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ABSTRACT

These instructional materials consist of a series of curriculum worksheets that cover tasks to be mastered by students in health occupations cluster programs. Covered in the curriculum worksheets are diagnostic procedures; observing/recording/reporting/planning; safety; nutrition/elimination; hygiene/personal care/comfort; transport/transfer/positioning; exercises; therapeutic treatments; basic emergency measures; supplies/materials/equipment; and employability skills. Each curriculum worksheet contains a statement of the given task to be performed, a pretest, references and resources, student learning activities, teacher activities, listings of the tools and/or equipment as well as the conditions necessary for performance of the task, and criteria for evaluating student performance of the task. The individual activities call for student observation of procedures of health care personnel and hands-on experience assisting professionals in the execution of patient care procedures. (MN)

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The materials presented or reported herein were developed pursuant to a grant to Michigan State University, College of Agriculture and Natural Resources Education Institute (ANREI) from the Michigan State Board of Education, Vocational-Technical Education Service Area utilizing funds made available under the Federal Vocational Education Amendments of 1976 (P.L. 94-482). The opinions expressed herein do not necessarily reflect the policies and positions of the Michigan State Board of Education or the Michigan Department of Education, and no official endorsement should be inferred.

INTRODUCTION

This curriculum was developed through a grant awarded to the Agriculture and Natural Resources Education Institute (ANREI), College of Agriculture and Natural Resources, Michigan State University by the Vocational-Technical Education Service of the Michigan Department of Education (V-TES/MDE). While development of the curriculum was the responsibility of ANREI, every attempt was made to involve people representing education and industry. The final curriculum is representative of the tasks health care workers perform on the job.

The credit for this curriculum belongs to (1) the V-TES/MDE consultant responsible for the respective program area; (2) a task force leader hired to do the major writing; (3) a task force of individuals from business, industry, and education who reviewed task statements, achievement indicators, and criteria statements; (4) a task force of individuals from education who wrote additional curriculum materials and pilot tested a sampling of completed curriculum; and (5) the project coordinator from ANREI. The names of these people are identified after this introduction.

The following describes the role of each of those credited above in developing the curriculum.

1. The V-TES/MDE curriculum consultant provided overall guidance for the project. This responsibility included nominating the task force leader, the task force members and working with ANREI staff to determine the direction for the final curriculum.
2. The task force leader was responsible for all the writing activities. This person drew upon their professional expertise and other resources to develop the curriculum.
3. Two task forces composed of representatives of education, business and industry, assisted in writing, reviewing and pilot testing of the curriculum and suggested appropriate changes. The final curriculum is the result of the close cooperation between the task force leader and the members of the task force. The curriculum represents as accurately as possible the activities of health care workers on their jobs in the world of work.

4. The project coordinator in ANREI was responsible for developing the format of the curriculum, working with the task force leaders to ensure the quality of the curriculum, as well as that the final curriculum was produced on schedule. The work of the project coordinator was made considerably easier because of the close collaboration of the V-TES/MDE curriculum consultants. This whole effort was a partnership and could not have been completed without this arrangement.

Finally, the secretaries and other support staff who typed and proofread the final product are always neglected. Without their assistance this effort would never have been completed.

It is intended by all those involved in the development of this curriculum that it always be used to provide relevant training for entry to the world of work. It is hoped that this curriculum is used to that end.

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Curriculum Worksheet

Duty No. A
Task No. 1

Duty

Performing Diagnostic Procedures

Task

Measure a temperature using an appropriate measuring device to determine a client's body heat.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Washed hands before and after procedure -
2. Assembled equipment -
3. Identified client -
4. Explained procedure for taking temperature to assure cooperation of client -
5. Took temperature in prescribed manner -
6. Cleaned and replaced equipment per institutional policy -
7. Recorded temperature reading per institutional policy -

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

References & Resources

See Bibliography - #10 and #35

Student Learning Activities

1. Read assigned resources and references for this task and attend a lecture/discussion about normal and abnormal body temperature.
2. View the audio-visual materials on how to measure a client's temperature.
3. Observe a demonstration of the task.
4. Read five thermometers with different temperature readings accurately.
5. Take temperature of another. Have him/her drink ice water and take his/her temperature again. Have him/her drink something hot and take his/her temperature again. Compare the readings.
6. Take the temperature of another student using a glass thermometer, an electronic thermometer, and heat sensitive tape and compare the readings.
7. Take the temperature of each member in your family.
8. Identify deviations from the normal temperature pattern.
9. Demonstrate the task satisfactorily to an evaluator.
10. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Present a lecture on the importance and meaning of normal and abnormal body temperature.
2. Set up and present audio-visual material on how to take a temperature.
3. Demonstrate taking an oral and/or axillary temperature of another.
4. Demonstrate taking a rectal temperature on a "dummy".
5. Assemble different heat sensing devices as glass thermometers, electronic thermometers, heat sensitive tape. Have the students take temperature readings on one another using these materials and then discuss the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
7. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
<p>Glass oral thermometer</p> <p>Glass rectal thermometer</p> <p>Electronic thermometer and covers</p> <p>Heat sensitive tape</p> <p>Disinfectant solution and container</p> <p>Plastic sheath for glass thermometer</p> <p>Gauze or Kleenex</p> <p>Plastic tray</p>	<p>Given a client whose temperature is to be taken.</p>
<p>Criteria Competence in the task will be recognized when the temperature of a client is taken according to the guidelines of the institution and/or training program and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. A
Task No. 2

Duty Performing Diagnostic Procedures

Task Assess a radial, brachial, carotid, femoral and/or pedal artery pulse using appropriate timing device and knowledge of the cardiovascular system to determine the rate, rhythm and force of client's pulse.

Pre-Test (Same as Achievement Indicators)

The learner:

	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment -	_____	_____
3. Identified client -	_____	_____
4. Explained procedure for taking pulse to assure the cooperation of the client -	_____	_____
5. Took pulse in prescribed manner -	_____	_____
6. Recorded/reported pulse per institutional policy -	_____	_____

References & Resources

See Bibliography - #10 and #35
TPR Filmstrip - Trainex

Student Learning Activities

1. Read assigned reference materials and attend a lecture/discussion related to the task.
2. View filmstrip on taking pulses.
3. Observe demonstration by teacher on taking pulses.
4. Locate each pulse on self.
5. Locate each pulse on another student.
6. Count and record radial pulses on five different students. Have another count two of the pulses simultaneously to verify the accuracy of the reading.
7. Count and record pulses on same student:
 - a. lying down
 - b. sitting in chair
 - c. after walking for two minutes
 - d. after running in place for two minutes
8. Discuss with teacher rhythm and force of recorded pulses.
9. Practice taking pulses at each site on family member and record pulses.
10. Demonstrate proficiency on a quiz related to this task.
11. Demonstrate the task satisfactorily to an evaluator.

Teacher Activities

1. Have filmstrip on task set-up.
2. Discuss the anatomy and physiology of the cardiovascular system that relates to pulse.
3. Demonstrate pulse sites on self and have students palpate the same pulse on themselves simultaneously.
4. Assign students to practice taking pulse on family members and to bring recorded pulses to class.
5. Check and verify at least one pulse for each student.
6. Administer a quiz related to this task and evaluate the results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Filmstrip on taking pulse and filmstrip equipment</p> <p>Clock with second hand</p>	<p>Given a client needing an assessment of a radial, brachial, carotid, femoral and/or pedal pulse.</p>
<p>Criteria Competence in the task will be recognized when the pulse rate of a client is obtained according to the guidelines of the training program or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. A

Task No. 3

Duty Performing Diagnostic Procedures

Task Auscultate an apical pulse using an appropriate instrument and knowledge of the cardiovascular system to determine the rate and rhythm of a pulse.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment -	_____	_____
3. Identified client -	_____	_____
4. Explained procedure for apical pulse to assure cooperation of the client -	_____	_____
5. Positioned/draped client for procedure -	_____	_____
6. Took apical pulse in prescribed manner -	_____	_____
7. Cleaned and replaced equipment per institutional policy -	_____	_____
8. Recorded/reported pulse per institutional policy -	_____	_____

References & Resources

See Bibliography - #35

Student Learning Activities

1. Read assigned reference materials and attend a lecture/discussion related to the task.
2. Observe demonstration of the task.
3. Locate and count own apical pulse.
4. Count and record apical pulse for three different students.
5. Count an apical pulse on an individual with another to verify the count.
6. Demonstrate proficiency on a quiz related to this task.
7. Demonstrate the task satisfactorily to an evaluator.

Teacher Activities

1. Discuss anatomy and physiology of the cardiovascular system associated with the apical pulse.
2. Discuss principles of the rate and rhythm of the apical pulse.
3. Demonstrate task to the students.
4. Re-check and verify recorded pulses.
5. Administer a quiz related to this task and evaluate the results.
6. Evaluate student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Stethoscope:</p> <ul style="list-style-type: none">a. singleb. tracking <p>Clock with second hand</p> <p>Cleansing wipes</p>	<p>Given a client needing auscultation of an apical pulse.</p>

Criteria

Competence in the task will be recognized when the apical pulse of a client is determined according to the guidelines of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. A
Task No. 4

Duty Performing Diagnostic Procedures

Task Assess respirations using an appropriate timing device to determine the rate, rhythm and depth.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

- | | | |
|--|-------|-------|
| 1. Assembled equipment - | _____ | _____ |
| 2. Identified client - | _____ | _____ |
| 3. Counted respirations in prescribed manner - | _____ | _____ |
| 4. Recorded/reported respirations per institutional policy - | _____ | _____ |

References & Resources

See Bibliography - #10 and #35
TPR Filmstrip - Trainex

Student Learning Activities

1. Read assigned reference materials and attend a lecture/discussion related to this task.
2. View the audiovisual materials on respiration.
3. Observe a demonstration of the task.
4. Count own respirations.
5. Count and record respirations on five different students. Ask for verification.
6. Count and record respirations on same student:
 - a. lying down
 - b. sitting in chair
 - c. after walking for 2 minutes
 - d. after running in place for 2 minutes
7. Discuss with teacher recorded respirations.
8. Practice taking respirations on family members and bring record to class.
9. Demonstrate the task satisfactorily to an evaluator.
10. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Discuss the anatomy and physiology of the respiratory system and normal and abnormal conditions which can affect respiration.
2. Show audiovisual materials on this task.
3. Demonstrate the task.
4. Review process for recording respirations.
5. Assign students to take respirations on five different students.
6. Assign students to practice taking respirations on family members and to bring recorded respirations to class.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
8. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
Clock with second hand	Given a client needing an assessment of respirations
Criteria Competence in the task will be recognized when the respirations of a client are assessed according to the guidelines of the institution or training program and the achievement indicators listed.	

Curriculum Worksheet

Duty No. A

Task No. 5

Duty Performing Diagnostic Procedures

Task Measure blood pressure using appropriate equipment to determine systolic and diastolic readings.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment -	_____	_____
3. Identified client -	_____	_____
4. Explained procedure for measuring blood pressure to assure cooperation of the client -	_____	_____
5. Took blood pressure in prescribed manner -	_____	_____
6. Obtained an accurate reading -	_____	_____
7. Cleaned and replaced equipment per institutional policy -	_____	_____
8. Recorded/reported blood pressure readings per institutional policy -	_____	_____

References & Resources

See Bibliography - #10 and #35
Blood Pressure Filmstrip - Trainex

Student Learning Activities

1. Read assigned resources and references for this task.
2. View audiovisual materials on BP procedure.
3. Listen to tape on the Sounds of Korotkoff.
4. Attend a lecture discussion on the subject of blood pressure.
5. Observe demonstration of BP.
6. Practice handling different types of cuffs and stethoscopes.
7. Practice taking BPs on five students.
8. Take BPs on four different students using the dual stethoscope for verification. Record/report BPs, on simulated client record.
9. Take BP on same student:
 - a. lying down
 - b. sitting in chair
 - c. after walking for 2 minutes
 - d. after running in place for 2 minutes
10. Take BP on at least one of the following:
 - a. a child
 - b. an adult over 65
11. Demonstrate proficiency on a quiz related to this task.
12. Demonstrate the task satisfactorily for evaluator.

Teacher Activities

1. Present a lecture/discussion on this task which may include:
 - a. anatomy of the cardiovascular system.
 - b. definition and significance of blood pressure in health and disease.
 - c. definition, signs and symptoms, and significance of hypertension
2. Provide references and resources.
3. Set-up and present audio-visual materials related to this task.
4. Demonstrate procedure for taking BPs to students and recording the readings.
5. Arrange for practice sessions using students and other teachers as "patients".
6. Take a BP using a dual stethoscope with a student to verify the accuracy of the reading.
7. Administer a quiz related to this task and evaluate the results.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Filmstrip on BP procedure and A-V equipment to show it</p> <p>Alcohol swabs</p> <p>Sphygmomanometers</p> <ul style="list-style-type: none">a. mercuryb. aneroid <p>Stethoscopes</p> <ul style="list-style-type: none">a. singleb. dual <p>Tape on Korotkoff sounds</p>	<p>Given a client needing a blood pressure to be measured.</p>
<p>Criteria Competence in the task will be recognized when the blood pressure of a client is measured according to the procedure of the institution or training program and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. A Task No. 6

Duty Performing Diagnostic Procedures

Task Collect a specimen of body discharge using a knowledge of asepsis and the digestive, urinary and respiratory systems and appropriate equipment to obtain an ordered specimen for diagnostic testing.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read physician's order -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled equipment -	_____	_____
4. Identified client -	_____	_____
5. Screened client from the view of others if appropriate -	_____	_____
6. Explained procedure for specimen collection to assure cooperation of the client -	_____	_____
7. Assisted client to obtain specimen in prescribed manner -	_____	_____
8. Recorded/reported specimen collection per institutional policy -	_____	_____

References & Resources

See Bibliography - #4

Student Learning Activities

1. Read assigned resources and references for this task.
2. Attend a lecture/discussion on the topics of asepsis; anatomy of the digestive, urinary, and respiratory systems and pertinent principles involved in specimen collection.
3. Observe a demonstration of the task.
4. Collect urine specimen
 - a. routine
 - b. CCMS (Clean-catch midstream)
5. Collect sputum specimen and a specimen of saliva. Make slides of both and compare results.
6. Collect stool specimen (this can be simulated using either dampened ginger snaps or crunchy or smooth peanut butter).
7. Collect nasal discharge.
8. Instruct another in collecting various types of specimens (sputum, urine, feces, etc.).
9. Complete an exercise on how a specimen may be contaminated using concentrated sodium hydroxide and phenothalein.
10. Demonstrate the collection of one or more types of specimens satisfactorily for an evaluation.
11. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Present a lecture/discussion on the topics of asepsis; anatomy of the digestive, urinary, and respiratory systems and principles involved in specimen collection.
2. Lecture/discuss these topics:
 - a. types of specimens used in diagnosis
 - b. methods of collecting
 - c. errors that interfere with proper diagnosis
 - d. recording the collection
3. Provide references and resources related to this task.
4. Demonstrate the steps for collecting a urine specimen.
 - a. routine
 - b. CCMS
5. Demonstrate steps for sputum collection.
6. Demonstrate communications needed to obtain stool specimen from client.
7. Demonstrate technique for collecting a specimen of nasal discharge.
8. Prepare slides from a CCMS and routine urine specimen and set up microscopes for students to view differences.
9. Demonstrate casual contamination using a box covered with chalk dust that glows in UV light.
10. Evaluate a student's demonstration of collection of one or more types of specimens using the achievement indicators as a guide.
11. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment**Conditions**

Chemically clean or sterile urine containers*

Gauze

Containers for stool collection

Nutrient broth

Sterile applicator sticks

Plastic tray

UV chalk

UV light

(NaOH) Sodium Hydroxide

Phenothalein

*These containers may be used for sputum and/or stool collection if stool specimen container is not available.

Given a client whose body exudates (urine, sputum, feces, nasal discharge, etc.) need collection for testing.

Criteria

Competence in the task will be recognized when a specimen of a body discharge is collected according to institutional policy and the achievement indicators listed.

Curriculum Worksheet

Duty No. 1
Task No. 7

Duty Performing Diagnostic Procedures

Task Label a specimen from a client using appropriate materials to identify the specimen.

Pre-Test (Same as Achievement Indicators)

The learner:

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Obtained specimen to be labeled - | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Assembled label(s) and/or laboratory slip appropriate for the specimen collected - | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Filled in the label(s) and/or laboratory slip per institutional policy in prescribed manner - | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Attached label(s) and/or laboratory slip to specimen container if appropriate - | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Maintained all sanitary conditions for contaminated specimens - | <input type="checkbox"/> | <input type="checkbox"/> |

References & Resources

See Bibliography - #4

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Review references and resources on proper labeling and identification of specimens.2. Observe a demonstration of this task.3. Label specimens collected from each other.4. Label one of each simulated specimen:<ol style="list-style-type: none">a. Blood - CBCb. Urine - Routine urinalysisc. Stool - Occult bloodd. Tissue - Cell blocke. Morgue, etc. - Fetus5. Demonstrate proficiency on a quiz related to this task.6. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Lecture on importance of complete labeling.2. Provide references and resources on the proper labeling and identification of specimens.3. Demonstrate use of various labels for different types of specimens.4. Demonstrate correct labeling procedure.5. Administer a quiz related to this task and evaluate the results.6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Vacutainer tubes Labels for tubes Urine specimen containers Labels for specimen containers Stool specimen containers Labels for specimen containers Broth tubes Labels for broth tubes Wax markers Non-water soluble markers Test-tube racks Paper bags	Given a specimen needing an identifying label

Criteria

Competence in the task will be recognized when the specimen is labeled according to the procedure of the institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____

A _____

Task No. _____

8 _____

Duty

Performing Diagnostic Procedures

Task

Route a specimen from a client using available transport systems to assure the delivery of the specimen to the appropriate department.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Obtained labeled specimen -
2. Selected correct transport system to be used for the specimen -
3. Placed specimen in transport system in prescribed manner -
4. Recorded/reported transport of specimen per institutional policy -

_____	_____
_____	_____
_____	_____
_____	_____

References & Resources

See Bibliography - #4 and #34

Student Learning Activities

1. Attend a discussion on routing of specimens.
2. Read assigned resources and references for this task.
3. Practice routing specimens between labs. (Random draw activity)
4. Practice routing specimens between floors. (Random draw activity)
5. Select by random draw a specimen type. Explain to the class by demonstration from available transport systems how the selected specimen would be sent to the appropriate place for analysis.
6. Role play the part of a hematology, urology, microbiology, chemistry, morgue and tissue supervisor and discuss the appropriateness of the transport system.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily to an evaluator.

Teacher Activities

1. Arrange for speakers on:
 - a. "How the Delayed Specimen Interferes With Proper Diagnosis".
 - b. "Types of Transport Systems and the Reasons for Each".
2. Prepare slips with specimens listed for "random draw activity" i.e.:
 - stool
 - aborted fetus less than 4 months
 - aborted fetus greater than 28 cm.
 - tissue for cell block
 - urine (routine)
 - spinal fluid
 - blood for complete blood counts
3. Demonstrate route for transporting specimens between floors and labs. "What goes where and how".
4. Administer a quiz related to this task and evaluate the results.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment

Specimen and transport containers
Baskets and trays
Specimen slips

Conditions

Given a specimen to be routed from client to another floor or appropriate lab.

Criteria

Competence in the task will be recognized when a specimen from a client is delivered to the appropriate department according to the institution's procedure and the achievement indicators listed.

Curriculum Worksheet

Duty No. A

Task No. 9

Duty Performing Diagnostic Procedures

Task Perform routine biochemical tests under a supervisor's order using appropriate dipsticks, tapes, and/or tablets to test a urine specimen.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Read supervisor's order - Yes No
2. Washed hands before and after procedure - Yes No
3. Assembled urine specimen, equipment, and testing materials in designated area - Yes No
4. Tested urine specimen in prescribed manner - Yes No
5. Disposed of urine specimen and used supplies per institutional policy - Yes No
6. Cleaned and replaced equipment per institutional policy - Yes No
7. Recorded/reported results per institutional policy - Yes No

References & Resources

See Bibliography - #34

Student Learning Activities

1. Read assigned resources and references for this task.
2. Attend a lecture/discussion on the subject.
3. View audio-visual materials related to the task.
4. Observe a demonstration of the task.
5. Perform biochemical tests on simulated urine samples using:
 - a. multitest sticks
 - b. single or combination sticks
 - c. chemstix
 - d. clinitest tablets
6. Record results of each test and compare to answer key. Repeat test if results are incorrect.
7. Demonstrate the task satisfactorily for an evaluation.
8. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide references and resources related to this task.
2. Present a lecture/discussion which may include:
 - a. anatomy and physiology of the urinary system.
 - b. normal constituents of urine.
 - c. abnormal constituents of urine.
 - d. factors affecting the accuracy of various biochemical tests on urine.
 - e. method for recording results.
 - f. interpretation of results.
3. Show 8 mm film "Testing for Sugar and Ketones".
4. Prepare solutions which simulate urine samples containing various amounts of urinary substances, i.e. sugar, acetone.
5. Demonstrate different methods of analysis explaining the sources of error inherent in each.
 - a. multitest sticks
 - b. single or combination sticks
 - c. chemistix
 - d. clinitest tablets
6. Prepare a technique sheet listing method, sources of error and procedure for recording results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
8. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment**Conditions**

Glucose
Bio-acetone
Hydrochloric acid (HCL) or vinegar
Sodium Hydroxide (NaOH) or baking soda
Egg albumin crystals
Distilled water
Yellow coloring (vegetable dye)
Request slips
Test Tubes
Bunsen burners
Specimen Containers
Beakers
Analysis equipment
labstix
bili labstix
test tape
clintest
test tube racks
phenostix

Given a specimen (urine) to be tested
by routine biochemical methods

Criteria

Competence in the task will be recognized when a urine specimen is tested according to a supervisor's order, the directions of the testing materials manufacturer, and the achievement indicators listed.

Curriculum Worksheet

Duty No. A
Task No. 10

Duty Performing Diagnostic Procedures

Task Test urine specimen using a supervisor's order and appropriate equipment to determine a specific gravity.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Washed hands before and after procedure -	<input type="checkbox"/>	<input type="checkbox"/>
3. Assembled urine specimen and equipment -	<input type="checkbox"/>	<input type="checkbox"/>
4. Measured the specific gravity of the urine in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
5. Disposed of urine specimen per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>
6. Cleaned and replaced equipment -	<input type="checkbox"/>	<input type="checkbox"/>
7. Recorded/reported specific gravity of the urine specimen per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #4, #34, and #35

Student Learning Activities

1. Read assigned resources and references for this task.
2. Attend a lecture/discussion on the topic of specific gravity of urine.
3. Observe a demonstration of task.
4. Determine specific gravity of various solutions:
 - a. water
 - b. salt water
 - c. urine
5. Practice using a hydrometer, urinometer, and refractometer to determine specific gravity.
6. Observe and record effect of temperature change on specific gravity determinations.
7. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Present a lecture to include:
 - a. significance of specific gravity in diagnosis
 - b. methods of determining specific gravity
 - c. temperature alterations and methods of correcting
 - d. mathematical determination in specific gravity
2. Demonstrate techniques for determining specific gravity using:
 - a. hydrometer
 - b. urinometer
 - c. refractometer
3. Prepare solutions with a variety of specific gravities.
4. Evaluate a student's demonstration of the skill using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Hydrometer and cylinder</p> <p>Salt</p> <p>Balance or teaspoons</p> <p>Bunsen burner</p> <p>Urinometer</p> <p>Refractometer</p>	<p>Given a urine specimen to determine a specific gravity</p>

Criteria Competence in the task will be recognized when the specific gravity of a urine specimen is determined according to the procedure of the institution, the achievement indicators listed, and within an acceptable range of accuracy in the training program and/or institution.

Curriculum Worksheet

Duty No. 1
Task No. 11

Duty Performing Diagnostic Procedures

Task Test a stool specimen biochemically using a supervisor's order and appropriate equipment to determine the presence of occult blood.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled stool specimen, equipment, and supplies -	_____	_____
4. Tested stool specimen in prescribed manner -	_____	_____
5. Disposed of stool specimen per institutional policy -	_____	_____
6. Cleaned and replaced equipment per institutional policy -	_____	_____
7. Recorded/reported results per institutional policy -	_____	_____

References & Resources

See Bibliography - #4 and #34

Student Learning Activities

1. Read the assigned reference and resources for this task.
2. Attend a lecture/discussion related to the subject.
3. Observe a demonstration on various ways to test stool for occult blood.
4. Practice different tests for occult blood using simulated stool specimen.
5. Demonstrate proficiency on a quiz related to this task.
6. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Present a lecture/discussion on significance of occult blood.
2. Provide references and resources related to the topic.
3. Demonstrate testing a stool specimen for occult blood using:
 - a. guaiac test
 - b. hematest
 - c. "card kit" method
4. Set up "stool" specimens using clay or peanut butter to which hemolyzed blood specimen has been added for students to demonstrate test.
5. Administer a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Guaiac</p> <p>3% peroxide</p> <p>Glacial acetic acid</p> <p>Occult blood "card kit"</p> <p>Filter paper</p> <p>Color chart</p> <p>Stool specimen (simulated) to be tested</p> <p>Guaiac reagent</p> <p>Hematest tabs</p> <p>Color chart for hematest</p> <p>Applicator sticks</p> <p>Tongue blades</p> <p>Hemoglobin</p>	<p>Given stool specimen to be analyzed for occult blood</p>

Criteria

Competence in the task will be recognized when the stool specimen of a client is tested for occult blood according to the guidelines of the testing material manufacturer and the achievement indicators listed.

Curriculum Worksheet

Duty No. A
 Task No. 12

Duty Performing Diagnostic Procedures

Task Assist a physician using appropriate equipment and a knowledge of different positions to perform routine physical examinations maintaining the comfort, privacy, and safety of the client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Checked supervisor's order for type of examination -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled equipment and supplies -	_____	_____
4. Identified client -	_____	_____
5. Screened client from view of others -	_____	_____
6. Assisted client into exam apparel -	_____	_____
7. Assisted physician during exam in prescribed manner -	_____	_____
8. Assisted client during exam in prescribed manner -	_____	_____
9. Positioned client and equipment after exam to assure comfort and safety of the client -	_____	_____
10. Cleaned and replaced equipment per institutional policy -	_____	_____

References & Resources

Institutional Policy and Procedure Manuals

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned reference and resources for this task.2. Observed a demonstration of the task.3. Attend a lecture/discussion related to this task.4. Practice handling the equipment used in a physical exam.5. Practice preparing a client for various types of physical exams.6. Assist physician for each type of exam.7. Clean and replace equipment after each type of exam.8. Demonstrate the task satisfactorily for an evaluator.9. Demonstrate proficiency on a quiz related to this task.	<ol style="list-style-type: none">1. Present a lecture which may include:<ol style="list-style-type: none">a. purpose of the physical examb. types of examsc. care and use of equipment in a physical examd. responsibilities to the client during a physical exam2. Provide references and resources for this task.3. Assemble supplies, equipment, exam apparel needed for each exam.4. Demonstrate steps in each type of exam.5. Provide written supervisor's order for each type of exam.6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.7. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
<p>Exam apparel</p> <p>Otoscope</p> <p>Ophthalmoscope</p> <p>Stethoscope</p> <p>Rubber gloves</p> <p>Vaginal speculum</p> <p>Reflex hammer</p> <p>Tuning fork</p> <p>Tongue blades</p> <p>Cotton-tipped applicators</p> <p>Flashlight</p> <p>Sphygmomanometer</p>	<p>Given a client needing assistance with physical examination</p>

Criteria

Competence in the task will be recognized when the physician is assisted with a physical examination according to the institution's procedure and the achievement indicators listed.

Curriculum Worksheet

Duty No. A
Task No. 13

Duty Performing Diagnostic Procedures

Task Measure body weight using a scale to obtain data.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Washed hands before and after procedure -
2. Obtained a scale -
3. Identified client -
4. Explained procedure of obtaining weight to assure cooperation of the client -
5. Assisted client onto scale as needed -
6. Manipulated scales in prescribed manner -
7. Assisted client off scale as needed -
8. Recorded/reported the weight per institutional policy -

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

References & Resources

See Bibliography - #35
Manufacturer's Operational Manual

Student Learning Activities

1. Read assigned resources and references related to obtaining weight.
2. Observe demonstration of task.
3. Weigh self on different types of scales and record results.
4. Weigh three different students on different types of scales and record. Have another verify readings.
5. Review metric/English weight worksheets.
6. Practice mathematical conversions of pounds to kilograms.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide references and resources related to this skill.
2. Demonstrate task on different types of scales.
3. Check weight readings obtained by the students during practice.
4. Review conversion of pounds to kilograms. Provide students with worksheets to practice conversions.
5. Administer a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Table scale
Balance scale
Floor scale

Given a client needing a weight measurement

Criteria

Competence in the task will be recognized when the weight of a client is obtained within the range of accuracy acceptable to the training program or institution and according to the achievement indicators listed.

Curriculum Worksheet

Duty No. A
Task No. 14

Duty Performing Diagnostic Procedures

Task Measure body height using an appropriate measuring device to obtain data.

Pre-Test (Same as Achievement Indicators):

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Obtained measuring device -	_____	_____
3. Identified client -	_____	_____
4. Explained procedure for obtaining height to assure cooperation of the client -	_____	_____
5. Assured client is barefoot and standing erect -	_____	_____
6. Manipulated measuring device in prescribed manner -	_____	_____
7. Recorded/reported the height per institutional policy -	_____	_____

References & Resources

See Bibliography - #35
Manufacturer's Operational Manual

Student Learning Activities

1. Read assigned resources and references for this task.
2. Observe a demonstration of the task.
3. Measure own height and record.
4. Measure height of three different students and record.
5. Demonstrate the task satisfactorily for an evaluation.

Teacher Activities

1. Provide resources and references.
2. Demonstrate measurement of height in both English and metric systems.
3. Recheck and verify heights obtained by students in practice.
4. Conduct individual and group discussion regarding recorded heights.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Yardsticks Tape measure Height measurement apparatus on a scale	Given a client needing measurement of body height

Criteria

Competence in the task will be recognized when the height of a client is determined within the acceptable range of accuracy or the training program or institution and according to the achievement indicators listed.

Curriculum Worksheet

Duty No. A

Task No. 1

Duty Performing Diagnostic Procedures

Task Clean a microscope using appropriate materials to maintain its optimal function.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Obtained a microscope - | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Assembled equipment and supplies - | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cleaned designated parts of the microscope in prescribed manner - | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Disposed of used equipment and supplies in prescribed manner - | <input type="checkbox"/> | <input type="checkbox"/> |

References & Resources

See Bibliography - #5

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Observe a demonstration on the care and cleaning of the lens system of the microscope.2. Read the procedure for cleaning the lens system of a microscope.3. Sketch and name the parts of a microscope.4. Write a description of the care of each part.	<ol style="list-style-type: none">1. Provide manuals/handouts on how to clean a microscope.2. Demonstrate the following:<ol style="list-style-type: none">a. dusting the lens system using a camel hair brushb. removal of dust particles and lint using an air syringec. cleaning the lens system using lens paperd. cleaning the lens system using cotton tip applicator stick moistened with xylene.
<ol style="list-style-type: none">5. Clean a microscope according to written instructions.6. Check and certify the cleanliness of another's microscope according to prescribed evaluation procedure.7. Demonstrate proficiency on a quiz related to this task.8. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">3. Use an overhead drawing to name microscope parts and describe technique of cleaning.4. Arrange for a microscope service company to speak on the "Proper Care and Cleaning of a Microscope".5. Give the students a quiz related to this task and evaluate the results.6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Microscope Camel hair brush Lens paper Xylene Cotton tip applicator sticks Microscope tool kit	Given a microscope to be cleaned
Rubber bulb and tubing (air syringe) or a pressurized air can	

Criteria

Competence in the task will be recognized when a microscope is cleaned according to the manufacturer's training program and/or institution's guidelines and the achievement indicators listed.

Curriculum Worksheet

Duty No. A Task No. 16

Duty Performing Diagnostic Procedures

Task Spread a drop of an individual's blood on a slide using appropriate equipment to prepare a slide for microscopic examination.

Pre-Test (Same as Achievement Indicators)

The learner:

1. Washed hands before and after procedure -
2. Assembled equipment and supplies -
3. Placed identification on slide -
4. Obtained drop of blood in prescribed manner -
5. Smears blood onto slide in prescribed manner -
6. Allowed smear to dry -
7. Cleaned/disposed of used equipment and supplies in prescribed manner -

Yes No

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

References & Resources

See Bibliography - #4 and #34
Clinical Laboratory Procedures, Department of Navy Training Manual

Student Learning Activities

1. Read assigned references and resources for this task.
2. Attend a lecture/discussion on the subject.
3. Observe the audio-visual materials related to the task.
4. Observe a demonstration of the task.
5. Using a capillary tube of blood, practice spreading technique to obtain feather edge blood smear.
6. Examine poor and good slides under 40x and 97x magnification of different blood smears noting differences in ability to observe both white and red cells.
7. Practice obtaining blood by finger prick method, placing one drop on slide and preparing blood slide, until acceptable slide is obtained.

Teacher Activities

1. Provide references and resources related to this task.
2. Present a lecture/discussion on the topic "A representative blood sample." Include effects of squeezing finger too hard or inadequate finger prick.
3. Show "Modern Techniques of Collecting Blood Samples" AAMC (AFIP No. 2)
4. Demonstrate "finger prick" method of obtaining blood.
5. Demonstrate method of preparing a blood slide.
6. Prepare "poor" and "good" slides for student use.
7. Using a bioscope illustrate a poor and an adequate slide.
8. Evaluate student technique of obtaining blood samples by finger prick method and obtaining feather edge blood smear using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Microscope slides</p> <p>Sample of blood</p> <p>Prepared slides</p> <p>Wright stain (Quick)</p> <p>Lancets</p> <p>Alcohol wipes</p> <p>Cotton balls or gauze squares</p> <p>Capillary tubes (heparinized)</p> <p>Bioscope</p> <p>16 mm film projector</p>	<p>Given a blood sample to be prepared for microscopic examination</p>

Criteria

Competence in the task will be recognized when a blood smear is prepared on a slide according to the training program's and/or institution's guidelines and the achievement indicators listed.

Curriculum Worksheet

Duty No. A
Task No. 17

Duty Performing Diagnostic Procedures

Task Stain a slide of blood using appropriate stains, materials, and equipment to facilitate microscopic examination of the blood cells.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Obtained slide with blood smear -	_____	_____
3. Assembled equipment and supplies -	_____	_____
4. Applied stain in prescribed manner -	_____	_____
5. Disposed/cleaned used equipment and supplies in prescribed manner -	_____	_____

References & Resources

See Bibliography - #4 and #34
Clinical Laboratory Procedures, Department of Navy Training Manual

Student Learning Activities

1. Read assigned resources and references for this task.
2. Observe audio-visual materials presentation related to the task.
3. Attend a lecture/discussion on blood staining techniques.
4. Observe a demonstration of the task.
5. Practice staining techniques using:
 - a. Wrights stain
 - b. methylene blue stain
6. Evaluate another student's stained slide using prescribed criteria.
7. Prepare an acceptable stained slide.

Teacher Activities

1. Provide references and resources related to this task.
2. Present a lecture/discussion on blood staining techniques and the value of a properly stained slide in diagnosis.
3. Demonstrate blood staining techniques.
4. Show 35 mm slides illustrating properly stained slides. (American Society Clinical Pathology)
5. Show film "Anemia" AFIP or the old film "Hemo".
6. Prepare a laboratory exercise for staining with evaluation criteria.
7. Evaluate a student's demonstration of the skill using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Slides

Wright stain

Methylene blue (optional)

Gauze squares or paper tissue

Rack drying (any object to lean slides on)

Pencil for labeling

35mm projector

35mm slides

Interval timer

Blood samples

16mm projector

Given a blood slide to be stained for diagnostic evaluation

Criteria

Competence in the task will be recognized when a slide containing a blood smear is stained according to the training program's and/or institution's guidelines and the achievement indicators listed.

Curriculum Worksheet

Duty No. A Task No. 18

Duty - Performing Diagnostic Procedures

Task Streak a culture plate using a knowledge of microbiology, a microbiological specimen, and appropriate equipment and materials to isolate microorganisms.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment and supplies -	_____	_____
3. Obtained microbiological specimen in prescribed manner -	_____	_____
4. Streaked culture plate with microbiological specimen in prescribed manner -	_____	_____
5. Marked culture plate with identification data -	_____	_____
6. Stored culture plate per instructions in training program -	_____	_____
7. Cleaned/disposed of used equipment and supplies per instructions in training program -	_____	_____

References & Resources

See Bibliography - #34

Student Learning Activities

1. Read assigned resources and references for this task.
2. Attend a lecture/discussion related to this task.
3. Observe audio-visual materials related to the task.
4. Observe a demonstration of the task.
5. Streak a culture plate to isolate a specific organism.
6. Evaluate results of isolation technique after a 24 hour incubation period.
7. Repeat isolation technique until an acceptable culture plate is made.

Teacher Activities

1. Provide resources and references related to this task. Show audio-visual materials on handwashing and aseptic technique.
2. Present a lecture which may include the following:
 - a. macroscopic identification of bacteria
 - b. asepsis in obtaining a culture plate of a microorganism
3. Demonstrate the technique for streaking a culture plate.
4. Have a display of culture plates with different microorganisms for students to observe and identify.
5. Prepare mixed cultures of non-pathogens.
6. Evaluate a student's technique for isolation of microorganisms using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Nutrient Agar McCónkys Agar Nichrome wire Petrie dishes (disposable) Bunsen burner Marking pencil</p>	<p>Given a microbiological specimen to be cultured for the isolation of a particular organism.</p>
<p>Criteria Competence in the task will be recognized when a culture plate is prepared with a microbiological specimen according to the training program's and/or institution's directions and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 1

Task No. 19

Duty Performing Diagnostic Procedures

Task Spread suspension of microorganisms using appropriate materials and equipment and a knowledge of sterile technique and microbiology to prepare a slide for microscopic examination.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

- | | | |
|---|--------------------------|--------------------------|
| 1. Washed hands before and after procedure - | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Assembled equipment and supplies - | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Placed identification data on slide - | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Obtained suspension of microorganisms in prescribed manner - | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Spread microbiological suspension on slide in prescribed manner - | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Allowed smear to dry - | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Cleaned/disposed of used equipment and supplies in prescribed manner - | <input type="checkbox"/> | <input type="checkbox"/> |

References & Resources

See Bibliography - #34

Student Learning Activities

1. Read the assigned resources and references for this task.
2. Attend a lecture related to this task.
3. Observe a demonstration of the task.
4. Prepare a slide of the skill of a known microorganism. Examine slide for even distribution of organisms. Repeat procedure if necessary.
5. Visit public health laboratory to observe procedures used in preparing slides for microbiological examination.
6. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture on "how microbiology slides are used for diagnosis."
3. Demonstrate method of preparing a microbiology slide for examination.
4. Arrange for a visit to a public health laboratory to see how microbiological slides are prepared.
5. Evaluate a student's slide preparations using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Blood agar broth suspension of rod and cocci microorganisms</p> <p>Agar slant</p> <p>Slides</p> <p>Microscope</p> <p>Nichrome wire loop</p> <p>Wax marker</p> <p>Bunsen or Fisher burner</p>	<p>Given a suspension of microorganisms needing a slide preparation for diagnosis</p>
<p>Criteria Competence in the task will be recognized when a slide of a microbiological suspension is prepared according to the training program and/or institutional guidelines and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 1
Task No. 20

Duty Performing Diagnostic Procedures

Task Stain a slide containing microorganisms using appropriate stains, materials, and equipment to facilitate microscopic examination of the microorganisms.

Pre-Test (Same as Achievement Indicators)

The learner:

	Yes	No
1. Washed hands before and after procedure -	<input type="checkbox"/>	<input type="checkbox"/>
2. Obtained slide containing designated microbiological specimen -	<input type="checkbox"/>	<input type="checkbox"/>
3. Assembled equipment and supplies -	<input type="checkbox"/>	<input type="checkbox"/>
4. Applied stain in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
5. Cleaned/disposed of used equipment and supplies in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #34

Student Learning Activities

1. Read assigned resources and references related to the task.
2. Attend a lecture/discussion related to the task.
3. Observe a demonstration of the task.
4. Examine prepared slides under microscope.
5. Stain slides using the following methods:
 - a. Gram's stain
 - b. Ziehl Nielson
 - c. Methylene Blue
6. Observe stained slides under the microscope.
7. Draw and label microscopic observations.
8. Demonstrate skill in staining slides satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to the task.
2. Present a lecture on the use of various staining techniques, including:
 - a. Gram's
 - b. Ziehl Nielson
 - c. Methylene Blue
3. Present a lecture on how stained slides of bacteria aid in diagnosis.
4. Demonstrate staining techniques including:
 - a. Gram's
 - b. Ziehl Nielson
 - c. Methylene Blue
5. Prepare slides for viewing by students.
6. Evaluate student's slide staining technique using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Gram stain kit</p> <p>Methylene blue</p> <p>Ziehl Nielson kit</p> <p>India ink</p> <p>Slides</p> <p>Prepared slides</p> <p>Distilled water</p> <p>Drying rack</p> <p>Disinfectant</p> <p>Oil immersion</p> <p>Microscope</p> <p>Bunsen burner</p>	<p>Given slides containing microorganisms to be stained for diagnosis</p>

Criteria

Competence in the task will be recognized when a slide of a microbiological specimen is stained according to the training program and/or institutional directions and the achievement indicators listed.

Curriculum Worksheet

Duty No. 1

Task No. 21

Duty Performing Diagnostic Procedures

Task View slides of cells using a microscope, a knowledge of cellular structure, and descriptions and/or pictures of different types of living cells to identify characteristics of cells.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Obtained designated slides -
2. Obtained microscope -
3. Mounted slides on microscope in prescribed manner -
4. Manipulated lenses on microscope in prescribed manner to focus slide -
5. Viewed slides -
6. Recorded/reported information derived from slide viewing if necessary in prescribed manner -

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #15.

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Attend lecture/discussion related to this task.
3. Observe audio-visual materials related to the task.
4. Observe demonstration on focusing techniques of the microscope.
5. Examine various prepared slides under the microscope using low power, high power, and oil immersion objectives.
6. Using the microscope, locate specific cellular structures.
7. Draw and label the cell and cellular components.
8. Review 35mm slides with another student. Test each other on the identification of cellular structures.
9. Examine and identify cellular components using schematic model of the cell.
10. Prepare buccal smear, stain and observe under the microscope.
11. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture on cell structure and identification.
3. Demonstrate cellular components using a schematic model of the cell.
4. Give a film presentation on cell identification:
 - a. "The World of Life" (AFIP No. 111)
 - b. "White Blood Cells" (AFIP No. 105 or McGraw Hill)
 - c. "War on Cancer" (American Cancer Society)
5. Demonstrate focusing a microscope under low power, high power, and oil immersion objectives.
6. Assemble a series of slides of different cells for students to view and identify.
7. Demonstrate buccal smear technique.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
9. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
<p>Microscope</p> <p>Prepared slides</p> <p>Cell identification manual</p> <p>Schematic model of the cell</p> <p>Immersion oil</p> <p>Lens paper</p> <p>Film projector</p> <p>Methylene blue</p> <p>Distilled water</p> <p>Slides</p> <p>Cover slip</p>	<p>Given prepared slides of cells to be microscopically identified</p>
<p>Criteria Competence in the task will be recognized when designated information regarding slides of cells is identified according to the guidelines of the training program and/or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. A
Task No. 22

Duty Performing Diagnostic Procedures

Task Mix blood with chemicals using appropriate equipment and materials to determine the ABO type.

Pre-Test (Same as Achievement Indicators)

The Learner:	Yes	No
1. Assembled equipment, materials, and specimen of blood -	_____	_____
2. Mixed designated chemicals with specimen of blood in prescribed manner -	_____	_____
3. Noted changes in mixture in prescribed manner -	_____	_____
4. Recorded/reported conclusions as directed -	_____	_____
5. Cleaned/disposed of used equipment in prescribed manner -	_____	_____

References & Resources

See Bibliography - #34
What is Blood - American Red Cross

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references on this task.2. Attend a lecture/discussion on the significance of blood typing.3. View audio-visual materials related to this task.4. Visit American Red Cross to see full service of blood banking.5. Practice making saline suspensions without blood clots.6. Type using a sample of your blood and list the results on the blackboard. Discuss with the class how its percentages compare with national percentages.7. Prepare typing serum using capillary samples of students blood serum.8. Read blood types from teacher prepared slides and tubes.9. Demonstrate proficiency on a quiz related to this task.10. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Present a lecture/discussion on the significance of blood typing.3. Demonstrate and discuss ABO testing on slide and in tubes.4. Arrange for a speaker from the American Red Cross to discuss blood banks, blood typing and blood fractions.5. Arrange for a visit to a Red Cross Center to view automated methods of typing blood.6. Lead class discussion on percentage of blood types7. Prepare slides and tubes with known blood types.8. Arrange for blood bank technologist to speak on his/her career.9. Show audio-visual material on ABO typing. (Bio tech series)10. Administer a quiz related to this task and evaluate the results.11. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>ABO typing serum</p> <p>10 x 70 mm typing test tubes</p> <p>Slides</p> <p>Wood sticks</p> <p>Heparinized capillary tubes</p> <p>Marking pencils (wax)</p> <p>Anti A serum</p> <p>Anti B serum</p> <p>Known type A sample</p> <p>Known type B sample</p>	<p>Given a specimen of blood needing an ABO type determination</p>
<p>Criteria Competence in the task will be recognized when the ABO blood type of an individual is determined according to the guidelines of the manufacturer, training program, and/or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. A

Task No. 23

Duty Performing Diagnostic Procedures

Task Measure a dry weight of a chemical using a balance and a knowledge of measurement systems to obtain a designated amount of the chemical.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Obtained balance -

2. Assembled materials and supplies -

3. Measured dry weight in prescribed manner -

4. Cleaned and replaced equipment in prescribed manner -

References & Resources

Student Learning Activities

1. Observe demonstration and complete practical exercise on reading the numbers on a triple beam, double pan and/or electric balance.
2. Observe demonstration and complete practical exercise on operating a triple beam, double pan, electric balance.
3. Observe demonstration and complete practical exercise on weighing a dry chemical using a triple beam, double pan and/or electric balance.
4. Examine a balance and record various gram units for each beam.
5. Weigh familiar objects i.e. nickle, penny, or pencil using platform and/or electric balance.
6. Weigh a designated amount of inert substances as (sand) on a platform and/or electric balance.
7. Weigh blocks of wood of known weight on a platform and/or electric balance.
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Review the Metric System by a chalkboard lecture concentrating on mass units.
2. Demonstrate use of various types of balances (triple beam, pan and electric).
3. Demonstrate how to read the numbers on a triple beam, double pan and electric balance.
4. Demonstrate the correct procedure for weighing a dry chemical using a triple beam, double pan and electric balance.
5. Administer a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Triple beam, platform and electric balance</p> <p>Glazed weighing paper or weighing boats</p> <p>Sand</p> <p>Weighing spatula</p> <p>Sodium Chloride</p>	<p>Given the need to weigh a designated amount of dry chemical</p>
<p>Criteria Competence in the task will be recognized when a designated amount of dry chemical is measured on a balance according to the specifications of the training program and/or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. A
Task No. 24

Duty Performing Diagnostic Procedures

Task Mix chemicals using appropriate equipment and knowledge of chemistry to prepare a solution.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read directions for preparing the solution -	_____	_____
2. Assembled equipment, supplies, and chemicals -	_____	_____
3. Mixed chemical according to directions in prescribed manner -	_____	_____
4. Cleaned and replaced equipment in prescribed manner -	_____	_____

References & Resources

See Bibliography - #34

Student Learning Activities

1. Read resources and references on preparation of solutions.
2. Attend a lecture on characteristics of a solution.
3. View laboratory safety slides.
4. Observe a demonstration on preparation of solutions.
5. Prepare the following percent solutions.
 - a. 80% alcohol solution
 - b. 2.5% NaCl solution
 - c. 25% NaCl solution
6. Observe demonstration on preparation of a molar solution.
7. Prepare a 0.1 NaCl molar solution.
8. Observe demonstration on preparation of a normal solution.
9. Prepare a 0.1 NaCl normal solution.
10. Investigate with another student:
 - a. nature of solute and solvent
 - b. effect of surface area and stirring
 - c. liquids dissolved in liquids
 - d. saturated solutions
 - e. supersaturated solutions
 - f. preparation of standard solutions
 - g. preparation of solution by dilution of concentrated solution
 - h. preparation of a percent solution by weight
11. Demonstrate proficiency on a quiz related to this task.
12. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Show slides on safety in the laboratory.
3. Present a lecture/discussion about the parts and characteristics of a solution.
4. Demonstrate preparation of a percent solution using two solvents.
5. Demonstrate preparation of a percent solution using a solvent and a solute.
6. Demonstrate dilution procedure of a percent solution.
7. Demonstrate preparation of a molar solution.
8. Demonstrate preparation of a normal solution.
9. Demonstrate the danger involved in mixing non-compatible materials.
10. Demonstrate the danger involved in adding water to acid.
11. Demonstrate the explosive nature of powders.
12. Administer a quiz related to this task and evaluate the results.
13. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Test tubes

Sugar

Lard

Naphthalene

Sodium Chloride

Boric Acid

Distilled Water

Ethyl alcohol

Acetone, Ether (optional)

Cupric sulfate

Sodium thiosulfate

Triple Beam Balance

Weight boat

Weigh spatula

10 ml and 100 ml graduate cylinder

150 ml beaker

1, 5, 10 ml pipette

Lycopodium powder

Given a request for specific type of solution

Criteria

Competence in the task will be recognized when a solution is prepared according to the procedures used in the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. 1
Task No. 25

Duty Performing Diagnostic Procedures

Task Operate a centrifuge using appropriate equipment and materials to separate solid and liquid components of a specimen.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled specimen equipment and materials -	_____	_____
2. Loaded centrifuge in prescribed manner -	_____	_____
3. Activated centrifuge in prescribed manner -	_____	_____
4. Cleaned and replaced equipment in prescribed manner -	_____	_____

References & Resources

Student Learning Activities

1. Observe a demonstration of this task.
2. Attend a lecture/discussion related to this task.
3. Examine centrifuge to check various parts.
4. Centrifuge starch suspensions and precipitate solutions.
5. Centrifuge capillary blood specimens in a microcentrifuge.
6. Decant supernatant fluid from various specimens.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Present a lecture/discussion on the types of specimens requiring centrifuge separation.
2. Demonstrate use of a "micro and macro" centrifuge.
3. Demonstrate:
 - a. various parts of centrifuge, filling centrifuge tube, loading and balancing centrifuge.
 - b. decanting
4. Administer a quiz related to this task and evaluate the results.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Micro-macro centrifuge with timer and speed indicator on macro-centrifuge</p> <p>Test tubes</p> <p>Capillary tubes</p> <p>Sealing clay</p> <p>Conical centrifuge tubes</p>	<p>Given a specimen needing separation by centrifuging</p>
<p>Criteria Competence in the task will be recognized when a specimen's components are separated using a centrifuge according to the guidelines in the training program and/or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. A
Task No. 26

Duty Performing Diagnostic Procedures

Task Solve a mathematical equation using appropriate equipment, supplies, and conversion tables and knowledge of mathematics to convert any common metric or English measurements to equivalencies calculated to a decimal place.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Assembled equipment, supplies, and copies of conversion tables -
2. Read mathematical problem -
3. Set problem up in a prescribed manner using appropriate formula and/or ratio proportion -
4. Manipulated equation to solve for unknown in prescribed manner -
5. Reported/recorded answer in prescribed manner -

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

References & Resources

See Bibliography - #34

Student Learning Activities

1. Read assigned resources and references.
2. Complete worksheets on common math problems.
3. Practice mathematical conversions with data derived from using metric/yard rulers.
4. Practice relating weight to volume.
5. Practice using Fahrenheit and Centigrade thermometers.
6. Complete mathematical problems given conversion units.
7. Using a meter stick, measure common body parts, i.e. foot, elbow to finger tip, width of little finger, and etc. Record English and Metric equivalents.
8. Using common volume objects and a graduated cylinder, measure volumes in metric with graduated metric glassware. Example: bottle of pop, quart of water, cup of water, 10 teaspoons, 10 tablespoons, and etc. Record English and metric equivalent.
9. Using objects of known English mass, weigh on a metric balance and record metric equivalent.
10. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture/discussion reviewing basic math skills and the metric system.
3. Provide worksheets of mathematical problems for students to practice the task.
4. Demonstrate:
 - a. use of combination yard/meter stick
 - b. reading dials and meters
 - c. use of liter measuring cup and how to relate data
5. Demonstrate solutions to typical health related problems requiring conversions.
6. Administer a quiz related to this task and evaluate the results using achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Meter sticks/yard sticks</p> <p>Graduated cylinders</p> <p>Appropriate English containers i.e. quart, pint, teaspoon, etc.</p> <p>Objects for measuring i.e. nickle, paper clips, etc.</p> <p>Metric rulers</p> <p>Scales:</p> <ul style="list-style-type: none">a. Dial-0-Gramb. dietaryc. analytical (centigram)d. set of weightsd. electric <p>Varying sizes of pipettes (volumetric, graduated)</p> <p>Varying sizes of cylinders</p> <p>Fahrenheit thermometers</p> <p>Centigrade thermometers</p>	<p>Given a mathematical problem requiring a knowledge of Metric- English and English-Metric conversion</p>
Criteria	Competence in the task will be recognized when common metric and English measurements are converted from one system to another correctly to a decimal place determined as acceptable by the institution and/or training program and according to the achievement indicators listed.

Curriculum Worksheet

Duty No. A

Task No. 27

Duty Performing Diagnostic Procedures

Task Manipulate mathematical data using appropriate equipment, supplies, reference tables and a knowledge of mathematics and chemistry to solve a mathematical problem.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled equipment, supplies, and copies of needed reference tables -	_____	_____
2. Read mathematical problem -	_____	_____
3. Set problem up in prescribed manner -	_____	_____
4. Manipulated mathematical equation to solve for the unknown in prescribed manner -	_____	_____
5. Reported/recorded answer in prescribed manner -	_____	_____

References & Resources

See Bibliography - #4

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Complete:
 - a. drill work solving basic math problems
 - b. drill work with math related chemistry problems
 - c. drill and practice working with percent solutions
 - d. drill practice making percent solutions from known percent stock
 - e. drill work determining amounts of solute needed to make:
 - a. molar solutions
 - b. molal solutions
 - c. normal solutions
3. Calculate the amount of solute and solvent needed to prepare a hypertonic solution.
4. Calculate practice problems illustrating procedure use to determine medicine dosage.
5. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide discussion and drill on the following types of problems:
 - a. percent solutions
 - b. normal solutions
 - c. molal solutions
 - d. molar solutions
 - e. pH-determination
2. Demonstrate:
 - a. preparation of stock solutions
 - b. making various percent solutions
 - c. method to determine mathematically the amounts of stock needed
3. Review the use of logarithms.
4. Demonstrate by chalkboard the method used to calculate medicine dosage.
5. Provide worksheets of problems related to the calculations of chemical compounds and/or medicine dosages.
6. Administer a quiz related to this task and evaluate the results using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
	Given a problem to solve requiring a knowledge of chemistry and mathematics
Criteria Competence in the task will be recognized when a mathematical problem is solved according to the standard of accuracy of the training program and/or institution and the achievement indicators listed.	

Curriculum Worksheet

Duty No. 8
Task No. 1

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Introduce self using a knowledge of standard English and appropriate nonverbal mannerisms to identify one's name, position and purpose of the interaction to persons in the clinical area in a clear, distinct voice.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Faced person(s) to be addressed -	_____	_____
2. Called person(s) to be addressed by name if possible -	_____	_____
3. Stated name, position, and purpose of interaction -	_____	_____
4. Used nonverbal mannerisms during interaction which did not detract from the interaction -	_____	_____

References & Resources



See Bibliography - #10, #16, and #30

Student Learning Activities

1. Read assigned resource and references on this task.
2. View audio-visual materials demonstrating this task.
3. Role play introduction of self with other learners.
4. Complete self-check sheet on this task.
5. Practice eliminating distracting non-verbal mannerisms with role playing followed by critique in small groups.
6. Record voice and critique tape play back of introduction.
7. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references for this task.
2. Present a lecture/discussion on the principles of communication related to this task.
3. Show an audio-visual aid demonstrating this task.
4. Demonstrate the following types of introductions to students:
 - a. other professionals
 - b. peers
 - c. clients
5. Provide simulated situation in which introduction of self needs to be done.
6. Interact and discuss individual performances of role play introductions.
7. Listen to student introductions on tape. Review with student:
 - a. tone of voice
 - b. articulation
8. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
<p>Tape recorder Filmstrip projector Filmstrip Cassette tape</p> 	<p>Given a client, and a clinical environment in which the learner must introduce himself/herself</p> 

Criteria

Competence in the task will be recognized when the learner introduces himself/herself to others in a clear, distinct voice according to the policy of the institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. B
Task No. 2

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Greet individuals using a knowledge of standard English and appropriate non-verbal mannerisms to promote good public relations in a clear, distinct voice.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Observed arrival of individual (s) to be greeted -	_____	_____
2. Acknowledged presence of individual(s) using customary proper manners -	_____	_____
3. Asked individual(s) for name and purpose of visit -	_____	_____
4. Answered any questions per institutional policy -	_____	_____

References & Resources

See Bibliography - #4 and #7

Student Learning Activities

1. Read resources and references on non-verbal communication, patient psychology and public relations in the assigned materials.
2. Verbalize/demonstrate greeting clients in the simulated situations.
3. Discuss (with the class) the information obtained in greeting clients after interviewing several medical assistants.
4. Demonstrate proficiency on a quiz related to this task.
5. Demonstrate this task satisfactorily for an evaluator in a simulated or actual situation.

Teacher Activities

1. Provide resources and references for this task.
2. Discuss and role-play with the students how they would greet the client and respond to the client in the following situations:
 - a. new client - late for appointment - angry because she could not find the office
 - b. client who enters office, notes many patients waiting, immediately informs the student that he must be taken immediately
 - c. new client - 45 minutes early - very nervous
 - d. a frightened six-year old who has never been a patient before.
3. Arrange for a certified medical assistant to demonstrate and discuss greeting individuals, non-verbal mannerisms, and public relations.
4. Arrange for students to interview medical assistants on these topics and report back to the class.
5. Administer a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of this task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
	Given a situation in which a student needs to greet a client
Criteria Competence in the task will be recognized when individuals are greeted in the clinical setting so that good public relations are promoted according to institutional policy and the achievement indicators listed.	

Curriculum Worksheet

Duty No. 8

Task No. 3

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Route mail or gifts using available resources to assure delivery to the appropriate person.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read label to determine destination of mail or gifts -	_____	_____
2. Signed for any mail or gifts per institutional policy -	_____	_____
3. Checked for any restrictions or special orders regarding the destination of mail or gifts -	_____	_____
4. Delivered or assigned another appropriate person to deliver mail or gifts per institutional policy -	_____	_____
5. Placed mail or gifts in designated area to assure they were readily accessible to person whom they were addressed to -	_____	_____

References & Resources

Institutional Policies and Procedures Manuals
The Ward Secretary Filmstrip - Trainex

Student Learning Activities

1. Read assigned resources and references for this task.
2. View audio-visual materials on the ward-secretary.
3. Describe the procedure for routing mail or delivering gifts to clients.
4. Read labels on letters/mail/gifts accurately.
5. Check simulated Kardex/Chart for restrictions of mail/gifts for three clients.
6. Deliver three letters/mail/gifts to simulated patients.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references for this task.
2. Show audio-visual materials on the ward secretary.
3. Demonstrate delivery techniques.
4. Assemble simulated letters/mail/gifts.
5. Set up simulated Kardex/Chart restricting gifts/mail/letters.
6. Evaluate students' delivery of three letters/mail/gifts.
7. Administer a quiz related to this task and evaluate the results.
8. Evaluate a student's demonstration of the task using the indicators as a guide.

Tools and/or Equipment	Conditions
Mail Gifts	Given letters/mail/gifts to be delivered.
Criteria Competence in the task will be recognized when mail or gifts are routed to the appropriate person(s) according to institutional policy and the achievement indicators listed.	

Curriculum Worksheet

Duty No. B
Task No. 4

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Place a call using a telephone and a knowledge of standard business telephone manners to communicate information regarding the clinical situation.

Pre-Test (Same as Achievement Indicators)

The Learner:

Yes No

1. Reviewed the use of various telephone lines with a supervisor -
2. Assured telephone number(s) to be called was (were) written and in a direct view -
3. Assembled equipment necessary to write notes -
4. Manipulated buttons and/or dials on the telephone -
5. Positioned mouthpiece of telephone to assure audibility of voice -
6. Spoke to other party in prescribed manner -
7. Wrote any needed messages -
8. Replaced receiver gently -
9. Recorded/reported information from call per institutional policy -

References & Resources

See Bibliography - #8, #13, and #16

Student Learning Activities

1. Read module 4401-09-008, Medical Office Assistant and/or other assigned resources and references related to this task.
2. Observe a demonstration of this task.
3. Practice relaying the different types of messages with a telephone.
4. Compile telephone directories of frequently used numbers.
5. Demonstrate procedure satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Demonstrate the procedure of relaying different types of messages.
3. Provide different messages to be used in role playing.
4. Provide telephones.

Tools and/or Equipment	Conditions
<p>Telephone book</p> <p>Telephones (available for rental at local phone center)</p> <p>Telephone index - rotary file</p> <p>Appointment book</p> <p>List of emergency and frequently called numbers</p>	<p>Given a telephone message to be relayed</p>

Criteria

Competence in the task will be recognized when a telephone call is placed to communicate information regarding a clinical situation according to institutional policy and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8
Task No. 5

Duty Performing Activities related to Observing/Recording/Reporting/Planning

Task Answer a telephone using a knowledge of standard business telephone manners to communicate information regarding a clinical situation.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Reviewed the use of various telephone lines with a supervisor -	_____	_____
2. Assembled equipment necessary to write notes -	_____	_____
3. Manipulated receiver to assure audibility of voice -	_____	_____
4. Spoke into telephone in prescribed manner -	_____	_____
5. Wrote any needed messages -	_____	_____
6. Replaced receiver gently -	_____	_____
7. Recorded/reported information from call per institutional policy -	_____	_____

References & Resources

See Bibliography - #8, #13, and #16

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Observe a demonstration of this task.
3. Practice completion of call memo forms.
4. Practice writing messages on call memo forms.
5. Practice answering telephone:
 - a. promptly
 - b. identifying self and area
 - c. using "hold" button
 - d. using proper tone of voice
 - e. returning to line after placing caller on hold
 - f. transferring a call
 - g. closing a call
6. Practice taking accurate messages.
7. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Discuss message forms in a large group lecture. Provide samples of correctly completed message forms.
3. Demonstrate skill to students.
4. Provide situations of different callers and messages to be addressed by students.
5. Assist learners to use telephone.
6. Review written messages for accuracy.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Training and master telephone (available for rental - local phone centers)</p> <p>Message pad</p>	<p>Given all necessary tools, equipment and supplies and a telephone to be answered in the clinical setting.</p>
<p>Criteria Competence in the task will be recognized when a telephone call is answered to communicate information regarding a clinical situation according to institutional policy and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 8

Task No. 6

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Schedule appointments using the appropriate form(s) to secure a service and/or treatment for a client.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Listened to or read supervisor's order -
2. Contacted the office, department, or person with whom the appointment was to be made -
3. Secured appointment in prescribed manner -
4. Assured both parties in the appointment had the same information regarding time, length, purpose, and place of appointment -

References & Resources

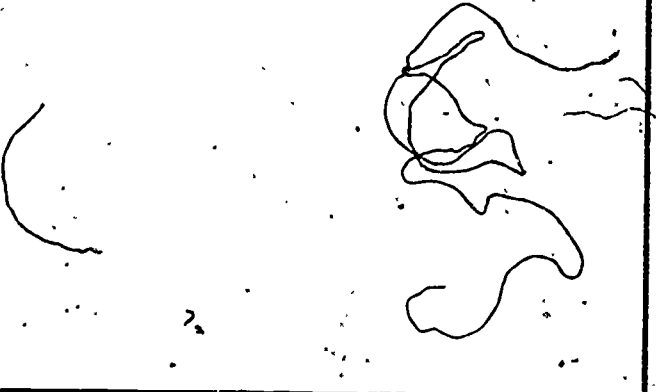
See Bibliography - #4, #8, #13, #16, and #30

Student Learning Activities

1. Read assigned resources and references for this task.
2. View audio-visual materials on scheduling appointments.
3. Attend a task lecture/discussion related to this task.
4. Observe a demonstration of the task.
5. Role play making an appointment for a client.
6. Fill out appropriate forms:
 - a. appointment book
 - b. appointment reminder card
7. View transparencies on appointment scheduling.
8. Complete activity sheets with appropriate forms for scheduling.
9. Take field trip to medical/dental office and write evaluation on observing appointment scheduling for a day.
10. Demonstrate proficiency on a quiz related to this task.
11. Demonstrate this task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references for this task.
2. Show audio-visual materials demonstrating appointment scheduling.
3. Demonstrate client interview procedure.
4. Use overhead projector to provide information for filling in forms for appointment scheduling.
5. Give and discuss activity sheets on various types of appointments scheduled and length of times.
6. Arrange for a dental/medical receptionist to speak to students on this task.
7. Administer a quiz related to this task and evaluate the results.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Forms</p> <p>Overhead projector, screen</p> <p>Simulated office equipment (desk and chair)</p> <p>Patient information memo</p> <p>Appointment sheet</p> <p>Doctor's copy of daily appointments</p> <p>X-ray request form</p> <p>Laboratory request form</p> <p>Hospital referral form</p> <p>EKG/EEG form</p> <p>Consultation form</p> <p>Physiotherapy form</p> <p>Ambulatory surgery form</p> <p>Appointment reminder cards</p>	<p>Given a client who needs an appointment.</p> 
<p>Criteria Competence in the task will be recognized when an appointment is scheduled according to a supervisor's order, institutional procedure and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 8
Task No. 7

Duty

Performing Activities Related to Observing/Recording/Reporting/Planning

Task

Obtain information from a client using electronic devices to identify a client's needs or request promptly.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Scanned specified panel for client's signal -
2. Activated equipment necessary to talk with client in prescribed manner -
3. Listened to client's need or request -
4. Followed up need or request in prescribed manner to assure client's satisfaction -

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

Introduction to Nursing Care, Johnson and Johnson

Student Learning Activities

1. Read resources and references related to the task.
2. Observe a demonstration of the task.
3. Ask a "client" a question over the intercom system in a health care facility. Use an empty room with a simulated patient to practice if possible.
4. Discuss how to deal with the client who has sensory deprivation and/or motor loss which may affect his/her use of an electronic communication system.

Teacher Activities

1. Provide resources and references related to the task.
2. Demonstrate the procedure in the clinical area/health care facility during a tour there.
3. Discuss with the students when this type of system may be inappropriate and what other alternative communication systems may be better.

Tools and/or Equipment	Conditions
	Given an electronic device to use in identifying a client's need/request
Criteria Competence in the task will be recognized when the pulse rate of a client is obtained according to the guidelines of the training program or institution and the achievement indicators listed.	

Curriculum Worksheet

Duty No. 8

Task No. 8

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Broadcast information using electronic devices to channel information to a client.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Activated equipment in prescribed manner to talk to client -
2. Relayed message to client -
3. Elicited feedback from client concerning message if needed -

_____	_____
_____	_____
_____	_____

References & Resources

Introduction to Nursing Care, Johnson and Johnson

Student Learning Activities

1. Read resources and references related to this task.
2. Observe a demonstration of this task.
3. Give a "client" a set of directions over the intercom system in a clinical and health care facility. Use an empty room with a simulated client to practice if possible.
4. Discuss how to deal with the client who has sensory deprivation and/or motor loss which may affect his/her use of an electronic communication system.

Teacher Activities

1. Provide resources and references which relate to this task.
2. Demonstrate the procedure in the clinical area of a health care facility during a tour.
3. Discuss with the students when this type of system may be inappropriate and what other alternative communication systems may be better.
4. Evaluate the student in the performance of the skill using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Given an electronic device, and information to be channeled to a client.

Criteria

Competence in the task will be recognized when the pulse rate of a client is obtained according to the guidelines of the training program or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8
Task No. 9

Duty

Performing Activities Related to Observing/Recording/Reporting/Planning

Task

Notify appropriate persons using the designated channels of communication and available resources to channel client concerns/complaints.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Identified appropriate person(s) to direct concerns/complaints to -
2. Contacted appropriate person(s) using designated channels of communication -
3. Relayed concerns/complaints -

_____	_____
_____	_____
_____	_____

References & Resources

Institutional Policy Manuals

Student Learning Activities

1. Read resources and references related to this task.
2. Discuss the simulations involving a variety of client concerns/problems assigned by instructor in small groups. Discuss your group's responses with other groups.
3. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references related to this task.
2. Makes transparencies showing channels of communication within a variety of health care agencies and discuss these with the students.
3. Prepare simulations involving a variety of client concerns/complaints and different departments to which these should be channeled.
5. Arrange for an administrator within a health care agency/facility to address the class on how a client's concerns/complaints are usually channeled within an institution.

Tools and/or Equipment	Conditions
	Given a client's concerns/complaints to channel
Criteria Competence in the task will be recognized when appropriate person(s) are notified of a client's concerns/complaints according to institutional policy and the achievement indicators listed.	

Curriculum Worksheet

Duty No. 8

Task No. 10

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Interview clients using a knowledge of basic interviewing skills and appropriate nonverbal behavior to identify health needs/problems.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Identified client -	_____	_____
2. Focused communication on client's concerns, problems, or interests in prescribed manner -	_____	_____
3. Asked questions relating to client's health needs in prescribed manner -	_____	_____

References & Resources

See Bibliography - #23

Student Learning Activities

1. Read the resources and references on interviewing.
2. Observe a client interview and critique it based on principles of communication.
3. Verbalize/role play interview clients with the interviewing techniques suggested.
4. Fill out two different interview forms from the samples provided in class.
5. Critique a video-tape/tape recording of an interview. Discuss the critique in class.
6. Tape record an interview with a simulated client. In small groups, critique the interviews.
7. Demonstrate proficiency on a quiz related to the task.

Teacher Activities

1. Assemble materials for a role playing exercise on interviewing clients.
2. Demonstrate interviewing techniques with class interactions.
3. Observe students as the interview students.
4. Develop/administer a written or oral quiz which test the students on interview techniques.
5. Provide sample interviews on videotape or tape recorder for students to critique.

Tools and/or Equipment	Conditions
Sample of interview forms	Given a situation in which a client needs to be interviewed

Criteria Competence in the task will be recognized when the health needs of a client are identified through an interview according to the principles of therapeutic communication in the training program or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8
Task No. 11

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Interview a client's family and/or friends using a knowledge of basic interviewing skills and appropriate nonverbal behavior to identify a client's health needs/problems.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Identified client's family and/or friends -	<input type="checkbox"/>	<input type="checkbox"/>
2. Explained purpose of interview in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
3. Focused communication on family's and/or friend's concerns, questions and problems relating to the client, maintaining confidentiality of information -	<input type="checkbox"/>	<input type="checkbox"/>
4. Asked questions of family and/or friends relating to client's health needs in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
5. Recorded/reported pertinent data per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #4, #8, #14, #16, and #30

Student Learning Activities

1. Read resources and references related to this task. Study the list of questions to use as a guideline before starting the interview. Practice interviewing skills on several peers playing the role of family members/friends of a mock client. Compare responses of different "family members/friends" to the same questions. Practice speaking clearly and slowly to a "family member/friend" in a pleasant tone.
2. Role play family member/friend interview using simulated situations. Explain purpose of family interview.
3. Fill in interview form with data obtained.
4. Discuss tape recording of interview between learners and family member of client.
5. Interview the families of the following:
 - a. handicap patient
 - b. child
 - c. client with serious illness
6. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references related to this task.
2. Provide learners with necessary forms. Review forms with students.
3. Show a film or slide presentation on how to interview a family member/friend of a client.
4. Give a list of questions to learners to use as guidelines for the interview.
5. Demonstrate taking notation including format, accuracy, brevity, and legibility. Discuss common abbreviations, write them on the chalk board.
6. Demonstrate an interview with a family member/friend of a client using mock situation.
7. Prepare and discuss tape recordings of simulated or actual interviews with family member/friend of a client.
8. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
<p>History forms</p> <p>Projector, screen, film, slides</p> <p>Cassette player/cassette tapes</p> <p>Interviewing guidelines</p>	<p>Given a clinic situation where the client's family and/or friend must be interviewed.</p> <p>Given a doctor's notes and necessary forms and a client whose health needs are to be determined.</p>
<p>Criteria Competence in the task will be recognized when the health needs of a client are identified by interviewing client's family and/or friends according to the principles of therapeutic communication in the training program or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 8

Task No. 12

Duty

Performing Activities Related to Observing/Recording/Reporting/Planning

Task

Interact with clients, regardless of age, sex, race, religion or marital status, using a knowledge of physical, social, and cultural differences among individuals to provide health care to clients.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Accepted assignments for care of clients without discrimination -	_____	_____
2. Gave health care to clients in prescribed manner without discrimination -	_____	_____
3. Used verbal and nonverbal behavior with clients to communicate a nonjudgemental attitude -	_____	_____

References & Resources

See Bibliography - #23.
Spiritual Needs of Patient Filmstrip - Trainex

Student Learning Activities

1. Read resource and references on religions, cultures and social systems that affect health care.
2. Attend a lecture/discussion related to this task.
3. List/verbalize various examples of how culture and religion play an important part in a client's reaction to illness and treatment.
4. List/verbalize ways in which a health professional can demonstrate non-discrimination and non-judgmental attitudes when dealing with clients who have physical, social, and cultural differences.
5. Role-play interactions with clients in simulated situations which may include:
 - a. welfare client
 - b. racial minority
 - c. client from a specific religion
 - d. extremely wealthy client
 - e. overt homosexual/lesbian

Tape record the interview or have others observe it and then critique it.
6. Fill out instruments which help clarify values and biases and review the results.
7. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Assemble materials for reading and activities on cultures, religions, and social systems, and physical differences that affect attitudes of health care workers and clients.
2. Present a lecture/discussion highlighting discriminatory/non-discriminatory approaches to persons "different" from the health care worker.
3. Role-play interviews with one or more simulated situations and have students note discriminatory and/or non-discriminatory behavior
4. Provide values clarification exercises for the students.
5. Provide students with role-play situations of different situations which may evoke discriminatory behavior on their part.
6. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment**Conditions**

Given a situation where a student must interact with clients of different age, sex, race, religion, or marital status

Criteria

Competence in the task will be recognized when clients are interacted with according to the institution's policies, federal and state civil rights codes and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8

Task No. 13

Duty

Performing Activities Related to Observing/Recording/Reporting/Planning

Task

Explain a procedure using a knowledge of the procedure to inform a client of care to be rendered.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Reviewed instructions for procedure if necessary -	<input type="checkbox"/>	<input type="checkbox"/>
2. Explained procedure in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
3. Asked client for any questions regarding the procedure -	<input type="checkbox"/>	<input type="checkbox"/>
4. Recorded/reported any client concerns regarding a procedure per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #27

Student Learning Activities

1. Read the materials on the "Patients Bill of Rights" and the procedures to be explained.
2. Explain the procedure assigned by the teacher in a simulated health occupations/client situation. Ask for feedback on the clarity completeness and accuracy of the explanation.
3. Incorporate explanation of the procedure as a step in any procedure you practice.

Teacher Activities

1. Demonstrate explaining a procedure to the students and have them interact as if they were the client.
2. Assemble materials on various procedures to be explained and assign the students to explain the various procedures.
3. Require explanation of a procedure as a step in any procedure a student practices.

Tools and/or Equipment**Conditions**

Given a situation where a Health Occupations student must inform a client of a procedure that is to be rendered

Criteria Competence in the task will be recognized when a client is informed of a procedure to be done according to the institution's policies and/or the American Hospital Association's Patient Bill of Rights and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8

Task No. 14

Duty

Performing Activities Related to Observing/Recording/Reporting/Planning

Task

Identify a client's health needs/problems using a knowledge of the hierarchy of human needs and data from health team members to assist with the development of a health care plan.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Assembled pertinent data regarding a client -
2. Discussed pertinent data with a supervisor -
3. Obtained written nursing care plan of a client -
4. Scanned nursing care plan to identify needed charges -
5. Entered changes on nursing care plan with assistance of a supervisor per institutional policy -

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

References & Resources

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned references and resources for this task.2. Attend a lecture/discussion on this subject.3. View and discuss the transparencies concerning this task.4. Complete with a group, a health care plan for a simulated client developing only the priority need.5. Observe a patient care conference during a visit to a health care facility. Discuss your observations with the class.6. Decide what two priority needs you have based on Maslow's hierarchy. Develop goals and a plan of action to meet these needs. Evaluate the plan at the end of a week and revise it as needed.	<ol style="list-style-type: none">1. Prepare reference materials concerning this task.2. Present a lecture/discussion on health care planning and Maslow's hierarchy of needs.3. Make a transparency showing Maslow's hierarchy of needs.<ol style="list-style-type: none">a. Obtain overhead projector and discuss the subject using the transparency.4. Obtain health care plan forms from various institutions.<ol style="list-style-type: none">a. Make transparencies of health care plan forms and discuss the subject using the transparencies.5. Prepare a field trip to observe a patient care conference in a health facility. Lead students in a discussion of the conference to focus the learning on this task.6. Prepare a series of client situations. From the data, have students work in small groups to complete a care plan for the client based on his/her priority need. Evaluate the process using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Given a client whose health needs/problems need to be identified.

Criteria

Competence in the task will be recognized when the learner assists with the development of a health care plan for a client according to the institution's procedure and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____

8

Task No. _____

15

Duty

Performing Activities Related to Observing/Recording/Reporting/Planning

Task

Interact with health care personnel using a knowledge of therapeutic communication techniques and appropriate nonverbal behavior to promote a positive work atmosphere in the clinical area.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Reviewed the institution's guidelines for ethical behavior -	_____	_____
2. Identified health care personnel in the clinical area -	_____	_____
3. Communicated with health care co-workers in a manner necessary to achieve a positive work atmosphere -	_____	_____
4. Reported conflicts with health care personnel to one's supervisor per institutional policy -	_____	_____

References & Resources

Introduction to Nursing Care, Johnson and Johnson

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references on therapeutic communications.2. Participated in the role-playing situations involving reporting conflicts to one's supervisor.3. Role play the following situations:<ol style="list-style-type: none">a. Repeating client information to anotherb. Requesting assistance from another workerc. Reporting a conflict with another department or person within your own department4. Demonstrate proficiency on a quiz related to this task.	<ol style="list-style-type: none">1. Assemble resources and references on therapeutic communications.2. Design a role-playing situation which demonstrates therapeutic communication techniques and appropriate nonverbal behavior between health care personnel which promotes a positive work atmosphere.3. Listen to student role play situation and evaluate them using the achievement indicators as a guide.4. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
	<p>Given a situation where the Health Occupations student has to interact with other health care personnel and promote a positive work atmosphere.</p>
<p>Criteria Competence in the task will be recognized when the learner interacts with other health care workers in the clinical setting according to the institution's policy and code of ethics and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 5
Task No. 16

Duty

Performing Activities Related to Observing/Recording/Reporting/Planning

Task

Compile client records/charts using a knowledge of the institution's standard chart format to assure a complete file.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled forms and record/chart cover -	_____	_____
2. Imprinted each form with identification data about the client per institutional policy -	_____	_____
3. Wrote in any data per institutional policy -	_____	_____
4. Arranged forms in record/chart cover per institutional policy -	_____	_____

References & Resources

See Bibliography - #4, #8, #13, and #16
Maintaining the Patient's Chart Filmstrip - Trainex

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View the audio-visual materials related to the task.
3. Observe a demonstration of the task.
4. Identify forms needed to complete charts.
5. Assemble forms in chart in the order specified by the institution.
6. Prepare each form with patient I.D. number, name, birthday, etc. as required by institutional policies.

Teacher Activities

1. Assemble assigned resources and references.
2. Set up and present audio-visual materials related to the task.
3. Evaluate the student's performance of the task using the achievement indicators as a guide.
4. Demonstrate how to prepare forms and place them in the order in which they are to be put in chart.
5. Provide for learner all forms needed to complete chart.

Tools and/or Equipment	Conditions
<p>Cover chart</p> <p>Forms necessary to complete chart</p> <p>Filmstrip projector</p> <p>Film</p> <p>Cassette player/cassette</p>	<p>Given all forms necessary to complete a chart</p>

Criteria Competence in the task will be recognized when a client's record/chart is compiled according to the institution's policies and procedures and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8

Task No. 17

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Chart treatments using the appropriate chart form and standard medical terminology to document a client's health care.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Obtained chart -	_____	_____
2. Located correct chart form for recording treatments -	_____	_____
3. Wrote information about completed treatments in prescribed manner -	_____	_____
4. Signed chart entry per institutional policy -	_____	_____
5. Returned chart to designated area -	_____	_____

References & Resources

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references for this task.2. View the audio-visual materials related to this task.3. Attend a lecture/discussion related to this task.4. Achieve at least minimally acceptable mastery of the medical terminology commonly used in charting.5. Within a class or small groups, practice charting sample situations involving treatments and reactions.6. Demonstrate proficiency on a quiz related to this task.	<ol style="list-style-type: none">1. Provide resources and references for this task.2. Set up and present audio-visual materials related to this task.3. Present a lecture/discussion which may include:<ol style="list-style-type: none">a. medical terminology commonly used in chartingb. legal aspects of the chartc. general rules for charting4. Show examples of charting for various procedures.5. Have students role play performing various treatments and have all students chart the treatment.6. Evaluate the students' charting of various treatments using the achievement indicators as a guide7. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
<p>Chart</p> <p>Forms pertinent to the treatment performed (example - graphic records, nursing notes, lab forms, etc.).</p>	<p>Given information regarding treatments performed to be charted</p>
<p>Criteria Competence in the task will be recognized when treatments are documented in a client's chart according to the institution's procedure and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 8

Task No. 18

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Chart information relevant to a client's health needs using standard medical/dental terminology to document a client's health care status.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Obtained a chart -		
2. Located correct chart form for recording information regarding the client's health needs -		
3. Wrote information regarding client's health needs in prescribed manner -		
4. Signed chart entry per institutional policy -		
5. Returned chart to designated area -		

References & Resources

See Bibliography - #4, #8, #13, and #16

Student Learning Activities

1. Read assigned resources and references for this task.
2. Observe and/or participate in a simulated client situation and chart appropriate information.
3. From a list of a client's complaints and symptoms' provide the correct medical/dental terminology.
4. Chart observations of various simulated bodily discharges and pictures of different physical signs provided in class. Have your charting evaluated.

Teacher Activities

1. Provide resources and references for this task.
2. Prepare and present to learner condensed medical words and abbreviation lists.
3. Demonstrate charting complaints and symptoms.
4. Provide written and/or role play situations from which information can be obtained for charting.
5. Evaluate students' completed charting entries using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Chart</p> <p>Medical Dictionary</p> <p>Medical/dental history sheet</p> <p>Forms pertinent to client's complaint</p>	<p>Given information relevant to a client's health needs</p>
<p>Criteria Competence in the task will be recognized when information relevant to the health needs of a client is documented in the chart according to the institution's procedures and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 8
Task No. 19

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Chart recurrent data using the institution's approved form(s) to record accurate information about a client, such as weight, diet, I & O, activity, etc.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Selected data to be charted -	_____	_____
2. Located specified form on client's chart for the data -	_____	_____
3. Wrote in data in prescribed manner -	_____	_____
4. Noted any unusual deviations from preceding data -	_____	_____
5. Replaced chart in designated area -	_____	_____
6. Reported any unusual deviations from preceding data -	_____	_____

References & Resources

See Bibliography - #34
Charting Filmstrip - Trainex
Institutional Procedure Manuals

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references on charting.2. View filmstrip on charting.3. View transparencies related to the task.4. Record information on institutional forms provided. Have the forms evaluated.5. Discuss deviations noted from previously recorded materials in small groups.6. Demonstrate proficiency on a quiz related to this task.	<ol style="list-style-type: none">1. Provide the resources and reference related to this task.2. Set up and present audio-visual materials.3. Make transparencies of samples of various data sheets which may be found on a chart and discuss in class.4. Provide sample data to be used on forms.5. Demonstrate gathering and recording various types of recurrent data.6. Discuss deviations in data that should be noted and reported.7. Give the students a quiz related to this task and evaluate the results.8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Curriculum Worksheet

Duty No. _____
Task No. _____ 20

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Graph vital signs using the institution's approved form(s) to maintain a client's medical record.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Gathered data needed for graphic sheet --	_____	_____
2. Selected current graphic sheet from client's record/chart -	_____	_____
3. Wrote information and data in prescribed manner -	_____	_____
4. Returned client's record/chart containing graphic sheet to designated area -	_____	_____

References & Resources

Charting Filmstrip -- Trainex.
Institutional Procedure Manuals

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references on the task.2. View filmstrip on charting.3. View transparencies illustrating procedure.4. Graph four different sets of vital signs on the forms provided. Have forms evaluated by instructor.	<ol style="list-style-type: none">1. Provide resources and references on this task.2. Set up and present audio-visual materials related to this task.3. Collect/provide graphic sheets from various institutions rulers and colored pens if needed.4. Make transparencies illustrating proper graphing of a series of vital signs reading. Discuss graphing procedure using transparencies.5. Fill in series of vital signs readings on forms from several institutions and display them in the classroom.
	<ol style="list-style-type: none">6. Provide students with sample vital signs readings to be graphed.7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Graphic sheets Pens - colored Filmstrip on charting and projector Overhead projector Transparencies	Given vital signs readings needing graphing
Criteria Competence in the task will be recognized when a client's vital signs are graphed according to the institution's procedure and the achievement indicators listed.	

Curriculum Worksheet

Duty No. _____

Task No. _____ 21

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Monitor access to a client's chart using a knowledge of an institution's personnel and procedures to protect the confidential information of a client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled charts in designated area -	_____	_____
2. Sorted charts and stored in designated area -	_____	_____
3. Determined who may review a client's chart per institutional policy -	_____	_____
4. Protect against unauthorized chart use per institutional policy -	_____	_____
5. Reported any unauthorized person(s) reviewing charts to a supervisor -	_____	_____

References & Resources

See Bibliography - #13, #16, and #30

Student Learning Activities

1. Read assigned resources and references for this task.
3. Participate in group activities to gain the skill of determining who officially can have access to client's charts.
4. Verbalize or write the responsibilities of the ward clerk in regard to the client's chart.
5. For extra credit: research the legal responsibilities of the ward clerk/hospital for the client's chart.

Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture and/or make cassette tape on this topic.
3. Write module on the medical record. Keep module updated with any new information.
4. Develop and monitor large/small group activities (role playing) which will assist the student to gain this skill of determining who can have access to charts.
5. Establish guidelines and areas to be covered in paper for extra credit.

Tools and/or Equipment	Conditions
<p>Chart rack (holder)</p> <p>Charts</p> <p>Written rules/regulations regarding confidentiality of and authorized access to client's charts</p> <p>Printed form for keeping a written record of all charts</p>	<p>Given access to a client's chart</p>
<p>Criteria Competence in the task will be recognized when the confidential information in a client's chart is available only to authorized persons according to state laws, institutional policy, and the achievement indicator's listed.</p>	

Curriculum Worksheet

Duty No. _____
B
Task No. _____
22

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Post a client's diagnostic reports using the completed report form and a client's record/chart to provide test results for appropriate personnel.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Separated the diagnostic reports of a client from those of other clients per institutional policy -
2. Sorted diagnostic reports of a client according to type of test performed -
3. Located specified area of client's record/chart for diagnostic reports -
4. Placed diagnostic reports in the record/chart in prescribed manner -
5. Replaced record/chart in designated area -

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

References & Resources

See Bibliography - #4
Introduction to Nursing Care, Johnson and Johnson

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Observe lecture/demonstration of the skill.
3. Perform simulated tasks on charting procedures.
 - a. working in pairs, sort test results according to type of test performed.
 - b. working in pairs, post reports on charts according to prescribed procedures.
4. Practice using the medical dictionary -- working in pairs, drill each other on medical terms and abbreviations.

Teacher Activities

1. Provide resources and references for this skill.
2. Present a lecture on the importance of accurate charting of tests.
3. Use overhead to illustrate type of report form used for various diagnostic tests.
4. Demonstrate charting procedures:
 - a. separating forms into various types of reports
 - b. entering progress reports
 - c. attaching lab reports to charts
5. Demonstrate use of medical dictionary:
 - a. increase medical terminology
 - b. use of standard medical abbreviations
6. Arrange for speaker to bring representative samples of charting methods for students viewing.
7. Evaluate a student's demonstration of this skill using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Simulated client record</p> <p>Variety of test report forms</p> <p>Medical history sheets</p> <p>Progress notes</p> <p>Chart with standard medical abbreviations</p>	<p>Given a client's diagnostic reports to be posted</p>

Criteria Competence in the task will be recognized when the client's diagnostic tests are posted according to the procedure of the institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8 Task No. 23

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Record information using an appropriate form to document an incident in a clinical area.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Obtained written and/or oral reports from all persons involved in the incident -	_____	_____
2. Obtained form(s) used for documenting incidents -	_____	_____
3. Filled in all areas of the form(s) with the information required in prescribed manner -	_____	_____
4. Obtained signatures on form per institutional policy -	_____	_____
5. Filed form(s) in designated area -	_____	_____

References & Resources

See Bibliography - #11, #14, and #16

Student Learning Activities

1. Read assigned resources and references for this task.
2. Attend a lecture/discussion on legal and ethical responsibilities when an individual has an accident in a clinical facility.
3. Fill in module on accidents.
4. Complete the pre/post test on module recording/reporting.
5. Fill in notes on client's chart about accident/incident using a simulated situation.
6. Role play an incident and then complete an accident/incident report form on it. Have it evaluated by the instructor.

Teacher Activities

1. Provide the resources and references for this task.
2. Present a lecture/discussion on legal and ethical responsibilities when an individual has an accident in a clinical facility.

Tools and/or Equipment**Conditions**

Manual for institutional policies

Patient records or chart

Kardex, information guide

Incident report form

Nurses record - notes

Given a situation where an incident/
accident has occurred

Criteria

Competence in the task will be recognized when information is recorded on the designated form(s) to document an incident in the clinical area according to the institution's procedure and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8

Task No. 24

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Search a client's Kardex using a knowledge of the institution's Kardex format to gain information about a client's health care plan promptly.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Obtained Kardex file -	<input type="checkbox"/>	<input type="checkbox"/>
2. Flipped file to specified card of client -	<input type="checkbox"/>	<input type="checkbox"/>
3. Scanned card for required information -	<input type="checkbox"/>	<input type="checkbox"/>
4. Read required information -	<input type="checkbox"/>	<input type="checkbox"/>
5. Replaced Kardex file in designated area -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

Institutional Procedure Manuals

Student Learning Activities

1. Read assigned resources and references for the task.
2. Obtained a mock assignment from instructor. Review a Kardex card to obtain pertinent information related to the assignment. Have the instructor verify the accuracy of your information.
3. From a Kardex card obtain the following information on a client:
 - a. diet
 - b. activity
 - c. current treatments
 - d. diagnosis
 - e. age
 - f. physician's name

Teacher Activities

1. Provide resources and references related to this task.
2. Obtain Kardex and set up a mock "team" of clients. Completing the Kardex information cards.
3. Write mock assignments for students.
4. Conduct individual/group discussion regarding information obtained.
5. Verify recorded information with student to determine accuracy.

Tools and/or Equipment	Conditions
<p>Kardex</p> <p>Complete set Kardex information cards</p>	<p>Given a Kardex to gain information about a client's health care plan.</p>
<p>Criteria Competence in the task will be recognized when a client's Kardex is searched and specific information is located promptly while maintaining the confidentiality of the information—according to the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. B
Task No. 25

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Evaluate equipment using a knowledge of the purposes of the equipment and/or the input of other personnel to report service/repair needs.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Reviewed current service contracts on a scheduled basis -	<input type="checkbox"/>	<input type="checkbox"/>
2. Assembled equipment -	<input type="checkbox"/>	<input type="checkbox"/>
3. Inspected equipment for repair, routine service, or maintenance needs in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
4. Recorded/reported needs per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

Student Learning Activities

1. Check equipment for proper function performing a skill.
2. Review operator's manuals on display and when using equipment.
3. Identify the appropriate department to whom equipment repair should be referred within different health facilities.
4. Fill out an equipment repair form and have it checked for accuracy.

Teacher Activities

1. Direct students to check the performance of any equipment they use.
2. Provide operator's manuals for equipment the students are using.
3. Discuss with students the departments to whom equipment repair should be directed in different facilities.
4. Demonstrate how to correctly complete an equipment repair form.
5. Evaluate a student's completed equipment repair form.

Tools and/or Equipment	Conditions
Operator's manual of different equipment Equipment repair forms	Given equipment in need of repair

Criteria Competence in the task will be recognized when repair, routine service, or maintenance needs of equipment are identified according to the institution's procedure, manufacturer's guidelines, and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8

Task No. 26

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Report service/repair needs using the appropriate form and/or communication channels to alert the appropriate department.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Obtained form used to note repair, routine service, or maintenance needs of equipment -	_____	_____
2. Filled in form in prescribed manner -	_____	_____
3. Notified agents/maintenance department of needs per institutional policy -	_____	_____
4. Set appointed time for repair or service to be done -	_____	_____

References & Resources

Student Learning Activities

1. Check equipment for proper function performing a skill.
2. Review operator's manuals on display and when using equipment.
3. Identify the appropriate department to whom equipment repair should be referred within different health facilities.
4. Fill out an equipment repair form and have it checked for accuracy.

Teacher Activities

1. Direct students to check the performance of any equipment they use.
2. Provide operator's manuals for equipment the students are using.
3. Discuss with students the departments to whom equipment repair should be directed in different facilities.
4. Demonstrate how to correctly complete an equipment repair form.
5. Evaluate a student's completed equipment repair form.

Tools and/or Equipment	Conditions

Criteria

Competence in the task will be recognized when the appropriate department is alerted of the repair, routine service, or maintenance needs of equipment according to the institution's procedure and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____
Task No. 27

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Write an insurance request using the appropriate form to arrange client's payment for service.

Pre-Test (Same as Achievement Indicators)

The Learner:	Yes	No
1. Obtained insurance card from client -	_____	_____
2. Obtained insurance form -	_____	_____
3. Filled in information in prescribed manner -	_____	_____
4. Obtained any designated signatures -	_____	_____
5. Routed form per institutional policy to assure coverage for services rendered -	_____	_____

References & Resources

Insurance forms from insurance companies
Procedure manual from business offices of institution
Business office procedures for medical assistant
Insurance Forms for Medical Assistants - Caldense
Insurance Forms for Dental Assistants - Caldense

Student Learning Activities

1. Read assigned resources and references for this task.
2. Attend a lecture/discussion related to this task.
3. Review insurance forms.
4. Observe demonstration on filling out forms by instructor.
5. Complete insurance forms giving sample client information.
6. Verify with instructor the correctness of filled out forms.

Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture/discussion which may include:
 - a. general policies regarding completion of insurance forms
 - b. laws related to completion of insurance forms
3. Obtain insurance forms from various insurance companies and sample insurance cards.
4. Obtain business procedure manuals from institution and coding materials
5. Make transparencies of forms using overhead projector. Demonstrate completion of forms.
6. Conduct individual/group discussion regarding completion of forms.
7. Verify correctness of completed forms through verbal or written test.

Tools and/or Equipment	Conditions
<p>Insurance forms from various institutions</p> <p>Sample insurance cards</p> <p>Coding manuals</p> <p>Transparencies</p> <p>Overhead projector</p>	<p>Given a client to arrange payment for service</p>
<p>Criteria Competence in the task will be recognized when arrangements are made for a client's insurance company to pay for services rendered complying with all legal requirements and including all required information according to the institution's policy and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 8

Task No. 28

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Perform procedure using the appropriate form, equipment, and resources to admit a client to a clinical area.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Arranged equipment and supplies in clinical unit so it was ready for utilization by a client -	_____	_____
2. Assembled equipment and form(s) needed for admissions -	_____	_____
3. Washed hands -	_____	_____
4. Identified client -	_____	_____
5. Explained admission procedure to assure cooperation of client -	_____	_____
6. Screened client from view of others if necessary -	_____	_____
7. Admitted client to clinical area in prescribed manner -	_____	_____
8. Positioned client and equipment to assure comfort and safety of client -	_____	_____
9. Cleaned and replaced equipment per institutional policy -	_____	_____
10. Recorded/reported procedure and observations per institutional policy -	_____	_____

References & Resources

See Bibliography - #3 and #35
 Admission and Discharge Filmstrip - Trainex
Introduction to Nursing Care, Johnson and Johnson

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned references related to this task.2. View the audio-visual materials related to this task.3. Attend a lecture/discussion on the subject.4. Observe a demonstration of an admission.5. Review various completed and blank admission forms.6. Admit two "patients" and complete two different admission forms. Have completed forms checked by instructor.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Set up audio-visual materials related to this task.3. Present a lecture/discussion related to this task.4. Obtain admission forms from various health care facilities.5. Demonstrate the admission procedure and the use of the admission forms.6. Evaluate a student's performance of the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Filmstrip and viewing equipment Overhead projector Admission forms Client unit	Given a client to admit to a clinical area
Criteria Competence in the task will be recognized when a client is admitted to a clinical area according to the institution's procedure and the achievement indicators listed.	

Curriculum Worksheet

Duty No. 8

Task No. 29

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Secure a client's valuables using available resources to prevent harm or loss.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled valuables -	_____	_____
2. Obtained container for valuables and form to record them -	_____	_____
3. Listed/described valuables in prescribed manner -	_____	_____
4. Placed valuables in container in <u>prescribed</u> manner -	_____	_____
5. Obtained any required signatures -	_____	_____
6. Routed valuables to designated area per institutional policy -	_____	_____
7. Recorded/reported transaction per institutional policy -	_____	_____

References & Resources

See Bibliography - #3 and #35
Institutional Procedure Manual

Student Learning Activities

1. Read resources and references related to the task.
2. Attend a lecture/discussion related to this task.
3. Complete valuables form using a set of simulated valuables.
4. Collect, list, and prepare for deposit the valuables of 2-3 students in class.

Teacher Activities

1. Provide resources and references related to the task.
2. Present a lecture/discussion related to this task which may include:
 - a. discussion of the legal implications of handling valuables within a health care agency/institution.
 - b. discussion of what to do when a client insists on keeping valuables with him/her.
3. Obtain "valuables" envelopes and forms from various institutions.
4. Demonstrate procedure using a set of simulated valuables.
5. Check completed forms/envelopes of students using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>"Valuables" envelopes</p> <p>"Valuables" forms from a variety of institutions</p>	<p>Given a client with valuables to secure</p>
<p>Criteria Competence in the task will be recognized when the valuables of a client are secured according to the institution's policies and procedures and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. _____

8

Task No. _____

30

Duty Observing/Recording/Reporting/Planning

Task Perform procedure using a directive from a supervisor and appropriate equipment and resources to transfer a client from one designated area to another.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Obtained requests for transfer -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Explained transfer procedure to assure cooperation of client -	_____	_____
4. Assembled equipment, items and form(s) needed to transfer client per institutional policy -	_____	_____
5. Transported client and any equipment and items in prescribed manner -	_____	_____
6. Introduced client to new environment in prescribed manner -	_____	_____
7. Positioned client and equipment to assure comfort and safety of client -	_____	_____
8. Cleaned and replaced equipment per institutional policy -	_____	_____
9. Recorded/reported transfer per institutional policy -	_____	_____

References & Resources

Student Learning Activities

1. Read assigned resources and references on transfer procedure.
2. View audio-visual materials on the proper use of a wheelchair and stretcher.
3. Observe a demonstration of the task.
4. Practice manipulation of a wheelchair and stretcher with a fellow student role-playing a client.
5. List the steps necessary to correctly transfer a client from:
 - a. one clinical area to another
 - b. a clinical area to x-ray
 - c. a clinical area to physical therapy
6. In a simulated situation, transfer a classmate to "x-ray", "physical therapy", or another clinical unit. Fill out the proper forms needed to complete the transfer.
7. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Set-up and present audio-visual materials on the proper use of a wheelchair and stretcher.
3. Present a discussion of the procedure for transferring clients from one area to another. Demonstrate the task.
4. Provide samples of correctly completed forms used in the transfer procedure.
5. Provide simulated situations for students to practice the transfer of a "client" from a clinical area to another area of a health facility.
6. Evaluate a student's performance on transfer procedure in a simulated or real clinical situation using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Wheelchair</p> <p>Stretcher</p> <p>Supplies from a client unit as robe, slippers, suitcase, plants, hygiene items</p> <p>Chart</p> <p>Special equipment as vaproizer, suction machine, etc.</p> <p>Medications</p>	<p>Given a "client" needing to be transferred from one area to another</p>
<p>Criteria Competence in the task will be recognized when a client is transferred from one clinical area to another according to the institution's procedure and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 8

Task No. 31

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Perform a procedure using a directive from a supervisor and appropriate equipment and resources to discharge a client from a clinical area.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order for discharge -	<input type="checkbox"/>	<input type="checkbox"/>
2. Washed hands before and after procedure -	<input type="checkbox"/>	<input type="checkbox"/>
3. Identified client -	<input type="checkbox"/>	<input type="checkbox"/>
4. Explained discharge procedure to assure cooperation of the client -	<input type="checkbox"/>	<input type="checkbox"/>
5. Assured client had any discharge instructions and any client questions were answered -	<input type="checkbox"/>	<input type="checkbox"/>
6. Prepared client to exit clinical area in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
7. Transported client to designated exit per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>
8. Prepared unit used by client for next client per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>
9. Recorded/reported discharge per institutional policy -	<input checked="" type="checkbox"/>	<input type="checkbox"/>

References & Resources

Institutional Policy Book

Student Learning Activities

1. Read the assigned resources and references for this task.
2. Attend a lecture/discussion related to this task.
3. Attend a demonstration of this task.
4. View audio-visual materials related to the proper use of a wheelchair and stretcher.
5. Practice transporting client using a wheelchair or stretcher.
6. Simulate gathering client's belongings, valuables, medicines and pack them.
7. Fill in necessary form(s) to complete the discharge. Have the forms checked for accuracy.
8. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture/discussion of the task including information on departments to be notified and forms to be completed during discharge.
3. Set up and present audio-visual materials on the proper use of a wheelchair and stretcher.
4. Demonstrate the proper use of a wheelchair and/or stretcher.
5. Demonstrate how to assemble simulated client's belongings, medicines, etc.
6. Demonstrate a discharge of a simulated client.
7. Provide sample form(s) to be filled out with discharge.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.
9. Prepare simulated situations involving discharge.

Tools and/or Equipment	Conditions
<p>Client's belongings:</p> <p>Personal items Medications Equipment</p> <p>Wheelchair</p> <p>Stretcher</p> <p>Discharge form(s)</p>	<p>Given a client to be discharged</p>

Criteria Competence in the task will be recognized when the client is discharged from a clinical area according to the institution's procedure and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8

Task No. 32

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Prepare a roster using the census form of the institution to maintain a clinical record of clients.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Obtained required form -	_____	_____
2. Scanned form for information needed -	_____	_____
3. Assembled data requested -	_____	_____
4. Wrote in required information in prescribed manner -	_____	_____
5. Obtained any signatures if necessary -	_____	_____
6. Routed form per institutional policy -	_____	_____

References & Resources

See Bibliography - #10 and #34
Massachusetts General Hospital Manual of Nursing Procedures

Student Learning Activities

1. Read the assigned reference.
2. Attend a lecture discussion on what information is necessary for census roster.
3. Prepare information to go on roster.
4. Prepare three rosters using different formats and have them evaluated.

Teacher Activities

1. Provide the assigned reference.
2. Present a lecture/discussion on this task.
3. Demonstrate the proper method of entering information on a roster form.
4. Prepare and display sample rosters.
5. Provide a variety of roster forms and data needed to do them.
6. Evaluate student's completed rosters. Using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Roster forms	Given a roster for client census
Criteria Competence in the task will be recognized when an accurate roster of clients has been prepared according to the institution's procedure and the achievement indicators listed.	

Curriculum Worksheet

Duty No. 8
Task No. 33

Duty Performing Activities Related to Observing/Recording/Reporting Planning

Task Perform post mortem care using appropriate resources and equipment to prepare the body for discharge complying with legal constraints.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled equipment and supplies -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Screened body from view of others -	_____	_____
4. Prepared body for transport to the mortuary in prescribed manner -	_____	_____
5. Identified body in prescribed manner -	_____	_____
6. Transported body to morgue/mortuary per institutional policy -	_____	_____
7. Recorded/reported post mortem care per institutional policy -	_____	_____

References & Resources

See Bibliography - #10 and #34
Massachusetts General Hospital Manual of Nursing Procedures

Student Learning Activities

1. Read the assigned resources and references.
2. Attend a lecture/discussion related to this task.
3. Observe a demonstration of the task.
4. Discuss in small groups reactions to death.
5. Assemble equipment needed to do post mortem care and explain their function.
6. Fill in identification tags.
7. Perform post mortem care on a mannikin satisfactorily for an evaluator.
8. Tour a morgue.
9. Tour a funeral home.

Teacher Activities

1. Provide resources and references related to this task.
2. Arrange for a grief counselor to speak on death and dying.
3. Monitor a students' group discussion of reactions to death and giving post mortem care.
4. Demonstrate post mortem care on a mannikin.
5. Evaluate students' post mortem care on a mannikin using the achievement indicators as a guide.
6. Arrange for a tour of a morgue and/or funeral home.

Tools and/or Equipment	Conditions
<p>Shroud</p> <p>Stretcher</p> <p>Post mortem form(s)</p> <p>Release form(s)</p> <p>Mannikin</p>	<p>Given a deceased person</p>

Criteria Competence in the task will be recognized when post mortem care is performed to prepare body for discharge according to the institution's procedure and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8 Task No. 34

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Report unethical behavior of others using the appropriate channel of communication to maintain high standards of health care.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Reviewed the institution's guidelines of ethical behavior for health care personnel -	_____	_____
2. Reported unethical behavior observed in others to the supervisor maintaining confidentiality of the information -	_____	_____

References & Resources

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read the assigned resources and references.2. Read A.N.A. Code of ethics for registered nurses and/or L.P.N. code of ethics.3. View audiovisual materials on ethics.4. Discuss in a group examples of ethical conduct/misconduct.5. Discuss in a group actions to be taken when unethical behavior is observed.6. Write a personal code of ethics.7. Roleplay ethical/unethical situations.8. Demonstrate proficiency on a quiz related to this task.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Provide copies of LPN Code of Ethics and ANA Code of Ethics.3. Set up and present audio-visual materials on ethics.4. Provide the students with examples of ethical/unethical behavior in the clinical setting and facilitate a discussion about them.5. Evaluate student/critique discussions, role-playing using the achievement indicators as a guide.6. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment

Conditions

Filmstrip projector
Cassette tape player

Given a situation involving unethical behavior of others

Criteria Competence in the task will be recognized when the unethical behavior of others is reported according to the institution's or training program's policies and the achievement indicators listed.

Curriculum Worksheet

Duty No. 8
Task No. 35

Duty Performing Activities Related to Observing/Recording/Reporting/Planning

Task Report illegal behavior of others using the appropriate channel of communication to maintain high standards of health care.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Reviewed the institution's behavior policies for health care personnel -	<input type="checkbox"/>	<input type="checkbox"/>
2. Reported illegal behavior observed in others to the supervisor in prescribed manner maintaining the confidentiality of the information -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #10 and #34
Massachusetts General Hospital Manual of Nursing Procedures

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View the audio-visual materials related to this task.
3. List possible illegal situations involving health care workers.
4. Discuss in small groups behavior policies for health care personnel.
5. Discuss in small groups appropriate action to be taken when illegal behavior is observed.
6. Role-play simulated illegal situations and actions to take when they occur.
7. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references related to this task.
2. Set up and present audio-visual materials related to this task.
3. Provide behavior policy from institutional policy book.
4. Write situations involving illegal acts of a health care worker to stimulate small group discussion.
5. Evaluate the students' discussion of illegal situations and the actions to be taken using the achievement indicator's as a guide.
6. Arrange for a lawyer to address the class on litigation procedures when illegal acts by a health care worker occur.
7. Administer the students a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
	Given a health care worker involved in illegal behavior

Criteria Competence in the task will be recognized when the illegal behavior of others is reported according to the institution's or training program's policies and the achievement indicators listed.

Curriculum Worksheet

Duty No.
Task No.

Duty Performing Activities Related to Safety

Task Instruct a client receiving oxygen therapy about safety precautions to follow using appropriate materials and a knowledge of oxygen therapy to promote a safe environment.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled materials -	_____	_____
2. Identified client -	_____	_____
3. Explained safety precautions concerning oxygen therapy to client in prescribed manner -	_____	_____
4. Answered any questions client had about instructions -	_____	_____

References & Resources

See Bibliography - #35
Being a Nursing Aide (2nd edition), Hospital Research and Education Trust, 1978, pp. 91-94.
Principles and Practices of Nursing Care, Donna Ketchum, Gregg Division-McGraw Hill, 1976, p. 299.

Student Learning Activities

1. Read assigned resources and references which discuss safety precautions while receiving oxygen therapy.
2. List/verbalize the safety precautions which must be observed when patients are receiving oxygen.
3. Instruct a "client" in the safety precautions which must be followed when receiving oxygen therapy and have your instructions evaluated.

Teacher Activities

1. Assemble resources and references which discuss safety precautions which must be observed when patients are receiving oxygen therapy.
2. Demonstrate instructing a client the safety precautions which must be followed when receiving oxygen therapy.
3. Evaluate lists student compile and or instructions they give a "client" regarding this task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Precautions signs for oxygen

Given a client receiving oxygen therapy

Criteria Competence in the task will be recognized when a client is instructed about safety precautions when receiving oxygen therapy according to the achievement indicators listed above, the guidelines of the National Fire Prevention Association and/or institute.

Curriculum Worksheet

Duty No. _____
C
Task No. _____ 2

Duty Performing Activities Related to Safety^b

Task Secure siderails in place using manufacturer's guidelines to assure the physical safety of a client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedures -	_____	_____
2. Assessed client's need for siderails per institutional policy -	_____	_____
3. Identified client -	_____	_____
4. Explained need for siderails to assure cooperation of client -	_____	_____
5. Locked siderails in an up position in prescribed manner -	_____	_____
6. Positioned equipment to assure safety of the client -	_____	_____
7. Reported/recorded procedure per institutional policy -	_____	_____

References & Resources

See Bibliography - #35
Manufacturer's Guidelines/Instruction Booklet
Part Safety Filmstrip - Trainex

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Observe a demonstration of the task.
3. Practice raising siderails to high, intermediate and low positions on three different types of beds.
4. Practice lowering siderails on three or four different types of beds.
5. Assess a clinical unit for the proper use of siderails on the clients confined to bed.
6. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references for this task.
2. Demonstrate raising/lowering siderails to high, intermediate and low positions.
3. Evaluate students as they perform the skill using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Hospital bed with siderails	Given a hospital bed with siderails

Criteria Competence in the task will be recognized when the siderails are secured in order to assure the safety of a client according to the client's condition, institutional guidelines, legal constraints, and the achievement indicators listed.

Curriculum Worksheet

Duty No. C
 Task No. 3

Duty Performing Activities Related to Safety

Task Restrain a client using a supervisor's order and appropriate restraining device to prevent harm to a client and/or others.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Checked supervisor's order -	_____	_____
2. Washed hands -	_____	_____
3. Assembled equipment -	_____	_____
4. Identified client -	_____	_____
5. Explained the procedure for applying restraints to assure cooperation of client if possible -	_____	_____
6. Screened client from view of others if necessary -	_____	_____
7. Applied restraints in prescribed manner -	_____	_____
8. Positioned client and equipment to assure safety of client -	_____	_____
9. Reported/recorded procedure per institutional policy -	_____	_____

References & Resources

See Bibliography - #35
 Massachusetts General Hospital Manual of Nursing Procedures
 Institutional Policy/Procedure Manual
 Restraining a Part Filmstrip - Trainex

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references.2. Attend a lecture/discussion on the types, uses, and legal implications of restraints.3. Attend a demonstration of the task.4. View the audiovisual materials related to this task.5. Practice applying various restraints on another student.6. Identify various types of restraints.7. Practice positioning client and equipment to assure safety.8. Discuss in a group when a particular restraint is appropriate for a client.9. Demonstrate proficiency on a quiz related to this task.10. Demonstrate the task satisfactorily to an evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Set up and present audio-visual materials in class.3. Present a lecture/discussion on the types, uses, and legal implications of restraints.4. Demonstrate applications of various restraints.5. Provide restraints for students.6. Give the students a quiz related to this task and evaluate the results.7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Posey belt

Posey vest

Mitts

Wrist and ankle restraints

Safety belts

Filmstrip projector and cassette tape
player

Given a client who is to be restrained

Criteria Competence in the task will be recognized when restraints are placed on a client to prevent harm to the client or others according to a supervisor's order, institutional procedure, and legal constraints, and the achievement indicators listed above.

Curriculum Worksheet

Duty No. _____
Task No. _____

Duty Performing Activities Related to Safety

Task Cover a client during procedure using appropriate materials to maintain the client's privacy.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled draping materials -	_____	_____
3. Identified client -	_____	_____
4. Explained position of drape to assure client cooperation -	_____	_____
5. Placed drape on client in prescribed manner -	_____	_____

References & Resources

See Bibliography - #35

Student Learning Activities

1. Read assigned references and resources for this task.
2. Observe a demonstration of the task.
3. Discuss types of exams which could be done for certain client positions.
4. Practice draping another for various positions.
5. Demonstrate the task satisfactorily to an evaluator.

Teacher Activities

1. Provide reference and resources for this task.
2. Demonstrate draping techniques for different types of exams.
3. Discuss with students the different types of exams which could be done for certain client positions.
4. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Sheet/bath blanket.	Given a client to be draped for an examination

Criteria

Competence in the task will be recognized when a client's privacy is maintained throughout a procedure by appropriate use of drapes according to the guidelines of the training program or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____
Task No. _____

Duty Performing Activities Related to Safety

Task Identify a client using identification devices to locate the correct client for any specific purpose.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Went to area where client was expected to be -	_____	_____
2. Called client by name or asked client to state his/her name -	_____	_____
3. Compared wrist band, bed tag, room number or other identification device to a source which documents information identifying a particular client -	_____	_____

References & Resources

Student Learning Activities

1. Read the assigned references and resources.
2. Role play identifying a client for a particular purpose, i.e. treatment, transporting to X-Ray, P.T., O.R.
3. List at least (4) four incidents that could occur from improper identification of a client.
4. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references for this task. Administer a pre/post test on importance of correct identification and evaluate the results.
2. Discuss devices for identification and location of clients.
3. Give examples of how improper clients identification can be detrimental to the patient.
4. Observe students role play identification process, critique and explain area needing improvement.

Tools and/or Equipment	Conditions
Sample of various types of patient identification and location equipment, i.e. wrist identification bracelet, bed tags, intercom system	Given a client to establish identity of
Criteria Competence in the task will be recognized when the correct client is located for any specific purpose according to institutional policy and procedure and the achievement indicators listed.	

Curriculum Worksheet

Duty No. C
Task No. 6

Duty Perform Activities Related to Safety

Task Perform aseptic handwashing techniques using appropriate materials to clean hands.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled equipment -	<input type="checkbox"/>	<input type="checkbox"/>
2. Performed handwashing procedure in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
3. Left handwashing area neat and clean -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #6 and #22

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Attend a lecture/discussion related to this task.
3. Attend a demonstration of this task.
4. View audiovisual materials related to this task.
5. Demonstrate ways by which organisms spread:
equipment to worker
patient to patient
worker to worker
worker to patient
6. Demonstrate handwashing technique satisfactorily for an evaluator.
7. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references for this task.
2. Present a lecture discussion which may include:
 - a. principles of medical asepsis
 - b. methods of contamination
 - c. methods of microbial control
 - d. importance of proper handwashing
3. Prepare charts demonstrating methods of disease transmission.
4. Show and discuss audio-visual materials on handwashing.
5. Demonstrate proper procedure for handwashing.
6. Make puzzle to reinforce use of vocabulary on asepsis.
7. Evaluate student on proper handwashing techniques using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Liquid soap (preferably dispenser)</p> <p>Papertowels/dispenser</p> <p>Wastepaper basket</p> <p>Orange stick</p> <p>Sink (foot, knee, or hand control)</p> <p>Bar soap</p>	<p>Given a situation in which handwashing is appropriate</p>

Criteria Competence in the task will be recognized when hands are cleaned according to the procedures in the training program or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No.

Task No.

7

Duty Performing Activities Related to Safety

Task Perform safety measures using appropriate materials and equipment to assure the physical safety of a client and others.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assessed client's environment for safety hazards -	_____	_____
2. Corrected any safety hazards identified in the environment in prescribed manner -	_____	_____
3. Checked equipment prior to use for any safety hazards -	_____	_____
4. Corrected any safety hazards identified in equipment in prescribed manner -	_____	_____
5. Positioned equipment in client's environment to assure safety of the client -	_____	_____

References & Resources

See Bibliography - #10 and #26

Student Learning Activities

1. Read assigned resources and references.
2. View audio-visual materials related to this task.
3. Practice/roleplay situations involving conditions which are unsafe for clients and discuss ways to improve them.
4. List environmental safety hazards which could occur in client's area.
5. Assess four client rooms and identify potential or actual safety hazards. Discuss these with a supervisor and help correct identified hazards.
6. Demonstrate proficiency on a quiz related to this task.
7. Demonstrate the task satisfactorily to an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Provide students with different vignettes of client's environment which stress unsafe conditions.
3. Have a safety officer/fire officer give a quest task to the class on safety and fire hazards in a client's environment.
4. Create a checklist for students to use when assessing client's environment for safety hazards.
5. Discuss environmental safety hazards lists.
6. Give the students a quiz related to this task and evaluate the results.
7. Evaluate student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Slippery caution sign</p> <p>Plug with frayed cord</p> <p>Waste basket filled with paper</p> <p>O₂ in use sign</p> <p>No smoking sign</p> <p>Oily rags</p> <p>Straps for O₂ tanks</p> <p>Fire extinguisher</p>	<p>Given a client whose environment needs to be assessed for safety</p>
<p>Criteria Competence in the task will be recognized when any necessary actions are performed to assure a physically safe environment for a client according to the guidelines of the state and/or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. _____
Task No. _____ 8

Duty Performing Activities Related to Safety

Task Prepare a room in which oxygen therapy is being administered using appropriate materials and a knowledge of oxygen therapy to promote a safe environment.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled equipment and materials -	_____	_____
2. Identified room for oxygen therapy -	_____	_____
3. Prepared room, equipment, and materials in prescribed manner -	_____	_____
4. Hung appropriate warning signs in designated areas -	_____	_____

References & Resources

See Bibliography - #35
Being a Nursing Aide (2nd edition), Hospital Research and Education Trust, 1978, pp. 91-94.
Principles and Practices of Nursing Care, Donna Ketchum, Gregg Division-McGraw-Hill, 1976, p. 299.

Student Learning Activities

1. Read the resources and references which discuss safety precautions while receiving oxygen therapy.
2. Practice and pass the performance checklist on preparing a room which will be used for oxygen therapy.

Teacher Activities

1. Assemble materials which discuss safety precautions which must be observed when clients are receiving oxygen therapies.
2. Demonstrate preparing a room which will be used for oxygen therapy.
3. Prepare a checklist on preparing a room to be used for oxygen therapy.
4. Evaluate a student's performance of this task using the achievement indicator's as a guide.

Tools and/or Equipment	Conditions
<p>"No Smoking" signs</p> <p>Lists of rules or precautions for using or giving oxygen therapy</p>	<p>Given a situation in which a room must be prepared so that oxygen therapy can be administered</p>
<p>Criteria Competence in the task will be recognized when a room is prepared so oxygen can be safely administered in it according to the guidelines of the National Fire Prevention Association and/or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. C
Task No. 9

Duty Performing Activities Related to Safety

Task Perform safety measures using a knowledge of radiation and appropriate equipment and materials to protect self and others from hazards of radiation.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Obtained equipment and materials -	_____	_____
3. Performed safety measures in prescribed manner -	_____	_____

References & Resources

See Bibliography - #6, #28, and #30

Student Learning Activities

1. Attend a lecture/discussion related to this task.
2. Observe a demonstration of this task.
3. Practice seating, positioning "clients".
4. Perform the skill satisfactorily for an evaluator.
5. Complete a pre and post test on radiography satisfactorily.

Teacher Activities

1. Assign resources and references, including manufacturer guidelines and the module on radiography.
2. Provide resources and references related to this task.
3. Demonstrate to the learner safety measures to protect the client.
4. Discuss and demonstrate how to operate an x-ray unit.
5. Administer a pre/post test on radiography.
6. Evaluate a student's performance of this task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Lead apron Safety badges Manikin (Dexter)	Given a client who needs radiographs
Fast film Measuring device Schematic of typical x-ray unit Film holder Locator ring Metal extension Long cone x-ray unit Manufacturer guidelines	

Criteria Competence in the task will be recognized when the safety measures are performed while using radiation according to the manufacturer's guidelines, the institution's procedure, and the achievement indicators listed.

Curriculum Worksheet

Duty No.

Task No. 10

Duty Performing Activities Related to Safety

Task Clean instruments/equipment using appropriate materials to prepare for use and/or sterilization.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled cleaning supplies -	_____	_____
3. Prepared soiled equipment/instruments for cleaning in prescribed manner -	_____	_____
4. Washed, rinsed, and dried soiled equipment/instruments in prescribed manner -	_____	_____
5. Stored clean equipment/instruments in designated area -	_____	_____
6. Disposed/replaced cleaning supplies -	_____	_____
7. Left work area neat and clean -	_____	_____

References & Resources

See Bibliography - #4 and #7

Chemical Disinfection and Sterilization Filmstrip - Robert J. Brady Company

Cleaning and Assembling Supplies and Equipment Filmstrip - Robert J. Brady Company

Student Learning Activities

1. Read assigned references and resources on cleaning instruments and equipment.
2. View the audio-visual materials on cleaning and assembling supplies and equipment.
3. Observe a demonstration on how to properly clean instruments and equipment.
4. Practice cleaning the instruments and equipment provided by the instructor.
5. Demonstrate proficiency on a quiz related to this task.
6. Demonstrate the task satisfactorily to an evaluator.

Teacher Activities

1. Assemble resources and references on cleaning instruments/equipment to prepare for sterilization.
2. Set up and present audio-visual material on how to clean instruments and equipment to prepare them for sterilization.
3. Demonstrate cleaning of instruments and equipment.
4. Prepare packets of instruments and equipment to be cleaned.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Low-sudsing detergent</p> <p>Stiff brushes</p> <p>Materials/modules on cleaning instruments</p> <p>Basins</p>	<p>Given a situation on which instruments/equipment need to be cleaned for sterilization</p>
<p>Criteria Competence in the task will be recognized when equipment/instruments are cleaned according to the guidelines of the institution or training program and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. _____

Task No. _____

11

Duty Performing Activities Related to Safety

Task Package clean equipment, instruments and supplies using appropriate materials to prepare for sterilization.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands -	_____	_____
2. Assembled supplies needed to package equipment, instruments or supplies -	_____	_____
3. Assembled equipment, instruments and supplies to be packaged -	_____	_____
4. Inserted equipment, instruments, and supplies into bag, envelope, or wrapper in prescribed manner -	_____	_____
5. Sealed packages -	_____	_____
6. Labeled packages per institutional policy -	_____	_____
7. Placed packages in designated area -	_____	_____

References & Resources

- See Bibliography - #4 and #7
- Chemical Disinfection and Sterilization Filmstrip - Robert J. Brady Company
- Cleaning and Assembling Supplies and Equipment Filmstrip - Robert J. Brady Company

Student Learning Activities

1. Read and study assigned resources and references on packaging instruments and equipment.
2. View the audio-visual materials on packaging.
3. Practice packaging the instruments and/or equipment provided.
4. Demonstrate the task satisfactorily to an evaluator.

Teacher Activities

1. Assemble resources and references on packaging equipment to prepare for sterilization.
2. Set-up and present audio-visual materials on how to package instruments and equipment.
3. Demonstrate the packaging of equipment and instruments.
4. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Autoclave indicator tape</p> <p>Autoclave</p> <p>Disposable wrap paper or cloth wrappings</p> <p>Various instruments or glassware, syringes, envelopes, and labels</p>	<p>Given a situation in which the instruments/supplies need to be packaged before sterilization.</p>
<p>Criteria Competence in the task will be recognized when equipment, instruments, and supplies to be sterilized are packaged according to the guidelines of the sterilizer manufacturer and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No.
Task No.

Duty Performing Activities Related to Safety

Task Sterilize packaged supplies, instruments, and culture media using a steam pressure autoclave to assure usability of the materials.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled packaged supplies, culture media, instruments or equipment -	<input type="checkbox"/>	<input type="checkbox"/>
2. Selected supplies which could be safely steam pressure autoclaved -	<input type="checkbox"/>	<input type="checkbox"/>
3. Loaded packaged materials in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
4. Manipulated controls on autoclave in prescribed manner to achieve necessary temperature and time interval -	<input type="checkbox"/>	<input type="checkbox"/>
5. Unloaded items from autoclave -	<input type="checkbox"/>	<input type="checkbox"/>
6. Stored items per agency policy -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #6, #12, and #21

Student Learning Activities

1. Read assigned resources and references related to this task. Attend a lecture/discussion related to this task.
2. View audio-visual materials on steam sterilization.
3. Attend a demonstration of the task.
4. Identify parts of autoclave.
5. Demonstrate safety measures when operating steam sterilizer.
6. Practice with other students loading and operating the autoclave.
7. Perform the task satisfactorily for an evaluator.

Teacher Activities

1. Provide references and resources for the task.
2. Set up and present audiovisual materials related to the task.
3. Present a lecture on methods of sterilization.
4. Demonstrate use of different types of sterilizers.
5. Monitor the learner using steam sterilization.
6. Evaluate a student's demonstration of the task according to the achievement indicators.

Tools and/or Equipment	Conditions
<p>Steam sterilizers gravity displacement autoclave pre-vac high vac. high temp. autoclave high-speed/washer sterilizer tray hooks/transfer forceps insulated gloves instrument pans and baskets sterilizing tape and other indicators bacteriological control (spare strips) record charts supplies to be sterilized</p> <p>Linens gown towel (hand) lap sheets drape sheets</p> <p>Sponges</p> <p>Basins</p> <p>Syringes, glassware</p> <p>Suture material</p> <p>Instruments/appliances</p> <p>Gloves, rubber goods</p> <p>Plastic items</p> <p>Wrapping supplies muslin paper nylon cellophane glass plastic impulse sealer</p> <p>Screen/projector/film</p>	<p>Given supplies and equipment needing to be autoclaved</p>
<p>Criteria Competence in the task will be recognized when the items are sterilized in a steam pressure autoclave according to the guidelines of the manufacturer and the achievement indicators.</p>	

Curriculum Worksheet

Duty No. C Task No. 13

Duty Performing Activities Related to Safety

Task Handle sterile items using a knowledge of microbiology and surgical aseptic technique to maintain sterility of equipment.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands -	_____	_____
2. Assembled sterile items -	_____	_____
3. Manipulated sterile items in prescribed manner to assure that sterility is maintained throughout procedure -	_____	_____
4. Disposed of any contaminated item(s) in prescribed manner during procedure -	_____	_____

References & Resources

See Bibliography - #29
Sterilization Problems and Techniques - Department of Public Health
Technique is Sterility Control - 3M Company.

Student Learning Activities

1. Read assigned resources and references discussing surgical aseptic technique and how to handle sterile supplies and equipment.
2. Attend lectures and demonstrations illustrating principles of surgical asepsis.
3. View media demonstrating how to set up a sterile field and handle sterile supplies.
4. Watch another student set up a sterile field and/or perform sterile procedure and critique his/her performance.
5. Have another student watch you set up a sterile field and/or do a sterile procedure and critique your performances.
6. Discuss in small groups actions which maintain sterility and actions which result in contamination of a sterile area.
7. Pass an evaluation of setting up a sterile field and/or doing a sterile procedure satisfactorily for an evaluator.
8. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture/discussion on the principles of surgical asepsis.
3. Demonstrate how to set up a sterile field and/or perform a sterile procedure. Point out actions which maintain sterility and actions which result in contamination.
4. Have students practice sterile set-up and procedures in pairs or small groups in which they critique the performance of others and are critiqued by others.
5. Evaluate students on setting up a sterile field and/or performing a sterile procedure. Using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Sterile packs Sterile supplies Sterile instruments	Given a situation involving surgical aseptic technique
Criteria Competence in the task will be recognized when the sterility of items is maintained throughout a procedure according to the guidelines of the training program or institution and the achievement indicators listed.	

Curriculum Worksheet

Duty No.
 C
 Task No. 14

Duty Performing Activities Related to Safety

Task Apply disinfectant using appropriate equipment and chemicals and a knowledge of microbiology and chemistry and medical aseptic technique to remove infectious materials from an item or area.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands -	_____	_____
2. Assembled equipment and disinfectant -	_____	_____
3. Assembled items or identified area disinfected -	_____	_____
4. Soaked items in disinfectant, swabbed area with disinfectant in prescribed manner -	_____	_____
5. Cleaned and replaced equipment -	_____	_____
6. Disposed of all disposable items in appropriate containers -	_____	_____
7. Placed damaged or broken items in appropriate containers for repair or discarding -	_____	_____
8. Washed hands -	_____	_____

References & Resources

Medical Asepsis Filmstrip- Trainex.

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to this task.2. Identify the various disinfectants and methods of disinfecting.3. View the audiovisual materials on disinfection of materials.4. Observe a demonstration of medical aseptic techniques in application of disinfectant on item or area.5. Practice disinfecting the following:<ol style="list-style-type: none">a. surgical instrumentsb. glass thermometersc. bedpan/urinald. non-disposable dishes6. Demonstrate proficiency on a quiz related to this task.7. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Lecture on different methods of disinfection.3. Set-up and present the audiovisual materials demonstrating this skill.4. Demonstrate proper disinfecting methods on various types of materials.5. Administer a quiz related to this task and evaluate the results.6. Evaluate a student's demonstration of the skill using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Different chemical disinfectants Items to be disinfected Filmstrip/film projector/cassette/ cassette player	Given an item to be disinfected
Criteria Competence in the task will be recognized when items or specified area are disinfected according to specifications in a public health code and/or institution, guidelines of the manufacturer of the disinfectant, and the achievement indicators listed.	

Curriculum Worksheet

Duty No. C
 Task No. 15

Duty Performing Activities Related to Safety.

Task Handle sterile items using a knowledge of microbiology and surgical aseptic technique to maintain sterility of equipment.

Pre-Test (Same as Achievement Indicators)

The Learner:	Yes	No
1. Washed hands -	_____	_____
2. Assembled sterile items -	_____	_____
3. Manipulated sterile items in prescribed manner to assure that sterility is maintained throughout procedure -	_____	_____
4. Disposed of any contaminated item(s) in prescribed manner during procedure -	_____	_____

References & Resources
 See Bibliography - #34

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audio-visual materials related to this task.
3. Review printed sheets listing various types of sterilization and aseptic methods.
4. Practice setting up sterile items without touching sides of any containers or objects outside the sterile field.
5. Practice setting up sterile field with classmate watching very closely to see that the sterile area remains uncontaminated.
6. Practice opening sterile packs and disposable supplies without contaminating the contents.
7. Practice using transfer forceps using aseptic technique.
8. Practice pouring sterile solutions from their containers into a sterile glass or container on the sterile field.
9. Roleplay supervision and evaluate each others aseptic technique by written comment.
10. Culture hands, fingers or table top and discuss the test.
11. Demonstrate proficiency on a quiz related to this task.
12. Demonstrate the task satisfactorily to an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Set-up and present audio-visual materials related to this task.
3. Present a lecture on "Common Contaminating Bacteria" and "Pathogenic Bacteria".
4. Prepare review sheets on sterilization and aseptic technique methods.
5. Demonstrate casual contamination using ultra violet chalk box.
6. Demonstrate sterile and aseptic technique as it relates to:
 - a. opening sterile packs
 - b. transferring from one sterile container to another
 - c. use of sterile forceps while transferring objects from a liquid
 - d. pouring from one sterile container to another.
7. Demonstrate "roleplay" technique.
8. Give the students a quiz related to this task and evaluate the results.
9. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Incinerator (if available)</p> <p>Autoclave and/or pressure cooker</p> <p>Flowing steam sterilizer (if available)</p> <p>Seitz vacuum filters (optional)</p> <p>Filtration apparatus</p> <p>Zephiran or alcohol</p> <p>Sterile packs</p> <p>Sterile instruments in chemical agents</p> <p>Sterile gloves</p> <p>Sterile disposable supplies (i.e., stitch removal kit, prep shave kit, surgical gloves)</p> <p>Ultra violet light</p> <p>Ultra violet chalk</p>	<p>Given a sterile object to be used according to aseptic technique</p>

Criteria

Competence in the task will be recognized when the sterility of items is maintained throughout a procedure according to the guidelines of the training program or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No.
Task No. 16

Duty

Performing Activities Related to Safety

Task

Place a client in isolation using a supervisor's order, knowledge of medical aseptic or surgical aseptic technique, and appropriate materials to protect client, self, or others from infectious diseases.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order for type of isolation -	_____	_____
2. Read instructions in institution's infection control manual for type of isolation ordered -	_____	_____
3. Washed hands -	_____	_____
4. Assembled equipment and supplies -	_____	_____
5. Identified client -	_____	_____
6. Explained isolation procedure to assure cooperation of client -	_____	_____
7. Arranged equipment and supplies in the client's unit in prescribed manner -	_____	_____

References & Resources

See Bibliography - #10 and #26
Massachusetts General Hospital Manual of Nursing Procedures
Institution's Infection Control Manual

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Attend a lecture/discussion related to this task.
3. Attend a demonstration of this task.
4. Explain isolation to a "client".
5. Practice setting up mock isolation unit for the following types of isolation:
 - a. barrier
 - b. respiratory
 - c. enteric
 - d. wound (skin)
 - e. protective
6. Demonstrate proficiency on a quiz related to this task.
7. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture/discussion which may include:
 - a. types of isolation
 - b. comparisons of different types of isolation
 - c. purpose of isolation
3. Set-up and present audio-visual materials demonstrating how to set-up an isolation unit.
4. Provide supplies for various types of isolation.
5. Demonstrate setting up isolation unit for the following types of isolation:
 - a. barrier
 - b. respiratory
 - c. enteric
 - d. wound
 - e. protective
6. Give the students a quiz related to this task and evaluate the results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Isolation supplies and equipment Filmstrip projector and cassette tape player</p>	<p>Given a client who is to be put in isolation</p>

Criteria Competence in the task will be recognized when a client is placed in isolation according to the institution's procedure for the type of isolation ordered and the achievement indicators listed.

Curriculum Worksheet

Duty No. C
TASK NO. 17

Duty Performing Activities Related to Safety

Task Put on isolation apparel using appropriate materials and knowledge of medical or surgical aseptic technique to enter an isolation room.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read instructions to determine apparel needed for the type of isolation specified -	<input type="checkbox"/>	<input type="checkbox"/>
2. Washed hands -	<input type="checkbox"/>	<input type="checkbox"/>
3. Assembled apparel -	<input type="checkbox"/>	<input type="checkbox"/>
4. Put on apparel in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
5. Entered client's unit -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #35
Principles of Isolation Technique Filmstrip - Trainex

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read the assigned references and resources provided for this task.2. View the audio-visual presentation on the principles of isolation.3. Practice donning gown, mask, and glove for entry into the isolation unit.	<ol style="list-style-type: none">1. Set-up and present the audio-visual materials on the principles of isolation.2. Demonstrate the task for the students.3. Prepare a checklist for gowning to enter the isolation room. Check the list as the student gowns for entering into the unit.
<ol style="list-style-type: none">4. Pass written performance quiz for entering the isolation room.5. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">4. Assemble the materials dealing with the isolation room.5. Provide a simulated performance test for entering the isolation room.6. Give the students a quiz related to this task and evaluate the results.7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Isolation gowns</p> <p>Isolation disposable masks</p> <p>Isolation caps</p> <p>Isolation disposable shoe covers</p> <p>Isolation signs:</p> <ul style="list-style-type: none">a. respiratoryb. entericc. strictd. protectivee. wound and skin	<p>Given a situation where a student needs to put on isolation apparel before entering an isolation room</p>
<p>Criteria Competence in the task will be recognized when the proper apparel for the type of isolation specified is put on according to the institution's procedure and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. _____
Task No. _____ 18

Duty Performing Activities Related to Safety

Task Remove isolation apparel using a knowledge of medical or surgical aseptic techniques to exit an isolation room.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Removed isolation apparel in prescribed manner -	_____	_____
2. Disposed of isolation apparel in prescribed manner -	_____	_____
3. Washed hands at appropriate times -	_____	_____
4. Left isolation area -	_____	_____

References & Resources

See Bibliography - #35
Principles of Isolation Techniques Filmstrip - Trainex

Student Learning Activities

1. Read the assigned resources and references on the isolation room.
2. View the audio-visual presentation on the principles of isolation.
3. Practice removing soiled isolation apparel as you leave the isolation unit.
4. Demonstrate proficiency on a quiz related to this task.
5. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide references and resources related to this task.
2. Set up and present audio-visual materials on the principles of isolation.
3. Demonstrate removal of soiled apparel.
4. Assemble the materials dealing with the isolation unit.
5. Provide a simulation performance test for removal of soiled apparel.
6. Give the students a quiz related to this task and evaluate the results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Isolation gowns
Isolation disposable masks
Isolation disposable shoes covers
Isolation caps

Given a situation where a student needs to remove isolation apparel before exiting an isolation room.

Isolation signs:

- a. respiratory
- b. enteric
- c. strict
- d. protective
- e. wound and skin

Criteria Competence in the task will be recognized when isolation apparel is removed according to the institution's procedure for the type of isolation specified and the achievement indicators listed.

Curriculum Worksheet

Duty No.

Task No.

19

Duty Performing Activities Related to Safety

Task Bag specimens, linens, or dry waste materials using a knowledge of medical aseptic technique to remove them from an isolation unit.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Entered isolation unit in prescribed manner -	_____	_____
2. Placed any specimens, linens, or dry waste materials in isolation unit into designated bag in prescribed manner -	_____	_____
3. Sealed bag -	_____	_____
4. Placed sealed bag into a clean bag held by another person outside the isolation unit -	_____	_____
5. Exited from isolation unit in prescribed manner -	_____	_____
6. Sealed second bag -	_____	_____
7. Labeled second bag per institutional policy -	_____	_____
8. Disposed of bag per institutional policy -	_____	_____
9. Washed hands at appropriate times -	_____	_____

References & Resources

See Bibliography - #10
Infection Control Filmstrip - Trainex
Massachusetts General Hospital Manual of Nursing Procedures

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audio-visual materials on isolation technique which relates to this task.
3. Practice removal of sample specimens, linens and simulated dry waste materials from a simulated isolation area.
4. Discuss in groups how different discharge from an infected area can be transmitted to another area and how proper disposal techniques in isolation procedure prevents this.
5. Demonstrate proficiency on a quiz related to this task.
6. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references for this task.
2. Set-up and present audio-visual materials demonstrating this task.
3. Demonstrate how to remove sample specimens, linens, and simulated dry waste materials from an isolation area.
4. Arrange for an infection control nurse to speak to the class on infection control measures.
5. Given the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Gloves Bags Labels Sample specimens	Given materials to be removed from an isolation unit

Criteria Competence in the task will be recognized when specimens, linens, or dry waste materials leaving an isolation unit are bagged according to the institution's procedure for the type of isolation specified and the achievement indicators listed.

Curriculum Worksheet

Duty No. 0
Task No. 1

Duty Performing Activities Related to Nutrition/Elimination

Task Position tubing attached to a client using appropriate materials and a knowledge of gravity drainage flow to insure appropriate flow of fluid.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment if needed -	_____	_____
3. Placed tubing so fluid flowed in direction of gravity -	_____	_____
4. Secured tubing to maintain position -	_____	_____

References & Resources

See Bibliography - #10
Surgical Drainage Filmstrip - Trainex
Massachusetts General Hospital Manual of Nursing Procedures

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to this task.2. Explain the physical forces involved in the movement of fluid in a tube.3. Put tubes in different positions and note the effects on fluid drainage.4. Practice positioning the following:<ol style="list-style-type: none">a. I.V.b. foley catheterc. NG tubed. enema5. Demonstrate the task satisfactorily for evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Discuss the physical forces involved in the movement of fluid in a tube.3. Demonstrate the correct position for the following types of tubing:<ol style="list-style-type: none">a. I.V.b. foley catheterc. NG tubed. enema4. Demonstrate the effects of incorrect placement of tubing.5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

I.V. tubing

Enema can and tubing

Catheter drainage tubing

Naso-gastric tubing

Given tubing to position

Criteria

Competence in the task will be recognized when tubing attached to a client is positioned to allow a maximum flow of fluid to the procedure of the training program or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No.
Task No.

Duty Performing Activities Related to Nutrition/Elimination

Task Measure all fluid intake using appropriate containers, a supervisor's order, and a knowledge of the metric system to document the fluid intake of a client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Obtained list of measurements of common containers used in the institution -	_____	_____
3. Identified client -	_____	_____
4. Explained procedure of measuring fluid intake to assure cooperation of client -	_____	_____
5. Identified items considered fluids -	_____	_____
6. Computed fluid intake totals in prescribed manner -	_____	_____
7. Recorded fluid intake totals per institutional policy -	_____	_____

References & Resources

See Bibliography - #10

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Read various fluid levels in a graduated container in metric measurement of liquid.
3. Practice converting different household measurements to metric measurements.
4. Add the total fluid intake given a sample situation.
5. Record the total fluid intake given in a sample situation.
6. Identify fluid to be measured from a list of foods.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Obtain/demonstrate proper use of graduated container.
3. Demonstrate household to metric conversion. Prepare, administer and correct a worksheet requiring conversion between household and metric measurements.
4. Demonstrate recording total fluid intake.
5. Have sample records available for students to view.
6. Give the students a quiz related to this task and evaluate the results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Graduated containers</p> <p>Household measurement containers (i.e., cup, glass, soup bowl, sauce dish, ice cream dish)</p> <p>Recording sheet</p>	<p>Given fluid intake to be measured and recorded</p>

Criteria Competence in the task will be recognized when the fluid intake of a client is documented accurately according to the policies and procedures of an institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. 0
Task No. 3

Duty Performing Activities Related to Nutrition/Elimination

Task Measure all fluid output using appropriate containers, a supervisor's order, and a knowledge of the metric system, digestive system, and urinary system to document the fluid output of a client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Identified client -	_____	_____
3. Explained procedure for measuring fluid output to assure client's cooperation -	_____	_____
4. Identified all sources of fluid output from a client -	_____	_____
5. Collected output -	_____	_____
6. Computed output per institutional policy -	_____	_____
7. Disposed of output -	_____	_____
8. Cleaned and replaced equipment -	_____	_____
9. Recorded/reported fluid output totals per institutional policy -	_____	_____

References & Resources

See Bibliography - #10
Institutional Policy Book

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Identify fluid to be measured from a list of materials.
3. Reading various fluid levels in graduated containers in metric measurement of liquid.
4. Add the total fluid output of a client in a simulated situation.
5. Record the total fluid output of a client in a simulated situation.
6. Discuss the proper method of disposal of fluid output.
7. Discuss observations to be made for different types of fluid output.
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactory for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Obtain/demonstrate proper use of graduated container.
3. Demonstrate recording fluid output.
4. Discuss the proper methods of fluid output disposal.
5. Obtain completed output records for students to view.
6. Demonstrate the proper methods of fluid output disposal.
7. Prepare different "fluid outputs." Have students measure them, the amounts and the observation they have made.
8. Give the students a quiz related to this task and evaluate the results.
9. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Graduated containers	Given fluid output to be measured and recorded.

Criteria

Competence in the task will be recognized when the fluid out of a client is documented accurately according to the policies and procedures of the institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. 0

Task No. 4

Duty

Performing Activities Related to Nutrition/Elimination

Task

Document fluid intake/output of a client using the standard worksheet of the institution and a specified time interval to compile total amounts for the record/chart of the client.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Prepared a worksheet for recording fluid intake and output -
2. Recorded/charted fluid intake/output of a client for prescribed interval -
3. Computed composite fluid intake/output totals for prescribed interval -
4. Recorded/reported fluid intake/output totals per institutional policy -

References & Resources

See Bibliography - #10
Institutional Policy Book

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references for this task.2. Prepare a worksheet for recording fluid intake and output.3. Tabulate amounts of fluid intake and output given for several sample situations.4. Record fluid intake/output totals given several sample situations.5. Demonstrate proficiency on a quiz related to this task.6. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Provide references and resources for this task.2. Demonstrate tabulating amounts of fluid intake and output on different formats.3. Demonstrate recording fluid intake/output on different formats.4. Obtain different forms for recording fluid intake/output, complete them, and display.5. Give the students a quiz related to this task and evaluate the results.6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
	Given total fluid intake/output for a specified time interval for a client

Criteria Competence in the task will be recognized when an accurate composite of fluid intake/output totals are recorded in the client's chart according to the procedure of the institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. 0

Task No. 3

Duty Performing Activities Related to Nutrition/Elimination

Task Develop a diet using appropriate resources and forms and a knowledge of basic dietetic principles and the digestive system to ensure adequate nutrition for self and/or a client.

Pre-Test (Same as Achievement Indicators)

The learner:

1. Read supervisor's order -
2. Assembled diet request form -
3. Identified client -
4. Interviewed client for food preferences without diet restrictions in prescribed manner -
5. Wrote diet on diet request form in prescribed manner -
6. Routed diet request form per institutional policy -

Yes No

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

References & Resources

See Bibliography - #26 and #33
Teacher prepared transparencies on Basic 4

Student Learning Activities

1. Read the assigned resources and references related to this task.
2. Attend a lecture/discussion related to this task.
3. Assist a simulated client in diet selection within dietary restrictions given a sample day's menu.
4. Select foods from a prepared list to create a balanced diet within dietary restrictions.
5. Plan week's menus for a family using balanced diet and meeting dietary requirements of each member of family.
 - a. father 39 yrs old.
 - b. mother 39 yrs. old.
 - c. son 18 yrs old.
 - d. daughter 6 yrs old.
 - e. son 2 yrs. old.
6. Record your food intake for a week. Analyze it for its nutritional value and its balance.
7. Plan a well balanced, nutritious diet for yourself for a week.
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Present a lecture/discussion which may include the following:
 - a. anatomy and physiology of the digestive system.
 - b. basic food groups.
 - c. food nutrients.
 - d. diet planning.
 - e. diet therapy.
2. Provide sample situations representing different dietary needs/restrictions and resource books needed to plan menus.
3. Have a dietician speak to the class on various therapeutic diets.
4. Arrange for a tour of a dietary department at a health related institution.
5. Have students bring to class and sample various dietetic foods.
6. Have a group of students prepare a book of menus for a particular dietary need/restriction.
7. Give the students a quiz related to this task and evaluate the results.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Sample menus representing different diet therapies</p>	<p>Given appropriate resources and knowledge to ensure adequate nutrition</p> <p>Given a client needing assistance in planning a diet</p>
<p>Criteria Competence in the task will be recognized when a diet is developed which provides adequate nutrition for a client or self according to a supervisor's order, the guidelines of the institution or training program, and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No.
 Task No.

Duty

Performing Activities Related to Nutrition/Elimination

Task

Serve a food tray using a diet identification ticket and a knowledge of basic nutrition to provide adequate nutrition for a client.

Pre-Test (Same as Achievement Indicators)

The learner:

- | | Yes | No |
|---|-------------------------------------|--------------------------|
| 1. Washed hands - | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Checked food tray for correct diet per institutional policy - | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Transported tray from central dispensing area to client - | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Identified client - | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Prepared client for meal - | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Positioned client and food tray - | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Removed food tray to designated area when client was finished eating - | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Positioned client and equipment to assure safety and comfort of client - | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Recorded/ reported food intake per institutional policy - | <input type="checkbox"/> | <input type="checkbox"/> |

References & Resources

See Bibliography - #10

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audiovisual materials related to this task.
3. Specify three ways to identify the client when passing the tray.
4. Identify "clients" in a simulated situations using three different methods.
5. Prepare a "client" and a simulated client area for a meal.
6. Select the appropriate tray of food for a "client" from a number of trays.
7. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Set up and present audiovisual materials related to this task.
3. Demonstrate various ways to properly identify a client.
4. Demonstrate how to prepare a client and a simulated client area for a meal.
5. Set up a simulation involving the serving of a food tray.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Audio-visual equipment</p> <p>Slides - (Caramate projector - Bell and Howell/Singer)</p> <p>Food tray prepared for patient:</p> <ul style="list-style-type: none">a. trayb. dishesc. name tagd. silverwaree. napkin <p>(supplied from food service department or purchased by school or bring from home)</p> <p>Suggested food - jello ice cream</p> <p>Hospital unit</p>	<p>Given a dietary tray to be served</p>
<p>Criteria Competence in the task will be recognized when a food tray is served to a client according to the procedure of the institution and/or training program and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 0
Task No. 7

Duty

Performing Activities Related to Nutrition/Elimination

Task

Position a client for eating using the controls on a hospital bed, appropriate supportive devices and a knowledge of the client's condition to promote safety and comfort of the client during mealtime.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

- | | | |
|--|-------|-------|
| 1. Read supervisor's order - | _____ | _____ |
| 2. Washed hands before and after procedure - | _____ | _____ |
| 3. Identified client - | _____ | _____ |
| 4. Assembled necessary supportive devices - | _____ | _____ |
| 5. Determined position of client based on client's condition - | _____ | _____ |
| 6. Positioned client in prescribed manner to facilitate eating - | _____ | _____ |
| 7. Positioned equipment to assure safety of client - | _____ | _____ |

References & Resources

See Bibliography - #14
St. Clair County Skill Center: Modules - Identify Four Basic Food Groups and Their Nutrients

Plan Balanced Diets

1A
1B
2A
2B

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to this task.2. View audiovisual materials on feeding a client.3. Complete assigned module on preparing a client for a meal.4. Practice positioning the following types of clients:<ol style="list-style-type: none">a. client with a paralyzed left side.b. very weak client.c. client with shortness of breath.5. Evaluation of procedure by instructor.6. Demonstrate the task satisfactorily by an evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Set up and present audiovisual materials related to this task.3. Demonstrate procedure of positioning clients with different disabilities.4. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Hospital bed with side rails Filmstrip projector	Given a client to be positioned for a meal
Criteria Competence in the task will be recognized when the client is positioned safely and comfortably for a meal according to the guidelines of the training program and/or institution, a supervisor's order, and the achievement indicators listed.	

Curriculum Worksheet

Duty No. 0

Task No. 8

Duty

Performing Activities Related to Nutrition/Elimination

Task

Arrange food on a tray using appropriate materials and utensils to assure that client can feed himself/herself without undue strain and in sufficient amounts to meet nutritional needs.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

- | | | |
|--|-------|-------|
| 1. Washed hands before and after procedure - | _____ | _____ |
| 2. Placed tray to assure client could reach food easily - | _____ | _____ |
| 3. Arranged food items as needed to assure client could feed himself/herself with maximum ease - | _____ | _____ |

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Feeding the Patient Filmstrip - Trainex

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Observe demonstration of the task.
3. Practice the procedure of arranging food on a tray.
4. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Demonstrate this task.
3. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Prepared food trays Hospital bed Tray Patient name tag with type of diet Dishes Silverware Napkin</p>	<p>Given a tray of food to be arranged for a client</p>

Criteria Competence in the task will be recognized when the food on a tray is arranged so a client can feed himself/herself without undue strain according to the client's condition and needs and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____

Task No. 9

Duty Performing Activities Related to Nutrition/Elimination

Task Assist client with feeding using appropriate utensils and materials and a knowledge of the client's condition and basic nutrition to provide adequate nutrition.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Identified client -	_____	_____
3. Prepared client for meal -	_____	_____
4. Served proper tray to client -	_____	_____
5. Assisted client with feeding in prescribed manner -	_____	_____
6. Removed food tray to designated area when client was finished eating -	_____	_____
7. Positioned client and equipment to assure comfort and safety of client -	_____	_____
8. Recorded/reported food intake per institutional policy -	_____	_____

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Feeding the Patient - Trainex

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to the task.2. View audiovisual materials related to the task.3. Attend a demonstration of the task.4. Practice feeding a fellow student in the following situations and then discuss them:<ol style="list-style-type: none">a. fellow student blindfoldedb. fellow student with a bib onc. fellow student having no choice of food or entering into any conversationd. fellow student unable to assist at all5. Practice recording foods eaten on sample chart forms.6. Perform task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to the task.2. Set up and present audiovisual materials related to the task.3. Discuss with students psychosocial aspects of feeding an adult in our society.4. Demonstrate task to the students.5. Provide students with different situations to sensitize them to feelings of adults needing feeding.6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Tray of food and utensils

Chair and/or bed

Bibs

Blindfolds

Given a client who needs assistance in feeding

Criteria

Competence in the task will be recognized when a client is assisted with feeding in order to provide adequate nutrition according to the procedure of the institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. D
Task No. 10

Duty Performing Activities Related to Nutrition/Elimination

Task Assist a client using appropriate equipment and a knowledge of proper body mechanics, urinary and gastrointestinal systems, and the client's condition to eliminate wastes.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment -	_____	_____
3. Screened client from view of others -	_____	_____
4. Assisted in elimination in prescribed manner -	_____	_____
5. Positioned client and equipment to assure safety and comfort of client -	_____	_____
6. Checked contents of bedpan/urinal for amount, color, consistency, and abnormal characteristics -	_____	_____
7. Recorded/reported liquid output if ordered and any other observations of bedpan/urinal contents -	_____	_____
8. Cleaned bedpan/urinal and replaced equipment in designated area -	_____	_____

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to this task.2. View audio-visual materials related to this task.3. Attend a lecture/discussion related to this task.4. Practice placing and removing a urinal, bedpan, and fracture bedpan using a fellow student or mannikin as a simulated client.5. Demonstrate proficiency on a quiz related to this task.6. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Provide resources and references to this task.2. Set-up and present audiovisual materials related to this task.3. Present a lecture/discussion which may include the following:<ol style="list-style-type: none">a. proper body mechanics in assisting a clientb. proper body mechanics in assisting a client on and off bedpan.c. psychosocial aspects of assisting an adult in elimination of wastes4. Demonstrate for student how to assist with:<ol style="list-style-type: none">a. bedpanb. urinalc. fracture bedpan5. Administer a quiz related to this task and evaluate the results.6. Evaluate the students demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Bedpan Urinal Fracture bedpan Hospital unit Toilet tissue Drape	Given a client needing assistance to eliminate wastes

Criteria Competence in the task will be recognized when a client is assisted in elimination of wastes according to the procedure of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. E
Task No. 1

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Instruct a client in proper oral hygiene using appropriate equipment and a real or false set of teeth to promote preventative dental care.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment and supplies -	_____	_____
3. Demonstrated oral hygiene to client in prescribed manner -	_____	_____
4. Watched client return demonstration -	_____	_____
5. Gave client feedback on demonstration -	_____	_____
6. Cleaned and replaced equipment per institutional policy -	_____	_____
7. Recorded/reported instructions and client's reaction per institutional policy -	_____	_____

References & Resources

See Bibliography - #14

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to this task.2. Complete assigned module.3. Observe a demonstration of the task.4. Demonstrate and verbalize brushing technique to another learner.5. Use a flip-chart to illustrate nutritional involvement and oral hygiene.6. Describe use and purpose by disclosing solutions.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Demonstrate to learners brushing and flossing techniques on client.3. Show necessity for using disclosing solution/tablets.4. Present nutritional list on hidden sugars.5. Show effective use of flip-chart to encourage positive nutritional habits.6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Tooth/or denture brush</p> <p>Mirror (hand)</p> <p>Toothpaste</p> <p>Denture cup</p> <p>Emesis basin</p> <p>Cup</p> <p>Mouthwash</p> <p>Floss</p> <p>Dentures</p> <p>Disclosing solutions/tablets</p> <p>Cotton swabs</p> <p>Flip chart</p>	<p>Given a client needing instructions in proper oral hygiene</p>
<p>Criteria Competence in the task will be recognized when the client is assisted with denture care according to the procedure of the training program and/or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. E

Task No. 2

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Assist a client using appropriate equipment and a knowledge of the client's condition to perform oral hygiene.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment -	_____	_____
3. Identified client -	_____	_____
4. Explained procedure for oral hygiene to assure the cooperation of the client -	_____	_____
5. Positioned client according to condition -	_____	_____
6. Assisted client with oral hygiene according to the needs/condition of the client in prescribed manner -	_____	_____
7. Cleaned and replaced equipment -	_____	_____
8. Recorded/reported any pertinent observations per institutional policy -	_____	_____

References & Resources

See Bibliography - #11, #14 and #30

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to this task.2. Observe a demonstration of the task.3. Practice oral hygiene on typodonts.4. Practice giving oral hygiene to the following:<ol style="list-style-type: none">a. conscious clientb. unconscious clientc. client needing to be flat in bed5. Perform the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Discuss the module and reference material with learners.3. Provide supplies and equipment for learners practice and demonstration.4. Stress importance of correct methods of oral hygiene.5. Demonstrate the task to the students.6. Supervise the learners activities with typodonts.7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Typodont</p> <p>Brushes</p> <p>Disclosing solution</p> <p>Flossing chart</p> <p>Brushing chart</p> <p>Dental floss</p> <p>Mouth wash</p> <p>Cotton swabs</p> <p>Gauze</p> <p>Mouth mirror</p> <p>Dental unit</p> <p>Emesis basin</p> <p>Cup</p> <p>Straw</p> <p>Denture cup</p> <p>Denture brush, cleanser</p>	<p>Given a client needing oral hygiene</p>

Criteria Competence in the task will be recognized when the client is assisted with oral hygiene according to the procedure of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. B
Task No. 3

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Swab the oral cavity of a client using appropriate materials to assure cleanliness and lubrication of the mucous membrane.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	<input type="checkbox"/>	<input type="checkbox"/>
2. Assembled equipment -	<input type="checkbox"/>	<input type="checkbox"/>
3. Identified client -	<input type="checkbox"/>	<input type="checkbox"/>
4. Explained swabbing procedure to assure the cooperation of the client -	<input type="checkbox"/>	<input type="checkbox"/>
5. Swabbed the client's oral cavity in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
6. Lubricated lips if necessary -	<input type="checkbox"/>	<input type="checkbox"/>
7. Positioned equipment to assure safety of client -	<input type="checkbox"/>	<input type="checkbox"/>
8. Cleaned and replaced equipment per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>
9. Recorded/reported procedure and any pertinent observations per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #14

Student Learning Activities

1. Read module and reference materials.
2. Observe demonstration of the task.
3. Role play both clinical and hospital situation.
4. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Provide supplies and equipment for cleaning oral cavity.
3. Provide simulated situations for cleansing the oral cavity.
4. Discuss modules, performances with learner.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Tongue depressor</p> <p>Dampened cotton applicator</p> <p>Emesis basin</p> <p>Cup/straw</p> <p>Wash cloth</p> <p>Hand towel</p> <p>Lip balm, lubricant</p> <p>Paper bag for disposables</p> <p>Water</p> <p>Denture cup</p> <p>Lemon-glycerine swabs</p>	<p>Given a client whose oral cavity needs swabbing</p>

Criteria Competence in the task will be recognized when the client's oral cavity is swabbed according to the procedure of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. E
Task No. 4

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Assist with denture care of a client using appropriate equipment to promote oral hygiene.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment -	_____	_____
3. Screened client from view of others, if necessary -	_____	_____
4. Explained denture care procedure to assure client cooperation -	_____	_____
5. Assisted client with removal of dentures from mouth -	_____	_____
6. Assisted with cleaning of dentures in prescribed manner -	_____	_____
7. Assisted client in cleaning oral cavity in prescribed manner -	_____	_____
8. Assisted client in replacing dentures in mouth -	_____	_____
9. Positioned client and equipment to assure comfort and safety of client -	_____	_____
10. Cleaned and replaced equipment per institutional policy -	_____	_____
11. Recorded/reported procedure and pertinent observations per institutional policy -	_____	_____

References & Resources

See Bibliography - #28

Student Learning Activities

1. Read assigned resources and references concerning skill.
2. Observe instructor demonstration of caring for a client's denture.
3. Role play, assisting another learner, in cleaning a pair of dentures with appropriate materials.
4. Demonstrate skill satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references for task.
2. Demonstrate and discuss the techniques on denture care.
3. Discuss safety precautions regarding dentures in demonstration.
4. Check and review materials in module on denture care.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Denture cup</p> <p>Mouth wash</p> <p>Swab</p> <p>Gauze</p> <p>Dental unit/client unit</p> <p>Emesis basin</p> <p>Denture cleansing material</p>	<p>Given a client needing denture care to promote oral hygiene</p>

Criteria Competence in the task will be recognized when the client is assisted with denture care according to the procedure of the training program and/or institution and the achievement indicators listed:

Curriculum Worksheet

Duty No. _____ E

Task No. _____ 5

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Store dentures of a client using appropriate materials and equipment to prevent deterioration, cracking, breakage, loss, and/or remolding.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Obtained instructions on storage of client's dentures -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled equipment and dentures -	_____	_____
4. Stored dentures in prescribed manner -	_____	_____

References & Resources

See Bibliography - #14

Student Learning Activities

1. Do pre-test on denture care.
2. Read module and other reference material on dentures.
3. Take a post-test on the skill.
4. Practice removal of dentures and replacement of dentures in a mannikin's mouth.
5. Demonstrate storage of dentures to the instructor.

Teacher Activities

1. Provide modules and reference materials on the skill.
2. Check pre/post test on the skill.
3. Demonstrate removal of dentures and replacement of dentures in a mannikin's mouth.
4. Demonstrate how to store dentures.
5. Evaluate students on the task.

Tools and/or Equipment

Denture cup
Diluted mouthwash
Client, hospital unit

Conditions

Given a client whose dentures must be stored

Criteria Competence in the task will be recognized when the client's dentures are stored to prevent damage according to the procedure of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____ E _____
 Task No. _____ 6 _____

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Inspect the skin of a client using a knowledge of the integumentary system to locate any signs of abnormal conditions.

Pre-Test (Same as Achievement Indicators)

The Learner:	Yes	No
1. Washed hands before and after procedure -	<input type="checkbox"/>	<input type="checkbox"/>
2. Identified client -	<input type="checkbox"/>	<input type="checkbox"/>
3. Explained purpose and procedure for skin inspection to assure cooperation of client -	<input type="checkbox"/>	<input type="checkbox"/>
4. Screened client from the view of others -	<input type="checkbox"/>	<input type="checkbox"/>
5. Inspected designated skin area noting any abnormalities -	<input type="checkbox"/>	<input type="checkbox"/>
6. Positioned client and equipment to assure for comfort and safety of client -	<input type="checkbox"/>	<input type="checkbox"/>
7. Recorded/reported any abnormalities per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

- How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
- Bed Bath - Trainex
- Bathing and Morning Care Film - Sterling Educational Films

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audio-visual materials related to this task.
3. Attend a lecture/discussion on the integumentary system
4. Observe a demonstration of this task.
5. Practice making and recording observations made of the skin of several "clients".
6. Demonstrate this skill satisfactorily for an evaluator.
7. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Assemble resources and references related to this task.
2. Deliver introductory lecture on the integumentary system.
3. Demonstrate the task for the students.
4. Give the students a quiz related to this task and evaluate the results.
5. Observe the student's demonstration of the task and evaluate it according to the achievement indicators.

Tools and/or Equipment	Conditions
Bed/exam table Screens/curtains Slides/slide projector	Given a client's skin needing examination

Criteria Competence in the task will be recognized when any abnormal conditions of a client's skin are detected according to the guidelines of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. E Task No. 7

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Bathe a client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Identified client -	_____	_____
3. Explained bed bath procedure to assure cooperation of client -	_____	_____
4. Assembled equipment -	_____	_____
5. Adjusted room temperature and eliminated drafts if necessary -	_____	_____
6. Screened client from view of others -	_____	_____
7. Performed bed bath procedure in prescribed manner using proper body mechanics -	_____	_____
8. Dressed client according to condition per institutional policy -	_____	_____
9. Cleaned and replaced equipment -	_____	_____
10. Positioned client and equipment to assure comfort and safety of client -	_____	_____
11. Recorded/reported any pertinent observations per institutional policy -	_____	_____

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
 Skin Care and Bathing Preparation - Trainex
 Bed Bath - Trainex

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audiovisual materials related to this task.
3. Attend a lecture/discussion related to this task.
4. Practice the task using a fellow student as a client.
5. Demonstrate proficiency on a quiz related to this task.
6. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Set up and present audiovisual materials related to this task.
3. Present a lecture/discussion which may include:
 - a. purpose of the bed bath
 - b. Proper body mechanics during the task
 - c. use of cleaning and soothing materials on the skin
4. Demonstrate the task to the students.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Audio-visual equipment

Slides/film/filmstrips

Towel

Wash cloth

Soap

Drape

Given a client whose skin needs
cleansing

Criteria Competence in the task will be recognized when a client's skin is cleansed according to the procedure of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____

E _____

Task No. _____

8 _____

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Rub the back of a client using appropriate materials and proper body mechanics to increase circulation to the area and provide comfort for the client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Identified client -	_____	_____
3. Assembled materials -	_____	_____
4. Explained procedure for backrub to assure cooperation of client -	_____	_____
5. Screened client from view of others -	_____	_____
6. Gave backrub in prescribed manner using proper body mechanics -	_____	_____
7. Positioned client and equipment to assure comfort and safety of client -	_____	_____
8. Replaced materials per institutional policy -	_____	_____
9. Recorded/reported procedure and any pertinent observations in prescribed manner -	_____	_____

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
 Skin Care and Bathing Preparation - Trainex
 Bed Bath - Trainex

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audio-visual materials related to this task.
3. Observe demonstration of the task.
4. Practice the task on fellow students.
5. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Discuss the following with the students:
 - a. purpose of the backrub
 - b. different strokes which can be used in a backrub
3. Demonstrate the task to the students:
4. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Audio-visual equipment Slides/film/filmstrips Lotion Powder	Given a client needing a backrub

Criteria Competence in the task will be recognized when a backrub is administered to a client according to the procedure of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____ E _____
Task No. _____ 9 _____

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Clean fingernails/toenails using appropriate equipment to promote a client's hygiene.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure	_____	_____
2. Assembled equipment and supplies	_____	_____
3. Explained procedure for cleaning nails to assure cooperation of client	_____	_____
4. Cleaned nails in prescribed manner	_____	_____
5. Positioned client and equipment to assure comfort and safety of client	_____	_____
6. Cleaned and replaced equipment per institutional policy	_____	_____
7. Reported/recorded pertinent observations per institutional policy	_____	_____

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Skin Care and Bathing Preparation - Trainex
Bed Bath - Trainex

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audio visual materials related to this task.
3. Observe demonstration of task.
4. Practice the task on fellow students.
5. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to the task.
2. Set up and present audio-visual materials related to the task.
3. Demonstrate procedure to students.
4. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Audio-visual equipment Slides/film/filmstrips Q-tips File	Given a client whose nails need cleaning

Criteria

Competence in the task will be recognized when the nails of a client are cleaned according to the procedure of the institution and/or training program and the achievement indicators listed.

Curriculum Worksheet

Duty No.
 Task No. 10

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Trim fingernails/toenails using appropriate equipment and the order of a supervisor to promote a client's hygiene.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Checked supervisor's order if necessary -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled equipment and supplies -	_____	_____
4. Identified client -	_____	_____
5. Explained procedure for trimming nails to assure cooperation of client -	_____	_____
6. Trimmed nails in prescribed manner -	_____	_____
7. Positioned client and equipment to assure comfort and safety of client -	_____	_____
8. Cleaned and replaced equipment per institutional policy -	_____	_____
9. Recorded/reported observations per institutional policy -	_____	_____

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Skin Care and Bathing Preparation - Trainex
Bed Bath - Trainex

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audio-visual materials related to this task.
3. Observe demonstration of task.
4. Practice procedure using fellow students as simulated clients.
5. Demonstrate the task satisfactorily for evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Demonstrate procedure to the students.
3. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Audio-visual equipment Slides/film/filmstrips Nail clippers File	Given a client whose nails need to be trimmed
Criteria Competence in this task will be recognized when the nails of a client are trimmed according to the procedure of the training program and/or institution and the achievement indicators listed.	

Curriculum Worksheet

Duty No. E
Task No. 11

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Comb/brush hair using a comb/brush to care for the hair of a client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment and supplies -	_____	_____
3. Identified client -	_____	_____
4. Explained procedure for hair care to assure cooperation of client -	_____	_____
5. Combed/brushed hair in prescribed manner -	_____	_____
6. Positioned client and equipment to assure comfort and safety of client -	_____	_____
7. Cleaned and replaced equipment per institutional policy -	_____	_____
8. Recorded/reported pertinent observations per institutional policy -	_____	_____

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Skin Care and Bathing Preparation - Trainex
Bed Bath - Trainex

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audio-visual materials related to this task.
3. Observe demonstration of task.
4. Practice procedure using fellow students as simulated clients.
5. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Demonstrate procedure to the students.
3. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Audio-visual equipment Slides/film/filmstrips Comb Brush Barrettes Rubber bands</p>	<p>Given a client whose hair needs to be combed/brushed</p>

Criteria Competence in the task will be recognized when the hair of a client is combed/brushed according to the procedure of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. E Task No. 12

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Assist in undressing a helpless or weak client using a knowledge of the client's situation to prepare for a treatment or examination.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Identified client -	_____	_____
3. Explained procedure to assure cooperation of client -	_____	_____
4. Screened client from the view of others -	_____	_____
5. Assisted client to undress in prescribed manner -	_____	_____
6. Stored clothing per institutional policy -	_____	_____
7. Positioned client and equipment to assure comfort and safety of client -	_____	_____

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to this task.2. View audio-visual materials related to this task.3. Observe demonstration of this task.4. Practice procedure using fellow students as simulated clients.5. Demonstrate the task satisfactorily for evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Demonstrate procedure for the student.3. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Textbook</p> <p>Audiovisual aids and equipment-16 mm film projector</p> <p>Health occupation lab equipped with supplies; e.g.:</p> <ul style="list-style-type: none">a. chairb. patient gown	<p>Given a client who needs assistance in undressing</p>
<p>Criteria Competence in the task will be recognized when a client is assisted to undress according to the procedure of the training program and/or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. E

Task No. 13

Duty Performing Activities Related to Hygiene/Personal Care/Comfort

Task Assist in dressing a helpless or weak client using appropriate clothing and a knowledge of the client's situation to prepare for treatments and/or daily activities.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	<input type="checkbox"/>	<input type="checkbox"/>
2. Identified client -	<input type="checkbox"/>	<input type="checkbox"/>
3. Assembled clothing in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
4. Explained procedure to assure cooperation of client -	<input type="checkbox"/>	<input type="checkbox"/>
5. Screened client from the view of others -	<input type="checkbox"/>	<input type="checkbox"/>
6. Assisted client to dress in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
7. Positioned client and equipment to assure comfort and safety of client -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association.

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to the task.2. View audio-visual materials related to the task.3. Observe demonstration of the task.4. Practice the procedure using the following simulated situations:<ol style="list-style-type: none">a. a person with a paralyzed left sideb. very weak personc. person paralyzed from the waist down	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Demonstrate the procedure using a variety of simulated abilities.3. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Audiovisual aids and equipment - 16 mm film projector Health occupations lab Clothes Client gown	Given a client who needs assistance to dress
Criteria Competence in the task will be recognized when a weak or helpless client is assisted to dress according to the procedure of the training program and/or institution and the achievement indicators listed.	

Curriculum Worksheet

Duty No. E

Task No. 14

Duty

Performing Activities Related to Hygiene/Personal Care/Comfort

Task

Change a bed using appropriate linens and a knowledge of the client's condition to promote a clean, comfortable environment for a client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment -	_____	_____
3. Explained procedure for making bed to assure client's cooperation if client is in bed -	_____	_____
4. Screened client from view of others if client is in bed -	_____	_____
5. Changed linens in prescribed manner using proper body mechanics -	_____	_____
6. Positioned client and equipment to assure comfort and safety of client -	_____	_____
7. Disposed of soiled linens per institutional policy -	_____	_____

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association

Student Learning Activities

1. Read assigned resources and references for this task.
2. View audio visual materials related to this task.
3. Observe demonstration of task by instructor.
4. Practice the task under the following conditions:
 - a. bed is unoccupied
 - b. bed is occupied
 - c. bed is to receive a post-surgical patient
 - d. bed is being prepared after a client is discharged
5. Demonstrate proficiency on a quiz related to this task.
6. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Set-up and present audio-visual materials related to the task.
3. Demonstrate making beds for different purposes.
4. Give the students a quiz related to this task and evaluate the results.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Audio visual aides and equipment
Health occupation lab equipped with
hospital bed and linen for bed making

Given a bed to be changed

Criteria

Competence in the task will be recognized when the client's bed is changed according to the procedure of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No.
Task No.

Duty Performing Activities Related to Transport/Transfer/Positioning.

Task Adjust a hospital bed using the cranks or electric controls on the bed to position a client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Determined position to be assumed -	_____	_____
2. Explained adjustment of bed position to client -	_____	_____
3. Identified cranks/controls needed to adjust to needed position -	_____	_____
4. Manipulated cranks/controls in prescribed manner until bed assumed specified position -	_____	_____
5. Replaced cranks/controls in designated holder if appropriate -	_____	_____

References & Resources

Student Learning Activities

1. Read the assigned resources and references on bed positions and their functions.
2. Practice positioning the beds in the positions demonstrated after watching a demonstration.
3. Take the performance test on bed positioning.
4. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Assemble the resources and references materials on bed positions and their functions.
2. Demonstrate positioning the gatch beds and the electric bed in the following positions:
 - a. Fowler's
 - b. Semi-Fowler's
 - c. Trendelenburg
 - d. Reverse trendelenburg
 - e. Contour
3. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Manually operated beds</p> <p>Electric bed</p>	<p>Given a situation where the student must position bed in one of the following positions:</p> <ul style="list-style-type: none">a. Fowler'sb. Semi-Fowler'sc. Trendelenburgd. Reverse trendelenburge. Contour
<p>Criteria Competence in the task will be recognized when the hospital bed is adjusted to position a client according to the bed manufacturer's guidelines and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No.

Task No.

Duty Performing Activities Related to Transport/Transfer/Positioning

Task Move a client into the supine, semi-Fowler's, Fowler's, prone, lateral or Sims' position using a knowledge of proper body mechanics, an adjustable bed and a knowledge of the client's condition to facilitate health care procedures and/or comfort.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Checked supervisor's order -	<input type="checkbox"/>	<input type="checkbox"/>
2. Washed hands before and after procedure -	<input type="checkbox"/>	<input type="checkbox"/>
3. Identified client -	<input type="checkbox"/>	<input type="checkbox"/>
4. Explained position to be assumed to assure cooperation of client -	<input type="checkbox"/>	<input type="checkbox"/>
5. Screened client from view of others -	<input type="checkbox"/>	<input type="checkbox"/>
6. Positioned client in prescribed manner using proper body mechanics -	<input type="checkbox"/>	<input type="checkbox"/>
7. Recorded/reported any pertinent observations -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

Student Learning Activities

1. Read the assigned resources and references on the positions presented.
2. View the transparencies on positioning of clients and proper body mechanics.
3. Attend a demonstration illustrating how to move clients into the following positions using proper body mechanics:
 - a. supine
 - b. Fowler's/semi-Fowler's
 - c. lateral
 - d. Sim's
 - e. prone
4. Attend a lecture/discussion related to the task. Discuss uses for the various positions.
5. Practice positioning "clients" in the positions listed using the following simulations:
 - a. client paralyzed on the left side
 - b. comatose client
 - c. very weak client

Teacher Activities

1. Provide resources and references on the various positions and review proper body mechanics.
2. Show audio-visual transparencies on positioning and proper body mechanics.
3. Present a lecture/discussion which may include the following:
 - a. purposes for each position
 - b. proper body mechanics to be used during the task.
 - c. the hazards of immobility
4. Demonstrate moving the client into the following positions:
 - a. supine
 - b. Fowler's/semi-Fowler's
 - c. lateral
 - d. Sim's
5. Demonstrate how to properly support clients with special needs in different positions.
6. Give the students a quiz related to this task and evaluate the results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Hospital beds Electric beds Pillows Bath blankets Footboard Hand rolls Sandbags</p>	<p>Given a situation in which a client has to be moved into one of the following positions:</p> <ul style="list-style-type: none">a. supineb. semi-Fowler'sc. Fowler'sd. laterale. Sim'sf. prone

Criteria Competence in the task will be recognized when a client is positioned as ordered with all body parts in proper alignment according to the guidelines of the training program and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____
 F
 Task No. 3

Duty Performing Activities Related to Transport/Transfer/Positioning

Task Support weakened or paralyzed joints of a client using appropriate materials and equipment to maintain body alignment and a functional joint position.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	_____	_____
2. Identified joints needing support	_____	_____
3. Assembled equipment -	_____	_____
4. Washed hands before and after procedure -	_____	_____
5. Explained procedure for supporting joints to assure cooperation of the client -	_____	_____
6. Placed supports in prescribed manner -	_____	_____
7. Positioned client and equipment to assure comfort and safety of client -	_____	_____
8. Recorded/reported procedure and/or pertinent observations per institutional policy -	_____	_____

References & Resources

- How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
- Positioning to Prevent Complications Slides - Trainex

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to this task.2. View audio-visual material on positioning to prevent complications.3. Attend demonstration of the task.	<ol style="list-style-type: none">1. Provide resources and references related to the task.2. Present a lecture/discussion which may include the following:<ol style="list-style-type: none">a. anatomy and physiology of the skeletal and muscular systemsb. hazards of immobility to joint functionc. different supports which can assist in keeping joints aligned
<ol style="list-style-type: none">4. Practice the task.5. Demonstrate proficiency on a quiz related to this task.6. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">3. Demonstrate ways to support the joints of the body in a functional position.

Tools and/or Equipment	Conditions
<p>Audio-visual equipment</p> <p>Hospital bed</p> <p>Hand rolls</p> <p>Pillows</p> <p>Bath blankets</p> <p>Sand bags</p> <p>Sheep skin</p> <p>Foot board</p> <p>Heel protectors</p> <p>Floatation mattress</p> <p>Bed cradle</p>	<p>Given the necessary materials, resources and equipment and a client whose joints need to be supported in proper alignment</p>
<p>Criteria Competence in the task will be recognized when the joints of a client are supported according to a supervisor's order, the guidelines of the training program and/or institution, and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. F
 Task No. 4

Duty Performing Activities Related to Transport/Transfer/Positioning

Task Transfer a client from a bed or chair to a wheelchair using proper body mechanics and appropriate equipment to transport the client to a different location.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Checked supervisor's order -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled equipment -	_____	_____
4. Identified client -	_____	_____
5. Explained the transfer procedure to assure cooperation of the client -	_____	_____
6. Moved client from bed or chair to wheelchair in prescribed manner using proper body mechanics -	_____	_____
7. Secured client in chair to assure comfort and safety -	_____	_____
8. Reported/recorded any pertinent observations per institutional policy -	_____	_____

References & Resources

How to Be a Nurse's Aide in a Nursing Home - American Health Care Association
Transfer Activities and Ambulation Slides - Trainex

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audiovisual materials related to this task.
3. Attend a lecture/discussion and demonstration for transfer activities.
4. Practice procedure according to instructor guidelines.
5. Demonstrate proficiency on a quiz related to this task.
6. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide necessary resource materials, equipment and supplies to demonstrate task.
2. Present a lecture/discussion related to this task which may include:
 - a. anatomy and physiology of the musculoskeletal system
 - b. principles of body mechanics to be used during transfer
3. Demonstrate procedure transfer from bed or chair to wheelchair using various client capabilities.
4. Demonstrate how to secure a client in a wheelchair using devices as:
 - a. safety belt
 - b. posey belt
 - c. fireman's sling
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Audio-visual equipment: Caramate projector Wheelchair Hospital bed Chair	Given the necessary materials, resources, equipment, and a client needing transfer to a wheelchair
Safety belt Posey belt Transfer belt Sheet	

Criteria

Competence in this task will be recognized when the client is transferred to a wheelchair according to the client's condition, the procedure of the training program and/or institution, and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____

Task No. _____

5

Duty Performing Activities Related to Transport/Transfer/Positioning

Task Transfer a client from a bed to a stretcher using a knowledge of proper body mechanics and appropriate equipment to maintain physical safety of self and client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Assembled equipment -	_____	_____
3. Identified client -	_____	_____
4. Explained procedure to assure cooperation of client -	_____	_____
5. Transferred client to stretcher in prescribed manner using proper body mechanics -	_____	_____
6. Positioned client and equipment to assure comfort and safety of client -	_____	_____
7. Secured client on stretcher per institutional policy -	_____	_____
8. Recorded/reported transfer per institutional policy -	_____	_____

References & Resources

- Lifting and Moving Patients Filmstrip - Trainex
- Transfer Activities and Ambulation Filmstrip - Trainex

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to this task.2. View audio-visual material related to this task.3. Attend lecture/demonstration of this task.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Present a lecture discussion as outlined in task F-4.3. Demonstrate task using varying levels of a client's capability to help.
<ol style="list-style-type: none">4. Practice the task using varying levels of a client's capability to help.5. Demonstrate proficiency on a quiz related to this task.6. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">4. Demonstrate the use of a transfer belt.5. Give the students a quiz related to this task and evaluate the results.6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Audio-visual equipment (Caramate projector)</p> <p>Hospital bed</p> <p>Stretcher</p>	<p>Given the necessary materials, resources and a client needing transfer to a stretcher</p>

Criteria Competence in the task will be recognized when a client is transferred to a stretcher according to the guidelines of the training program and/or institutor, and the achievement indicators listed.

Curriculum Worksheet

Duty No. F
Task No. 6

Duty Performing Activities Related to Transport/Transfer/Positioning

Task Operate a wheelchair or stretcher using a knowledge of physics and the equipment and proper body mechanics to transport a client from one location to another.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Adjusted equipment on stretcher/wheelchair to assure client comfort and safety -	<input type="checkbox"/>	<input type="checkbox"/>
2. Pushed stretcher/wheelchair in prescribed manner to area desired -	<input type="checkbox"/>	<input type="checkbox"/>
3. Locked stretcher/wheelchair in place when destination is reached -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

Wheelchair Manufacturers' Manuals

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references related to this task.2. View audio-visual material on transfer activities.3. Attend demonstration of task.4. Practice task.5. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Set-up and present audio-visual materials related to this task.3. Demonstrate task stressing the use of proper body mechanics.4. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Audio-visual materials Wheelchair Stretcher	Given the necessary materials, resources, equipment, and a client to be moved via wheelchair/stretcher
Criteria Competence in the task will be recognized when a client is transported from one location to another by operating a wheelchair or stretcher according to the institution's guidelines and the achievement indicators listed.	

Curriculum Worksheet

Duty No. F
Task No. 7

Duty Performing Activities Related to Transport/Transfer/Positioning

Task: Pull a client to a standing position using a knowledge of proper body mechanics and appropriate equipment to maintain the physical safety of self and client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	<input type="checkbox"/>	<input type="checkbox"/>
2. Identified client -	<input type="checkbox"/>	<input type="checkbox"/>
3. Explained procedure to assure client cooperation -	<input type="checkbox"/>	<input type="checkbox"/>
4. Sat client upright to assess for an untoward reaction -	<input type="checkbox"/>	<input type="checkbox"/>
5. Stood client in prescribed manner using proper body mechanics -	<input type="checkbox"/>	<input type="checkbox"/>
6. Observed client for an untoward reaction -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #10

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references on moving a client to a standing position.2. View audio-visual materials related to this task.3. Observe a demonstration of task by instructor.4. Practice demonstration of task with peer for teacher to observe and critique.5. Observe and record client's reaction when sitting and standing.6. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to the task.2. Use and explain the importance of body mechanics in this task.3. Demonstrate use of transfer belt.4. Use varying levels of a client's capability to demonstrate task.5. Work in small groups of three where students critique the performance of the task by another.6. Explain what information is pertinent to observe in standing a client.7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Chair or hospital bed with siderails</p> <p>Transfer belt</p> <p>Proper equipment for showing audio-visual materials</p> <p>Trainex machine or filmstrip projector.</p>	<p>Given a situation when a client needs to be pulled to a standing position</p>
<p>Criteria Competence in the task will be recognized when a client is pulled to a standing position according to the guidelines of the training program and/or institution and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. _____ F
Task No. _____ 8

Duty Performing Activities Related to Transport/Transfer/Positioning

Task Support an ambulating client using a knowledge of proper body mechanics and appropriate equipment to maintain physical safety of self and client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Checked supervisor's order -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled equipment needed to support client during ambulation if needed -	_____	_____
4. Identified client -	_____	_____
5. Explained procedure for ambulation to assure cooperation of the client -	_____	_____
6. Ambulated client in prescribed manner -	_____	_____
7. Positioned client and equipment to assure comfort and safety -	_____	_____
8. Recorded/reported any pertinent observations per institutional policy -	_____	_____

References & Resources
See Bibliography - #10

Student Learning Activities

1. Read assigned resources and references on ambulation of a client.
2. View audio-visual material related to this task.
3. View classroom demonstration of task by instructor.
4. Practice demonstration for teacher to observe and evaluate.
5. Observe and record any observations of client.
6. Demonstrate proficiency on a quiz related to this task.
7. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to the task.
2. Set-up and present audio-visual materials related to this task.
3. Demonstrate the task for the class using one or more of the following situations:
 - a. a client using a cane
 - b. a client using a walker
 - c. a client using crutches
 - d. a client who is weak on one side
4. Work in small groups of three to critique performance of the task during practice.
5. Give and explain what information is pertinent to observe in ambulating client.
6. Give the students a quiz related to this task and evaluate the results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Transfer belt

Chair or bed to seat client

Trainex 8 track projector or cassette
player and filmstrip projector

Walker

Crutches

Cane

Given a situation when a client
needs to be ambulated

Criteria Competence in the task will be recognized when the client ambulates according to the client's abilities, specifications of a supervisor's order, procedure of the institution, and the achievement indicators listed.

Curriculum Worksheet

Duty No. 6
Task No. 1

Duty Providing Activities Related to Exercise

Task Instruct a client using a supervisor's order and a knowledge of the musculoskeletal system to perform active range of motion on all joints.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Identified client -	_____	_____
4. Explained purpose of range of motion to assure client cooperation -	_____	_____
5. Told client which joints to move, how to move them, and how often to move them -	_____	_____
6. Demonstrated joint movement to the client as needed -	_____	_____
7. Watched client move joints as instructed -	_____	_____
8. Reported/recorded client's needs and abilities for the range of joint motion procedure -	_____	_____
9. Recorded/reported procedure per institutional policy -	_____	_____

References & Resources

See Bibliography - #9, #10, and #15

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resources and references on active range of motion.2. Read the assignment and answer questions on musculoskeletal system.3. Identify major muscles and bones of body on a torso, skeleton, and self.4. View audio-visual materials related to this task.5. Observe a demonstration or explanation of task by the instructor.6. Practice demonstration for instructor using a peer and all steps. State each type of joint movement.7. Demonstrate proficiency on a quiz related to this task.8. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Set-up and present audio-visual materials related to this task.3. Identify major muscles on a torso and bones on skeleton for the class.4. Do a demonstration of task for class. State each type of joint motion as it occurs.5. Give the students a quiz related to this task and evaluate the results.6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Hospital bed with siderails</p> <p>Bath blanket or sheet</p> <p>Chart</p> <p>Screen</p> <p>Torso and skeleton or wall anatomical chart</p> <p>Trainex projector, cassette play and filmstrip projector</p>	<p>Given a situation when a client needs to have joints moved through active range of motion</p>

Criteria Competence in the task will be recognized when a client moves through active range of motion as instructed according to the need and abilities of the client and the achievement indicators listed.

Curriculum Worksheet

Duty No. 6
Task No. 2

Duty Providing Activities Related to Exercise

Task Perform passive range of motion using a supervisor's order and a knowledge of the musculoskeletal system to maintain maximum joint mobility

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Checked supervisor's order for individual joint limitations -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Identified client -	_____	_____
4. Explained range of motion exercises to assure cooperation of the client -	_____	_____
5. Screened client from the view of others as needed -	_____	_____
6. Moved client's joint through range of motion in prescribed manner using proper body mechanics -	_____	_____
7. Supported each joint during movement -	_____	_____
8. Positioned client and equipment to assure comfort and safety -	_____	_____
9. Recorded/reported any pertinent observations per institutional policy -	_____	_____

References & Resources

See Bibliography - #9, #10 and #15

Student Learning Activities

1. Read assigned resources and references on passive range of motion.
2. Review Anatomy of Musculoskeletal System.
3. View audio-visual materials related to this task.
4. Observe demonstration of the task by the instructor.
5. Practice of task on a fellow student stating each type of joint movement as it is done.
6. Observe and record information about client's degree of mobility.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide references and resources related to the task.
2. Review anatomy of the musculoskeletal system.
3. Do demonstration of the task.
4. Explain observations to be recorded.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Hospital bed with siderails</p> <p>Pillows</p> <p>Bath blanket or sheet</p> <p>Siderails on bed</p> <p>Screen</p>	<p>Given a situation where a client needs passive range of motion to the joints</p>

Criteria

Competence in the task will be recognized when the client's joints are moved through their range of motion passively according to the order of the supervisor, procedure of the training program and/or institution, and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____

H

Task No. _____

1

Duty Providing Therapeutic Treatments

Task Apply non-medicinal topical ointments using appropriate materials and a knowledge of medical and surgical aseptic technique to treat excoriated or abraded areas on a client's skin.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled supplies -	_____	_____
4. Identified client -	_____	_____
5. Explained procedure for application of ointment to assure client cooperation -	_____	_____
6. Screened client from view of others if necessary -	_____	_____
7. Applied ointment to designated area in prescribed manner using proper aseptic technique -	_____	_____
8. Positioned client and equipment to assure safety and comfort of client -	_____	_____
9. Cleaned/disposed of used supplies per institutional policy -	_____	_____
10. Recorded/reported procedure and any pertinent observations per institutional policy -	_____	_____

References & Resources

See Bibliography - #10

Student Learning Activities

1. Read assigned resources and references on aseptic technique and applications of topical ointments.
2. View audio-visual materials related to the task.
3. Observe a demonstration of the task.
4. Do practice demonstration for instructor to observe and evaluate.
5. Observe and record information about client pertinent to the task.
6. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide audio-visual and reference materials related to this task.
2. Develop module to accompany instructions if desired.
3. Review microorganisms and aseptic technique in a lecture/discussion.
4. Do demonstration of task for class.
5. Review information to be recorded for this task.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Ointment or vaseline</p> <p>Tongue depressor</p> <p>Sterile gauze</p> <p>Bed</p> <p>Screen</p> <p>Sterile gloves</p> <p>Sterile water</p> <p>Singer -- tape and filmstrip player</p>	<p>Given a situation where a client needs a non-medicinal ointment applied to an affected area</p>

Criteria Competence in the task will be recognized when a non-medicinal ointment is applied to treat an excoriated or abraded area on a client's skin according to a supervisor's order, institutional policies and procedures, and the achievement indicators listed.

Curriculum Worksheet

Duty No. 11
Task No. 2

Duty Providing Therapeutic Treatments

Task Perform preoperative care using appropriate equipment and resources, a knowledge of the operative procedure and the preoperative checklist of an institution to prepare a client for surgical procedure.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	_____	_____
2. Washed hands before and after any procedures performed to prepare client for surgery to assure client cooperation -	_____	_____
3. Assembled equipment and supplies -	_____	_____
4. Identified client -	_____	_____
5. Explained any procedure to be performed to prepare client for surgery to assure client cooperation -	_____	_____
6. Screened client from the view of others if necessary -	_____	_____
7. Performed procedures to prepare client for surgery in prescribed manner -	_____	_____
8. Positioned client and equipment to assure comfort and safety of client -	_____	_____
9. Cleaned/disposed of used supplies and equipment per institutional policy -	_____	_____
10. Recorded/reported preoperative procedures per institutional policy -	_____	_____

References & Resources

See Bibliography - #10

Student Learning Activities

1. Read assigned resources and references on preoperative care.
2. Define terminology pertaining to surgical procedures.
3. Read/review assigned material on:
 - a. cleansing enema
 - b. oral hygiene for the patient (denture care)
 - c. bath or shower procedure
 - d. shaving the operative site
 - e. sterile scrubbing of operative site
 - f. vaginal douche
4. View audio-visual materials related to the task.
5. View demonstrations of various phases of preoperative care.
6. Review procedure for taking BP, pulse, respirations, and temperature.
7. Complete a skin prep shave on a fellow student.
8. Practice making a surgical bed.
9. Record observation of client during procedures.
10. Demonstrate proficiency on a quiz related to this task.
11. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references and audiovisual material related to this task.
2. Give list of terminology pertaining to surgical procedures.
3. Evaluate knowledge of these terms via a quiz, bee, crossword puzzle, or worksheet.
4. Demonstrate the following:
 - a. shaving the operative site (Have a prep manual available to show different types for different surgeries)
 - b. surgical scrub of the operative site
 - c. pre-operative care for the night prior to surgery
 - d. pre-operative care the day of surgery
 - e. making a surgical bed
5. Provide for review of procedure for taking BP, pulse, respiration, and temperature.
6. Review information form a preoperative checklist. Provide samples of complete checklists.
7. Review hospital policies on handling a client's valuables during surgery.
8. Give the students a quiz related to this task and evaluate the results.
9. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Disposable enema and vaginal douche kit</p> <p>Toothpaste and toothbrush</p> <p>Denture cup</p> <p>Disposable razor</p> <p>Sterile gloves</p> <p>Sterile pre-op scrub brush</p> <p>Stethoscope/sphygmomanometer</p> <p>Clock with second hand</p> <p>Preoperative checklist</p> <p>Nail remover</p> <p>Bath blanket and towel</p> <p>Disinfectant solution (phisoex) for skin</p> <p>Thermometer</p> <p>Gown</p> <p>Surgical bonnet</p> <p>Hospital bed with siderails</p> <p>Stretcher with siderails</p> <p>Pre-op prep kit</p>	<p>Given a situation when a client needs preoperative care</p>

Criteria Competence in the task will be recognized when a client is prepared for a surgical procedure according to a supervisor's order, the institution's procedure, the preoperative checklist, and the achievement indicators listed.

Curriculum Worksheet

Duty No. 14
 Task No. 3

Duty Providing Therapeutic Treatments

Task Perform routine postoperative care using appropriate equipment and resources to prevent or detect complications in the immediate postoperative period.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	<input type="checkbox"/>	<input type="checkbox"/>
2. Washed hands before and after any routine procedures performed as part of routine postoperative care -	<input type="checkbox"/>	<input type="checkbox"/>
3. Assembled equipment and supplies -	<input type="checkbox"/>	<input type="checkbox"/>
4. Identified client -	<input type="checkbox"/>	<input type="checkbox"/>
5. Explained any procedure to be performed as part of routine postoperative care to assure client cooperation -	<input type="checkbox"/>	<input type="checkbox"/>
6. Screened client from view of others if necessary -	<input type="checkbox"/>	<input type="checkbox"/>
7. Performed procedures designated as routine postoperative care in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
8. Positioned client and equipment to assure comfort and safety of client -	<input type="checkbox"/>	<input type="checkbox"/>
9. Cleaned/replaced equipment per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>
10. Recorded/reported routine postoperative procedures per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #14

Student Learning Activities

1. Read assigned resources and references related to this task.
2. Attend a lecture/discussion related to this task.
3. View film (trainex) on post operative care.
4. Perform the following in a simulated client situation:
 - a. dressings
 - b. tubes (NIG, wound)
 - c. intravenous feedings
 - d. vital signs
 - e. pain
5. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references related to this task.
2. Present and discuss Trainex filmstrip on post operative care.
3. Demonstrate method of transferring post operative patient from stretcher to post operative bed.
4. Demonstrate the following:
 - a. checking dressings
 - b. checking tubes
 - c. monitoring intravenous feedings
 - d. assessing pain
5. Provide simulated postoperative situations for students to practice the task.
6. Administer a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
<p>Patient unit</p> <p>Thermometer</p> <p>Sphygmomanometer</p> <p>Stethoscope</p> <p>Emesis basin</p> <p>Tissue</p> <p>Intravenous equipment</p> <p>Filmstrip/screen/film</p> <p>Tubes</p> <p>Bed pan</p> <p>Mannequin</p> <p>Chart</p>	<p>Given the necessary equipment and resources and a client needing post-operative care</p>
<p>Criteria Competence in the task will be recognized when routing post-operative procedures are performed according to a supervisor's order, the institution's procedure, and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No.

Task No.

Duty Providing Therapeutic Treatments

Task Apply heat using appropriate materials and equipment to promote increased circulation to an area of a client's body.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled equipment and supplies -	_____	_____
4. Identified client -	_____	_____
5. Explained procedure for application of heat to assure client cooperation -	_____	_____
6. Screened client from-view of others if necessary -	_____	_____
7. Placed heat source on designated area of client for time interval ordered in prescribed manner using proper aseptic technique -	_____	_____
8. Observed area for untoward effects per institutional policy -	_____	_____
9. Positioned client and equipment to assure comfort and safety of client -	_____	_____
10. Cleaned and replaced equipment per institutional policy -	_____	_____
11. Recorded/reported procedure and pertinent observations per institutional policy -	_____	_____

References & Resources

See Bibliography - #10 and #15

Student Learning Activities

1. Read assigned resources and references on heat applications.
2. Review the circulatory system and the effects of heat on circulation.
3. Review proper aseptic technique procedure.
4. Observe a demonstration of task by the instructor.
5. Review safety measures for patient and self when applying heat.
6. List observations to be made when applying heat.
7. Practice applying the following types of heat:
 - a. heat lamp
 - b. hot water bottle
 - c. warm moist compresses
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to the task.
2. Review the circulatory system and explain the effects of heat on circulation.
3. Review proper aseptic techniques on applying heat to the skin.
4. Demonstrate for the class how to apply the following types of heat:
 - a. dry
 - b. moist
 - c. compresses
 - d. hot water bottle
 - e. electric heating pad
5. Discuss observations to be made with application of heat.
6. Develop module to accompany skill if desired.
7. Discuss safety rules pertaining to heat applications.
8. Give the students a quiz related to this task and evaluate the results.
9. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Gauze squares</p> <p>Hot water bottle</p> <p>Electric heating pad</p> <p>Bed or chair</p> <p>Basin for water</p> <p>Bath blanket and towels</p> <p>Rubber draw sheet or some protective bedding</p> <p>Chux</p> <p>Plastic wrap compresses</p>	<p>Given a situation when a client needs a heat application to a specific area.</p>

Criteria Competence in the task will be recognized when heat is applied to a designated area of a client according to a supervisor's order, manufacturer's directions and/or institutional procedure, and the achievement indicators listed.

Curriculum Worksheet

Duty No. H

Task No. 5

Duty Providing Therapeutic Treatments

Task Apply cold using appropriate materials and equipment to reduce metabolism, circulation, or edema in an area of a client's body.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled equipment and supplies -	_____	_____
4. Identified client -	_____	_____
5. Explained procedure for application of cold to assure client cooperation -	_____	_____
6. Screened client from view of others if necessary -	_____	_____
7. Placed cold source on designated area of client for time interval ordered, in prescribed manner using proper aseptic technique -	_____	_____
8. Observed area for untoward effects per institutional policy -	_____	_____
9. Positioned client and equipment to assure comfort and safety of client -	_____	_____
10. Cleaned and replaced equipment per institutional policy -	_____	_____
11. Recorded/reported procedure and any pertinent observations per institutional policy -	_____	_____

References & Resources

See Bibliography - #10 and #15

Student Learning Activities

1. Read assigned resources and references on cold applications.
2. Review circulatory system and the effects of cold on circulation.
3. Observe a demonstration of the task by instructor.
4. Review safety measures related to the application of cold.
5. Review observations to be made when applying cold.
6. Demonstrate proficiency on a quiz related to this task.
7. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Review circulatory system and explain the effects of cold on circulation.
3. Discuss safety measures related to the application of cold.
4. Discuss observations to be done during the application of cold.
5. Do demonstration of task including:
 - a. cold moist application
 - b. cold dry application (ice bag, ice collar, ice mattress)
6. Develop module to accompany instruction if desired.
7. Give the students a quiz related to this task and evaluate the results.
8. Evaluate the student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Gauze squared</p> <p>Ice collar</p> <p>Bed or chair</p> <p>Basin for water</p> <p>Both blanket and towels</p> <p>Rubber draw sheet or other protective bedding</p> <p>Chux</p> <p>Plastic wrap to cover moist compresses</p> <p>Ice mattress and unit</p>	<p>Given a situation where a client needs a cold application to a designated area</p>

Criteria Competence in the task will be recognized when cold is applied to a designated area of a client according to a supervisor's order, the manufacturer directions and/or the institution's procedures, and the achievement indicators listed.

Curriculum Worksheet

Duty No.
Task No.

Duty Providing Therapeutic Treatments

Task Instruct a client in deep breathing and coughing using a supervisor's order, a knowledge of the client's condition, and appropriate supports to clean the lungs of secretions.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure -	_____	_____
2. Identified client -	_____	_____
3. Explained procedure for deep breathing and coughing in prescribed manner -	_____	_____
4. Watched client demonstrate procedure -	_____	_____
5. Gave client feedback as necessary -	_____	_____
6. Recorded/reported procedure and pertinent observations per institutional policy -	_____	_____

References & Resources

See Bibliography - #31 an. 136

Student Learning Activities

1. Read the assigned resources and references on breathing exercises and the cough.
2. List/verbalize the indications and contraindications for this task.
3. Observe a demonstration of this task.
4. Instruct a partner in the breathing exercises and the cough.
5. Practice the breathing exercises and cough yourself.
6. Record/report the procedure and pertinent observations on a simulated client record.
7. Demonstrate methods of supporting wounds and/or painful areas during the breathing exercises and cough.
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references on breathing exercises and coughing.
2. Discuss indications and contraindications for breathing exercises and coughing and pertinent observations to be recorded/reported.
3. Demonstrate the task including:
 - a. diaphragmatic breathing control
 - b. chest wall exercises
 - c. abdominal breathing
 - d. effective coughing
4. Critique the students as they practice.
5. Demonstrate methods of supporting wounds and/or painful areas during the breathing exercises and cough.
6. Arrange for a respiratory therapy person to demonstrate breathing exercises and cough to the students.
7. Give the students a quiz related to this task and evaluate the results.
8. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Pillows	Given a situation in which a client needs to be instructed in deep breathing and coughing
Criteria Competence in the task will be recognized when the client is instructed in deep breathing and coughing according to the institution's procedure and the achievement indicators listed.	

Curriculum Worksheet

Duty No. _____
 H
 Task No. _____
 7

Duty Providing Therapeutic Treatments

Task Administer a douche using appropriate materials and equipment to irrigate the vagina of a female client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	<input type="checkbox"/>	<input type="checkbox"/>
2. Washed hands before and after procedure -	<input type="checkbox"/>	<input type="checkbox"/>
3. Assembled equipment and supplies -	<input type="checkbox"/>	<input type="checkbox"/>
4. Identified client -	<input type="checkbox"/>	<input type="checkbox"/>
5. Screened client from the view of others -	<input type="checkbox"/>	<input type="checkbox"/>
6. Administered douche in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
7. Positioned client and equipment to assure comfort and safety of the client -	<input type="checkbox"/>	<input type="checkbox"/>
8. Cleaned/disposed of used equipment and supplies per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>
9. Recorded/reported procedure and pertinent observations per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #10

Student Learning Activities

1. Read assigned resources and references on vaginal irrigation.
2. Attend a lecture/discussion related to this task.
3. Observe demonstration of vaginal douche on a mannikin by instructor.
4. Practice task.
5. Demonstrate proficiency on a quiz related to this task.
6. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resource and references related to this task.
2. Present a lecture/discussion which may include the following:
 - a. purpose(s) of a douche
 - b. types of solutions used for douches
 - c. safety precautions to be used
 - d. anatomy of the female reproductive system
3. Give the students a quiz related to this task and evaluate the results.
4. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Irrigating nozzle or soft rubber catheter (may use disposable vaginal douche kit)</p> <p>Cup with cotton balls</p> <p>Emesis Basin</p> <p>Irrigating can with rubber tubing and clamp</p> <p>Graduate</p> <p>Bath thermometer</p> <p>I.V. pole</p> <p>Bed protector</p> <p>Bedpan and cover</p> <p>Gloves</p> <p>Bath blanket</p> <p>Solution to be used</p> <p>Mannikin</p>	<p>Given a client who needs a vaginal douche</p>
<p>Criteria Competence in the task will be recognized when a douche is administered to a client according to a supervisor's order, institutional procedure, and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. _____

H _____

Task No. _____

8 _____

Duty

Providing Therapeutic Treatments

Task

Assist with a dressing change using appropriate materials and a knowledge of surgical aseptic technique to maintain the cleanliness of a wound.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Read supervisor's order -	_____	_____
2. Washed hands before and after procedure -	_____	_____
3. Assembled equipment and supplies -	_____	_____
4. Identified client -	_____	_____
5. Explained procedure for wound dressing to assure client cooperation -	_____	_____
6. Screened client from view of others if necessary -	_____	_____
7. Positioned client from view of others if necessary -	_____	_____
8. Assisted with dressing change in prescribed manner -	_____	_____
9. Secured dressing in place in prescribed manner -	_____	_____
10. Disposed of used equipment, supplies, and old dressings per institutional policy -	_____	_____
11. Recorded/reported procedure per institutional policy -	_____	_____

References & Resources

See Bibliography - #10

Student Learning Activities

1. Read assigned resources and references on dressing change.
2. Review sterile gloving technique and surgical aseptic technique.
3. View Lippincott tapes on infection control.
4. Observe demonstration of the task.
5. Practice the task using a fellow student as an observer to critique.
6. Demonstrate proficiency on a quiz related to this task.
7. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Present a demonstration on this task which may include:
 - a. set-up of a sterile field
 - b. review of sterile gloving
 - c. cleansing the wound
 - d. proper removal and disposal of old dressing
3. Present a lecture/discussion related to this task which may include:
 - a. review of surgical aseptic technique
 - b. rationale for steps in the task
 - c. need for physician's orders
 - d. observations to be made during task
 - e. materials which may be used in task
4. Give the students a quiz related to this task and evaluate the results.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Dressing tray
Gauze sponges
Sterile gloves
Sterile towels
Sterile basin
Sterile cleansing solution to be used
Abdominal dressing pads
Various types of tape or binder

Given a situation where a client's dressing needs changing using aseptic/sterile technique

Criteria

Competence in the task will be recognized when a dressing on a client is changed without contamination of the area according to the procedure of the institution and/or training program and the achievement indicators listed.

Curriculum Worksheet

Duty No. 1
 TASK No. 1

Duty Performing Basic Emergency Measures

Task Apply bandages using appropriate materials to prevent further trauma to an injured area.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure (if possible) -	_____	_____
2. Assessed client for location, type, and extent of injured area(s) -	_____	_____
3. Assembled supplies -	_____	_____
4. Secured bandage over injured area(s) in prescribed manner -	_____	_____
5. Inspected area surrounding bandage for circulation constriction -	_____	_____

References & Resources

See Bibliography - #1 and #10

Student Learning Activities

1. Read assigned resources and references on application of bandages.
2. Learn the type of bandage to be used on a client depending on the location, type, and extent of injury.
3. Learn methods of securing bandages (pins, tapes, loops, ties).
4. Learn warning signs as to the possibility of circulation constriction of bandage.
5. Do practice of different types of bandages using different securing methods.
6. Demonstrate proficiency on a quiz related to this task.
7. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Present a lecture/discussion which may include:
 - a. types of bandages to be used for different injuries
 - b. ways of securing bandages
 - c. warning signs and symptoms of circulatory constriction
3. Demonstrate application of bandages on various locations of the body and on various types of injuries.
4. Demonstrate types of securing of bandage.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Bandages Tape Ties	Given a situation when a client needs to have a bandage applied to an area of the body
Criteria Competence in the task will be recognized when bandages are applied to injured area of the body according to the guidelines of the training program, Red Cross, and/or institution and the achievement indicators listed.	

Curriculum Worksheet

Duty No. _____

1

Task No. _____

2

Duty

Performing Basic Emergency Measures

Task

Apply a tourniquet using appropriate resources to control blood flow from a wound.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Located source of bleeding -	_____	_____
2. Elevated bleeding part if possible -	_____	_____
3. Assembled materials -	_____	_____
4. Applied tourniquet in prescribed manner -	_____	_____
5. Secured a note to the client indicating time and place of tourniquet -	_____	_____

References & Resources


See Bibliography - #1 and #15

Student Learning Activities

1. Read assigned unit on application of tourniquet.
2. Review the anatomy of the circulatory system.
3. Locate and name major arteries on self and torso.
4. State time limit a tourniquet can be left on a client.
5. Observe a demonstration of the task.
6. Practice application of tourniquet on a mannikin.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Review the anatomy of the circulatory system with the student.
 - a. Identify major arteries on torso and wall chart
 - b. Explain what arteries supplies blood to which part of the body
3. Present a lecture/discussion that may include:
 - a. an explanation of the time ratio for leaving a tourniquet in place
 - b. safety procedures related to the task
 - c. what materials can be used as a tourniquet
4. Demonstrate the task on a mannikin.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task and using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Torso Mannikin Tourniquet Wall chart (anatomical)</p> 	<p>Given a situation when a client needs a tourniquet applied</p>

Criteria Competence in the task, will be recognized when a tourniquet is applied according to the guidelines of the Red Cross and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____

Task No. _____

Duty Performing Basic Emergency Measures

Task Apply direct pressure to a wound using appropriate resources to control blood flow from a wound.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Located source of bleeding -	_____	_____
2. Elevated bleeding part if possible -	_____	_____
3. Assembled materials -	_____	_____
4. Applied pressure directly to wound in prescribed manner -	_____	_____
5. Maintained pressure until bleeding was controlled -	_____	_____

References & Resources

See Bibliography - #1 and #15

Student Learning Activities

1. Read assigned resources and references on bleeding.
2. Review the anatomy of the circulatory system.
3. Locate and name major arteries and veins on self and torso.
4. Observe a demonstration of compression of a wound for bleeding control by instructor.
5. Compress "wound" on self and peer to note amount of pressure to apply to control bleeding.
6. Review safety procedures for self and client related to this task.
7. Do demonstration of the task for instructor to critique.
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Review the anatomy of the circulatory system which may include the following:
 - a. locating on self and torso major arteries and veins
 - b. explaining what arteries supply blood to which areas of the body
 - c. giving the approximate time blood should be controlled by compression of the artery to stop bleeding
3. Explain safety procedures related to this task.
4. Demonstrate compression methods for control of bleeding.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Mannikin</p> <p>Torso</p> <p>Anatomical wall chart</p> <p>Gauze</p>	<p>Given a situation where a client needs direct pressure applied to a wound for bleeding control.</p>
<p>Criteria Competence in the task will be recognized when direct pressure is applied to a bleeding wound according to the guidelines of the Red Cross and the achievement indicators listed.</p>	



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Curriculum Worksheet

Duty No. _____

Task No. _____

Duty

Performing Basic Emergency Measures

Task

Apply direct pressure to a pressure point using appropriate resources and a knowledge of the anatomical location of strategic arteries to control blood flow from a wound.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

- | | | |
|---|-------|-------|
| 1. Located source of bleeding - | _____ | _____ |
| 2. Elevated bleeding part if possible - | _____ | _____ |
| 3. Located artery which provides blood to the bleeding area - | _____ | _____ |
| 4. Compressed artery until blood flow was controlled - | _____ | _____ |

References & Resources

See Bibliography - #1 and #15

Student Learning Activities

1. Read assigned unit on bleeding.
2. Review the circulatory system.
3. Locate and name major arteries and veins on self and torso.
4. Learn what artery supplies blood to the bleeding area.
5. Compress arteries on peer and self to note amount of pressure needed.
6. Review safety procedure for self and client.
7. Observe demonstration of compression of an artery for bleeding control by instructor.
8. Do practice demonstration for instructor.
9. Do demonstration for instructor to critique.
10. Demonstrate proficiency on a quiz related to this task.
11. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Review the anatomy of the circulatory system which may include the following:
 - a. locating on self and torso major arteries and veins
 - b. explaining what arteries supply blood to which areas of the body
 - c. giving the approximate time blood should be controlled by compression of the artery to stop bleeding
3. Explain safety procedures related to this task.
4. Demonstrate compression methods for control of bleeding.
5. Give the students a quiz related to this task and evaluate the results.
6. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
<p>Torso</p> <p>Anatomical wall chart</p> <p>Mannikin</p>	<p>Given a situation when a client needs to have bleeding controlled</p>
<p>Criteria Competence in the task will be recognized when direct pressure is applied to the appropriate artery according to the guidelines of the Red Cross and the achievement indicators listed.</p>	

Curriculum Worksheet

Duty No. 1

Task No. 5

Duty Performing Basic Emergency Measures

Task Perform cardiopulmonary resuscitation using available resources and models to practice reviving a client in respiratory and/or cardiac arrest.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Tapped/touched victim and shouted to establish unresponsiveness -	_____	_____
2. Established patient airway -	_____	_____
3. Delivered respiratory resuscitation in prescribed manner -	_____	_____
4. Delivered cardiac massage in prescribed manner -	_____	_____
5. Maintained life support measures until:		
a. Client was revived -	_____	_____
b. Client was declared dead by a physician -	_____	_____
c. He/she was relieved by one who was equally competent -	_____	_____
d. He/she reached total exhaustion -	_____	_____

References & Resources

Materials from the Michigan Heart Association Office
Manual for Instructors of Basic Cardiac Life Support. (70-024-A) American
Heart Association, 1977, pp. 1-125.

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read the materials/modules provided on CPR.2. View the audio-visual materials on CPR.3. Practice CPR on mannikins (both single rescuer, two person rescuer, and infant resuscitation).4. Receive certification from the teacher on mannikin performance.5. Demonstrate proficiency on a quiz related to this task.	<ol style="list-style-type: none">1. Assemble materials needed to run audio-visual resources and to practice CPR.2. Show audio-visual films/filmstrips on cardiopulmonary resuscitation.3. Demonstrate cardiopulmonary resuscitation to the class on Recording Anne if possible. Demonstrate both single rescuer, two person rescuer, and infant resuscitation.4. Test students on manikins analyzing the tape from the recording Anne - (simulation).5. Critique each student and certify their manikin performance or arrange for a certified CPR instructor to demonstrate CPR and test students on CPR.6. Give the students a quiz related to this task and evaluate the results.

Tools and/or Equipment

Resusci Anne's
Anatomic Anne's
Resusci Babies
Recording Anne's
Recording Paper
Disinfectant solution and container

Conditions

Given a situation in which a student must perform cardiopulmonary resuscitation to revive a client in respiratory and/or cardiac arrest

Criteria Competence in the task will be recognized when cardiopulmonary resuscitation is performed in a simulated situation according to the procedure of the American Heart Association and the achievement indicators listed.

Curriculum Worksheet

Duty No. 1

Task No. 6

Duty Performing Basic Emergency Measures

Task Position a faint client using a knowledge of the nervous and cardiovascular systems to revive the client's full consciousness.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Observed signs of faintness in a client -	_____	_____
2. Seated client with head between knees and had client lie down with legs elevated -	_____	_____
3. Loosened clothing at neck and waist -	_____	_____
4. Observed for signs of recovery from faintness -	_____	_____

References & Resources

First Aid - Student Manual - Johnson & Johnson
Multimedia Standard First Aid - Student Workbook - American Red Cross
See Bibliography - #2, #19, #25, and #32

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. List/verbalize the signs and symptoms associated with fainting.2. Position a faint client, to revive the client to full consciousness.3. Demonstrate the knowledge of the actions of the nervous and cardiovascular system on fainting on a written or oral quiz.4. List/verbalize the signs and symptoms indicating recovery from faintness.5. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Provide resources and references related to this task.2. Present a lecture/discussion which may include:<ol style="list-style-type: none">a. anatomy and physiology of nervous and cardiovascular systems as they relate to fainting.b. signs and symptoms which precede and/or accompany fainting.3. Demonstrate the positions to which a faint client is moved to revive the client to full consciousness.4. Develop/administer a written or oral quiz which tests the actions of the nervous and cardiovascular systems during fainting.5. Evaluate a student's demonstration of the task using indicators as a guide.

Tools and/or Equipment**Conditions**

Given a situation in which a client needs to be positioned to revived from faintness

Criteria Competence in the task will be recognized when a faint client is positioned correctly to promote full consciousness in an actual or simulated situation according to the guidelines of the training program, Red Cross, and/or institution and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____

1

Task No. _____

7

Duty

Performing Basic Emergency Measures

Task

Administer spirits of ammonia using an available source to revive a faint client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Observed signs of faintness in a client -	_____	_____
2. Obtained spirits of ammonia -	_____	_____
3. Administered the spirits of ammonia in prescribed manner -	_____	_____
4. Observe for signs of recovery from faintness -	_____	_____

References & Resources

Student Learning Activities

1. List/verbalize the signs and symptoms usually presenting or accompanied by fainting.
2. Demonstrate the use of the ammonia inhalant.
3. List/verbalize the signs of recovery from faintness.
4. Demonstrate proficiency on a quiz related to this task.
5. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide the module or written materials (references and resources) which define the signs and symptoms usually preceding or accompanied by fainting.
2. Provide the module or references and resources which define the procedures for treating a fainting client by use of an ammonia inhalant.
3. Demonstrate reviving a client who has fainted using spirits of ammonia.
4. Give the students a quiz related to this task and evaluate the results.
5. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment

Ammonia Inhalant

Conditions

Given a situation in which a client needs spirits of ammonia administered

Criteria

Competence in the task will be recognized when spirits of ammonia are administered to a faint client in an actual or simulated situation according to the guidelines of the manufacturer and the achievement indicators listed.

Curriculum Worksheet

Duty No. _____

1

Task No. _____

8

Duty Performing Basic Emergency Measures

Task Prepare an antidote using appropriate materials to treat a poisoned client.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Determined type of poisoning -	_____	_____
2. Determined correct type, dosage and route of administration of antidote via appropriate source -	_____	_____
3. Assembled equipment and supplies -	_____	_____
4. Prepared antidote in prescribed manner -	_____	_____
5. Arranged for follow-up care for poisoned client if needed -	_____	_____

References & Resources

Basic First Aid - The American National Red Cross
Poisons and Antidotes - County Poison Control Office

Student Learning Activities

1. Read assigned resources and reference material on poisons and antidotes.
2. View overheads showing types of poisons and their antidotes.
3. Learn list of poisons and their antidotes.
4. Complete poison antidote matching chart.
5. State local agency which has a poison control center. Interview a staff person in the center about purposes, policies, and procedures used by the center.
6. State agency which will provide follow-up care for client.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Develop list of poisons and their antidote including correct route, and dosage.
3. Prepare overhead transparencies of poisons and antidotes.
4. Develop an antidote poison match test (student must match correct antidote, route and dosage to the proper poison).
5. Demonstrate mixing of certain antidotes.
6. Give list of agencies to provide follow up care.
7. Bring into class some prepared antidotes for identification.
8. Arrange for a person from a local poison control center to address the class.
9. Give the students a quiz related to this task and evaluate the results.
10. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment

Overhead projector
Antidote wall chart
Transparencies

Conditions

Given a situation when an antidote is needed to counteract a poison

Criteria

Competence in the task will be recognized when an antidote is prepared according to the guidelines of the manufacturer, training program, Red Cross, or local poison control center and the achievement indicators listed.

Curriculum Worksheet

Duty No. 1
Task No. 9

Duty

Performing Basic Emergency Measures

Task

Treat a burn using appropriate materials and a knowledge of the integumentary system and surgical aseptic technique to prevent further trauma and infection.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Washed hands before and after procedure if possible -	<input type="checkbox"/>	<input type="checkbox"/>
2. Identified location, classification, and extent of burn -	<input type="checkbox"/>	<input type="checkbox"/>
3. Assembled equipment and materials -	<input type="checkbox"/>	<input type="checkbox"/>
4. Treated burn in prescribed manner using proper aseptic technique -	<input type="checkbox"/>	<input type="checkbox"/>
5. Positioned client and equipment to assure comfort and safety of client -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #10 and #15
Basic First Aid - The American National Red Cross

Student Learning Activities

1. Read assigned resources and references on treating a burn.
2. Review the anatomy and physiology of the integumentary system.
3. Review aseptic technique and sterile gloving procedure.
4. Learn classification of burns.
5. Observe a demonstration of the task by instructor.
6. Do practice demonstration for instructor to critique.
7. Demonstrate proficiency on a quiz related to this task.
8. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Review the anatomy and physiology of the integumentary system with the students.
3. Review aseptic technique and the sterile gloving procedure.
4. Have students label the layers of skin on a diagram.
5. Present a lecture/discussion on the classification of burn and how to distinguish between them.
6. Demonstrate the task.
7. Develop module if desired to accompany task.
8. Invite a staff person from a local burn unit to make a presentation on the classification and treatments of burns.
9. Give the students a quiz related to this task and evaluate the results.
10. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment

Sterile gloves

Sterile water

Sterile guaze

Tape

Towel

Hospital bed or chair

Screen

Conditions

Given a situation when a burn needs to be treated

Criteria

Competence in the task will be recognized when a burn is treated according to the guidelines of the training program, institution, and/or Red Cross and the achievement indicators listed.

Curriculum Worksheet

Duty No. 1

Task No. 10

Duty

Performing Basic Emergency Measures

Task

Describe methods to induce vomiting using appropriate materials and/or actions to prevent absorption of an ingested poison.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Determined type of poisoning -	_____	_____
2. Determined whether vomiting should be induced via appropriate sources -	_____	_____
3. Assembled equipment and materials -	_____	_____
4. Described method to induce vomiting in prescribed manner -	_____	_____
5. Arranged for follow-up care of poisoned client if needed -	_____	_____

References & Resources

See Bibliography - #2
Multi-media Standard First Aid - Student Workshop - American Red Cross
First Aid - Student Manual - Johnson & Johnson

Student Learning Activities

1. View the audio-visual materials on poisoning.
2. Read and answer the questions starting on page 115 of the Multimedia Standard First Aid Student Workbook (American Red Cross). Stop when you get to page 132.
3. On the labels provided write the Poison Control Number and place it on or near your telephone at home.
4. Identify the signs that would tell you not to cause vomiting in your client.
5. List the poisons which could cause burns in the mouth and throat.
6. Describe the methods to induce vomiting in your client.
7. List/verbalize follow-up care for poison victims.
8. Demonstrate proficiency on a quiz related to this task.
9. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Assemble references and resources for unit on poisoning.
2. Set up and present audio-visual materials on poisoning.
3. Describe or demonstrate the methods which make clients vomit to include the following:
 - a. tickle the back of throat
 - b. syrup of Ipecac
4. Emphasize the poisons in which vomiting should not be induced and describe the signs which indicate these poisons.
5. Make sure students are aware of poison control number.
6. Describe to students follow-up care poison victim.
7. Give the students a quiz related to this task and evaluate the results.
8. Evaluate student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Samples of various emetics including Syrup of Ipecac.	Given a situation in which the student has to induce vomiting or suggest actions which will prevent absorption of an ingested poison
Criteria Competence in the task will be recognized when methods for inducing vomiting in a poisoned client are described according to the guidelines of the manufacturer, the training program, Red Cross, and/or local poison control center and the achievement indicators listed.	

Curriculum Worksheet

Duty No. 3

Task No. 1

Duty

Performing Activities Related to Supplies/Materials/Equipment

Task

Store supplies and materials received using designated storage areas to assure adequate inventory in the clinical area.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Assembled supplies and material in prescribed manner -	<input type="checkbox"/>	<input type="checkbox"/>
2. Placed supplies and materials in designated area per institutional policy -	<input type="checkbox"/>	<input type="checkbox"/>

References & Resources

See Bibliography - #4, #13, #16, and #34

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned unit on storing supplies.2. Read institutional policy manual on storage of materials.3. Observe demonstration by instructor.4. Review supply and rotation of inventory check-in list.5. Listen to lecture on storing supplies.6. On a rotation basis be responsible for inventory of classroom.7. Tour an institution and note how supplies and materials are stored.8. Assist in storing supplies and materials when in a clinical area.9. Rotate stocks of supplies and materials.10. Compare supplies and materials received against an inventory list and properly stock and store them.11. Demonstrate the task satisfactorily for an evaluator.	<ol style="list-style-type: none">1. Gather all resources material related to the task.2. Review an institution's policy on storage of supplies.3. Prepare and deliver lecture on storage of supplies.4. Assign students on rotation basis to be responsible for classroom inventory.5. Prepare written examination concerning task.6. Evaluate students on the skill.7. Arrange for a tour of an institution include the system of obtaining and storing supplies as part of it.8. Evaluate the student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment**Conditions**

Supplies and materials inventory sheet

Given a situation when a student needs to have knowledge of storing supplies and materials

Criteria

Competence in the task will be recognized when supplies and materials are stored in the clinical area according to the institution's policies and the achievement indicators listed.

Curriculum Worksheet

Duty No. 3
Task No. 2

Duty

Performing Activities Related to Supplies/Materials/Equipment

Task

Obtain equipment and supplies using appropriate request forms to treat a client.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Obtained request forms/charge slips for equipment and supplies -
2. Completed request forms/charge slips in prescribed manner -
3. Selected equipment and supplies -
4. Routed request forms/charge slips per institutional policy -

_____	_____
_____	_____
_____	_____
_____	_____

References & Resources

See Bibliography - #10, #13, and #34

Student Learning Activities

1. Read assigned unit on obtaining equipment and supplies to treat a client.
2. Read institutional policy manual on obtaining equipment and charge slips.
3. Observe demonstration on task.
4. Review completed request forms from 2-3 different institutions.
5. Complete request forms from 2-3 different institutions.
6. Discuss how to route request forms and charge slips.
7. Obtain ordered equipment and/or supplies during a clinical notation if possible or in a simulated situation in the classroom.
8. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Gather all materials related to the task.
2. Review institutional policy related to the task.
3. Obtain request slips from different institutions.
4. Do demonstration of task.
5. Provide samples of completed request forms for display.
6. Explain basic similarities among request form and what common information should appear on form.
7. Explain how to assure the right supplies get to the right client.
9. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment	Conditions
Requisition forms	Given a situation when a client needs equipment and supplies for treatment
Criteria Competence in the task will be recognized when equipment and supplies are obtained according to the institution's policies and the achievement indicators listed.	

Curriculum Worksheet

Duty No. K

Task No. 1

Duty Acquiring Employability Skills

Task Investigate employment information using sources of employment information to identify employment opportunities.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Developed a list of the prime sources of information concerning opportunities for employment -
2. Described special procedures, if any, required to utilize services, information, etc. -

_____	_____
_____	_____

References & Resources

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none"> 1. Compile a list of job expectations. 2. Search resources such as newspaper, telephone books, placement postings, etc. and list all health occupations employment opportunities within a defined area (i.e. city, county). 3. Complete a crossword puzzle using words used in want ads. 4. Complete a test with 100% accuracy on vocabulary words used in want ads. 5. Interview a person in a health occupation to determine employment opportunities in the field. 6. List from the DOT of MOIS the employment opportunities within a specific health occupation. 7. Spend a day with a person in a specific health occupation and list employment opportunities observed in that area. 8. Take five ads from a newspaper. List the skills needed to qualify for those positions. Compare that list with a list of one's own skills. 9. Follow-up on an ad for a specific position. 10. Demonstrate proficiency on a quiz related to this task. 	<ol style="list-style-type: none"> 1. Assemble references and resources as newspapers, professional journals, DOT etc. 2. Orient students on how to use resources and references as career center, placement office, MOIS, DOT, e. 3. Show films on employment opportunities within a particular field. 4. Arrange for a career counselor/ placement officer to address the class on employment opportunities in health occupations. 5. Set up, schedule, and coordinate student visits to different employment settings. 6. Arrange for a person from a health occupation to address the class on the employment opportunities in that field. 7. Arrange for a former health cluster student to address the class on employment opportunities in health occupations. 8. Demonstrate an interview with a person from an occupation to determine employment opportunities within the occupation. 9. Give the students a quiz related to this task and evaluate the results. 10. Prepare a crossword puzzle based on words and abbreviations used in want ads and have students complete it as an assignment.

Tools and/or Equipment	Conditions
<ul style="list-style-type: none"> • Telephone • Newspaper • MOIS terminal • Professional journal • Computer • MESC (print-out) 	<p>Given a situation in which employment opportunities need to be identified</p> <p>Given a student who is looking for employment</p> <p>Given a student who needs employment</p>

Criteria : Competence in the task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Curriculum Worksheet

Duty No. _____

K

Task No. _____

2

Duty

Acquiring Employability

Task

Identify significant factors using health, physical, legal, educational, and other occupational information to determine the requirements of an occupation.

Pre-Test (Same as Achievement Indicators) The learner:

Yes No

1. Listed the significant requirements (health, physical, legal, educational, etc.) of the appropriate occupation -

References & Resources

Student Learning Activities

1. Interview several individuals within a particular occupation and write a summary of the health, physical, legal, educational and other requirements of the occupation.
2. Discuss with the class information gathered by different occupations researched by various class members.
3. Determine requirements for an assigned occupation using the DOT, MOIS, and other resource materials and report the findings orally and/or in writing.
4. Compare one's own personal data with the health, physical, legal, educational and other requirements of an occupation in which one is interested.

Teacher Activities

1. Divide the class into several groups. Assign each group an occupation to research. Have each member of the group investigate a different requirement of the occupation (i.e. health, physical, legal, educational, etc.) Have each group give a composite report of their findings.
2. Prepare a list of resource persons within various occupations for students to interview.
3. Provide references and resources which discuss the requirements of various occupations. Demonstrate the use of the MOIS terminal and how to utilize the references and resources as needed.
4. Arrange for a guest speaker from the MESC to speak to the class on the purposes and functions of that agency.

Tools and/or Equipment	Conditions
MOIS terminal	Given a situation where the requirements of an occupation need to be determined.
Criteria Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.	

Curriculum Worksheet

Duty No. K

Task No. 3

Duty Acquiring Employability Skills

Task Acquire wage information using available resources to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.

Pre-Test (Same as Achievement Indicators) The learner:

Yes No

1. Listed the approximate entry wages, general wage range, and significant fringe benefits for the appropriate occupation -
2. Compared these wages and fringe benefits with other selected occupations -

_____	_____
_____	_____

References & Resources

Student Learning Activities

1. Interview hospital personnel department as to average wages and fringe benefits.
2. Check MOIS and MESC and Professional journals for average wages and fringe benefits.
3. Compile a list of average wages and fringe benefits for a specific occupation in health care.
4. Demonstrate proficiency on a test related to this task.
5. Demonstrate the task to the evaluator.

Teacher Activities

1. Assemble references, resources.
2. Arrange guest speaker from hospital personnel department.
3. Give the student a test related to this task.
4. Observe the students' performance of the task according to the achievement indicators.

Tools and/or Equipment	Conditions
MOIS terminal Professional journals MESC printout	Given a situation where average wages and fringe benefits are to be obtained.
Criteria Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.	

Curriculum Worksheet

Duty No.

Duty

Acquiring Employability Skills

Task

Identify significant non-wage job characteristics using available resources to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment and other significant job factors.

Task No.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Listed and described the significant non-wage characteristics (e.g., shift requirements; union affiliation, apprenticeships, occupational hazards, characteristics of work environment, etc.) -

References & Resources

Student Learning Activities

1. Select one occupation from classified ads, DOT, school catalogs, etc. List specific non-wage characteristics as obtained by calling about the ad or visiting the employer.
2. Select three occupations from the classified ads that describe non-wage characteristics. List, compare, and contrast the non-wage characteristics.
3. "Brain storm" as a class all non-wage job characteristics. Attempt to classify them.
4. "Brain storm" as a class the pros and cons of the non-wage job characteristics.
5. Interview by telephone or in person an individual presently employed in a specific occupation.
6. Prepare an interview outline delineating non-wage characteristics.
7. Prepare a paper that classifies 20 occupations by non-wage characteristics. Example: May require rotating shifts, Nurse, EMT, etc.
8. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Arrange for speakers, visits to institutions, career centers, etc.
2. Lead "brain storming" activities.
3. Provide telephone facilities time.
4. Give the students a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
<p>Newspapers</p> <p>Professional journals</p> <p>Transportation for tours</p> <p>Telephone books and facilities</p> <p>Professional registry</p> <p>MOIS facilities</p> <p>MESC print-outs</p> <p>Films, filmstrips (job related)</p> <p>Union papers, magazines</p>	<p>Given a situation where non-wage job characteristics need to be identified</p>
<p>Criteria Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.</p>	

Curriculum Worksheet

Duty No.
Task No.

Duty Acquiring Employability Skills

Task Acquire information using available resources to describe local, regional, and national employment opportunities for an occupation.

Pre-Test (Same as Achievement Indicators) The learner:

Yes No

1. Described the local, regional and national employment opportunities for the appropriate occupation -

References & Resources

Student Learning Activities

1. Search resources such as newspapers, telephone books, placement postings, etc. and list opportunities available.
2. Interview a person in a health occupation to determine employment opportunities.
3. List from DOT or MOIS employment opportunities within a specific health occupation.
4. Spend a day with a person in a specific occupation and list the employment opportunities.
5. Compile a list of job opportunities in a specific health care occupation.
6. Demonstrate proficiency on a test related to this task.
7. Demonstrate the task to an evaluator.

Teacher Activities

1. Assemble references, resources such as newspapers, professional journals, DOT's, etc.
2. Arrange for a career counselor or placement officer to address the class on employment opportunities in health care occupations.
3. Set up schedule and coordinate student scheduled to employment settings.
4. Orient students in how to use references and resources.
5. Arrange for a person to address the class on health care occupations opportunities.
6. Give the student a test related to this task and evaluate it.
7. Observe the students' demonstration of the task and evaluate according to achievement indicators.

Tools and/or Equipment

Newspaper
MOIS terminal
Professional journals
Telephone
MESC printout

Conditions

Given the situation where employment opportunities are to be identified.

Criteria

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Curriculum Worksheet

Duty No. K
Task No. 6

Duty Acquiring Employability Skills

Task Acquire information using available resources to describe the career ladder associated with an occupation.

Pre-Test (Same as Achievement Indicators) The learner: Yes No

1. Described the career ladder associated with the appropriate occupational area -

References & Resources

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Check specific career on MOIS.2. Visit Career Guidance Center.3. Interview career counselor.4. Review career reference materials.5. Describe a specific health occupations career ladder.	<ol style="list-style-type: none">1. Show film strips on specific occupational career ladders.2. Arrange for guest speakers on specific health careers.3. Allow time for field trips to: counselor Career Guidance Center4. Give students standard forms to review field trips.5. Critique students presentations on specific careers.6. Discuss MOIS printouts.

Tools and/or Equipment

MOIS terminal
Professional journals
Envelopes/stamps
Typewriter
MESC printouts
Check with career guidance counselor.
Audio-visual equipment

Conditions

Given a situation where you need to describe occupational career ladder.

Criteria

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Curriculum Worksheet

Duty No. K Task No. 7

Duty Acquiring Employability Skills

Task Compare personal criteria with information about available alternatives using a decision-making situation and procedures and skills in decision-making to choose a job, further training or other alternative.

Pre-Test (Same as Achievement Indicators)	The learner:	Yes	No
1. Compared personal criteria with information about a job, further training or other alternatives-		_____	_____

References & Resources

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Update resume.2. Check newspaper want ads.3. Use MOIS terminal print out.4. Telephone job personnel department.5. List personal assets, interests and skills.	<ol style="list-style-type: none">1. Review resume with students.2. Supply: newspapers MOIS terminal telephone with instructions or demonstration.3. Supply material on decision making or job alternatives.4. Critique students' role play.
<ol style="list-style-type: none">6. Investigate alternative job possibilities.7. Role-play decision making job situations.8. Take pre-test on material related to decision making in employability skills.9. Complete post-test with performance showing proficiency in decision making.	<ol style="list-style-type: none">5. Check pre/post test and discuss with students.

Tools and/or Equipment

Resume
Competency Record
Newspaper
Telephone
MOIS Terminal

Conditions

Given a situation where a comparison is needed to determine adequacy of personal criteria in relation to job requirements.

Criteria

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Curriculum Worksheet

Duty No. K

Task No. 8

Duty Acquiring Employability Skills

Task Prepare a resumé or data sheet using personal information to apply for a job.

Pre-Test (Same as Achievement Indicators) The learner: Yes No

1. Prepared a resume or data sheet -

References & Resources

5

Student Learning Activities	Teacher Activities
<ol style="list-style-type: none">1. Read assigned resource materials.2. Fill in an outline of the information needed for a resume.3. Critique 2 - 3 resumes in small groups or as a class.4. Prepare a resume for evaluation.	<ol style="list-style-type: none">1. Provide resource materials on preparing a resume.2. Provide samples of resumes.3. Have students critique 2-3 resumes in small groups and/or as a class.4. Prepare an outline of the information needed for a resume and give it to students to complete.
<ol style="list-style-type: none">5. Evaluate the resumes of 2 - 3 classmates prior to their submission to the teacher.	<ol style="list-style-type: none">5. Evaluate resumes written by the students.

Tools and/or Equipment**Conditions**

Given a situation in which a resume and/or data sheet is required.

Criteria

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Curriculum Worksheet

Duty No. K
Task No. 9

Duty Acquiring Employability Skills

Task Write a letter using personal notes to apply/inquire about a job.

Pre-Test (Same as Achievement Indicators) The learner: Yes No
1. Wrote a letter of application/inquiry -

References & Resources

Student Learning Activities

1. Search employment information for a job within your skills and construct a rough draft of a letter of inquiry and an application.
2. Fill in the personal profile or analysis sheet and summarize your strengths, weaknesses, and interests.
3. Examine the sample letters for a style that appeals to you.
4. Listen to the employment speaker and utilize the information in your letter.
5. Construct a final letter of application and inquiry.

Teacher Activities

1. Provide employment information:
newspapers
magazines (professional journals),
MVO; information computer print
books (DOT)
2. Provide a personal analysis sheet.
3. Provide example letters.
4. Arrange for a personnel manager to speak on what they look for in letters of inquiry and application.

Tools and/or Equipment

Typewriter
Correction tape
Paper
Magazines (Professional Journals)
Books, newspapers
Example letters
Pens

Conditions

Given a job requiring a written application or letter of inquiry.

Criteria

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Curriculum Worksheet

Duty No. K

Task No. 10

Duty Acquiring Employability Skills

Task Complete an employment application using notes or personal data sheets to apply for a job.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Completed an employment application -

References & Resources

Student Learning Activities

1. Read assigned resources and references for this task.
2. View audio-visual materials related to this task.
3. Fill out rough drafts of application.
4. Complete corrected job application.
5. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide resources and references related to this task.
2. Set up and present audio-visual materials related to this task.
3. Secure job application forms appropriate to the students.
4. Correct job interests application(s).
5. Gather various applications to use in class as samples from hospitals, labs, dental offices, etc.
6. Give the students a quiz related to this task and evaluate the results.

Tools and/or Equipment

Job application
Over-head projector
Caramate projector

Conditions

Given a situation where it is necessary to complete an employment application

Criteria

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Curriculum Worksheet

Duty No. K
Task No. 11

Duty Acquiring Employability Skills-

Task Dress in appropriate attire using a knowledge of job requirements to comply with standards of on-the-job dress and grooming.

Pre-Test (Same as Achievement Indicators)

The learner:	Yes	No
1. Described and/or dressed in the attire of the appropriate occupational area, including:		
a. grooming -	_____	_____
b. required health and safety equipment -	_____	_____
c. uniforms -	_____	_____
d. other _____	_____	_____

References & Resources

See Bibliography - #20
Getting a Job - Process Kit, South Western Publishing Company

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audio-visual materials related to this task.
3. Comply with grooming rules in classroom setting.
4. Put on a fashion show which shows the dress code for various health occupations.

Teacher Activities

1. Provide resources and references related to this task.
2. Set up and present audio-visual materials related to this task.
3. Obtain and present dress-code rules for different health care professionals.
4. Prepare a checklist of grooming rules for the students.

Tools and/or Equipment	Conditions
Audio-visual equipment - Caramate with the slides	Given a situation where there is a description of appropriate dress for a specific occupational area
Criteria Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.	

Curriculum Worksheet

Duty No. K
Task No. 12

Duty

Acquiring Employability Skills.

Task

Interview for a job using communication and interpersonal skills to become employed.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Described and/or demonstrated appropriate characteristics for applicants including:
 - a. attire - Yes No
 - b. grooming - Yes No
 - c. conduct during the interview - Yes No
2. Described and/or demonstrated the interview process - Yes No

References & Resources

See Bibliography - #20
Employability Skills Modules - MDE/V-TES

Student Learning Activities

1. Read assigned resources and references related to this task.
2. List appropriate attire for job interview.
3. View audiovisual materials related to this task.
4. Arrange for interview via:
 - a. telephone
 - b. mail
 - c. in person.
5. List/discuss materials to take to interview.
6. Plan a schedule for the day of the interview.
7. Role play the interview.
8. Tape interviews. Review and critique tapes.
9. Demonstrate proficiency on a quiz related to this task.
10. Demonstrate the task satisfactorily for an evaluator.

Teacher Activities

1. Provide resources and references related to this task.
2. Set up and present audio-visual materials related to the task.
3. Interact with students in role playing interviews.
4. Review completed written activities.
5. Review taped interviews and assist students in critiquing the tapes.
6. Give the students a quiz related to this task and evaluate the results.
7. Evaluate a student's demonstration of the task using the achievement indicators as a guide.

Tools and/or Equipment

Film strips
Projector
Screen
Cassette player
Tape recorder
Typewriter

Conditions

Given a situation where an employment interview is appropriate

Criteria

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Curriculum Worksheet

Duty No. K
Task No. 13

Duty Acquiring Employability Skills

Task Describe personal assets and interests to identify acceptable job offers.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Listed personal assets and interests in order to identify acceptable job offers -

References & Resources

See Bibliography - #20
Employability Skills Modules - MDE/V-TES
Dictionary of Occupational Titles

Student Learning Activities

1. Complete an inventory tool which identifies personal assets and interests and evaluate the results.
2. List personal assets and interests.
3. Discuss personal assets and interests related to health careers.
4. View audio-visual materials related to this task.
5. List 2-3 health occupations that are congruent with your personal assets and interests.
6. Using assigned resources and references, identify what personal assets and interests would be congruent with different health occupations.

Teacher Activities

1. Provide resources and references related to this task.
2. Demonstrate how to use resources and references.
3. Set up, present, and discuss audio-visual materials related to this task.
4. Provide inventory tools which assess personal assets and interests. Assist in the scoring and interpretation of the results.
5. Suggest health occupations based on students' assets and interests.

Tools and/or Equipment

Projector
Film strips
MOIS Terminal microfiche

Conditions

Given a situation where a job must be chosen using personal assets and interests

Criteria

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Curriculum Worksheet

Duty No. K
Task No. 14

Duty

Acquiring Employability Skills

Task

Resolve conflicts using interpersonal skills to achieve successful relationships with others.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Identified probable causes for conflicts and at least one possible action to relieve the conflict -

References & Resources

Job Placement Service Module # 6 - Detroit Public Schools
Employability Skills - MDE/V-TES

Student Learning Activities

1. Read assigned resources and references related to this task.
2. View audio-visual materials related to this task.
3. List possible causes of conflict.
4. List at least one solution for each conflict.
5. Role play conflict situations and acceptable solutions.

Teacher Activities

1. Provide resources and references related to this task.
2. Set up, present, and discuss audio-visual materials.
3. Provide scenarios of conflict situations. Facilitate a discussion of conflict resolution based on the scenarios.

Tools and/or Equipment

Projector and screen

Conditions

Given a situation where successful interpersonal relationships are required.

Criteria

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

Curriculum Worksheet

Duty No.

Task No.

15

Duty

Acquiring Employability Skills

Task

Acquire information using available resources to describe continuing education for related programs in a specific occupation.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes No

1. Described the types and sources of related continuing education for the appropriate occupation and/or advancement within the career ladder associated with the occupation -

References & Resources

Dictionary of Occupational Titles

Student Learning Activities

1. Research, catalogs, DOT, books; magazines and MOIS to identify continuing education requirements of an occupation.
2. List related continuing education programs of specific occupations.
3. List admission requirements for particular programs in health occupations.
4. List course offerings for 2-3 health occupations.
5. Assess institutions offerings with individual needs using criteria developed during a classroom discussion.
6. Visit a health program in an institution of your choice.
7. Make contact with program director and/or admissions officer and interview him/her about admission requirements.
8. Secure financial aid information needed to fund continuing education.
9. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Provide catalogs, books, magazines, DOT for students.
2. Demonstrate how to use the resources and references.
3. Arrange for placement officer-counselor, and health professionals as speakers.
4. Discuss results of visitations, searches, etc. with student.
5. Arrange for a financial aids officer to meet and discuss offerings with student.
6. Give the students a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
<p>Computer terminal</p> <p>Telephone</p> <p>Microfiche</p>	<p>Given a situation where a student will describe continuing education for related programs in a specific occupation</p> <p>Given a situation where a student is interested in acquiring knowledge concerning continuing education for related programs in a specific occupation</p>
<p>Criteria Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.</p>	

Curriculum Worksheet

Duty No. K

Task No. 16

Duty

Acquiring Employability Skills

Task

Employ procedures using available resources to terminate a job.

Pre-Test (Same as Achievement Indicators)

The learner:

Yes

No

1. Described procedures and practices for terminating a job -

References & Resources

Employability Skills Module - MDE/V-TES Tip Sheet #10

Student Learning Activities

1. Read and discuss assigned references and resources.
2. Write a letter of resignation.
3. Role-play an exit interview.
4. List reasons for terminating a job.
5. List actions to be taken when one is laid-off.
6. List actions to be taken when one is fired.
7. Role-play a request for letter of reference.
8. Write yourself a letter of reference.
9. Demonstrate proficiency on a quiz related to this task.

Teacher Activities

1. Assemble reference materials for students.
2. Provide sample letters of:
 - a. resignation
 - b. reference
3. Interact with student for role-play activities.
4. Review completed written activities.
5. Give the students a quiz related to this task and evaluate the results.

Tools and/or Equipment	Conditions
	Given a situation where job termination is required
Criteria Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.	

STUDENT ACHIEVEMENT RECORD

HEALTH CLUSTER

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

<u>LEVEL</u>	<u>GUIDE</u>
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

<u>TASK</u>	<u>LEVEL</u>	<u>DATE</u>
A. PERFORMING DIAGNOSTIC PROCEDURES		
1. Measure a temperature to determine a client's body heat.		
2. Assess a radial, brachial, carotid, femoral and/or pedal artery pulse.		
3. Auscultate an apical pulse.		
4. Assess respirations to determine the rate, rhythm and depth.		
5. Measure blood pressure.		
6. Collect a specimen of body discharge.		
7. Label a specimen		
8. Route a specimen to assure the delivery of the specimen to the appropriate department.		
9. Perform routine biochemical tests to test a urine specimen.		
10. Test urine specimen.		

TASK	LEVEL	DATE
A. PERFORMING DIAGNOSTIC PROCEDURES (con't)		
11. Test a stool specimen biochemically.		
12. Assist a physician to perform routine physical examination.		
13. Measure body weight.		
14. Measure body height.		
15. Clean a microscope.		
16. Spread a drop of an individual's blood on a slide.		
17. Stain a slide of blood.		
18. Streak a culture plate to isolate microorganisms.		
19. Spread suspension of microorganisms to prepare a slide for microscopic examination.		
20. Stain a slide.		
21. View slides of cells to identify characteristics of cells.		
22. Mix blood with chemicals to determine the ABO type.		
23. Measure a dry weight of a chemical to obtain a designated amount of the chemical.		
24. Mix chemicals to prepare a solution.		
25. Operate a centrifuge.		
26. Solve a mathematical equation.		
27. Manipulate mathematical data to solve a mathematical problem.		
B. PERFORMING ACTIVITIES RELATED TO OBSERVING/ RECORDING/REPORTING/PLANNING		
1. Introduce self.		
2. Greet individuals.		
3. Route mail or gifts.		
4. Place a call using a telephone.		
5. Answer telephone.		
6. Schedule appointments.		
7. Obtain information to identify a client's needs or request promptly.		

TASK	LEVEL	DATE
B. PERFORMING ACTIVITIES RELATED TO OBSERVING/ RECORDING/REPORTING/PLANNING (con't)		
8. Broadcast information to channel information to a client.		
9. Notify appropriate persons to channel client concerns/complaints.		
10. Interview clients to identify health needs/problems.		
11. Interview a client's family and/or friends.		
12. Interact with clients, regardless of age, sex, race, religion, or marital status.		
13. Explain a procedure.		
14. Identify a client's health needs/problems.		
15. Interact with health care personnel.		
16. Compile client records/charts.		
17. Chart treatments.		
18. Chart information relevant to a client's health needs.		
19. Chart recurrent data.		
20. Graph vital signs.		
21. Monitor access to a client's chart.		
22. Post a client's diagnostic reports.		
23. Record information to document an incident in a clinical area.		
24. Search a client's Kardex.		
25. Evaluate equipment.		
26. Report service/repair needs.		
27. Write an insurance request.		
28. Perform procedure to admit a client to a clinical area.		
29. Secure a client's valuables.		
30. Perform procedure to transfer a client from one designated area to another.		
31. Perform a procedure to discharge a client from a clinical area.		

TASK	LEVEL	DATE
B. PERFORMING ACTIVITIES RELATED TO OBSERVING/ RECORDING/REPORTING/PLANNING (con't)		
32. Prepare a roster.		
33. Perform post mortem care.		
34. Report unethical behavior of others.		
35. Report illegal behavior of others.		
C. PERFORMING ACTIVITIES RELATED TO SAFETY		
1. Instruct a client receiving oxygen therapy about safety precautions to follow.		
2. Secure siderails in place.		
3. Restrain a client.		
4. Cover a client.		
5. Identify a client to locate the correct client for any specific purpose.		
6. Perform aseptic handwashing techniques.		
7. Perform safety measures to assure the physical safety of a client and others.		
8. Prepare a room.		
9. Perform safety measures to protect self and others from hazards of radiation.		
10. Clean instruments/equipment.		
11. Package clean equipment, instruments and supplies.		
12. Sterilize packaged supplies, instruments, and culture media.		
13. Handle sterile items.		
14. Apply disinfectant.		
15. Handle sterile items.		
16. Place a client in isolation.		
17. Put on isolation apparel.		
18. Remove isolation apparel.		
19. Bag specimens, linens, and waste materials.		

TASK	LEVEL	DATE
D. PERFORMING ACTIVITIES RELATED TO NUTRITION/ ELIMINATION		
1. Position tubing attached to a client.		
2. Measure all fluid intake.		
3. Measure all fluid output.		
4. Document fluid intake/output of a client.		
5. Develop a diet.		
6. Serve a food tray.		
7. Position a client for eating.		
8. Arrange food on a tray.		
9. Assist client with feeding.		
10. Assist a client to eliminate wastes.		
E. PERFORMING ACTIVITIES RELATED TO HYGIENE/PERSONAL CARE/COMFORT		
1. Instruct a client in proper oral hygiene.		
2. Assist a client to perform oral hygiene.		
3. Swab the oral cavity of a client.		
4. Assist with denture care of a client.		
5. Store dentures of a client.		
6. Inspect the skin of a client.		
7. Bathe a client.		
8. Rub the back of a client.		
9. Clean fingernails/toenails to promote a client's hygiene.		
10. Trim fingernails/toenails to promote a client's hygiene.		
11. Comb/brush hair of a client.		
12. Assist in undressing a helpless or weak client.		
13. Assist in dressing a helpless or weak client.		
14. Change a bed.		

TASK	LEVEL	DATE
F. PERFORMING ACTIVITIES RELATED TO TRANSPORT/ TRANSFER/POSITIONING		
1. Adjust a hospital bed.		
2. Move a client into different positions.		
3. Support weakened or paralyzed joints of a client.		
4. Transfer a client from a bed or chair to a wheelchair.		
5. Transfer a client from a bed to a stretcher.		
6. Operate a wheelchair or stretcher.		
7. Pull a client to a standing position.		
8. Support an ambulating client.		
G. PROVIDING ACTIVITIES RELATED TO EXERCISE.		
1. Instruct a client to perform active range of motion on all joints.		
2. Perform passive range of motion to maintain maximum joint mobility.		
H. PROVIDING THERAPEUTIC TREATMENTS		
1. Apply non-medical topical ointments to treat excoriated or abraded areas on a client's skin.		
2. Perform preoperative care to prepare a client for surgical procedure.		
3. Perform routine postoperative care.		
4. Apply heat to promote increased circulation.		
5. Apply cold to reduce metabolism, circulation, or edema in an area of a client's body.		
6. Instruct a client to clean the lungs of secretions.		
7. Administer a douche to irrigate the vagina.		
8. Assist with a dressing change.		
I. PERFORMING BASIC EMERGENCY MEASURES		
1. Apply bandages.		
2. Apply a tourniquet.		

TASK	LEVEL	DATE
I. PERFORMING BASIC EMERGENCY MEASURES (con't)		
3. Apply direct pressure to a wound.		
4. Apply direct pressure to a pressure point.		
5. Perform cardiopulmonary resuscitation.		
6. Position a faint client to revive the client's full consciousness.		
7. Administer spirits of ammonia to revive a faint client.		
8. Prepare an antidote to treat a poisoned client.		
9. Treat a burn.		
10. Describe methods to induce vomiting to prevent absorption of an ingested poison.		
J. PERFORMING ACTIVITIES RELATED TO SUPPLIES/MATERIALS/EQUIPMENT		
1. Store supplies and materials.		
2. Obtain equipment and supplies to treat a client.		
K. ACQUIRING EMPLOYABILITY SKILLS		
1. Investigate employment information.		
2. Identify significant factors to determine the requirements of an occupation.		
3. Acquire wage information.		
4. Identify significant non-wage job characteristics.		
5. Acquire information to describe local, regional, and national employment opportunities for an occupation.		
6. Acquire information to describe the career ladder associated with an occupation.		
7. Compare personal criteria.		
8. Prepare a resume or data sheet.		
9. Write a letter.		
10. Complete an employment application.		
11. Dress in appropriate attire.		

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