Maternal and Child Health.</u></p>
<p>List ten items necessary in preparation for a newborn bath.</p>	<p>B. Items</p> <ol style="list-style-type: none"> <li>1. Towel &amp; washcloth</li> <li>2. Soap</li> <li>3. Clothing             <ol style="list-style-type: none"> <li>a. Diapers</li> <li>b. Shirt</li> <li>c. Kimono</li> </ol> </li> <li>4. Oil, Powder, Lotion 70% alcohol</li> <li>5. Basin</li> <li>6. Thermometer</li> <li>7. Scales</li> <li>8. Safety pins</li> <li>9. Cotton balls</li> <li>10. Comb</li> </ol>	<p>Tour nursery (30 minutes)</p>	<p>Thompson. <u>Basic Nursing.</u> Unit 8, p. 394-445</p> <p>Family Health &amp; Emergency Care Readers Digest</p>
<p>Weigh infant accurately using infant scales.</p>	<p>C. Weight</p> <ol style="list-style-type: none"> <li>1. Balance scale</li> <li>2. Wash hands</li> <li>3. Positioning infant</li> </ol>	<p>Demonstrate with doll</p>	<p>Practice weighing objects of various sizes on scales for accuracy.</p>
<p>Take a rectal temperature on newborn infant according to procedure.</p>	<p>D. Temperature</p> <ol style="list-style-type: none"> <li>1. Lubrication</li> <li>2. Position baby correctly</li> </ol>	<p>Demonstrate with doll</p>	<p>Return demonstration</p>

UNIT XI. Maternal and Infant Care - Lesson Plan - Bathing the Newborn (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Follow proper sequence in giving the newborn a bath as taught in class.</p>	<p>E. Bath</p> <ol style="list-style-type: none"> <li>1. Wash hands</li> <li>2. Take temperature</li> <li>3. Weigh infant</li> <li>4. Place on bath table</li> <li>5. Cleanse eyes with ct. balls wiping from inside eye outward</li> <li>6. Cleanse nostrils gently</li> <li>7. Cleanse external ear only</li> <li>8. Wash face (no soap)</li> <li>9. Wash head</li> <li>10. Pat dry</li> <li>11. Undress</li> <li>12. Cover with blanket</li> <li>13. Bathe chest, neck, &amp; arms -- dry</li> <li>14. Bathe abdomen</li> <li>15. Apply 70% alcohol to unhealed cord</li> <li>16. Bathe legs &amp; feet</li> <li>17. Cleanse genitals - creases               <ol style="list-style-type: none"> <li>a. Girls, between labia using downward stroke</li> <li>b. Boys, pull foreskin back and bathe then pull foreskin forward</li> </ol> </li> <li>18. Dress baby</li> </ol>	<p>Take students to nursery in groups of five to give baths.</p> <p>Others practice in classroom with doll</p> <p>Film: (Va. Health Dept.) "Baths &amp; Babies" (20 minutes)</p>	

SUBJECT: Care of the Dying - Unit X (3 hours)

EXPECTED BEHAVIORAL OUTCOMES: (1) List three religious groups discussed in class and differentiate the preparations practiced by each. (2) Describe in writing six signs of approaching death discussed in class. (3) List the two main responsibilities to the dying patient as stated in the text. (4) Give post-mortem care according to procedure. (5) Define six terms related to post-mortem care.

MATERIALS: The morgue kit: one-inch bandage material, perineal pad, mortuary gown or clean hospital gown, identification tags, shroud, adhesive tape, benzine solution, stretcher, and mannequin

TEACHING AIDS: Filmstrips: "Care of the Dying Patient"  
"Spiritual Needs of the Patient"

REFERENCES: Health Assistant. Unit 18  
Being a Nurse's Aide. Chapter 17  
The Nurse Aide. Unit 14  
Resource person: Clergy

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PRESENTATION:

<u>Operation or Steps (Topics)</u>	<u>Key Points (Things to Remember to do or say)</u>
Psychological reaction of the Nursing Assistant to death	If you have lost a close friend or relative through death, we can face it better if we know that the person we loved has been made as comfortable as possible. The two main responsibilities of the Nursing Assistant are (1) To keep him comfortable and help him retain his dignity as long as possible. (2) To console his family.
Your basic attitude toward life and death will help you meet the needs of the patient. Write a short essay on your feelings about death.	How do you feel about people dying? (1) Young and at height of career (2) Children (3) After a long life
Emotional factors: Patient	Caring for the dying patient requires: (1) Utmost tact (2) Empathy and sympathy (3) Understanding and patience (4) Emotional stability
	When a patient suspects he is going to die he may react in various ways: (1) Ask everyone about his chances for recovery (2) Afraid to be alone (3) Wants lots of attention--complaints & unreasonable requests (4) Others

Operations or Steps (Topics)

Key Points (Things to Remember to do or say)

Emotional factors:

Family

- (1) Respect family's right to privacy as much as possible.
- (2) Do necessary nursing care quietly and efficiently.
- (3) Be as helpful to patient's visitors as possible.

Spiritual needs

Catholic

Protestant

Orthodox Jewish

Remember each person's idea of death and hereafter differs. In no way may we inflict our personal religious beliefs on the patient or his family.

May need to call Priest for Anointing of the sick.

Provide a Bible or spiritual reading of the patient's faith

Patient's body should not be touched after death until the Rabbi has arrived.

FILMSTRIP: "Spiritual Needs of the Patient"

DO NOT OBTAIN the services of a minister, priest, or rabbi unless patient or family request it.

Signs and symptoms of approaching death

- (1) Circulation slows. The patient's hands and feet are cold to touch.
- (2) Face may be pale because of loss of circulation.
- (3) He may stare blankly into space.
- (4) He may perspire heavily.
- (5) Muscle tone deteriorates. His body grows limp. His jaw may drop and remain partly open.
- (6) Breathing becomes slower and more difficult.
- (7) Mucus in the patient's throat and bronchial tubes may cause the sound that is commonly called the "death rattle."
- (8) The pulse may be rapid but becomes weak and irregular.

Nursing Care

- (1) The room should be kept ventilated and lighted. If the patient's eyesight is failing, darkness in the room may frighten him.
- (2) The patient's position must be changed often.
- (3) The patient is addressed in a normal voice. The patient's hearing may be one of his last senses to go.
- (4) Nursing Assistants are not allowed to witness the signing of a will.
- (5) The bedding is changed when necessary.

Operations or Steps (Topics)

Key Points (Things to remember to do or say)

Nursing Care continued

- (6) The patient is given frequent skin care, including backrubs, and care of chafed elbows or heels.
- (7) The patient may be given soft foods in small portions. He may be given liquids as long as he can swallow.
- (8) Frequent mouth care must be given.
- (9) The conscious patient is offered the bedpan and urinal frequently.

Filmstrip: "Care of the Dying Patient"

Post-mortem Care

- (1) Only the doctor can officially make the statement that a patient is dead.
- (2) Lower the backrest of the bed and take away all pillows except one.
- (3) Dentures are replaced in the patient's mouth.
- (4) The patient's mouth and eyes are closed.
- (5) Arms and legs are straightened.
- (6) Discharges or secretions are cleaned up.
- (7) Disconnect all tubes and similar devices.
- (8) Take care of clothes and other personal belongings.
- (9) Demonstrate a morgue kit using mannequin.
- (10) During all procedures, emphasize that the body must be treated gently and respectfully.

Demonstration

Care of clothing and valuables.

Collect all belongings. Wrap and label. Valuables remain in hospital safe until signed for by a relative.

Terminology

Post-mortem, critical list, anointing the sick, rigor mortis, shroud, morgue, autopsy, empathy, tact

- 
- APPLICATION: (1) Visit hospital chapel. Know where articles are kept in case Priest wishes to anoint a patient.
- (2) Practice post-mortem care on mannequin.
  - (3) Fill out identification tags.

- 
- TEST:
- (1) Return demonstration
  - (2) Define terms
  - (3) Test

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ASSIGNMENTS: Write a short essay on your feelings about death.  
Health Assistant. Unit 18, pages 87-89  
Do assignment on page 89

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UNIT Unit Lesson Plan - Communicable Diseases

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>Define communicable disease.</p> <p>Define communicable period.</p> <p>Define source.</p> <p>Define host.</p> <p>Define carrier.</p> <p>Define reservoir.</p>	<p>A. Communicable disease</p> <ol style="list-style-type: none"> <li>1. Define</li> </ol> <p>B. Communicable period</p> <ol style="list-style-type: none"> <li>1. Define</li> </ol> <p>C. Mode of transmission</p> <ol style="list-style-type: none"> <li>1. Source</li> <li>2. Host</li> <li>3. Carrier</li> <li>4. Reservoir</li> </ol>	<p>Discussion of definition of communicable disease and communicable period.</p> <p>Discuss how infectious agents enter and leave the body.</p> <p>FILM: "Body Fights Disease"</p> <p>Discussion of film, pointing out relationship of film to lecture materials.</p>	<p>Assignment: <u>Personal, Home, and Community Health.</u> pp. 153-165</p> <p>Glossary handout</p>
<p>Define glossary terms listed in handout.</p>	<p>D. Glossary terms</p> <ol style="list-style-type: none"> <li>1. Host</li> <li>2. Fomites</li> <li>3. Infectious agent</li> <li>4. Susceptible person</li> <li>5. Resistance</li> <li>6. Propylaxis</li> <li>7. Airborne</li> <li>8. Foodborne</li> <li>9. Waterborne</li> <li>10. Vectorborne</li> </ol>	<p>Start a list of glossary terms for this unit, including those discussed today.</p>	<p>TEST QUESTIONS:</p> <ol style="list-style-type: none"> <li>(1) List communicable diseases you have had.</li> <li>(2) List immunizations you have had against which communicable diseases.</li> <li>(3) Name two diseases of animals that may be transmitted to man.</li> </ol>

UNIT Lesson Plan - Communicable Diseases (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
<p>List three methods of control of the spread of communicable disease.</p>	<p>A. Methods of control of spread of disease</p> <ol style="list-style-type: none"> <li>1. Removing the source</li> <li>2. Interrupting the chain of transmission</li> <li>3. Increasing resistance of susceptible persons</li> </ol>	<p>Lecture and discussion of methods of control of spread of disease.</p> <p>Demonstration of removing the sources of infection. Ex: Use of isolation technique.</p>	<p>Assignment: <u>Personal, Home, and Community Health.</u> pp. 153-165</p> <p>Return demonstration</p>
<p>Define immunity.</p> <p>Differentiate between acquired, active, and passive immunity.</p>	<p>B. Immunity</p> <ol style="list-style-type: none"> <li>1. Define</li> </ol> <p>C. Types of immunity</p> <ol style="list-style-type: none"> <li>1. Active</li> <li>2. Acquired</li> <li>3. Passive</li> </ol>	<p>Discuss ways each of us can effectively aid in the control of the spread of communicable diseases.</p>	<p>Test item</p>
<p>Define endemic. Define epidemic. Define pandemic.</p>	<p>D. Terms</p> <ol style="list-style-type: none"> <li>1. Endemic</li> <li>2. Epidemic</li> <li>3. Pandemic</li> </ol>	<p>Give examples of: Endemic Epidemic Pandemic</p>	<p>Handout: "Your Child Ages 1-6"</p>

UNIT Lesson Plan - Communicable Disease (Continued)

Expected Behavioral Outcomes	Content	Suggested Activities	Evaluation/Assignment
List five common communicable diseases.	<p>A. Common communicable diseases</p> <ol style="list-style-type: none"> <li>1. Measles</li> <li>2. Mumps</li> <li>3. Chicken pox</li> <li>4. Whooping cough</li> <li>5. Scarlet fever</li> <li>6. Syphilis</li> <li>7. Gonorrhea</li> </ol>	<p>Discuss common communicable diseases and individuals most frequently affected.</p> <p>Filmstrip: "V.D. The Silent Epidemic"</p>	<p>Assignment: <u>Personal, Home, and Community Health</u>, pp. 153-165</p>
Define direct contact.	<p>B. Direct contact</p> <ol style="list-style-type: none"> <li>1. Define</li> </ol>	<p>Discussion of film</p>	<p>Review of glossary terms</p>
Define indirect contact.	<p>C. Indirect contact</p> <ol style="list-style-type: none"> <li>1. Define</li> </ol>	<p>Differentiate between direct and indirect contact.</p>	<p>Test item</p>

CONTENT: Medical Terminology -- Lesson Plan

TIME ALLOTMENT: 6 - 9 hours

TEXTBOOK: Caldwell, Esther, and Hegner, Barbara R. Health Assistant. Albany, New York: Delmar Publishers; 1973.

COURSE OVERVIEW: The student will become familiar with basic medical terminology and other medical combining forms. The student will practice using the terminology as well as basic charting techniques.

INTRODUCTION: I have included in my lesson plan a simulated "packet" such as I hand out to my students at the beginning of each new unit. I like to include a simplified outline and "Expected Behavioral Outcomes" so that the students will be aware of what is expected of them.

Usually, beginning with class two, I will have a daily ten question quiz. All questions will be derived from either the "Expected Behavioral Outcomes", definitions, or written assignments. The final test evaluation would then be derived from the daily quizzes.

Included in this package are a sample "Bingo" game and a "Word" puzzle which could be used at the end of the first class or the beginning of the second class.

Discussion would follow the outline and would be supplemented with information from sources other than the textbook.

OUTLINE: MEDICAL TERMINOLOGY

EXPECTED BEHAVIORAL OUTCOMES	CONTENT
Match abbreviations and symbols with their definitions.	III. Medical Terminology A. Medical terms 1. Medical combining term 2. Common abbreviations 3. Prefixes 4. Suffixes 5. Other medical combining forms
Demonstrate in class the proper use of the telephone.	B. Oral and written communication 1. Oral a. Answering the telephone b. Reporting
List three observations which should be reported to the nurse.	2. Written a. The patient's charts b. Printing c. The graphic chart d. Nursing notes e. Intake & Output record
Demonstrate proper charting technique on a graphic sheet.	f. Time
Demonstrate proper recording on an Intake & Output Record.	

## CLASS I

## I. DEFINE AND HAND IN THE FOLLOWING:

- A. Abbreviation
- B. Prefix
- C. Root word
- D. Suffix
- E. Terminology

## II. REWRITE THE FOLLOWING SENTENCES, USING THE PROPER ABBREVIATIONS:

- A. Mrs. Wilson was sent to the Operating Room for emergency surgery after examination in Outpatient Department - Ear, Eye, Nose, and Throat.
- B. Patient had a bowel movement at eight o'clock this morning. A specimen was sent to the laboratory by order of Doctor Adams.
- C. Mrs. Scott was sent from the emergency room to obstetrics at ten thirty this evening.
- D. Record intake and output. Scheduled for operating room 4 at nine o'clock Wednesday morning. Nothing by mouth after midnight tomorrow. Give preoperative care for prostatectomy.

III. READING ASSIGNMENT: Health Assistant. Caldwell. p. 120-122

## IV. DISCUSSION: Medical Terminology Outline: Section A

## CLASS II

## I. DEFINE AND HAND IN THE FOLLOWING:

- A. Chart
- B. Computer
- C. Diagnosis
- D. Legal document
- E. Notation
- F. Report

## II. ANSWER THE FOLLOWING TO HAND IN:

- A. What is a patient's chart?
- B. What parts of the charting may be your responsibility?
- C. How are notations "written" on the chart?
- D. How should your signature appear on the chart?

III. READING ASSIGNMENT: Health Assistant. Caldwell. p. 124-129

## IV. DISCUSSION: Medical Terminology Outline: Section B

CIRCLE ALL ABBREVIATIONS,  
 PREFIXES, SUFFIXES, AND  
 OTHER MEDICAL COMBINING  
 TERMS. WORDS ARE HORI-  
 ZONTAL, VERTICAL, DIAGONAL,  
 FORWARD AND BACKWARD. THE  
 FOLLOWING WORDS ARE USED:

a.c. hypo- am't  
 hr. pseudo- ante-  
 p.i.n. -emia bio-  
 Noct. aden- q.i.d  
 Dx hyster- O.P.D.  
 poly- t.i.d. per  
 otomy Lab. pneum-  
 P.c. ung. q.s.  
 b.i.d. crani- gtt.  
 spec. ad. lib. Rx  
 hyper- tinct. erythro-  
 L. N.P.O. -oma  
 a B.M. path-  
 O.B. q.2h. h.s.  
 preop

N	A	B	C	D	A	E	F	S	P	E	C	S	H	A	C	I	J	P	C
E	P	N	E	U	M	K	L	M	N	E	R	Y	T	H	R	O	G	O	P
D	A	O	Q	R	T	C	O	N	S	H	T	U	V	W	A	X	T	Y	Z
A	T	A	B	I	C	D	E	R	F	S	Y	H	T	I	N	C	T	I	J
K	H	L	D	M	N	O	P	P	O	E	R	P	Q	R	I	S	T	S	U
V	W	X	I	Y	Z	A	O	B	T	C	D	S	O	E	F	G	Q	Z	H
H	I	J	B	K	L	L	M	N	O	P	Q	E	R	S	T	U	I	V	Y
W	O	M	A	X	Y	Y	Z	A	M	B	C	U	D	E	O	P	D	F	P
A	I	M	E	G	R	E	T	S	Y	H	A	D	L	I	B	H	I	J	E
K	B	L	M	T	N	S	O	P	Q	R	S	O	A	T	U	V	W	X	R
Y	Z	A	B	C	N	D	E	P	E	R	F	S	B	H	I	J	K	L	M
A	N	O	P	U	Q	A	R	S	D	X	T	U	V	W	H	S	X	Y	L

a.c.	b.i.d.	A.M.	path-	h.s.
O.R.	B.R.	Lab.	-oma	O.B.
P.R.n.	stat.	FREE	erythro-	spec.
SS	c	ad. lib.	Rx	lb.
liq.	CA	am't	p.o.	per

Dx	a	neo-	gtt.	Dr.
poly-	pseudo-	t.i.d.	q.s.	q.2h.
-otomy	aden-	FREE	dc	-cyte
cyt-	p.c.	N.P.O.	O.P.D.	-ostomy
hr.	0 2	dys-	q.i.d.	crani-

SAMPLE "BINGO" CARDS. CAN BE COLOR CODED WITH TERMS AND ABBREVIATIONS.

Medical Terminology (Continued)

TOPIC: Mental Health

BROAD GOALS: To understand mental health as it relates to life as a positive behavioral factor.  
To learn some reasons why mental illness occurs and how it may be prevented.  
To identify some community resources related to mental health.

MATERIALS AND REFERENCES: Textbook of Basic Nursing, movie projector, films, student handouts

Expected Behavioral Outcomes

Discussion

Activities

I. Preparation

Common phrases heard such as:  
blow your mind, you are a  
mental case, etc.  
Lots of information, much  
of which is inaccurate.  
Basic facts will make solid  
foundation for future learning.

Discussion of other  
such items.

2 Define mental health.

II. Mental Health

Thompson, Textbook  
of Basic Nursing.  
p. 24

A. Definition

Relate mental health to total  
health concept.  
A mind that grows, reasons,  
and adjusts

Name some ways you are  
mentally healthy?

B. Continuous  
through life

Examples:

Age 21 - citizenship

30 - raising family

50 - preparing for  
retirement

Life is a complicated process.  
It is necessary to continue  
learning, reasoning, adjusting.  
Necessary part of change.

Discussion:

What are some examples  
of good mental health  
you have experienced  
TODAY?

Mind grows  
Reasons  
Adjusts



Mental Health (Continued)

BEHAVIORAL OUTCOMES

Identify stresses and strains in daily life.

CONTENT

III. Stress  
FILM: "Understanding Stresses and Strains" (Va. State BTM)

Differentiate between mental health and mental illness.

IV. Mental Illness  
A. Definition

DISCUSSION

Film helps to understand mental side of health triangle. Emphasizes pressures, worries-- from daily life. As film is viewed--identify everyday stresses and strains & look for special interests for future discussion

Failure of the mind to grow, inability to reason effectively, failure to adjust to changing life patterns.

Does NOT happen suddenly  
Result of series of failures in area over a long period--  
May be triggered by some overpowering or catastrophic experience.

What can we do to prevent mental illness?

--Keep mentally active; make sure you learn something new everyday.  
--Reason things out, this is mental EXERCISE, using all of one's abilities.  
--Problems require adjustments. Find a way to adjust that is comfortable for you in little things. This pattern will help you with the big ones.

ACTIVITIES

Discussion  
Student topics  
Oral questions:  
What stresses did you observe?  
How were they handled?

Discussion:  
Contrast health/illness--Review stresses in film.  
Cite examples of reactions which are healthy and those that are not.

Discuss other ways

Name some adjustments you have made today.

Mental Health (Continued)

EXPECTED BEHAVIORAL OUTCOMES

CONTENT

DISCUSSION

ACTIVITIES

D. Prevalence

Mental illness a major problem, increasing in direct relationship to fast pace living and population urbanization.

E. Costs

Costs: Institutions  
Care

Questions

Emotional

It costs more to keep one patient in a mental institution annually than to educate a child 3-5 yrs.

Name some community resources related to mental health.

F. Services

State Department of Mental Health & Retardation operates mental hospitals and mental health clinics.

A new philosophy emerged now encouraging the patient to remain with the family in the community. It requires a better understanding of all people in how to deal with the problem.

Discuss patient's bill of rights for patients in mental hospitals.

G. Patient's Rights

Changed view emphasizes human dignity. The handout of the patient's bill of rights will give some clues to problems related to care of the mentally ill.

Read handout.  
Discussion:

Why do you think this document was developed?  
Relate stories of past care of mentally ill.

Mental Health (Continued)

BEHAVIORAL OUTCOMES

CONTENT

DISCUSSION

ACTIVITIES

List ways of making worthwhile contributions to society which will make one socially healthy.

V. Social Health

FILM: "Social Side" (Va. State BTM)

Mental illness no longer is a dark area of living. Treatment consists of finding ones way back to our original definition by relearning ways to stay healthy. This return if frequently supervised by the local health department, mental health clinics funded by public or private sources.

Questions

Film discusses man's ability to adjust to social situations by retaining individuality & needing to make a contribution to society. As you view identify adjustments made, how the individuality was retained, what contributions were made. Note what things you may want to discuss.

Discussion:  
Student initiated

Can you think of ways you are making worthwhile contributions to society?

Discuss the mental health concept.

VI. Evaluation

Mental Health  
How to stay healthy.

Oral questions

Mental illness  
How to prevent it.

Social Health  
How does it contribute to a happy life?

TITLE: The Muscular System - Daily Lesson Plan (3 hour)

OBJECTIVE OF THE LESSON: To help the Nursing Assistant gain knowledge of the structure and function of the Muscular System as a basis for understanding body mechanics for herself and her patients.

PROCEDURE: These points will arouse interest, and that will create students' desire to learn the lesson about the Muscular System.

- A. There are over 500 different muscles in the body.
- B. Muscles are arranged in pairs.
- C. Muscles are attached at both ends to bones, cartilage, ligaments, tendons, skin, and sometimes other muscles.
- D. Muscles give off heat and waste following exercise.
- E. Oxygen and sugar are necessary for the working of the muscle cells.

PRESENTATION:

Introduction: Muscles serve the body by moving, maintaining and determining posture, and production of heat in the body. The muscular system is important in order to understand body mechanics. The structure, types, and functions of the muscular system will be studied. (Discuss and describe poor posture and good posture.)

A. STRUCTURE OF MUSCLES

Muscles are made of bundles of muscle fibers held together in varying numbers and lengths by connective tissue. Muscles are covered with a sheath, the ends of which form tendons. Tendons serve as points that attach muscles to bones.

LECTURE/DISCUSSION

- (1) Explain body of muscles, origin and insertion of muscles.
- (2) Explain method of muscles' attachment to bones
- (3) Discuss striated and smooth; voluntary and involuntary muscles

B. TYPES OF MUSCLES

- (1) Skeletal-Voluntary-Striated
  - (2) Visceral-Smooth-Involuntary
  - (3) Cardiac-Striated-Involuntary
- Use filmstrips

C. FUNCTIONS

- (1) Locomotion, movement
- (2) Maintain posture & keep body erect
- (3) Production of heat
- (4) Give shape to body
- (5) Carry nerves and blood vessels

- (1) Emphasize the importance of good posture.
- (2) Explain how muscles produce heat.
- (3) Explain the need for a balanced diet, exercise, and rest, for proper functioning of muscles.

The Muscular System - Daily Lesson Plan (Continued)

D. PRINCIPAL SKELETAL MUSCLES

- Diaphragm
- Arm
- Leg
- Hip
- Back
- Neck

- (1) State name and describe function of each.
- (2) Discuss and demonstrate extension, flexion, adduction, abduction.
- (3) Define hernia or rupture.
- (4) Locate the 7 areas of abdomen where hernias are frequently located.
- (5) Explain that there are many other muscles which the students may learn later.
- (6) Guest: Physical Therapist

V. EQUIPMENT AND MATERIALS:

Opaque projector, filmstrips, charts, manikin, vocabulary, illustrations from textbook

NOTES

- (1) Passout sheets
- (2) Vocabulary sheet
- (3) Selected pages for illustrations from textbook

VI. EVALUATION:

- (1) Label principal muscles on handout sheet
- (2) Written spelling drill for names of muscles
- (3) Students will demonstrate correct ways of walking, sitting, or standing.

- (1) Do not use text or notes
- (2) Discuss the example of poor posture.

VII. REFERENCES:

Ferris and Shelley. Body Structure and Functions. Section 3 p. 33-39

Anthony, C. P. Anatomy and Physiology. 2nd Edition Chapter 6

Memmler, Ruth. The Human Body in Health and Disease. 2nd Edition



Unit V - Nutrition                      Lesson Plan

- OBJECTIVES: (1) Name four (4) basic food groups  
 (2) List basic nutritional needs of the healthy body  
 (3) To improve daily eating habits  
 (4) List four (4) types of hospital diets

TEACHING AIDS: Health Assistant. Caldwell. Unit 16  
 Food tray setup

PREPARATION OF LEARNER: You are what you eat--Everything in your body was once in your food--Food becomes you: your blood, bones, and your brain--Food becomes your size and strength, your energy and stamina --Food contributes to your personality, effectiveness, and emotional stability--Food is becoming to you in the right kind and amount because it gives you the appearance and feeling of radiant health.

<u>INSTRUCTIONAL TOPIC</u>	<u>STUDENT ACTIVITY</u>	<u>ASSIGNMENT</u>
<u>FOOD FACTS</u>		
A. Basic four (4) food group 1. Meat 2. Milk 3. Fruit & Vegetables 4. Bread & Cereal	(1) Prepare a balanced diet for one day (2) Picture Poster menu planning for one day	(1) Discussion (2) Cut out food pictures from magazine
B. Nutrition 1. Define 2. List and discuss six nutrients	(1) Good nutrition (2) Poor nutrition (3) Protein makes new cells and rebuilds tissue (4) Carbohydrates and fats are energy foods (5) Vitamins A,B,C, D,E,K regulate body processes. Help build strong bones and teeth. Promote growth. Aid normal body functions and strengthen resistance to disease.	(1) Resource: Extension Agent (2) Pamphlet handouts to Students (3) Discuss & list food for each vitamin. Oral & Written test item (4) Dairy Council handout

<u>INSTRUCTIONAL TOPICS</u> <u>FOOD FACTS</u>	<u>STUDENT ACTIVITY</u>	<u>ASSIGNMENT</u>
C. List standard hospital diets. 1. House 2. Soft 3. Light 4. Liquid	(1) Learn to recognize each type of diet	(1) Demonstrate each type of diet.
D. Feeding the patient	(1) Preparing the patient for meals	(1) Demonstrate feeding
E. Assist patient with meals	(2) Check trays (3) Make tray attractive (4) Feed patient	(1) the patient.
F. Define words and spell correctly	(1) Nutrients (2) Health (3) Protein (4) Force fluids (5) Withhold	

SUBJECT: Maternal and Infant Care - Prenatal Care

- OBJECTIVES:
- (1) Student to be able to prepare and assist the doctor with physical examination.
  - (2) Advise the patient about the purpose and procedure of prenatal medical care.
  - (3) Explain to the patient the importance of prenatal care and return visits.
  - (4) Explain to the patient the recommended personal care during pregnancy.

PROCEDURES: Positioning and draping  
Weighing  
B. P.  
Lab and X-Ray route

PRESENTATION: Importance of prenatal care  
Medical and obstetrical history  
First obstetrical visit  
Return visits

#### NOTES

Guest Speaker: Doctor

Lectures and discussion of 1st Visit

- (1) Patient's general appearance
- (2) Weighing
- (3) Inspection of teeth and gums
- (4) Blood pressure
- (5) Examination of heart and lungs
- (6) Inspection of breast and nipples
- (7) Abdominal examination
- (8) Pelvic measurements (internal & external)
- (9) Vaginal examination
- (10) Urinalysis
- (11) Blood test (VDRL--Blood type and RH factor, Hgb. and Hematocrit)
- (12) Chest X-Ray

Demonstrate and practice setting up equipment and draping the patient for obstetrical examination. Discuss community resources for the new mother and father to be.

#### Return Visits

- (1) Weight
- (2) Blood pressure
- (3) Urinalysis
- (4) Abdominal palpation (after 4 months)
- (5) Fetal heart tones (after 4 months)
- (6) Pelvic examination (after 7 months)



## PRENATAL CARE - NOTES

Lecture and discussion and demonstration of physiological care:

- (1) Dental care
- (2) Diet
- (3) Care of breast and nipples
- (4) Clothing
- (5) Activity, rest, recreation
- (6) Exercise and posture
- (7) Bathing
- (8) Marital relations
- (9) Eliminations
- (10) Weight gain
- (11) Feminine hygiene (discharges)
- (12) Drugs and alcoholic beverages

Handout: Dairy Council - Basic Four Food Groups

Practice: Exercise for use during pregnancy

Review: Basic Four Food Group and plan a diet for pregnant woman.

Guest Speaker: Dietician

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EQUIPMENT AND MATERIAL: Scales, blood pressure equipment, vaginal exam equipment, charts, diet, films (select), transparencies (select)

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EVALUATION: Return demonstration  
Oral and written test

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REFERENCES: Bleier, Ingle. Maternity Nursing. Ch. 4, pp. 30-44  
Anderson, Barbara. Obstetrics for the Nurse. Ch. 7 & 8  
Bethea, Doris C. Introduction to Maternity Nursing.  
Ingalls, Joy A. Maternal and Child Health Nursing.  
Fitzgerald, Eastman, and Reeder. Maternity Nursing.  
Thompson and Rosdahl. Basic Nursing. Ch. 36, pp. 397-415

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- I. Title of Unit: Positioning and Body Mechanics (3 hours)
- II. Objective of Lesson: After completion of this unit, the student should be able to use proper techniques in positioning, moving, and transporting patients.
- III. Procedure: Discussion, demonstration, terms to define (found below)

Alignment	Flexion	Supine position
Body mechanics	Lithotomy position	Sim's position
Dangle	Mechanical lift	Wheelchair supports
Dorsal	Prone position	Trendelenburg position

IV. Presentation:

- (1) Lifting the patient in bed  
(Important to promote comfort and good body alignment)
- (2) Positioning the patient in bed  
(Important to prevent fatigue, strain, pressure, and to maintain good muscle tone)
- (3) Assist the patient to dangle  
(Important to improve circulation in the lower extremities and to prevent complications)
- (4) Lifting helpless patient to stretcher  
(The purpose is to lift the patient from bed to stretcher with safety)
- (5) Moving patient from bed to stretcher  
(To transfer the patient with safety with least amount of exertion for the patient and the nurse)
- (6) Assisting patient to wheelchair and back  
(Important to provide activity for the patient, to regain physical strength and to stimulate interest)
- (7) Observation of safety measures  
(Important to know use of proper body mechanics, work unison, and to obtain assistance when necessary)

- V. Equipment and Materials:
- Gatch bed
  - Bath blankets, drawsheet
  - Pillows
  - Comfort devices
  - Footrest
  - Chair
  - Footstool
  - Stretcher
  - Wheelchair

- VI. Evaluation: Return demonstration  
Prepared copy of written test for each student

- VII. References: Cherescavich. Nursing Assistant.  
Knoedler. Manual for Nurses Aide.  
Filmstrips: (Trainex) "Lifting and Moving Patients"  
"Transfer Activities and Ambulation"

## LESSON PLANS FOR UNIT II, LESSON 4

SUBJECT: Religious Customs and Rites

OBJECTIVE: (1) To match sacraments and dietary laws with a list of religious denominations discussed in class.

(2) To describe the procedure for baptism by a lay person.

TEACHING AIDS: Blackboard, chalk, filmstrip, projector, screen, cassette, and cassette tape player

REFERENCES: Caldwell and Hegner. Health Assistant. pp. 33,87, 88  
Article: (AJN) Teamwork: Nurse and Chaplain. Dec. 1972 pp. 2197-2199  
Knoedler. The Nurse Assistant. pp. 16-18  
World Book Encyclopedia. Vol. 15, pp. 207-217  
Holy Bible of each major faith in the community  
Trainex filmstrip: "Spiritual Needs"

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### I. PREPARATION OF THE LEARNER

- A. Give experience in which the patient requested me to pray.
- B. Spiritual needs of the patient are greater when he is fearful or ill.
- C. There are many faiths and you must have an appreciative understanding of them all.
- D. Be able to recognize and give spiritual support without imposing your own beliefs.
- E. Many patients harbor a feeling of guilt. You may be confused by certain signs and actions of the patient. Some of these may be weeping, constant worry about something, or emotional distress.
- F. The patient needs medicine and treatment, but most of all, he needs kindness, sympathy, and loving care.

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### II. PRESENTATION

<u>INSTRUCTIONAL TOPIC</u>	<u>KEY POINTS TO EMPHASIZE</u>
Religious customs & rites	Discuss religious beliefs that differ from yours.
A. Major religious faiths	
1. Protestant	(1) Clergyman called Minister, Dr., Rev., Pastor, Bishop, and Preacher
a. Sacraments	(2) Baptism by immersing under water or sprinkling
	(3) Communion--administered by clergy
	(4) Seven Day Adventist have worship day on Saturday

LESSON PLANS FOR UNIT II, LESSON 4 (CONTINUED)

INSTRUCTIONAL TOPIC

KEY POINTS TO EMPHASIZE

b. Dietary laws	(1) Most have no specific (2) Mormon--no stimulants (3) Seven Day Adventists eat meat from animals with cloven feet and chews cud, and fish must have fins and scales
2. Catholic	
a. Sacraments	(1) Clergyman called Priest, Father, Bishop (2) Baptism by sprinkling (3) Confession heard by priest (4) Communion administered by priest (5) Last rites administered by priest
b. Dietary laws	(1) Meatless days (2) Fast before communion
3. Jewish	
a. Sacraments	(1) Clergyman called Rabbi (2) Saturday is religious worship (3) Church is called synagogue (4) Three most important holidays Honnakah, Passover, Yom Kippe
b. Dietary laws	(1) No pork
B. Spiritual Needs	
1. Filmstrip: "Spiritual Needs"	Discussion (1) Most people believe that sooner or later their lives depend on forces in the world more powerful than their own. They are related to God. (2) Most needs are basically the same but may differ in application a) Some form of Golden Rule b) Selfishness is evil c) Love is the goal of human relationship d) Try to offer a set of values by which to live a good life
2. Panel discussion by clergyman	Discussion and questions

III. APPLICATION

- A. Students report on personal experiences and religious belief
- B. Discussion and questions

IV. EVALUATION

- A. Write a short essay on your philosophy of life
- B. Test item (objectives)

V. SUGGESTED ASSIGNMENT

- A. Caldwell & Hegner. Health Assistant. pp. 120-124
- B. Next lesson: Unit III Medical Terminology

SUBJECT: Respiratory System - Lesson Plan

OBJECTIVE: To identify and locate primary organs.  
To gain a basic understanding of the function of each organ.

PROCEDURE: Oral readings from students, discussion, demonstration, and student activities

PRESENTATION:

I. Respiratory System

A. Function

NOTES

Students read orally lesson 10 pages 4-5 in Being a Nursing Aide.

View Filmstrip: (Nasco) "The Respiratory System"  
Discussion

Class determines a definition for the term "respiration."

B. Structure

1. Nasal cavity
2. Pharynx
3. Trachea
4. Bronchi
5. Lungs
6. Alveoli
7. Diaphragm

Locate each organ using the torso, anatomical chart, and transparency. Create a clay model of each organ and a flat diagram of the torso. Place the organs in the thoracic cavity of the torso. Refer to the chart, torso model, or transparency.

Trace the route of air from the nostrils until it reaches the alveoli--keeping in mind the function of each organ.

Discuss chemical symbols for oxygen and carbon dioxide.

C. Activities that affect rate of respiration

1. Temperature
2. Exercise
3. Smoking
4. Eating

Discussion

Explain the procedure for taking respiration.

Students count respirations before and then after jumping rope 3 minutes. Compare the difference of rates.

Smoking Sam demonstration

Handout Word Find Puzzle (containing words related to the Respiratory System) at the end of class.

EQUIPMENT AND MATERIALS: Anatomical chart, transparency, torso model, filmstrip, projector, clay, jump ropes, clock with second hand, Smoking Sam.

EVALUATION: Label the organs on the Respiratory System diagram and list the function of each organ. List four activities that affect the respiration rate.

REFERENCES: Being A Nursing Aide. Lesson 10  
Body Structure and Functions. pp. 68-77

SUBJECT: Respiratory System - Lesson Plan

OBJECTIVE: Define and use basic medical terminology related to system.  
To be familiar with some common diseases/disorders of the system.

PROCEDURE: Discussion and film

PRESENTATION:

NOTES

Vocabulary	
1. Pharynx	Use chalkboard. Have students take turns spelling, pronouncing, and defining each word in simple terms. Enter words in students individual notebooks.
2. Trachea	
3. Bronchi	
4. Lungs	
5. Alveoli	
6. Respiration	
7. Inhale	
8. Oxygen	
9. Exhale	
10. Carbon dioxide	
11. Diaphragm	
12. Pleura	
13. Nares	
14. Sinuses	
15. Epiglottis	
Common Diseases/Disorders	Discuss briefly the common diseases/disorders of Respiratory Tract. Students take notes on:
1. Common Cold	1. Cause
2. Pneumonia	2. Symptoms
3. Pleurisy	3. Diagnostic tests
4. Tonsillitis	4. Treatment
5. Pharyngitis	
6. Influenza	
7. Cancer	View Film: (TB Association) "Emphesema"
8. Emphysema	
9. Tuberculosis	Handouts to students at end of class from the American Cancer Society "Cancer Warning Signals" & "Cancer of Lung"

EQUIPMENT AND MATERIALS: 16mm film projector, American Cancer Society pamphlets, film from the American TB Association called "Emphesema"

EVALUATION: Written unit test--true & false, multiple choice, fill in the blanks, label, diagram

REFERENCES: Being a Nursing Aide. Lesson 10  
Textbook of Basic Nursing. p. 596-623  
Tabers Medical Dictionary

## TAKING THE TEMPERATURE - LESSON PLAN

### Objective:

The student will gain knowledge and skill in the art of taking oral body temperature.

### Clarification of Objectives:

- I. The student will understand:
  - The use of body thermometers
  - How to read the scale on a thermometer
  - The need for disinfection of a thermometer
  - The need for cleansing a thermometer
  - The correct timing for taking body temperature
- II. The student will be able to:
  - Take an oral temperature
  - Cleanse the thermometer
  - Place the thermometer into a solution to disinfect it
  - Record the temperature on a patient's chart
- III. The student will:
  - Appreciate the importance of taking a temperature correctly in order to aid the physician in diagnosis and treatment of a patient
  - Develop a good attitude toward cleanliness and sanitation of thermometers
  - Develop a proper attitude toward the importance of recording with accuracy
  - Develop an understanding toward the safety factors involved in using a thermometer

Instructional Unit: How to care for thermometers

References: Delmar. Health Assistant. p. 98

Equipment: Thermometer, container with disinfectant, cleaning solution, cotton ball, waste container, (many hospitals may use soap and cold running water instead of disinfectant)

- Steps:
- (1) Handle with care CAUTION: Easily broken
  - (2) Shake mercury down to 94 degrees F
    - (a) Grasp stem
    - (b) Use thumb and finger
    - (c) Snap wrist and extend down
  - (3) Rinse in cleaning solution  
Caution: Cold water and mild soap
  - (4) Place in disinfecting solution  
Caution: Cotton ball in bottom of container
  - (5) Wipe thermometer before taking temperature
    - (a) Wipe away from bulb
    - (b) Disinfecting solution is bitter

## TAKING THE TEMPERATURE - LESSON PLAN

Instructional Unit: How to read a thermometer

References: Delmar. Health Assistant. p. 97  
Delmar. Manual for the Nurses Aide. p. 90

Film: Thermometers and How They Work

Equipment: Thermometer

- Steps:
- (1) Hold by stem
  - (2) Horizontal position
    - (a) Hold at eye level
    - (b) Hold back toward light
  - (3) Rotate thermometer  
Note: Numbers must be at bottom and lines at top
  - (4) Read graduate scale where mercury stops
    - (a) Long line represents whole number
    - (b) Short line represents .2 or two-tenths of whole no.
  - (5) Record on T.P.R. sheet immediately

Instructional Unit: How to take an oral temperature

References: Delmar. Health Assistant. p. 98  
Delmar. Manual for the Nurses Aide. p. 90

Equipment: Thermometer, container with disinfectant, cotton ball, watch with second hand, paper and pen

- Steps:
- (1) Explain procedure to the patient
  - (2) Remove thermometer from solution
    - (a) Wipe solution from thermometer
    - (b) Shake down to 94° F
    - (c) Check for mercury breakage
  - (3) Place bulb under tongue
    - (a) Instruct patient not to bite thermometer
    - (b) Keep lips closed
  - (4) Leave for three minutes  
Caution: Stay with patient
  - (5) Remove thermometer
  - (6) Read thermometer
  - (7) Clean and disinfect
  - (8) Record on T.P.R. Sheet

- Safety Precautions:
- (1) Wait 10 minutes after a hot or cold drink
  - (2) If patient is a mouth breather, use another method
  - (3) Do not take orally if treatment of heat or cold is being applied to facial area
  - (4) If child is under 5 yrs. take rectally
  - (5) If patient is delirious, unconscious, or mentally ill, use another method



## TAKING THE TEMPERATURE - LESSON PLAN

Instructional Unit: How to take body temperature

References: Delmar. Health Assistant. p. 96-97  
Delmar. Manual for the Nurses Aide. p. 90-91  
Saunders. Nurses Aide Study Manual. p. 101-102

Equipment: Thermometer scale (large on board, handout)

Steps:

- I. Introduction
  - A. Health, temperature, pulse, and respiration are at normal values set at 98.6° F., 72 and 18 respectively and change in body functioning causes changes in values of each with diseases
- II. Body Temperature
  - A. Definition: Measure of heat in body, balance between heat produced and heat lost
- III. Changes in body temperature are due to:
  - A. Weather
  - B. Clothes
  - C. Activity
  - D. Emotion
  - E. Food
  - F. Water
  - G. Disorders of the body
- IV. Degrees of temperature
  - A. Measure on Fahrenheit (F) or centigrade (C) scale  
Note: Numbers below are Fahrenheit measurements
  - B. Subnormal 96 - 98° F
  - C. Normal 98 - 99° F
  - D. Elevated 99 - 100° F
  - E. Moderately high 100 - 102° F
  - F. Very high 102 - 105° F
  - G. Dangerously high 105° F and over
- V. Normal body temperature
  - A. Orally 98.6° F
  - B. Axillary 97.6° F
  - C. Rectally 99.6° F
- VI. Types of fever
  - A. Constant or continuous
  - B. Remittent
  - C. Intermittent

TAKING THE TEMPERATURE - LESSON PLAN

SAMPLE TEST

How to take an oral temperature

Complete the following statements:

- (1) If a patient is drinking a hot cup of coffee and smoking, you should wait \_\_\_\_\_ minutes before taking his temperature.
- (2) When reading a thermometer, remember to:  
(a) \_\_\_\_\_ (c) \_\_\_\_\_  
(b) \_\_\_\_\_ (d) \_\_\_\_\_
- (3) Safety measures to remember when taking temperatures are:  
(a) \_\_\_\_\_ (c) \_\_\_\_\_  
(b) \_\_\_\_\_ (d) \_\_\_\_\_
- (4) When cleaning a thermometer, remember to use soap and \_\_\_\_\_ before placing in the disinfectant solution for storage.
- (5) When reading a thermometer, the bulb must not be touched. WHY?  
\_\_\_\_\_
- (6) Normal body temperature is \_\_\_\_\_.
- (7) When reading a thermometer, the long line represents a \_\_\_\_\_ and the short line represents \_\_\_\_\_.
- (8) Draw a thermometer with a reading of:  
(a) 98.6° F  
(b) 101.6° F  
(c) 103.8° F

Name \_\_\_\_\_

Date \_\_\_\_\_

NAME OF LESSON: The Urinary System (Lesson #6, Unit 7)

AIM OF LESSON: To help the student learn more about the structure and function of the urinary system. The student is expected to learn gross structure and main functions.

REFERENCES: Anthony. Anatomy and Physiology.  
Thompson. Testbook of Basic Nursing.  
Hospital Research and Educational Trust. Being a Nursing Aide

EQUIPMENT: Torso model (using urinary tract), exacto set  
Film projector, overhead projector

MATERIALS: Filmstrip: (Robert J. Brady) "The Urinary System"  
Animal organs if available  
Tes-Tape

INSTRUCTIONAL AIDS: Transparencies, charts, illustrated materials

#### STEP I. INTRODUCTION

We will learn about another one of the body systems. It is concerned with waste elimination, in other words it is the process of collecting, filtering, and disposing of a waste product from the human body. The skin, lungs and the digestive systems also play an important part in the elimination of wastes from the body. The secretion of urine and its excretion from the body are vital functions since urine contains toxic substances which cause death if allowed to accumulate in the body.

#### STEP II. PRESENTING THE LESSON (Points of information)

#### KEY POINTS (Things to say or do)

##### A. Kidneys

Two in number, usually bean shaped, about 4" long, 3" wide and 1" thick. A tough fibrous capsule encases each one. They are located in the lumbar region, one on each side. Inner structure of the kidney is composed of a cortex and medulla. Microscopically the kidney resembles tiny funnels with long convoluted stems around which a cluster of capillaries are found.

1. Show a cross-section of the kidney (transparency or chart)
2. Explain that urine is both a secretion and excretion (filmstrip)
3. Explain retention and suppression
4. Describe the nephron as being the physiological unit of the kidney
5. Explain kidney function as being a filtering process
6. Explain the motion in the ureters force the urine down to the bladder. Be explicit in definition of urethra

## Urinary System (Continued)

### B. Ureters

Small open straw like tubes about 10" or 12" in length. The upper end of each ureter enters the kidney and there expands into a funnel shaped basin called the renal pelvis. The function of the ureters is to receive urine, a small amount at a time, as it forms in the renal basin. It serves as a drainage route from kidney to bladder.

If animal organs are available at the time, dissect the main parts to illustrate gross anatomy. Use when an activity is needed, in place of lecture. Allow students to participate.

### C. Bladder

Tough, muscular, collapsible bag located behind the symphysis pubis. The main function is to serve as a reservoir, or storage bag, for urine and by way of the urethra it expels urine from the body.

7. Discuss the capacity of the bladder.
8. Explain that urinating or voiding may be a voluntary or involuntary act.
9. Discuss the physical characteristics of urine, amount secreted normally, and the chemical composition.

### D. Urethra

Narrow canal extending from the floor of the urinary bladder to the external opening or the urinary meatus. In the female it is about 1 1/2" long, in the male about 8" long. A sphincter muscle is located at the distal end of the urethra to control the flow of urine. In the female the urethra serves only to carry urine from the body. In the male it serves in addition to this function to carry reproductive fluid from the body.

10. Illustrate the content of urine by doing a routine urinalysis if time and circumstances allow.
11. Define: Glycosuria  
Hematuria  
Dysuria  
Cystitis
12. Have students add new words to glossary.

### E. Relationship of Urinary System to Respiratory, Circulatory System.

## STEP III. APPLICATION

1. Have the students locate the organs of the Urinary System using the torso model.
2. Tell the function of each organ.
3. Discuss the importance of normal kidney function.
4. Allow each student to check urine with Tes-Tape.

Urinary System (Continued)

STEP IV. TEST (WRITTEN)

1. Make a drawing and label the organs of the Urinary System.
2. Describe the urinary bladder.
3. What is the function of the ureter?
4. What can be done to relieve urinary retention?
5. Define the following:
  - a) Dysuria
  - b) Glycosuria
  - c) Cystitis

SUMMARY

The Urinary System consists of the two kidneys, two ureters, one urinary bladder, and one urethra. This system is concerned with collecting and eliminating urine from the body.

\*\*\*\* Questions or discussion from the students

\*\*\*\* Next Assignment: The Endocrine System

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Career Aids, Incorporated  
5024 Lankershim Blvd.  
North Hollywood, California 91601

Encyclopedia Britannica  
425 North Michigan Avenue  
Chicago, Illinois 60611

McGraw Hill  
1221 Avenue of Americas  
New York, New York 10020

NASCO Company  
901 Janesville Avenue  
Fort Atkinson, Wisconsin 53538

Robert J. Brady Company  
130 Que Street N.E.  
Washington, D. C. 20002

Train Aide  
229 North Central Avenue  
Glendale, California 91203

Metropolitan Life Insurance Company  
Health & Welfare Division  
1 Madison Avenue  
New York, New York

## FILMS

American Cancer Society  
Virginia Division Inc.  
3218 W. Cary Street  
Richmond, Virginia 23221

American Heart Association  
c/o Virginia Heart Association  
316 East Clay Street  
Richmond, Virginia 23219

American Red Cross

Bell Telephone Company

Bureau Teaching Materials  
Virginia State Department of Education  
Richmond, Virginia 23216



Eli Lilly

Equitable Life Assurance  
Society of U.S.A.

Federal Bureau of Mines  
Washington, D. C.

National Dairy Council  
111 North Canal Street  
Chicago, Illinois 60606

National Institute of Health  
Bethesda, Maryland

Posey Film Company

Shell Film Library  
450 N. Meridan Street  
Indianapolis, Indiana 46204

#### TRANSPARENCIES

##### Anatomy

Robert J. Brady Company  
130 Que Street, N. E.  
Washington, D. C.

Milleken Publishing Company  
611 Olive Street  
St. Louis, Missouri

#### KITS

##### Good Grooming

Loretta Avon Products

Proctor and Gamble Company

#### POSTERS

Local Dairy Council

Vitamin Information Bureau  
383 Madison Avenue  
New York, New York 10017

PAMPHLETS & MATERIALS

American Cancer Society

American Heart Association

American Medical Association  
535 North Dearborn Street  
Chicago, Illinois 60610

American National Red Cross

American Sterilizer Company  
Erie, Pennsylvania

Department of Mental Health  
& Mental Retardation  
Commonwealth of Virginia

Health and Welfare Division  
Metropolitan Life Insurance Company  
1 Madison Avenue  
New York, New York 10010

Kimberly Clark Corporation  
Nenah, Wisconsin 54956

Metropolitan Life Insurance Company  
New York, New York

Person Products Company  
Box 6G  
Milltown, New Jersey

Tampax, Incorporated  
161 E. 42nd Street  
New York, New York 10017

Tuberculosis and Respiratory  
Disease Association

U. S. Department of H.E.W.  
Public Health Service  
Washington, D. C. 20025

Vitamin Information Bureau  
383 Madison Avenue  
New York, New York 10017

THE END

