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ABSTRACT

The Cooperative Health Occupations Assistants Program (CHOAP) is a two-year program for high school juniors and seniors in the Chicago (Illinois) public school system. CHOAP has three purposes: to acquaint young people with the scope of career opportunities in the health field, to prepare them for entry jobs in the field, and to help students make the transition from school to work by means of work experience in the area of their choice. This core curriculum is a course of study to assist students in learning about career opportunities and acquiring skills and knowledge for the health careers field. The manual has five units, each of which contains a list of concepts and measurable objectives, as well as multiple student activities. The units cover: (1) orientation; (2) fundamental knowledge and skills for health workers; (3) understanding of basic needs necessary to maintain mental and physical health; (4) skills required in most health occupations; and (5) orientation to death and dying. A bibliography is included. (CJB)

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Curriculum Guide for

CORE CURRICULUM

Grades Eleven and Twelve

Cooperative Health Occupations Assistants Program

Westinghouse Vocational High School

JOSEPH P. HANNON

General Superintendent of Schools

BOARD OF EDUCATION

CITY OF CHICAGO

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PREFACE

The Cooperative Health Occupations Assistants' Program (CHOAP) is a two-year program for juniors and seniors, administered by the Westinghouse Vocational High School and available, on a shared time basis, to interested students in any Chicago public high school.

CHOAP has a threefold purpose: to acquaint young people with the scope of career opportunities in the health field, to prepare them for entry jobs in the field, and to help students make the transition from school to the world of work by means of on-the-job experience through suitable employment in the health-career area of their choice.

Core Curriculum is designed as a course of study to assist the student in learning about career opportunities and in acquiring skills and knowledge common and applicable to many of the various areas of employment. On the basis of this foundation, the student is able to select the kind of employment he wishes for the on-the-job training which will follow. The guide covers 250 periods of laboratory, classroom, and field trip activities.

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OBJECTIVES

General

To acquire a basic preparation directed toward employment as an assistant to a health professional

Specific

To begin to develop a wholesome attitude toward and an understanding of the world of work

To develop selected salable skills in the health occupations field

To gain basic knowledge necessary for the health occupations assistant

To develop an understanding of desirable interpersonal relationships

To become acquainted with the nature and scope of occupations within the health field

CORE CURRICULUM

UNIT I. ORIENTATION

Concepts

Understanding the meaning of cooperative education will help the student adjust to the Cooperative Health Occupations Assistants Program.

Knowledge of the health care system will aid the student in understanding the health careers available for study.

Knowing ways in which health services are delivered will give the student more options in selecting his cooperative work experience.

Effective techniques will assist the student in acquiring the knowledge and skills that he needs for successful completion of the course.

MEASURABLE OBJECTIVES

Upon completion of this unit, the student should be able to:

- . explain to the class the purposes and advantages of cooperative education
- . define health care and list on the chalkboard the kinds of health workers employed in the health care field
- . name five different agencies concerned with the delivery of health services
- . prepare and demonstrate on the chalkboard a career ladder for a health discipline assigned by the teacher
- . describe the functions of the team members for a health discipline assigned by the teacher
- . identify and describe five health careers.

UNIT I ORIENTATION

CONCEPTS

Understanding the meaning of cooperative education will help the student adjust to the Cooperative Health Occupations Assistants Program.

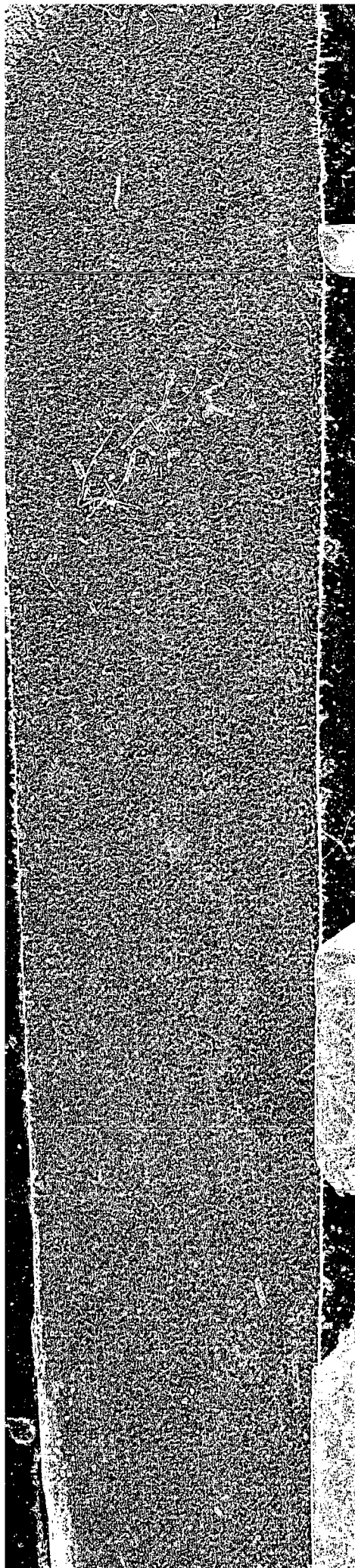
(Refer to Curriculum Guide for Cooperative Education Programs, pp. 12-15: 30.)

CONTENT

A. Cooperative Education

1. Cooperative education in general
 - a. Definition
 - b. Purposes
 - c. Advantages
 - (1) School credit
 - (2) Related classes
 - (a) General
 - (b) Specific
 - (3) Work experience
 - (4) Kinds of jobs available

2. Advantages to the student in CHOAP
 - a. Gaining experience
 - b. Developing self-confidence
 - c. Building future references
 - d. Earning wages



STUDENT ACTIVITIES

In a brainstorming session, suggest meanings that the word education brings to your mind. As these ideas are suggested, have them written on the chalkboard. Some words associated with education may be study, work, write, school, learning, homework, "I-hate-it."

Write definitions of cooperative and education and hand them to the instructor. Consider the definitions suggested by your classmates and such academic definitions of education as the following:

- Education is preparation for life.
- Education results in behavioral changes.
- Education requires self-discipline.

Copy in your notebook what you consider the best definition of each of the two words, cooperation and education. You are now ready to write a definition of cooperative education.

Compare the various cooperative education programs with other vocational education programs of the Chicago public schools. Identify their similarities and differences.

Write a brief description of each of the following programs:

- ICE--Industrial Cooperative Education
- HERO--Home Economics Related Occupations
- CAFE--Chicago Area Food Service Education
- CWT--Cooperative Work Training
- DE--Distributive Education
- OO--Office Occupations
- CHOAP I and II--Cooperative Health Occupations Assistants Program Level I for juniors; Level II for seniors
- HOAP I and II--Health Occupations Assistants Program for freshman and sophomore students

In a discussion of the importance of establishing goals and objectives in one's personal life, consider the following:

What is a goal?

How many kinds of goals are there?

Is there any correlation between dreams and goals?

What are the dangers or problems which you might encounter if you have no goals?

What kind of behavior is required for one's goal to be a realistic one? Does this type of behavior have anything to do with one's career ladder?

CONCEPTS

CONTENT

(Refer to Curriculum Guide for Cooperative Education Programs, p. 16.)

3. Responsibilities of the student in CHOAP
 - a. Understanding the job descriptions and assignments.
 - b. Observing rules of the job and school.
 - c. Accepting responsibility in a mature manner.

4. Cooperative Health Occupations Assistants Program
 - a. Opportunities in the health occupations field.
 - b. Kinds of health services.
 - c. Types of jobs offered.
 - (1) Assistants to the professionals
 - (2) Clerks

STUDENT ACTIVITIES

In one of several small groups develop a list of advantages for the students who participate in CHOAP. Share your findings with the class by appointing a recorder to write on the chalkboard the list prepared by your group.

Write a paper on the subject "Why I Chose Health Occupations," explaining the reasons for your choice and the advantages to you of work of this kind.

Discuss the meaning and goals of the CHOAP program as stated in the philosophy and objectives of CHOAP.

Read in your text Health and Safety for You the chapter on the "Mature Teen-ager" and the "Immature Teen-ager" and write the characteristics listed in the textbook. Discuss why it is important for a CHOAP student to have certain characteristics.

Start a scrapbook of recent articles from newspapers and magazines related to the study of health--personnel, careers, legislation or services--and add to it throughout the course. These articles are to be accompanied by one or two sentences that reflect an understanding of the article. In this scrapbook should also be placed pamphlets on each health occupation, stating what you perceive their job descriptions are and the personal attributes necessary. These scrapbooks will be evaluated periodically.

Study the audio and/or visual aids provided to assist the class in gaining a concept of health careers, such as the wheel and the ladder of careers. See diagram on pp. 13ff.

Volunteer to be one of a committee to write ten rules governing the classroom behavior of the health worker. Rules should include attitude, attendance, tardiness, and dress. One of the committee should write the ten rules on the chalkboard for the class members to write in their notebooks.

If you have had work experience, volunteer to lead a discussion on what an employer expects from his employees.

Discuss how these expectations were met or not met.

Discuss reasons for job termination.

Discuss the importance of one's attitude when one is a very proficient worker.

Study a copy of Student Responsibilities in Cooperative Education and be prepared to discuss what is meant by developing academically, socially and economically and why there is provision for general and specific related classes.

CONCEPTS

CONTENT

Knowledge of the health care system will aid the student in understanding the health careers available for study.

5. The uniform and emblem
 - a. History of uniform and insignia
 - b. Description
 - c. Cost
 - d. Care
 - e. Name pin

B. Health Care

1. Kinds of health care
 - a. Preventive
 - b. Physical
 - (1) Acute and chronic
 - (2) Restorative care
 - c. Mental

STUDENT ACTIVITIES

In a brainstorming session analyze what is meant by "being responsible." Consider reasons for including promptness.

Write a paper on one of the following topics:

Who Is a Responsible Person?

How Can the CHOAP Student Know Whether He Is a Responsible Teen-ager?

Through class discussion and listening to the teacher presentation reach an understanding of the cooperative education forms, the wage-hour attendance sheets, employers evaluation forms, and medical records.

Look up the history of uniforms and insignias, including why they are worn, what they represent, and what groups other than health workers wear them.

After looking at a health occupations uniform or a picture of it, discuss the cost and care of the uniform and the proper time and place to wear it. Students will spend time in class trying on their new uniforms. Those who sew may demonstrate how to adjust the skirt to knee length. For the sake of appearance, students should hem by hand rather than by machine.

Each student will give his/her definition of health care.

The teacher will discuss with you the definition of health which the World Health Organization has adopted.

Each student will prepare a short presentation on "Do individuals have any responsibilities for maintaining health?" How?

What is meant by:

Preventive care

Physical care

Mental care

Restorative care

Be prepared to explain your response to the following statements:

What are the advantages of preventive care?

What are the reasons that mental health is crisis oriented?

Is socio-economics a factor in making use of the concept of preventive medicine?

CONCEPTS

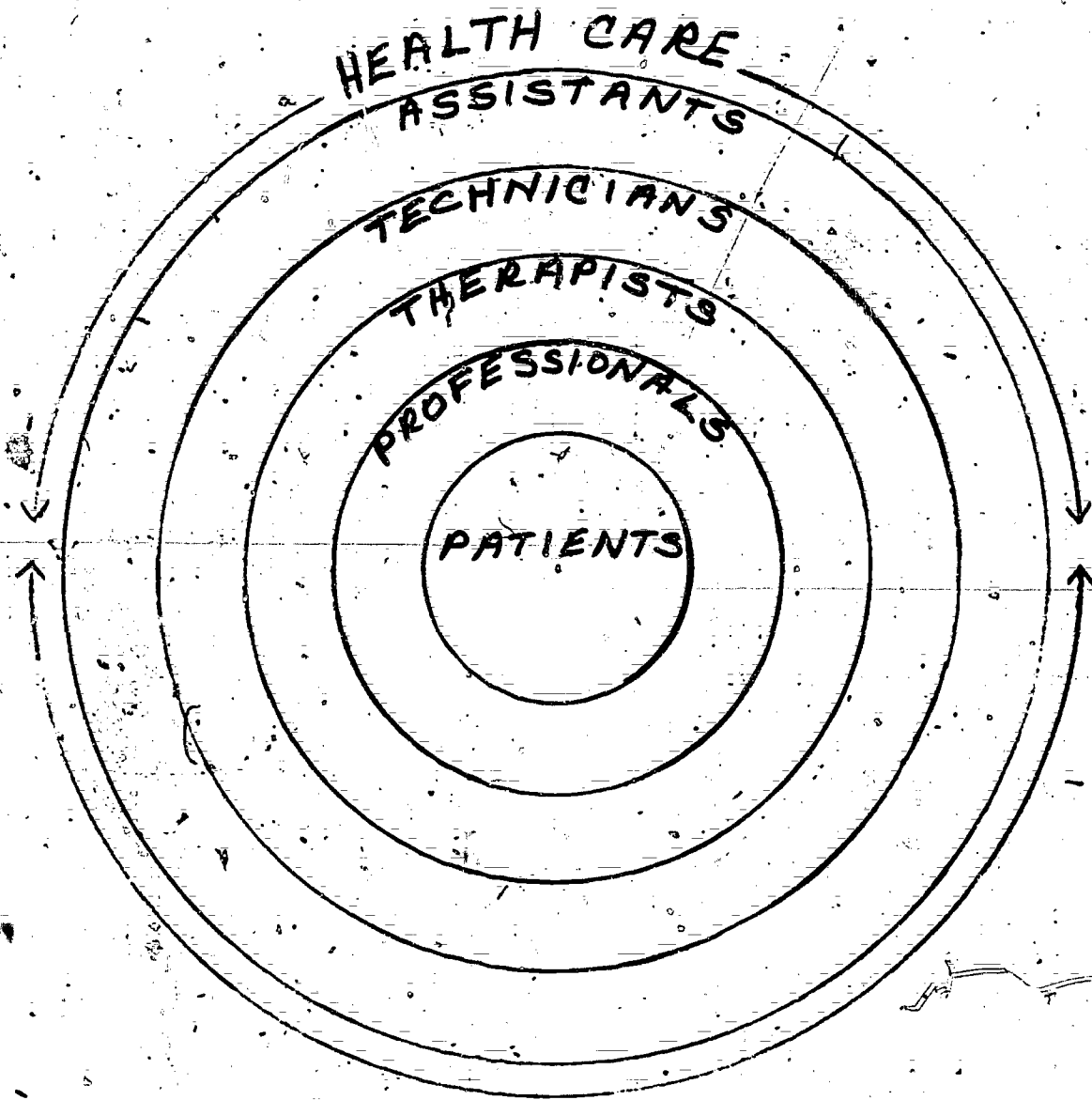
CONTENT

2. Types of health workers
 - a. Professionals
 - b. Therapist
 - c. Technicians
 - d. Assistants

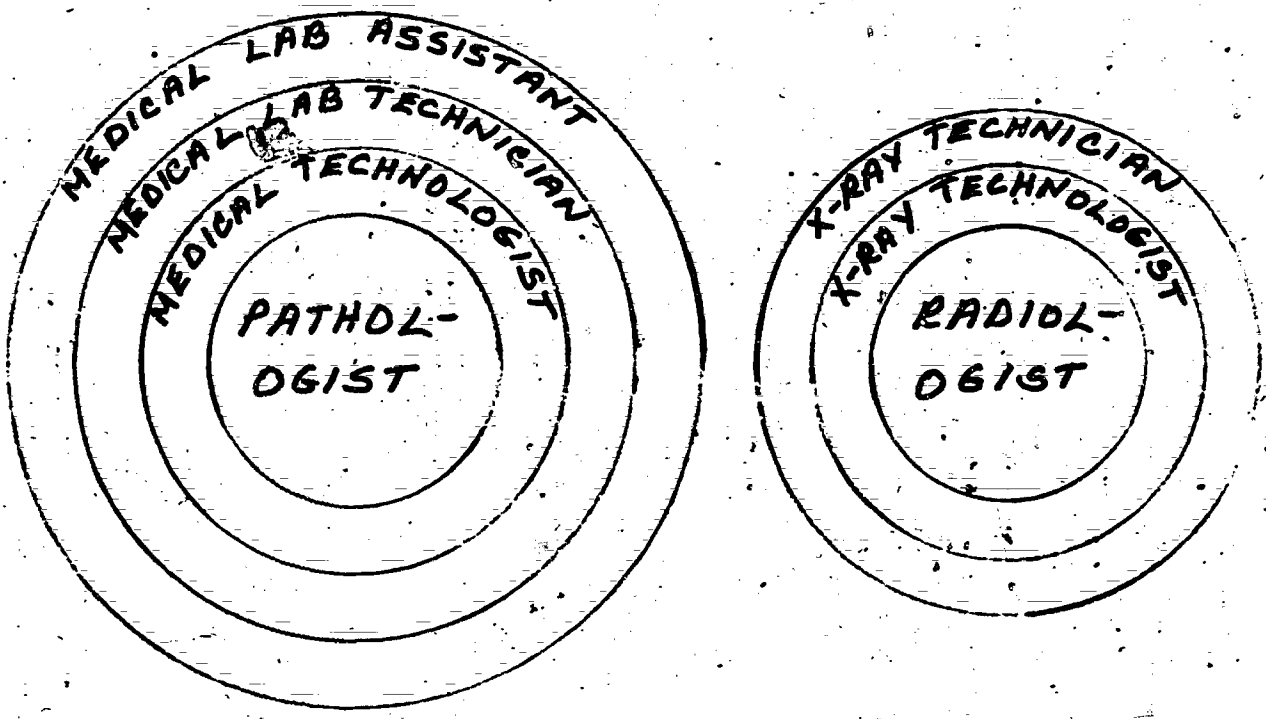
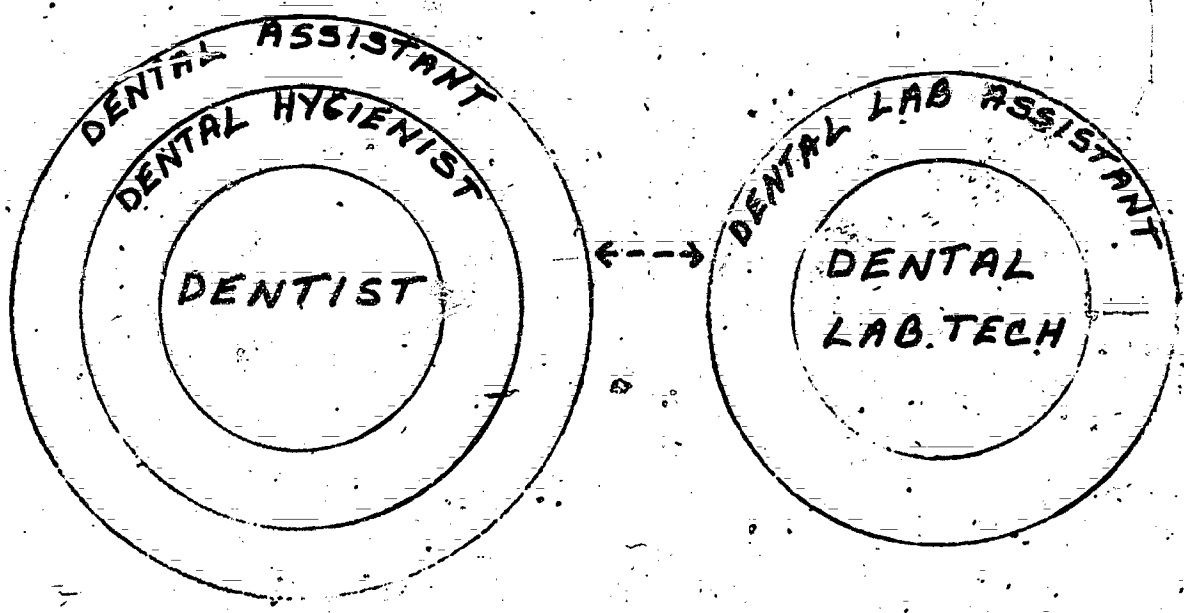
Knowing the ways in which health services are delivered will give the student more options in selecting his cooperative work experience.

C. Factors in delivery of health services

1. Agencies or individuals
 - a. Hospitals
 - (1) General
 - (2) Special
 - (3) Public
 - (4) Private
 - b. Nursing homes and other long-term care facilities
 - c. Extended care facilities
 - d. Public health agencies
 - (1) Public (tax supported)
 - (2) Private (voluntary)
 - e. Veterans' hospitals
 - f. Laboratories



EXAMPLES OF HEALTH CAREER LADDERS



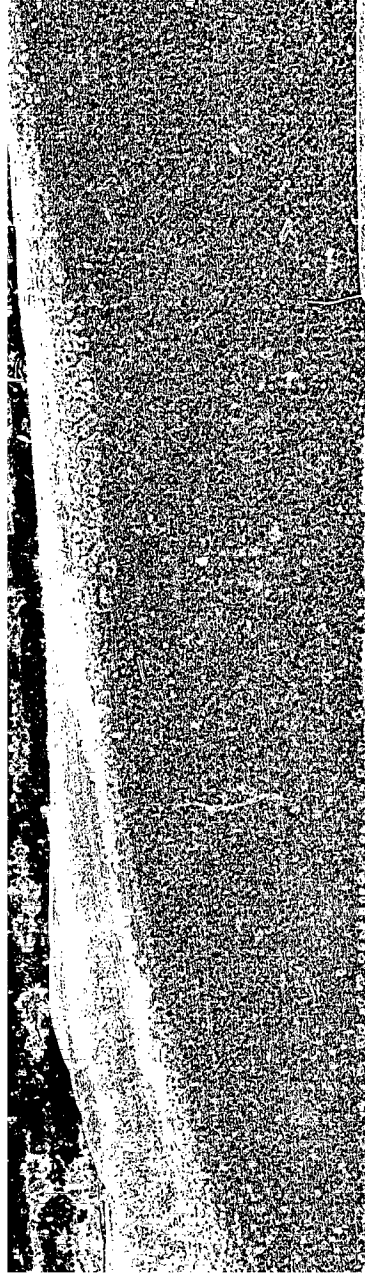
HEALTH CARE

| PROFESSION | TECHNOLOGIST | TECHNICIAN | ASSISTANT |
|------------------------|---------------------|---------------------------------------|----------------------|
| Ophthalmologist | | Ophthalmic, orthopist | |
| Optometrist | | Optician | Optometric |
| Environmentalist | | Environmental | |
| Dentist | | Dental Hygienist Dental Laboratory | Dental |
| Veterinarian | | | Veterinary |
| Pathologist | Medical Laboratory | Medical Laboratory | Medical Laboratory |
| Medical Doctor | Physician Assistant | | Medical Office |
| Nursing | | Practical Nursing | Nurse |
| Respiratory Therapist | | Inhalation Therapy | |
| Physical Therapist | | Physical Therapy | |
| Occupational Therapist | | Occupational Therapy | Occupational Therapy |
| Pharmacist | | | Pharmacy |
| Social Service | | | Social Service |

| PROFESSION | TECHNOLOGIST | TECHNICIAN | ASSISTANT |
|------------------------|--------------------------------|------------------|------------------------|
| Orthopedic Physician | | Orthopedic | |
| Surgical Doctor | Surgical Assistant | Operating Room | |
| Radiologist | Radiology Radiation Therapy | Radiology | |
| Medical Records Adm. | | Medical Records | Medical Records Trans. |
| Podiatrist | | | Podiatric |
| Urologist | | Genito - Urinary | |
| Psychiatrist | | Mental Health | |
| Recreational Therapist | | | Recreational, Activity |
| Speech Therapist | | | |
| | | E.E.G. | |
| | | E.K.G. | |
| | | Ward Manager | Ward Clerk |
| | | | Admitting Clerk |

EDUCATIONAL PREPARATION

| OCCUPATIONAL TITLE | ENROLLMENT PRE-REQUISITES | MINIMUM PROGRAM LENGTH | CREDENTIALS |
|--|--|---|--|
| 1. Assistant to the Primary Care Physician | as required by individual program | varies--1 year to 4 years generally | Certified by National Bd. of Med. Examiners |
| 2. Medical Assistant | high school or equivalent | 1 or 2 academic yrs. or equivalent | Certified Medical Assistant CMA |
| 3. Medical Laboratory Technician | as required by sponsoring educational institution | 2 academic years | Medical Laboratory Tech. MLT (ASCP) |
| 4. Occupational Therapist | varies and is dependent on admission requirements of the college | (1) 4 academic years or (2) up to 2 years post-baccalaureate | Occupational Therapist Registered OTR |
| 5. Operating Room Technician | as required by sponsoring educational institution | 1 year | Certified Operating Room Tech. CORT (AORT) |
| 6. Physical Therapist | varies and is dependent on admission requirements of the college | (1) 4 academic years or (2) up to 2 years post-baccalaureate | state license required LPT or RPT |
| 7. Radiologic Technologist | high school or equivalent college entrance test | 24 months | Registered Technologist RT (ARRT) |
| 8. Respiratory Therapist | high school graduation or equivalent | 2 years | American Registered Resp. Ther. ARRT (NBRT) |
| 9. Respiratory Therapy Technician | high school graduation or equivalent | 1 year | Certified Respiratory Therapy Technician CRTT (AART) |



STUDENT ACTIVITIES

Define the following terms with the assistance of the teacher. Place the definitions on the chalkboard for future reference.

professionals
therapists

technicians
assistants

Listen carefully while the teacher briefly explains the educational requirements and functions of each of the health worker classifications listed on the chalkboard.

Define career.

Write a brief paper on "What It Means to Me to Have a Career."

Each student will name a health career and the teacher will list the careers on the chalkboard.

Using the handout, "Examples of Health Career Ladders," participate in a discussion on this concept led by the teacher.

You will be assigned by the teacher to write to a professional school or allied health education institution for information regarding the education and qualifications for one of the health careers listed on page 21.

What is a health care facility?

Name the various types of health facilities and list the service offered by each type.

From the list of health care services you have compiled, list the health occupations that are available to you for study and employment as a CHOAP student after graduation from high school.

Discuss the ways in which payment is provided for health care.

Explain the kinds of health-related jobs that have become available as a result of the different types of health insurance payments.

Identify the skills that could be needed to perform the duties of the health workers you have just named.

Write a letter to a health agency, as assigned by your teacher, requesting a chart of its organizational structure.

CONCEPTS

Effective techniques will assist the student in acquiring the knowledge and skills that he/she needs for successful completion of the course.

(Refer to Curriculum Guide for Cooperative Education Programs, pp. 32,33.)

CONTENT

- g. Pharmacies.
- h. Community health centers
- i. Doctors' offices
- j. Industrial medical departments

2. Teams

- a. Medical
- b. Nursing
- c. Dietary
- d. Rehabilitation (P.T., O.T., speech, activity)
- e. Veterinary medicine
- f. Dental
- g. Pharmaceutical
- h. Maintenance.
- i. Engineering
- j. Social service
- k. Medical records

3. Payment for health care

- a. Individual
- b. Third party
- c. Voluntary
- d. Government
 - (1) Veteran's administration
 - (2) Medicaid
 - (3) Medicare
 - (4) County
 - (5) State

D. Techniques for acquiring knowledge and skills for the job

1. Making study effective

- a. Taking notes
- b. Outlining
- c. Budgeting time
- d. Providing favorable environment
 - (1) Adequate light
 - (2) Adequate heat
 - (3) Quiet
 - (4) Supplies

STUDENT ACTIVITIES

Study a diagram of the organizational structure of a health agency drawn on the chalkboard or on a mimeographed copy distributed to you. Also read chapter 1 in Basic Nursing Procedures. After studying the diagram and listening to an explanation of the lines of authority, be able to answer the following questions:

What is meant by lines of authority in an organizational structure? Trace the lines of authority on a chart of the organizational structure of a health facility distributed by the teacher.

What is the meaning of the term team? Who is included on the nursing team? dental team? veterinary team? rehabilitation team? How does the dental team differ from the health care team?

What are some of the advantages of the team approach to handling health problems?

What kinds of skills would a person need to work in each of the fields of nursing, dentistry, and veterinary medicine? How are these skills different from those required for office work?

How is a service department within the hospital (pharmacy, X-ray) organized? Draw a diagram to show this organization.

Look at the want ads of the Sunday newspapers to determine the various health service agencies which are advertising for employees. Classify each advertisement according to the type of agency and the team to which the personnel would belong.

View the guidance filmstrips Improve Your Study Habits, Why Study?, Preparing to Study, and How to Take a Test.

In one of the small groups into which the class is divided, develop a set of guidelines for effective study. After careful consideration of these guidelines, write a paragraph about study conditions in your home, indicating improvements that would be desirable and possible.

Volunteer to play the role of a student with good study habits. Then play the role of the same student trying to study under adverse conditions.

If your grade on a written examination is one of the three highest be ready to describe the study techniques which you found useful in preparing for the examination.

STUDENT ACTIVITIES

After a class discussion of study schedules, the teacher will assign you to make a work study schedule for yourself and place it in your notebook. You will revise it after a trial period of two weeks and write a short paragraph telling why you had to alter the schedule. The following form may be placed on the chalkboard for the students to use:

Work-Study Schedule

| Time | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Sun. |
|---------|------|-------|------|--------|------|------|------|
| 7 a.m. | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 noon | | | | | | | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |

Copy the following sentence from the chalkboard and explain exactly what it means:

Get your study materials together, your hands washed, telephone calls made, all before you begin to work. When you set down to the job, begin at once. The less moaning and grumbling, the more work will be done.

Use the dictionary to find the meaning of each of the following words and use each word in a sentence.

| | | |
|-----------|---------|-----------|
| accurate | explain | legible |
| discuss | hearing | listening |
| efficient | index | notebook |

As a class project, discuss the duties necessary to have an efficiently operating health occupations classroom. List these duties on the chalkboard and discuss how the duties will be assigned.

CONCEPTS

CONTENT

-
2. Learning to use democratic processes in a group activity.
 - a. Participating in classroom activities
 - b. Organizing a club
 - c. Following parliamentary procedure

STUDENT ACTIVITIES

Look up the definition of the following words in a dictionary, and use each one correctly in a sentence.

| | | |
|-------------|---------------|------------|
| cooperation | committee | membership |
| leader | tact | rational |
| democratic | impartial | emotional |
| patience | acceptance | fair |
| tolerance | understanding | dues |

Identify some of the youth organizations in the cooperative programs, giving the purpose and a brief outline of the history of each one. The following organizations should be included:

Future Farmers of America
 Future Homemakers of America
 Future Business Leaders of America
 Vocational Industrial Clubs of America (VICA)
 Health Occupations Youth Organization

Discuss organizations of this kind as a means of providing opportunities for members to develop leadership abilities, to enjoy fellowship, and to acquire the prestige of active participation in the work of a recognized youth group.

Be prepared to consider the following questions:

What is the purpose of a Health Occupations Youth Organization?

Is there an annual convention?

Should we organize this club in our group?

Describe the democratic process in youth groups and how it works.

Hold a class discussion about organizing a local chapter of the Health Occupations Youth Organization. If the decision is to organize, then hold a class election for officers for the chapter using democratic procedures.

With the class divided into small groups, discuss with your group the duties and responsibilities of one of the class officers. One member of each group will make the group report to the class.

The class prepares a nominating slate. Each nominee gives a 3-5 minute campaign speech, after which the class holds the election of officers.

Discuss suitable projects for your chapter.

CORE CURRICULUM

UNIT II FUNDAMENTAL KNOWLEDGE AND SKILLS
FOR HEALTH WORKERSConcept

Effective communication is essential for success in the health field.

An understanding of the germ theory of disease contributes to the prevention of the spread of infection and infectious disease.

The dependency role of patients places special responsibilities on workers which must be understood to protect the patient and the worker.

An application of the principles of good body mechanics contributes to the safety and efficiency of the health occupation worker as well as to the well-being of the patient.

Understanding behavior contributes to success in all relationships.

MEASURABLE OBJECTIVES

Upon completion of this unit, the student should be able to:

- . demonstrate techniques of effective communications
- . demonstrate the proper techniques of a job interview
- . list the agencies concerned with disease control
- . demonstrate the techniques of medical and surgical asepsis according to the standards discussed by the teacher
- . explain fully the work attitudes necessary for job success
- . develop some understanding of the legal aspects of health careers
- . demonstrate the principles of good body mechanics while performing patient care procedures
- . discuss the effects of illness on behavior.

UNIT II FUNDAMENTAL KNOWLEDGE AND SKILLS
FOR HEALTH WORKERS

CONCEPTS

Effective communication is essential for success in the health field.

CONTENT

- A. Communication: the way in which a person shares or conveys feelings, acts, and thoughts with another person.
1. Verbal communication
 - a. Talking with relatives
 - b. Talking with co-workers
 - c. Reading with understanding

STUDENT ACTIVITIES

Look up the following words, use each in a sentence, and keep in your notebook;

| | | |
|---------------|------------|----------|
| accurate | expression | phrase |
| brief | gesture | record |
| clear | inflection | report |
| communication | interview | symbol |
| conversing | legible | sentence |
| discussion | impression | |

Copy this statement from the chalkboard and explain what it means--

Communication is a fusion of impressions and expressions. An impression is what the person acquires from listening and reading.

What are some of the deterrants to effective communication? (colloquial, slang, professional jargon, talking above a person's head, talking at a person rather than to a person)

List repetitive phrases often used by people. (Like I said, I mean, You know what I mean.)

Demonstrate the ineffectiveness of these phrases by trying to express an idea using one or more of these phrases (10 times -- 3 minutes).

Play the Telephone game. Compare the original message with the one re-stated by the listener. Discuss reasons for the difference and ways to help prevent such alterations in a message; for example, by asking the person to repeat what he said.

Discuss what is meant by effective communications. The students will then demonstrate their ability to effectively communicate with peers, parents, co-workers, teachers, supervisors, and explain why it is necessary to talk differently to different groups.

Volunteer to pick at random a flash card on which the teacher has printed an idea related to effective communication. Discuss the topic on your flash card; then choose another student to draw a topic to discuss. This procedure may continue until several students have spoken. Students should include verbal and nonverbal communications and listening in their discussion.

Read an assigned paragraph from your textbook into a tape recorder. The teacher will then play back the tapes and each student will evaluate the voices according to the criteria set up by the teacher.

CONCEPTS

CONTENT

d. Note taking

- 2. Nonverbal communication
 - a. Facial expression
 - b. Posture
 - c. Gesture
 - d. Applause

STUDENT ACTIVITIES

Tape some phrases, such as "I am sorry" or "Thank you very much," in different tones of voice. Play the tape and listen for the meaning conveyed by the tone rather than the words.

Participate in a class discussion on the following:

How is note-taking a form of communication?

Why is it important that your class notes be accurate and concise?

Are class notes a good reference for study?

Discuss note-taking and list on the chalkboard some good techniques, such as--

studying the topic before the class presentation to build a background of general information

being prepared to take notes when the class begins, since the first point may be the key to the whole lesson

leaving a blank space, if a point is missed, and continuing to follow the teacher

writing notes in your own words and keeping them brief

allowing a generous amount of space for additional material and explanations.

reserving a separate section of the notebook for each subject

rewriting notes in a form which will be useful for later study and reference.

Pantomime feelings of anger, restraint, shock, pain, despair, sorrow, and joy. Members of the class may guess what emotion each pantomime portrays.

Role-play a situation in which a student is conversing with a visitor regarding a relative's condition.

Role-play a student being conferenced by the head nurse (played by the teacher) concerning her excessive absenteeism on the weekends.

Experiment with skills used in charades, such as definite facial expressions, body movement, imagination, and interpretation of clues, and then play charades.

3. Listening
 - a. Significant nonverbal sounds
 - b. Oral directions

4. Reporting
 - a. Oral
 - b. Written

5. Telephone skills
 - a. Working out a system for taking messages
 - b. Recording messages to include vital information (who, which, where, why)
 - c. Relaying messages accurately

STUDENT ACTIVITIES

Nonverbally communicate an individual having pain in the chest, head, stomach, feet, and so on.

List the different ways a dog communicates pain, happiness, anger, fear and affection.

Discuss what is meant by the "art of listening." Make a list on the chalkboard of situations in which sounds are very important to safety and understanding, for example, the sound of an auto horn, or a baby crying.

Volunteer to take part in role-playing in order to show a good way to take oral directions.

Which of the health worker's main function is to be a good listener (social service)?

Research the duties and responsibilities of a social service worker and state why it is imperative that he/she be a good listener. Name some of the special problems that this type of health worker will deal with.

In small groups, discuss reporting, including the various kinds of reports, types of forms, purposes of reporting, and how all of this relates to the health occupations.

Volunteer to role-play a sick deaf-mute with multiple complaints. The rest of the class will practice charting their observations on the nurses note.

Discuss why all health workers must be able to observe and listen.

View the movie on Good Telephone Manners by Illinois Bell Telephone Company, and write a brief review of this film.

Write telephone messages to be read in class. One student will read the message to another. The student taking the message will write it out, making sure that she has the what, where, when, who and why necessary to relay the message to the correct person. The class will listen to the reading of the original message and the relaying of the message and then discuss the adequacy and accuracy of the information relayed.

Practice giving and receiving messages by telephone. The teacher may obtain a teletrainer from the Bell Telephone Company. Call 727-2363 two to three weeks in advance.

6. Interviewing
 - a. Job application and interview
 - b. Patient
 - c. Client

B. Employment field

1. Business health field
 - a. All doctors' offices
 - b. Office of health agencies
2. Hospitals
 - a. Ward clerk
 - b. Insurance office
 - c. Admitting office
 - d. Receptionist
 - (1) X-ray
 - (2) Laboratory
 - (3) Clinic
 - e. Medical records

STUDENT ACTIVITIES

Write any messages that come from the main office via the loud speaker. Compare notes with other students. Note if reporting of the message is accurate and clear.

Explain how messages in health occupations relate to safety.

Volunteer to take part in two skits about job interviews and demonstrate both good and bad communication skills.

Role-play an interview of a health occupations worker gathering information from a patient in a clinic, a veterinary hospital, or a gerian in an activity department.

Write a resume in preparation for a job interview.

Complete the job application form which the teacher will distribute to you.

Listen as the teacher explains the value of a job application to the interviewer.

Role-play a job interview while the remainder of the class evaluates in terms of grooming, voice, attitude, and other factors.

As a homework assignment, each student will write a letter of application.

Identify the type of individuals in the business health field.

Divide into small groups to investigate, research and report to the class about one of the members of the business health field. These reports will include the following information:

- purpose of the groups (function)
- skills required
- duties or function
- kinds of jobs available

Be prepared to answer questions from the teacher and classmates.

Volunteer to participate with the class in role-playing some of the functions of the business health worker, such as--

demonstrating an office assistant explaining why a dog needs to receive his booster shots (Reference: Animal Hospital Technology, p. 97)

a ward clerk making an X-ray appointment by phone for a patient

an insurance clerk answering the questions of a client regarding medicare and medicaid.

CONCEPTS

An understanding of the germ theory of disease contributes to the prevention of the spread of infection and infectious diseases.

CONTENT

C. Prevention of disease

1. Principles of microbiology
 - a. Common terminology
 - b. The cell, basic unit
 - (1) Structure
 - (2) Functions
 - (3) Neoplasm
 - c. Germ Theory of Disease
 - (1) Live organism
 - (2) Modes of transfer
 - (3) Body defenses

2. Disease control
 - a. Agencies
 - b. Principles involved
 - (1) Cleanliness
 - (2) Isolation
 - (3) Disinfection
 - (4) Sterilization
 - (5) Cleaning and dressing simple wounds
 - (6) Bandaging

STUDENT ACTIVITIES

Come to class prepared to discuss the function of a medical records department to include types of workers, responsibilities, education, and skills required.

Read the chapter on communicable diseases in Health and Safety for You, or some other appropriate reference, and write a paper on the history of infectious disease control.

Review previous vocabulary and check definitions of any of the following words that you do not know.

| | | | |
|------------|--------------|--------------|----------|
| incubation | illness | disorder | disease |
| infection | inflammation | degeneration | exudate |
| serum | pustule | macule | immunity |

Define parasite and discuss the differences and similarities of one-celled plants and animals. Explain how and why they cause disease.

Make enlarged diagrams of disease-producing organisms, such as bacilli, cocci, spirochetes, protozoa, fungi, yeasts and molds.

Look up information on one of the contagious diseases and give a report to the class. (The teacher may assign specific diseases.)

Make a chart or graph showing the rapid reproduction of bacteria to illustrate the need for control measures.

Plan a poster showing the ways for germs to leave and enter the body and cause disease. Be prepared to explain the poster to the class, giving examples of diseases which are caused by the germs illustrated.

Discuss in class the modes of transmission of disease in man and animal.

Be prepared to discuss the similarities and/or differences in the control of disease of man and animal.

Discuss in class the body's defense against infection in man and animal, and using the chalkboard, illustrate the function of--

| | |
|-------------------|------------|
| the skin | antibodies |
| white blood cells | antitoxins |
| fever | |

On the basis of what you have learned in Unit I regarding veterinary medicine, a student will be assigned to give a report on the--

members of the veterinary team
responsibilities
education
licensure by state
skills required.

STUDENT ACTIVITIES

Look up the following information on the World Health Organization:

- When was it organized?
What is its function?

Look up the science of epidemiology and from your acquired knowledge discuss how this science contributes to the control and prevention of contagious disease.

Using a dictionary or the textbook glossary for reference, define the words written on the chalkboard for inclusion in your notebook and use each word in a sentence.

| | | | |
|------------|---------------|--------------|-----------|
| antibody | coccus | microbe | yeast |
| antigen | contamination | microbiology | mold |
| antiseptic | exudate | microscopic | infection |
| bacillus | fungi | organism | |
| bacteria | germ | protozoa | |
| biology | inflammation | virus | |

Play "Hang the Butcher" using words from the vocabulary list. Divide into groups of five or six. The teacher gives one student in each group a word correctly spelled on a slip of paper. This student places a blank space on the chalkboard for each letter of the word; for example, _ _ _ _ _ (spore). Other students in the group take turns guessing letters which might be in the word. If they guess wrong, the first student begins to "hang the butcher" by drawing his head, trunk, one arm, other arm, and legs, until the butcher has been hanged, or until someone guesses the word. The person guessing the word becomes "it" for the next game, or if the butcher has not been hanged "it" gets to write another word on the board. (Note that this teaches both spelling and pronunciation.)

Using a medical dictionary, look up the definitions for infection and inflammation and note the difference between the two.

View films or filmstrips on the structure and function of the cell, mitosis, spread of disease, and control methods. These are available from many health agencies.

Study the chapter on Cells in Health and Safety for You. Be able to define cell, protoplasm, nucleus, tissue.

In your notebook, make a drawing of the cell structure like the one on the chalkboard. Identify the parts.

Find in your notebook or reference books five cell activities necessary for maintenance of the life of the cell and all animal and vegetable life.

3. Community health personnel
 - a. Sanitarian
 - b. Public health officer
 - c. Public health nurse
 - d. Community health aide

STUDENT ACTIVITIES

Write definitions for the following words:

- respiration oxidation metabolism excretion
- osmosis absorption reproduction stimulus
- response growth repair nutrition

Discuss neoplasm, new growth or growth gone wild, and check the definitions of benign, malignant, tumor, and cancer.

Use films and other visual aids to view immunization and vaccination procedures. Discuss differences between active and passive immunity. As a health aide what would be your role in assisting with these procedures?

View the filmstrips Body Defenses Against Invasion and Laboratory Techniques.

Look up information on one of the well known men of medicine such as Jenner, Koch, Pasteur, and give a report to the class.

The teacher will make specific assignments.

Observe the teacher demonstrate techniques and procedures involved in disease control.

- handwashing
- disinfection
- sterilization
- asepsis, both medical and surgical
- using disposable tissue to cover mouth when coughing
- handling of sterile equipment
- procedure for preparing instruments for sterilization
- cleaning unit (concurrent and terminal)
- masking, gowning, and gloving
- care of wounds

After observing these demonstrations, practice these techniques.

Have a speaker from the Public Health Department visit the class with information on the history and function of the Public Health Department, or schedule a visitation from other disease control departments.

Start a medical terminology list, including suffixes, prefixes, and root words. This list is to be continued and built upon with each system.

- Suffix: itis - inflammation
- emia - blood
- oma - tumor
- pathy - disease
- ectomy - excision
- scopy - inspection, examination
- tomy - incision, into
- algia - pain

4. Employing agencies
 - a. Clinics
 - b. Health centers
 - c. Board of health
 - d. Public health agencies
 - (1) Public
 - (2) Private

STUDENT ACTIVITIES

List the agencies that are concerned with disease control, and identify the type of control and the function of the agency.

Research the educational requirements, duties and skills of the following health workers:

Environmentalist
Sanitarian
Public health nurse
Public health officer

Visit various agencies concerned with disease control, public, private, voluntary, and official. Following the field trip, prepare a report that will answer the following questions:

What services are performed in the agency visited?

Did the agency employ aides?

Did I get any information that would influence me in choosing a career? What information?

How did it influence me?

Was the trip worthwhile or of no value?

How could it have been improved? Should other students take this trip?

Participate in one or more of these trips:

Visit and observe at community health centers where smallpox and polio immunization and booster shots are given.

Visit a water supply station to learn how water is made safe for human use.

Visit a sewage disposal plant:

Visit a bacteriology laboratory and view slides of bacteria, coccus, T.B. bacillus, and note how cultures and culture media are made.

Do a research project on the health agencies serving your neighborhood and for each agency list the type(s) of service offered.

Using the microscope observe two items, one that is sterile and one clean.

CONCEPTS

The dependency role of patients places special responsibilities on workers which must be understood to protect the patient and the worker.

(Refer to Curriculum Guide for Cooperative Education Programs, pp. 82-84.)

CONTENT

- D. Protection of patients and workers
1. Personal characteristics
 - a. Courtesy
 - b. Self-control
 - c. Thoughtfulness
 - d. Honesty
 - e. Tact
 2. Role of student-learner in relation to the health team
 - a. Always reporting on and off duty
 - b. Signing time card daily
 - c. Leaving the department
 - (1) When she is sent
 - (2) When she has notified the person in charge
 - d. Calling supervisor to report personal illness
 - e. Knowing proper lines of authority
 3. Ethical behavior
 - a. Referring patient to doctor or to head nurse for information
 - b. Guarding confidential information

STUDENT ACTIVITIES

Compile a list of personal characteristics that are necessary for the health workers as they perform their duties. Discuss how violations of these personal characteristics may affect people. Examine your own personal behavior. Do you need to change some of your tendencies to become a more personable and effective health worker? What are they? How can you effect a change?

Role-play a student-learner reporting on and off work.

Discuss pros and cons of time clocks and sign-in-and-out systems.

Explain why it is important to report as early as possible that you will not be able to be on duty, especially when working in a health agency.

Using the organizational charts you studied earlier, consider the following questions:

What is meant by lines of authority? Why is it important to know these lines?

Volunteer to participate in a role play of one of these situations:

An assistant enters the room of a patient. It is 7:00 a.m. and the patient is asleep. It is time to have his T.P.R. taken.

A client asks you to make a phone call for her, although she is able to use the phone in your office.

The activity director asks you to pick up your patient because his aide is very busy.

Review tactful ways for an assistant to meet the following problems in a health agency:

The patient asks what his temperature or blood pressure reading was when you finished taking it.

A dentist complains about the service he is receiving from the dental laboratory.

A relative complains that the physical therapist makes his wife do exercises that are very painful to her.

The patient is upset with the occupational therapist who insists that he do a project in which he has no interest.

CONCEPTS

CONTENT

- c. Refusing tips
- d. Respecting religion of patient
 - (1) Special needs
 - (2) Respect for all faiths

(Refer to Curriculum Guide for Cooperative Education Programs, p. 67.)

- 4. Legal aspects
 - a. Licensure of individuals and agencies
 - b. Approving bodies
 - (1) State Department of Education and Registration
 - (2) Accrediting agencies
 - c. Wills
 - d. Autopsy
 - e. Slander
 - f. Libel
 - g. Battery
 - h. Negligence
 - i. Malpractice
 - j. Abandonment

STUDENT ACTIVITIES

Discuss why a firm but courteous ~~refusal~~ to accept a tip, is necessary since your service is based on a need for which you are being paid.

If the members of your class are of different faiths, consider the special needs each would have if hospitalized.

Participate in small group discussions and plan to report to your classmates on legal aspects of health occupations. Include such areas as--

- licensure of practitioners
- liability of worker in regard to responsibility for worker's own acts
- abandonment of a patient
- negligence
- invasion of privacy
- malpractice
- committing or aiding criminal action.

Each group may select certain areas to discuss so that all will be covered.

Discuss why the information on a medical record is confidential? What other health worker has access to medical records besides nursing (social worker, P.T., O.T., X-ray, medical records)?

List the various categories of health occupations for which individuals may be licensed. What agencies are licensed? Who licenses these people and agencies? What is the difference between "approval" and "accrediting" agencies? Give an example of each.

Tell what advice you would give a patient who asks questions about drawing up a will, or wants you to be a witness.

Using your dictionary, look up the terms slander, libel, autopsy, and battery, and use each word in a sentence.

Use the words negligence or malpractice to label each of the following incidents correctly:

A patient is left alone in the X-ray room and falls off the X-ray table.

A patient develops an infection when you perform a procedure you have not been taught to perform.

A patient is injured because you forgot to put up the siderails at night.

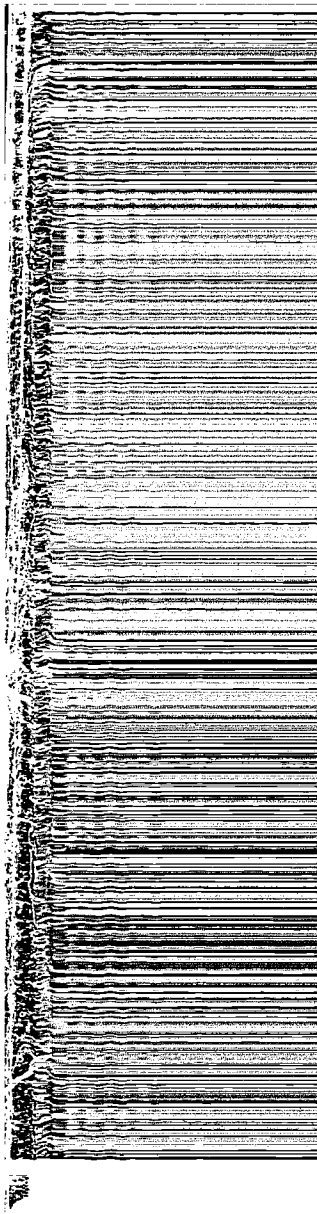
CONCEPTS

An application of the principles of good body mechanics contributes to the safety and efficiency of the health occupations worker, as well as to the well-being of the patient.

CONTENT

E. Body Mechanics

1. Overview of the musculo-skeletal system
 - a. Types of joints
 - (1) Gliding
 - (2) Hinge
 - (3) Pivot
 - (4) Ball and socket
 - (5) Saddle
 - b. Types of bones
 - (1) Long
 - (2) Short
 - (3) Flat
 - (4) Irregular
 - c. Information about muscles
 - (1) Action
 - (2) Definition of terms
 - (3) Range of motion
 - d. Medical terms



STUDENT ACTIVITIES

A patient is injured because you failed to report to a team leader that you noticed a broken pop bottle near his bed.

A patient is burned while receiving his physical therapy treatment.

An animal leaves his cage and is lost or injured because you forgot to close the cage door.

An animal develops an infection because you allowed him to eat from the floor or a dirty (contaminated) bowl.

A visitor falls in your work area because you did not keep the floor clear of articles.

You fall in a department store because of bad carpeting or wax.

A patient's medical record disappears from the medical records department.

Discuss how an aide could become involved in a law suit.

Prepare for class by reading the chapter on the skeletal system in Health and Safety for You. Study the pictures of muscles and tendons and the skeletal system.

Study the functions of the skeletal system, and explain why the study of bones and muscles is important in the application of body mechanics.

Bring to class a written list of the types of joints with an example of each. Demonstrate on your own body the types of joints, naming each type.

Using an anatomical chart of the skeleton, point out to classmates the various types of bones.

Copy the following root word elements from the chalkboard and then look in the medical dictionary or other reference book for the part of the skeletal system to which each element refers. Copy the name of the part in your notebook opposite the word element to which it has reference.

arthro - joint

chondro - cartilage

casto - rib

cranio - skull

fibro - connective tissue

ilio - hip bone, ilium

myelio - bone marrow

osteo - bone

sacro - sacrum, tail bone

synovio - synovium

2. Principles of body mechanics
 - a. Maintaining a broad base of support with knees easy and toes pointing in the direction of movement
 - b. Standing close to the work area, facing direction of movement
 - c. Always bending from the hips and knees or squatting instead of bending the back
 - d. Using the muscles of the arms and legs whenever possible for lifting (big muscles rather than small)
 - e. Carrying objects or patients close to the body
 - f. Pushing, pulling, or rolling an object rather than lifting
 - g. Applying principles to--
 - (1) Lifting
 - (2) Pushing
 - (3) Pulling
 - (4) Carrying
 - h. Applying principles to positioning patient in bed

STUDENT ACTIVITIES

For the purpose of study and reinforcement of material, compare the musculo-skeletal system of humans to dogs.

Watch a filmstrip on maintaining good posture and practice good posture in each of the following positions:

| | |
|---------|----------|
| sitting | standing |
| walking | lying |

Copy from the chalkboard the principles of body mechanics, and watch the teacher demonstrate an application of each principle.

With the assistance of your teacher, demonstrate how body mechanics is involved in lifting, pushing, pulling, or carrying an object. Indicate how you are applying the principles of good body mechanics.

Review what you learned from the teacher's demonstration of the principles of body mechanics, and then, using a classmate if a patient is required, apply these principles to the following situations:

- moving a patient up in bed
- moving a patient down in bed
- turning a patient from side to side
- sitting at a desk
- standing at a work table
- walking
- lifting a heavy carton
- carrying a work tray
- moving large equipment
- placing a patient in a wheelchair.

Make four posters illustrating the six principles of body mechanics. Display the posters in class and be prepared to explain how the principles apply to the activities you may perform in any work situation where you lift, push, pull, or carry objects.

Complete the Body Mechanics Worksheet for each of the principles of body mechanics.

Study the muscular system. Using a medical dictionary, look up the following terms and write the definitions:

| | | |
|--------------------|--------------|-----------|
| skeletal muscle | posture | extension |
| muscle contraction | alignment | abduction |
| range of motion | flexion | adduction |
| body mechanics | contractures | rotation |

3. Rehabilitation team
 - a. Physical therapist
 - b. Occupational therapist
 - c. Speech therapist

STUDENT ACTIVITIES

Add to your medical terminology. List these commonly used prefixes:

ab - from, away from
 ad - new, toward, increase, adherence
 anti - against
 bi - two, both, double
 dys - bad, difficult, painful
 epi - upon
 ex - out, away, from, over
 hemi - half
 hyper - above, excessive, beyond
 hypo - below, beneath, deficient
 peri - around, about
 pre - before, in front of
 sub - under, beneath, below
 super - above, beyond, superior

Discuss the necessity for the rehabilitation team to have a deep understanding of the anatomy and physiology of the musculo-skeletal system.

Demonstrate flexion, extension, abduction, adduction, and rotation, naming each action.

Discuss the type of patients that would need the service of the rehabilitation team. What does A.D.L. mean?

Volunteer to demonstrate the normal movements. Explain when you would do this range of motion exercises with patients. Practice these exercises on another student under the observation of the teacher.

Plan a report, assigned by the teacher, about one of the members of the rehabilitation team. Focus attention on such information as licensures of individuals, educational requirements, available jobs, personal characteristics, and duties.

Observe the teacher demonstrate correct crutch walking and practice these techniques.

Discuss the effects of poor body mechanics on your own physical condition as a possible cause of fatigue, soreness, or muscle strain.

Consider the effects of poor body mechanics on the patient's physical condition, giving attention to the following:

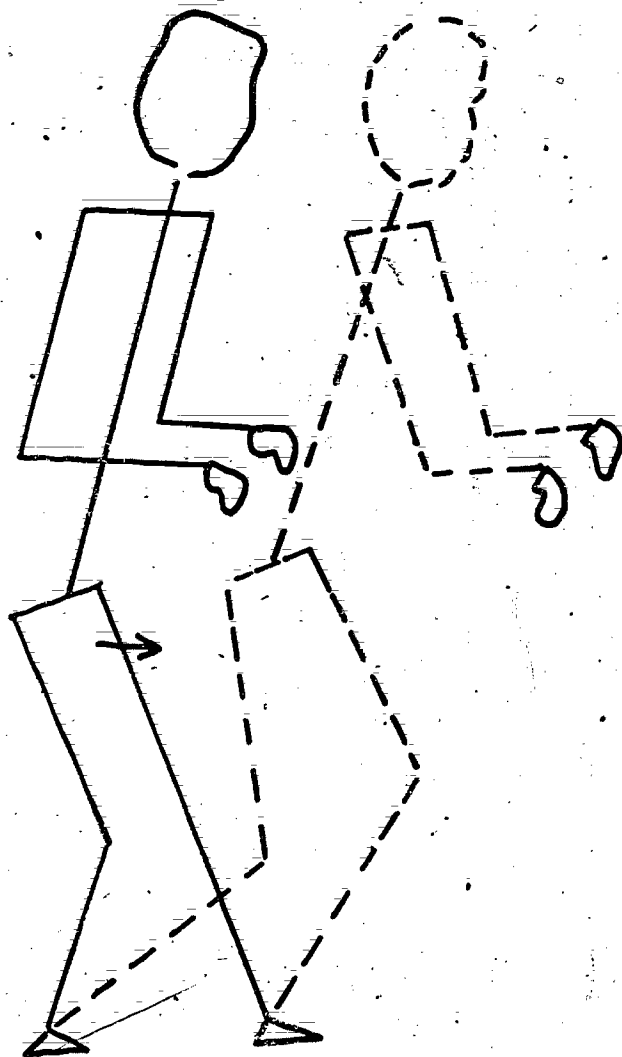
| | |
|----------|--------------|
| soreness | drop foot |
| decubiti | contractures |

HEALTH OCCUPATIONS

GEORGE WESTINGHOUSE VOCATIONAL HIGH SCHOOL

Body Mechanics

List all the activities you can think of that apply this principle of body mechanics.

MOVING PATIENT OR OBJECT AWAY FROM YOU

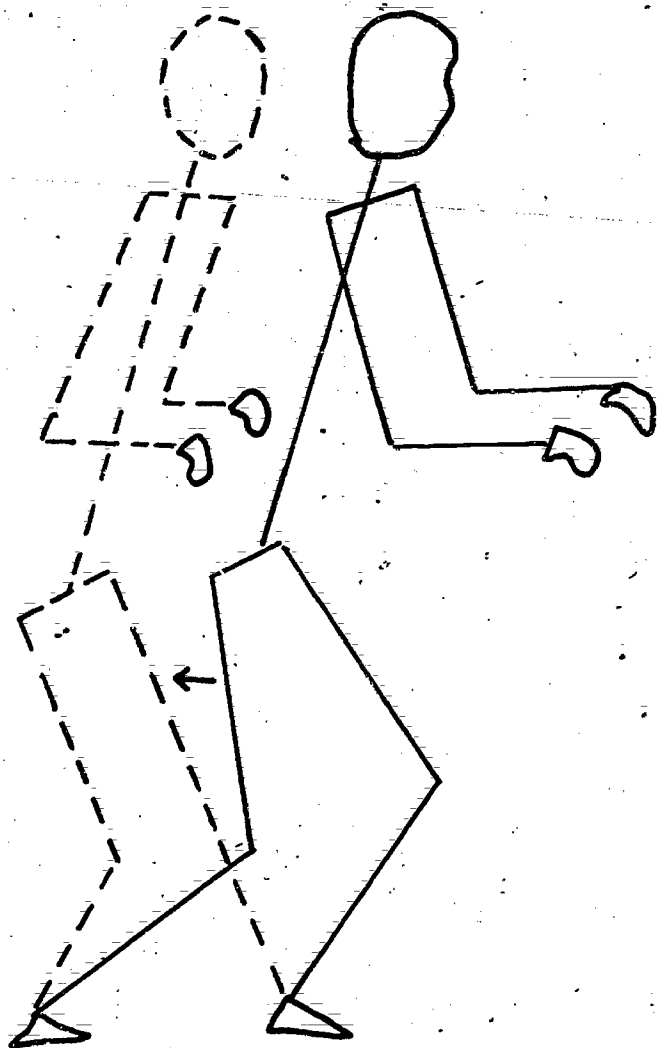
Principle: Start with your weight on the back foot. Move patient or object by shifting your weight to front foot.

HEALTH OCCUPATIONS

GEORGE WESTINGHOUSE VOCATIONAL HIGH SCHOOL

Body Mechanics

List all the activities you can think of that apply this principle of body mechanics.



MOVING PATIENT OR OBJECT TOWARDS YOU

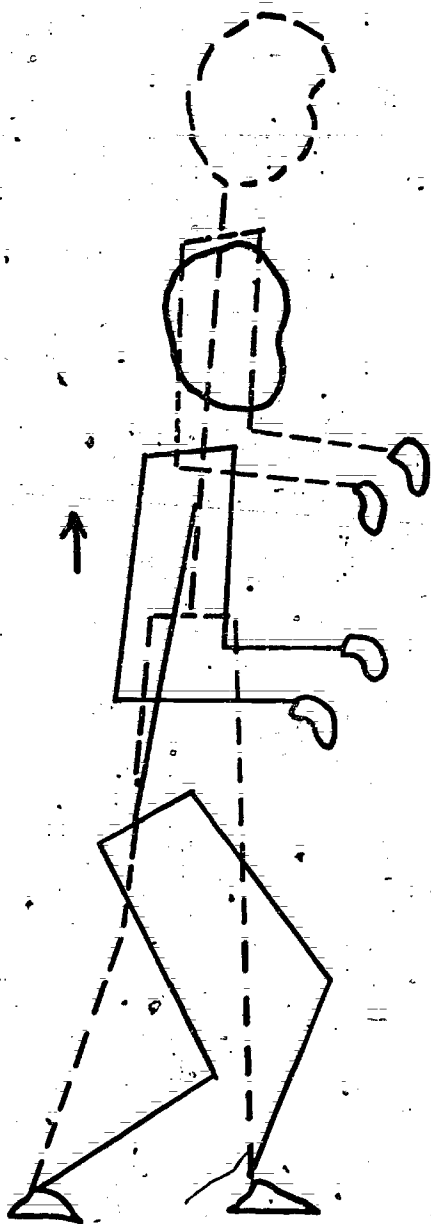
Principle: Start with your weight on the front foot. Move patient or object by shifting your weight to back foot.

HEALTH OCCUPATIONS

GEORGE WESTINGHOUSE VOCATIONAL HIGH SCHOOL

Body Mechanics

List all the activities you can think of that apply this principle of body mechanics.



LIFTING PATIENT OR OBJECT

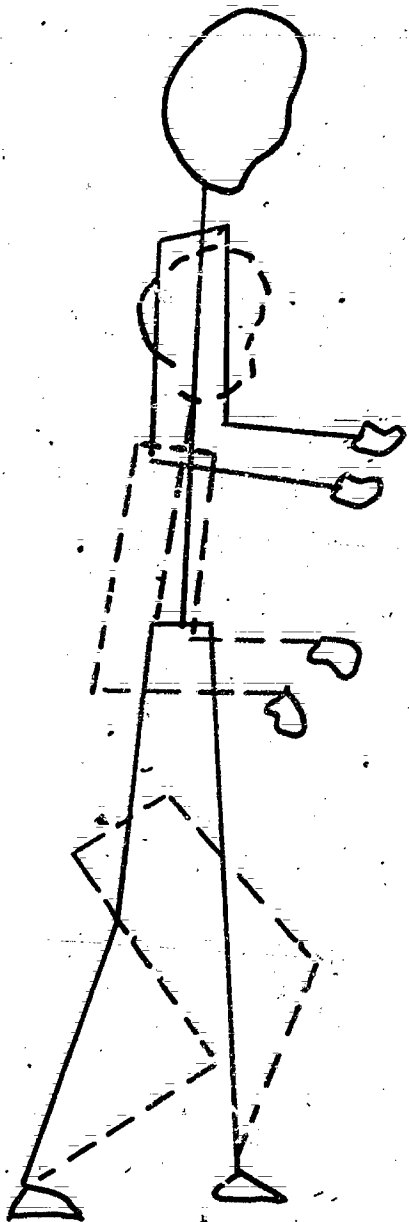
Principle: Keep equal weight on both feet. Bend knees to level you are working. Raise patient or object by straightening your knees. Keep elbows close to your body.

HEALTH OCCUPATIONS

GEORGE WESTINGHOUSE VOCATIONAL HIGH SCHOOL

Body Mechanics

List all the activities you can think of that apply this principle of body mechanics.



LOWERING PATIENT

Principle: Keep equal weight on both feet. Start with knees straight. Lower patient by bending your knees. Keep elbows close to your body.

CONCEPTS

CONTENT

4. Podiatric team
 - a. Podiatrist
 - b. Podiatric assistant

Understanding behavior contributes to success in all relationships.

(Refer to Curriculum Guide for Cooperative Education Programs, pp. 26-28.)

F. Behavior

1. Influences on behavior
 - a. Human
 - (1) Environment
 - (2) Heredity
 - (3) Self-concept
 - (4) Value system
 - (5) Beliefs
 - (6) Interests
 - (7) Attitudes
 - (8) Goals
 - b. Canine
 - (1) Heredity
 - (2) Environment

2. Development of self-understanding

STUDENT ACTIVITIES

Discuss how poor posture can cause foot problems and identify the individuals that are prone to need the service of the podiatrist.

Discuss the members of the podiatric team and their educational preparation.

Draw a picture of the foot, and label the bones.

Define the following terms. Using your diagram of the foot, demonstrate these abnormalities.

- a. equinus
- b. valgus
- c. varus
- d. calcaneus
- e. inversion
- f. eversion

Discuss the majority of foot deformities noted in infants, such as flat foot/feet and equinovarus deformities.

Identify the common foot ailments that require the services of a podiatrist.

Define the words behavior, personality, heredity, and environment. Use each word correctly in a sentence and practice the correct spelling and pronunciation of each word.

Read and discuss in class the effects of heredity and environment on personality development in man and animal.

Bring into class family portraits or baby pictures and form groups to discuss body characteristics and facial differences within a family.

Make a list of characteristics that you like in people and the characteristics that you dislike in people and give reasons for the likes and dislikes.

Read the chapter on Personality in Health and Safety for You. Write your own definitions of personality and personality development.

Define the words habit, trait, and desirable, and make a list of what you consider to be your strong and weak points.

Identify your weak points in terms of those traits or habits which might be considered undesirable. Plan to strengthen your strong points so as to use them more effectively.

CONCEPTS

CONTENT

3. Learned behavior

a. Human

- (1) Adjustment mechanisms
- (2) Defense mechanism
- (3) Rationalization
- (4) Projection
- (5) Displacement
- (6) Repression
- (7) Withdrawal
- (8) Daydreaming

b. Canine

- (1) Training

STUDENT ACTIVITIES

Define self-concept, value system, belief, interest, attitude, coping, and goal. Divide into small groups and discuss the effects of each on behavior. Report to the class.

List five values which you feel are important to you and state why. List them in order of importance and describe a decision which would be influenced by this order of values.

Participate in a panel discussion exploring the theory that behavior is learned and unchanging; either support or reject the theory.

List your interests, stating how each one could be helpful to you as a health worker.

In a class discussion, define role. Comment on what your present role is and what is considered appropriate and inappropriate behavior in this role.

Consider yourself in the role of a health worker. In small groups discuss what desirable characteristics a health worker should have. Compare the choices made by the various groups with the checklist of desirable characteristics that the instructor has written on the chalkboard.

Write a statement explaining why these traits are necessary and be prepared to read it to the class.

On the basis of your outside research project, participate in a general class discussion on the similarities and dissimilarities of human behavior and canine behavior. (Reference: Veterinary Hospital Technology)

Discuss the way in which a person cultivates a sense of personal worth. Tell what you have done to strengthen your own sense of personal worth.

Participate in a panel discussion, exploring the preceding question.

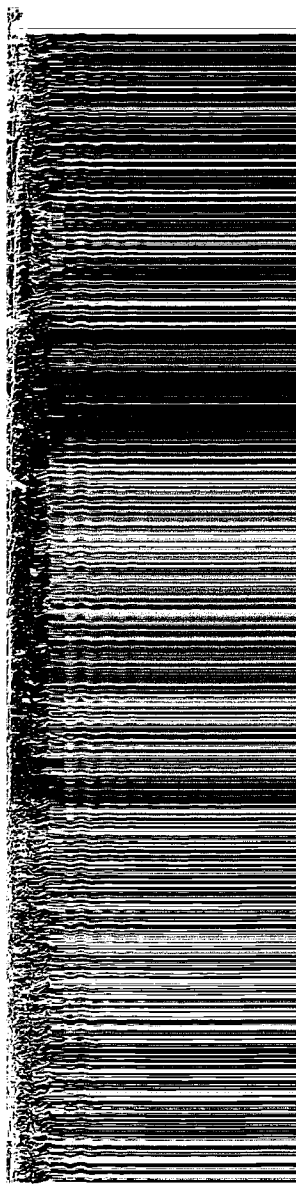
Recall a situation which was embarrassing, unpleasant, or disappointing for you. What type of behavior did you display-- favorable or unfavorable? If unfavorable, list examples of behavior which could have led to better results.

Explain behavior patterns. What are adjustment mechanisms? How are they used? List and define them.

Define defense mechanism and explain how and why a person may develop a defense mechanism.

4. Illness and behavior

5. Coping with behavior



STUDENT ACTIVITIES

Select a defense mechanism which you have used in the past week and explain it in your own words. Describe the situation and explain why you used defensive behavior. Consider the situation from your own viewpoint as well as from the viewpoint of other people who were present. List some ways in which you could have dealt with the situation without using a defense mechanism, and state the approach you will use to modify your use of this mechanism.

In a general class discussion, comment on some of the emotional reactions to illness that one might have. Write your reaction to the following statement: Illness is a threat to security.

Define rapport. State how rapport is developed in health worker-patient relationships.

In a class discussion, suggest some general guidelines to follow in dealing with patients, for example, acceptance of the patient.

Role-play the following situation:

Mr. W. is a talkative patient and most of his comments are critical. He complains about the nurses' aides and vice versa. When his wife visits, he says everything is fine.

Following the role play, comment on Mr. W.'s behavior and suggest ways to deal with him.

As you work in the health field, notice similar situations that arise. Report these to the class for discussion so that all may benefit from an exchange of ideas about the best ways of working with people.

CORE CURRICULUM

UNIT III UNDERSTANDING OF BASIC NEEDS NECESSARY
TO MAINTAIN MENTAL AND PHYSICAL HEALTHConcept

A knowledge of basic needs helps the student to have a better understanding of self and others. The basic needs are oxygen, water, food, elimination of waste from the body, rest and sleep, protection, cleanliness, and recreation.

MEASURABLE OBJECTIVES

Upon completion of this unit, the student should be able to:

- name the emotional needs and explain how illness affects these emotions
- identify the main organs of each of the body systems
- describe the function of each body system and explain their interrelationship in maintaining total health.
- identify the different types of health workers that are involved in total health care.

CONCEPTS

A knowledge of basic human needs helps the student to have a better understanding of self and others:

CONTENT

A. Emotional needs

1. To experience different kinds of love
 - a. Age
 - b. Sex
2. To feel personal worth
 - a. Sense of security
 - b. Acceptance as individual
3. To achieve
 - a. Individual
 - b. Formula for success
4. To create
 - a. Individual
 - b. Family group
5. To have goals for living
 - a. Models to imitate
 - b. Skill in adaptation of ideas to one's use
6. To have a satisfactory philosophy
 - a. Standards
 - b. Religion

B. Emotions in conflict

1. Understanding emotions
 - a. Fear
 - b. Hate
 - c. Anger
 - d. Love
2. Recognizing emotional self-defense
 - a. Rationalization
 - b. Compensation
 - c. Identification
 - d. Repression

STUDENT ACTIVITIES

Read the chapters dealing with emotions in the textbook Health and Safety for You. Be prepared to do the following: Define emotions. Make a list of all the emotions that you can think of.

As a member of one of the six small groups into which the class is divided, discuss one of the six basic emotional needs. Prepare a report to give to the class and be able to answer questions raised by your classmates and teacher about your topic. Use other reference material to enrich your understanding of the need that you are to discuss. In both the discussion and the report, cover the aspects of the topic indicated in the following questions and suggestions:

What are the factors that contribute to individual differences in the ways the need is met?

Give some personal examples of ways in which you have met this need and some examples of ways in which others have met this need.

Try to think of examples of how you have acted or how others you have seen have acted when something has blocked the satisfaction of this need.

Does our lifestyle influence behavior patterns for meeting our emotional needs?

Can the need for gratification of one emotion be stronger than the need for gratification of another emotion?

Tell how knowing your weak points can help you improve and develop your capabilities.

List six primary emotional needs that all people have. From the list, select for discussion the two that are most closely related.

Give an example of a person you know who seems to feel secure within himself. Give reasons for your conclusion about this person.

On the chalkboard, list examples of false security.

Name some of the ways you meet the need to be creative.

Participate in a debate on the statement: Adults usually are better able than your contemporaries to help you know and understand yourself.

C. Mental health team

STUDENT ACTIVITIES

Give examples of how you satisfied two emotional needs during the past twenty-four hours.

Write a paper describing your philosophy of life.

Make a list of the strengths that you think you possess. Make another list of your weaknesses. You will retain these lists and as you strengthen your weaknesses make the revisions.

Read the chapter in your textbook dealing with emotion and mental health.

Explain how emotions affect mental health.

What is meant by defense mechanism, frustration, inner conflict.

Pantomime a person using a mental defense in a hypothetical

What health workers make up the mental health team? What are the educational requirements for each member?

Discuss the job responsibilities for each member.

List the job opportunities in the mental health field.

In a class discussion, consider the following:

What is meant by group therapy?

What is the purpose of group therapy?

What health workers participate in the patient's group therapy session?

Prepare a brief presentation on the following question:

Why is there a stigma attached to individuals who seek the help of a psychiatrist or psychologist?

Following the presentation there will be a class discussion led by the teacher.

CONCEPTS

Oxygen is necessary to life.

CONTENT

D. Oxygen and the body

1. The respiratory system
 - a. Collects oxygen from the air inhaled through the nasal passages
 - b. Feeds oxygen into the bloodstream for distribution to the cells of the body
 - c. Collects carbon dioxide from the bloodstream
 - d. Sends carbon dioxide from the body through the nasal passages by exhalation

2. Characteristics of oxygen
 - a. Colorless
 - b. Odorless
 - c. Tasteless
 - d. Essential to combustion

3. Importance of oxygen
 - a. Necessary to every cell in the body in producing energy from food
 - b. Necessary in constant supply to sustain life, since the body cannot store oxygen

4. Respiration
 - a. Continues automatically under normal circumstances
 - b. Can be regulated consciously
 - c. May be temporarily accelerated or deepened by fear, excitement or exercise

STUDENT ACTIVITIES

Read the chapter on the respiratory system in your textbook Health and Safety for You. After reading the chapter, identify the main organs and explain their functions.

Examine a torso, or chart, showing the respiratory system, and be able to locate the following parts:

| | | |
|---------|-----------|---------|
| alveoli | diaphragm | pharynx |
| bronchi | larynx | trachea |

Copy the following root words for the respiratory system and their meaning in your notebook:

| | |
|--------------------------|-------------------|
| broncho - pharynx | thoraco - chest |
| pharyngo - pharynx | laryngo - larynx |
| pleuro - pleura of lungs | trachea - trachea |
| pneumo - lungs | |

Explain how oxygen is taken into the body and carried to the cells of the body.

List three preventive measures against a sore throat.

Discuss home remedies as a cure for the common cold.

Explain the role of sports, vigorous play, and fresh air in the development of the chest and lungs.

Look up the characteristics of oxygen and write a short paragraph on what you consider the most important facts about oxygen.

Explain when a person needs more oxygen--
resting or sleeping or awake
running or sitting still or studying

Explain how the body adjusts to the need for more oxygen. How is this different from the way in which the body acquires more water when necessary?

Examine the O₂ mask and nasal catheter which the teacher will pass among you.

Participate in a discussion regarding the following:

- reading O₂ gauges
- safety factors when using oxygen
- When does a patient require oxygen therapy?
- role of the inhalation therapist in oxygen therapy.

List the members of the inhalation therapy team. List the educational requirements for each team member, the job responsibilities for each team member and the skills needed in this field.

CONCEPTS

CONTENT

- d. May be affected by good or poor ventilation
5. Employment opportunity: inhalation therapy team

STUDENT ACTIVITIES

Discuss the factors you feel would contribute to job satisfaction.

As a member of the inhalation therapy team, what would you look for to obtain job satisfaction.

Listen as the teacher explains the meaning of respiration and demonstrates the correct way of counting respirations.

Unknown to your classmates, observe how regularly and effortlessly they are breathing as they sit in the classroom. Observe the same classmates after they have run up three flights of stairs or have participated in strenuous gymnastics. Consider the following questions for discussion:

What happens to the breathing after exercise?

What happens to your own breathing when you are frightened or very excited? How long does this change continue?

From these observations, what conclusions would you draw in regard to the effect of emotion and exercise on your own breathing? Why has the body responded in this way?

What happens to your own breathing when you try to observe your breathing?

What happens to a classmate's breathing when he discovers that he is being observed?

What are the conclusions that can be drawn about the voluntary nature of breathing? To what degree is breathing voluntary? What is the proof?

Make a survey among friends and relatives of likes and dislikes concerning ventilation of a bedroom for sleeping. In class, continue the survey to cover likes and dislikes concerning the ventilation of the following:

the classroom while the members of the class are seated

the classroom while the members are participating in an activity requiring much physical movement

the living room at home.

CONCEPTS

Water is a
human need

CONTENT

E. Water and the body

1. Characteristics of water and its uses in the body
 - a. Not a nutrient
 - b. A solvent of chemical substances
 - c. A requirement for life, because man will die within a few days if he does not have water.
 - d. A necessary fluid for bodily processes
 - (1) Eighty percent of the body is water
 - (2) Ninety percent of blood and lymph is water
 - (3) Processes take place in fluids
 - (a) Digesting food
 - (b) Carrying food and O_2
 - (c) Building and oxidizing protoplasm
 - (d) Removing wastes
2. Daily requirements of water
 - a. Average amount for adults; 8 glasses a day
 - b. Special variations
 - (1) Replacement of amount lost in perspiration and voiding.
 - (2) Supplement to amount in food

STUDENT ACTIVITIES

After considering the results of the survey and reading some material on the subject of ventilation, write a short paper presenting a list of rules to observe in ventilating the room of a patient.

Using your anatomical chart, locate the main organs of the circulatory system. Prepare a written report describing the function of each organ. Be able to trace the flow of blood through the anatomical model of the heart.

Copy the following root words for the circulatory system and their meanings in your notebook:

erythro - red
cardio - heart
brachy - short
brady - short

angio - vessel
hema, hemo - blood
phlebo - vein
hemangio - blood vessel

Discuss the importance of the circulatory system in providing the body with O_2 , H_2O , and food.

On the basis of your recently acquired knowledge of the circulatory system, how would you know if you were having problems as a result of a malfunction of this system.

Research the similarities of the human circulatory system and the canine circulatory system.

The teacher will place on the chalkboard diagnostic procedures-- EKG, arteriogram, angiogram, blood test, cardiac catheterization-- used to detect circulatory problems. After a discussion led by the teacher on these procedures--

identify the health workers responsible for performing each of these procedures

identify the skills necessary to perform these procedures.

With the use of a stethoscope which the teacher will provide, listen to a classmate's heart beat while sitting, after walking, and after running. Describe to your classmates the difference in the heart beat.

Consider the statement: Water is not a nutrient. In a discussion of this statement, explain why water is necessary for maintaining life.

List and describe all of the body processes that require water. What percentage of the body weight is water?

CONCEPTS

Food is one of the basic human needs.

CONTENT

3. Factors influencing fluid intake
 - a. Exercise and perspiration
 - b. Conditions of climate
 - c. Personal desire
 - d. Availability of bathroom facilities (discomfort)
 - e. Availability of fluids
4. Employment field:
 - a. EKG technician
 - b. Medical laboratory
 - c. X-ray technician

F. Food and the body

1. The digestive system
2. Food
 - a. Essential nutrients
 - (1) Carbohydrates
 - (a) Supply energy
 - (b) Cost less than other nutrients
 - (c) Are most easily digested
 - (2) Fats
 - (a) Add flavor to diet
 - (b) Supply energy
 - (3) Proteins
 - (a) Build the body
 - (b) Repair the body
 - (c) Made of amino acids
 - (d) Essential for life and growth

STUDENT ACTIVITIES

Participate in a discussion on how water enters and is distributed in the body.

Keep an accurate record of your intake and output of fluids for two days. What other fluids besides water were counted in your intake? Did you consume more, less, or an average amount of fluid? (I and O forms are available in health occupations offices.)

List and discuss factors that influence fluid requirements, including the following:

| | |
|--------------------|--------------|
| exercise | food intake |
| climate conditions | perspiration |

Define dehydration. When does dehydration occur? In the state of dehydration, what has happened to the balance between fluid intake and output?

Explain why one may feel cool on a very hot day if the humidity is low.

Name four ways in which fluid is eliminated from the body.

Look up the definition of the word void. What are some synonyms for this word?

Read the chapter on the digestive system in your textbook Health and Safety for You.

Using the anatomical chart, identify the main organs of digestion and explain their functions.

Using your textbook and a medical dictionary, define each of the following words in your own words:

| | |
|------------------|--------------|
| enzymes | indigestion |
| digestion | villi |
| saliva | malnutrition |
| digestive juices | obesity |
| pancreas | bile |

Place the following root words for the digestive system in your notebook:

gastro - stomach
 entero - intestines
 procto - rectum
 ano - anus
 pepto - digest
 cholecyst - gall bladder
 recto - rectum

CONCEPTS

CONTENT

- (4) Vitamins
- (5) Minerals
 - (a) Iron
 - (b) Calcium
 - (c) Phosphorus
 - (d) Iodine
 - (e) Salt

- b. Four main food groups
 - (1) Milk
 - (2) Meat
 - (3) Vegetables
 - (4) Bread and cereals

- c. Factors affecting nutrition
 - (1) Amount and kind of activity
 - (2) Age
 - (3) Weight
 - (4) Sex
 - (5) Climate and season

STUDENT ACTIVITIES

List the accessory organs of digestion. Why are these organs important in the digestive process?

Describe the function of each organ of digestion, starting with the mouth and ending with the anus.

Based on the knowledge acquired from your reading and any discussion, in your own words explain the processes of digestion on the hamburger you ate for lunch.

Using the textbook and a medical dictionary, look up the following words. Come to class prepared to define in your own words the following:

| | | | |
|-----------|-----------|---------|----------|
| nutrition | food | energy | vitamins |
| dietetics | nutrients | calorie | |

Be prepared to name the basic four nutrients and give the function of each one in the diet.

Volunteer to list on the chalkboard the functions of food and the five nutrients to assist a class discussion of the interrelationships between the two lists. In the discussion, be able to suggest five main sources for each food nutrient.

Write a short report on one of the vitamins, giving the conditions it prevents and its main sources in food.

Study the basic four foods chart in your textbook and come prepared for discussion of the following questions:

What are the functions of each group?

How many servings from each group are required daily?

What foods are included in each group?

Using the daily food guide in Health and Safety for You, tell what kinds of food are included in each of the four food groups and the number of servings a day recommended.

As a homework assignment, ~~prepare a list of foods that you eat for two days.~~

Look at the lists of foods that you have prepared and check them against your nutritional needs according to the basic four food groups. Anticipate another check a month later to see whether your eating habits have improved.

Plan a bulletin board display to show a balanced diet. Provide your own art work and use pictures from magazines.

Plan a menu for your family for one day based on minimum requirements given in the basic four food guide. Be prepared to participate in a discussion with the other members of the class.

- d. Factors affecting eating habits
 - (1) Personal likes and dislikes in food
 - (2) Religion
 - (3) Size of food budget

- e. Nourishment
 - (1) Serving a tray to a patient
 - (a) Checking for placement of utensils
 - (b) Making sure that food has appetizing appearance
 - (c) Eliminating factors that affect the appetite adversely

STUDENT ACTIVITIES

Based on your knowledge of nutrition and its function on the body systems, discuss its importance in relation to total health.

Using food models, set up a tray based on your menu for breakfast, lunch, or dinner.

List and discuss the factors to consider in determining daily caloric needs.

Discuss with your classmates the different food habits of various ethnic, racial, and religious groups. How does economic income affect diet? What can be done to help overcome problems related to low income diets?

Since many students come from different geographical areas within the United States, discuss the different ways in which food is prepared for eating and changes in needs due to climate and season.

Observe as the teacher demonstrates with food models how to set up an attractive tray. Be prepared to return the demonstration.

Participate in a discussion of the following:

Where should the liquids (coffee, milk) be placed on the tray?

What are some ways to make a tray attractive?

On which side of the plate should the knife, fork, spoon and napkin be placed?

Why is it important to have an attractively arranged tray?

Why are color combinations important?

Describe to the class how a tray should look before serving. Cover the points indicated by the following:

How does the size of the portions affect the patient's appetite?

How may the patient feel if the coffee or milk has been spilled on the napkin or tray?

What might be the reaction of a diabetic patient, if sugar were served on his tray and you removed the sugar just as he was getting ready to use it? How could you avoid such a reaction from the patient?

STUDENT ACTIVITIES

Prepare a presentation for your classmates on the role of the nursing team regarding the food intake of a diabetic patient. Why is this important?

Observe as the teacher explains and performs Clinitest and Acetest examinations on urine, using Karo syrup and water to get sugar reactions.

Practice the Clinitest and Acetest examination of urine by the same method and demonstrate that you can perform, read, and chart the tests accurately when you have had adequate practice time.

Participate in a class discussion of the following considerations:

prompt service to keep hot foods hot and cold foods cold

size of servings

proper way to carry a tray (demonstrate)

use of a cover for the tray

placement of the tray at bedside (demonstrate)

ways of making the patient comfortable, such as--
 washing the hands and face of the patient
 making the room odor free
 giving the patient an opportunity to empty his bladder

reasons why it is important to wash the hands

reasons for avoiding painful procedures for the patient before mealtime.

Each student will research the responsibilities of the dietitian in a general hospital. Be prepared for a class presentation.

Volunteer to participate in a class discussion on the question "Why does institutional food taste different than food prepared in the home?"

Pretend that you are a patient. Your tray arrives and there is a dirty bedpan at your bedside. Would you be able to eat? Do you think that unpleasant odors make food less attractive and reduce the appetite? How would pain, anger, or fear affect a person's enjoyment of food?

CONCEPTS

CONTENT

- (2) Serving a tray to a blind patient
 - (a) Arranging the tray for the convenience of the patient
 - (b) Helping the patient help himself
 - (c) Taking appropriate precautions

- (3) Employment opportunities:
 - dietary aide
 - dietitian

The body must eliminate waste to remain in a state of good health.

G. Organs involved in the elimination of wastes

- 1. Kidneys
 - a. Filter blood
 - (1) Remove wastes--urine
 - (2) Maintain balance of salt and water
 - b. Send urine to bladder
 - (1) Temporary storage
 - (2) Eventual elimination
 - (a) Nervous impulse started by pressure
 - (b) Enuresis

STUDENT ACTIVITIES

Lead a discussion on the dos and dont's of feeding a blind patient.

How would feeding a blind patient differ from feeding a helpless patient?

How should the tray be arranged? (The arrangement should always be the same.)

What is meant by placing foods clockwise on a plate?

What should be done about foods that require cutting into bite sizes before eating?

What precautions would you take to protect the patient from burns or choking?

With yourself in the role of a nurse aide and a classmate blindfolded as the patient, demonstrate to the class how to feed a blind person, discussing each step in the procedure.

On the chalkboard list the equipment needed to feed a helpless patient.

Divide into groups to discuss the dietary team. In each group prepare a report on one member of the team to present to the class. Cover such items as

| | |
|--------------------------|--------------------------|
| duties or functions | employment opportunities |
| educational requirements | skills needed |
| health regulations | licensure |

Make a diagram showing the anatomy of the urinary system. Locate the kidneys, ureters, bladder, and the urethra.

Copy the following root words for the urinary system and their meaning in your notebook:

| | |
|-----------------|------------------------------|
| ede - swell | hydr(o) - water |
| nephro - kidney | ren(o) - kidney |
| py - pus | ur(o) - urine, urinary tract |

Write a paragraph on the kidney as a remarkable filter in the body.

Write on the chalkboard and discuss the main functions of the urinary system. Main functions should include the following:

- removal of waste from the blood system
- storage (reservoir) of urine
- excretion of waste (disposal)
- assisting metabolism
- assisting in regulation of temperature.

CONCEPTS

CONTENT

2. Lungs
3. Skin
4. Intestines
5. Employment opportunities
 - a. Medical laboratory technician
 - b. X-ray technician
 - c. O.R. technician

STUDENT ACTIVITIES

Describe the composition of normal urine as to appearance and odor.

Read about the examination of urine in the textbook by Diehl. Write in your own words what can be detected in this examination. Recall that the examination of urine was part of your required health examination.

Review the use of a graduate to measure. Note that the graduate is often used in measuring intake and output.

Observe as the teacher demonstrates on the chalkboard how to convert cc. and ml. to ounces and quarts, and then total the intake and output for a 24-hour period of time.

Participate in a class discussion of what would be included when measuring intake and output on a patient. The teacher will build on the class discussion by explaining in detail the I and O procedure, its purpose and the importance of this procedure.

Each student will bring to class for the purpose of measurement an empty pint, quart, 1/2 gallon, gallon container, juice glass, water glass and soup bowl. Using a graduated pitcher, fill these containers and determine what the measurements are in cc. and ml.

Using practice "intake and output" sheets, record and total the intake and output for 24 hours for problems assigned to the class in cc. and ml.

Using your dictionary, look up the meaning of the word enuresis. What is the lay term for this condition?

Discuss some of the possible causes for enuresis and its psychological effects.

Using a medical dictionary, find the definition for feces.

Compare the problems of toilet training the aged or incontinent adult patient with the training of a child.

Explain what waste is eliminated from each of the following organs: skin, lungs, intestines.

The teacher will explain that with special tests of the waste products of the body, a disease process can be determined. Understanding this phenomenon, the student will discuss the health workers involved in the following:

Rest and sleep
are basic human
needs.

H. Rest and sleep

1. Relation to nervous and endocrine systems
2. Importance to physical well-being
 - a. Replenish cell energy
 - b. Rebuild
 - c. Get rid of waste products
3. Requirements for restful sleep
 - a. Change of position
 - b. Suitable environment
 - (1) Quiet, dark room in which to sleep
 - (2) Comfortable bed
 - (3) Moderate temperature
 - (4) Circulating air
4. Amount of sleep required
 - a. Average requirement
 - (1) 8 hours for average adult
 - (2) 9 to 10 hours for teen-ager
 - b. More than average requirement
 - (1) One who does hard physical labor
 - (2) Excitable person who uses nervous energy
 - (3) Person who is ill

STUDENT ACTIVITIES

Mr. Jones was asked by his physician to collect a 24-hour urine specimen. Where would he take his specimen and what health worker would have the skills to test the urine?

After getting Mr. Jones' test results, Dr. Smith scheduled an IVP and a kidney biopsy. What health worker would be involved in these procedures?

Read in Health and Safety for You. How does the nervous system relate to rest and sleep? What are the parts and functions of the nervous system?

Place the following root words for the nervous system into your notebook:

encephal - brain
mening - membrane
psycho - mind

Discuss fatigue, telling what you think may cause it and how to prevent it.

Describe three kinds of sleep.

Discuss with your classmates what bodily requirements one may make to be comfortable and ready for sleep.

Think about your own sleep requirements. Tell how you know when you are getting enough sleep.

Explain the meaning of EEG.

Excessive sleeplessness can be an indication of illness. What special procedure will determine the cause and which health worker would be responsible for performing this procedure?

Suggest ways in which clothing and homes provide protection for you.

Write a composition describing what you consider to be the main requirements of a good basic home or house. Volunteer to read your composition to the class preliminary to a discussion to bring out the differences between a house and a home.

List the safety precautions that should be taken in a home to prevent accidents.

Participate in a class discussion of home safety precautions by describing the precautions which are practiced in your home.

CONCEPTS

Cleanliness is
necessary to
healthful living.

CONTENT

- K. Home, the center for family activity.
1. A safe home guards against accidents.
 2. A convenient home has facilities for eating, sleeping, elimination, care of clothing and valuables, and recreation.
 3. A comfortable home has controlled temperature and humidity, ventilation, adequate lighting, no unpleasant odor, or excessive noise.
 4. A pleasant home has harmony of color and design.
 5. Pleasant people are most important of all in making a pleasant home.
- L. School environment
- M. Employment opportunities.
1. Maintenance workers
 2. Housekeeping personnel
- N. Personal hygiene
1. General personal grooming
 - a. Clean skin
 - (1) Gives feeling of well-being
 - (2) Prevents body odors
 - (3) Aids elimination
 - b. Hair clean and neatly combed
 - c. Makeup used with moderation
 - d. Fingernails
 - (1) Short
 - (2) Well manicured--only natural nail polish used

STUDENT ACTIVITIES

Contribute to a list on the chalkboard of the steps which may be taken to control each of the following in your home:

| | | |
|-------------|----------|-------|
| lighting | humidity | noise |
| ventilation | odors | |

Use your dictionary to understand the meaning of each of the following words:

| | | |
|-------------|--------------|-------------|
| environment | recreational | appropriate |
| primary | sanitation | shelter |
| educational | utilization | decor |

Taking into consideration the definitions of the words above, and your own experience, prepare to discuss the following topics in their relation to shelter.

Home as One's Primary Environment
 School as One's Educational Environment
 Centers of Recreation

In your discussion, cover such factors as safety, sanitation, appropriate decor, utility, and comfort. Be able to tell how these factors differ or are alike in the three different environments. How do people affect these areas?

Volunteer to prepare a report on the maintenance and engineering team or the housekeeping team. Your report should include these items:

| | |
|-------------------------------|--------------------------|
| duties of each team member | skills needed |
| opportunities for advancement | educational requirements |

How do these two teams contribute to the overall health facility safety?

On the anatomical chart on skin, point out and name the layers of the skin. Answer the following questions:

What is the function of the dermis? the epidermis?

In what ways does the skin protect the body?

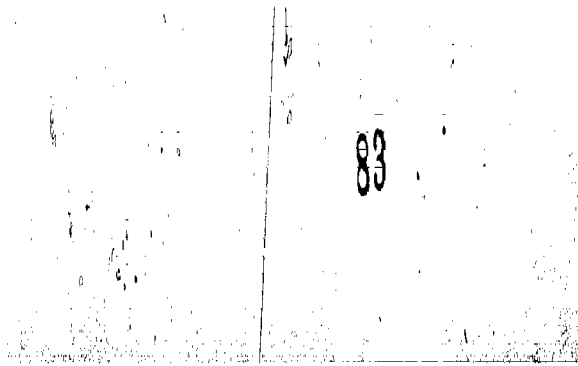
How do each of the following help to keep the skin healthy--diet, exercise, cleanliness, and sleep?

List five reasons for daily bathing.

Discuss the statement: For many people, a weekly shampoo is necessary.

List three good reasons for brushing the hair daily.

Read in Diehl on the correct way to cut fingernails and toenails. Make illustrations for use on a poster to show how toenails should be cut.



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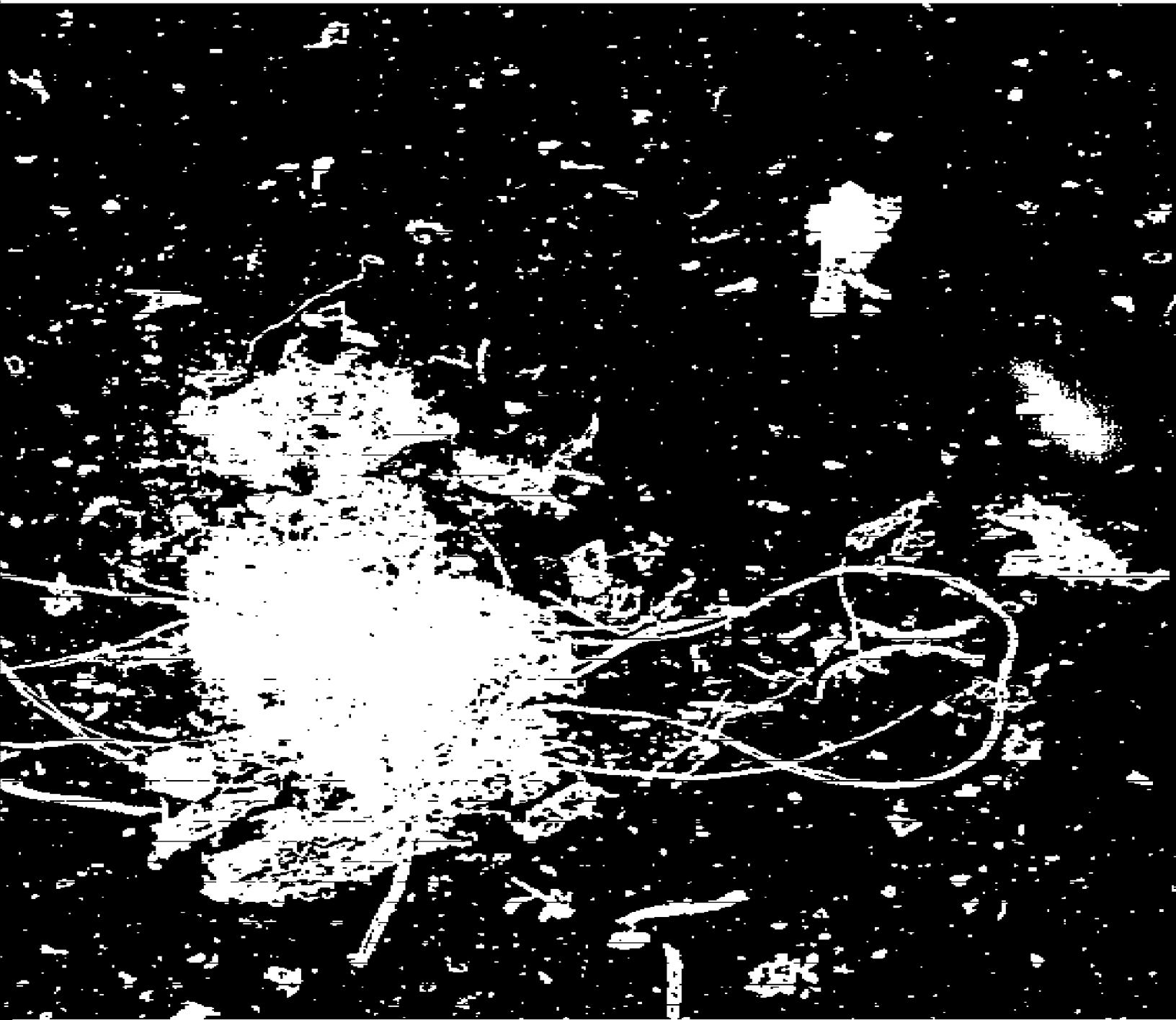
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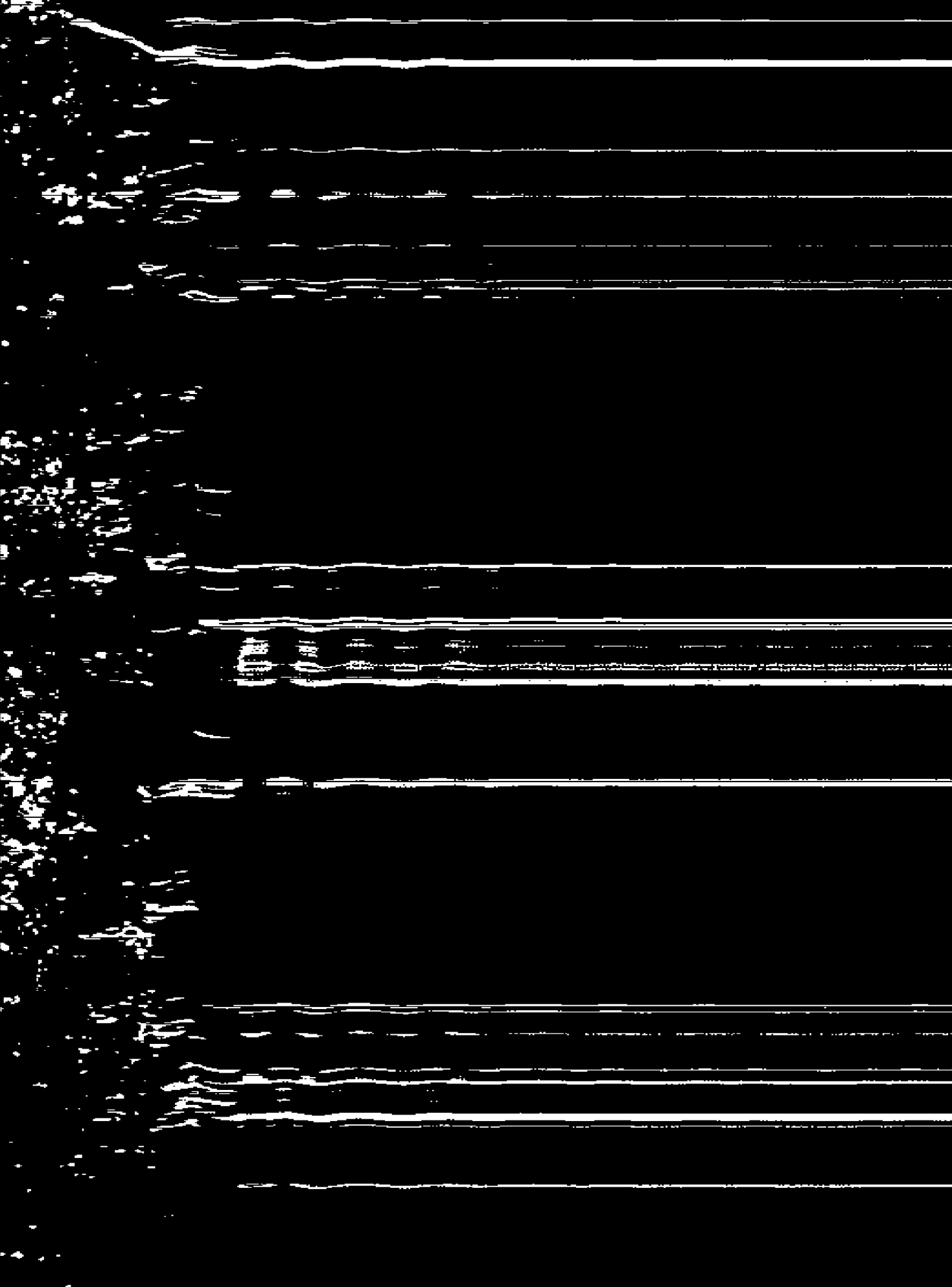
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- e. Care of uniforms
(if used)
- (1) Uniform clean
and neat
- (2) Pockets kept
free of
unnecessary
articles
- (3) White or navy
sweater used
with nurse aide
uniform
- (4) White shoes worn
with uniform
- (5) Shoes polished

STUDENT ACTIVITIES

Discuss the dangers of cutting toenails of diabetic patients.

Participate in a discussion of the most important aspects of grooming, such as care of the skin; care of the hair, and care of clothing.

Gather and bring to class advertisements of cosmetics, perfumes, hair preparations, and deodorants. Be ready to discuss the true statements and fallacious claims used in advertising these products. Consider the following questions:

Are all deodorants the same? Are they equally effective for all people?

How may one know the difference between attractive and excessive use of makeup and perfumes? Describe what you consider to be conservative makeup. Demonstrate on yourself.

Discuss the problems of perspiration, and list the three most common ways of dealing with this problem.

Make a poster or bring to class pictures showing hair styles that are acceptable for work as well as styles which should be reserved for special occasions.

List some bad effects of poorly manicured nails or excessively long nails.

Discuss the statement: The chewing of gum makes an undesirable impression.

Describe the appropriate attire for each of the following situations:

- social occasions
- recreational activities
- job interview.

Based on the above information, explain how appearance affects the results of a job interview.

Tell why it is not wise to wear a uniform to and from work if it is to be worn on the job.

After demonstrating the proper brushing of teeth, students will work in pairs with their tooth brush, tooth paste and small hand mirror and will brush their own teeth. Upon completion of the brushing, one drop of red food dye is placed in the mouth and swished around. Students will examine their teeth for dark red areas which indicate the areas that were missed when brushing and will require careful attention in future brushings.

CONCEPTS

CONTENT

2. Dental hygiene
3. Skin problems:
 - Teen-age acne
0. Employment opportunities
 1. Dental team
 - a. Dentist
 - b. Dental assistant
 - c. Dental hygienist
 - d. Dental aide
 - e. Dental laboratory technician
- P. Recreation
 1. Purpose of recreation,
 - a. Sports
 - (1) Helps to relax
 - (2) Keep one physically fit
 - (3) Help one to participate in group activity
 - b. Nonphysical recreation-- music, reading, sewing, knitting
 - (1) Develops skill
 - (2) Develops appreciation
 - (3) Provides diversion
 2. Factors influencing recreational needs
 - a. Age
 - b. Sex
 - c. Taste
 - d. Interest
 - e. Physical stamina
 - f. Talent
 - g. Education
 - h. Race
 - i. Background
 - j. Address
 - k. Dollars available

STUDENT ACTIVITIES

The teacher will demonstrate and instruct the students on the need for and the proper flossing of their teeth.

Discuss the advantages of preventive dental care.

Discuss what the duties of the dental hygienist are in preventive dental care.

Discuss some of the dental problems that may arise as a result of a lack of proper care. Name the health workers that are concerned with preventive and corrective dental care.

Look up the word acne. Do you have this problem? If so, what can you do to help correct it? If these steps are ineffective, what should you do next?-

In your own words, define recreation. Why is recreation considered a basic need? List five ways in which regular physical activity benefits the person. What is the value of nonphysical recreation?

Discuss if there is any validity to the expression "All work and no play makes John a dull boy."

Why should a person develop an interest in a variety of recreational activities?

Make a poster showing some of your favorite leisure-time activities.

In small discussion groups, list some factors that would help determine the kinds of recreation an individual would select.

Discuss the idea that the student's recreational activities are a matter of individual choice based on a consideration of certain restrictions or limitations. Suggest some of these restrictions to be written in a list on the chalkboard, such as physical stamina, interest, amount of time, talent, money, and availability of physical facilities (cannot swim without a pool).

In small groups discuss the relative merits of individual and group recreational activities. Draw upon your own personal experiences to support your own views. Why do preferences among your classmates differ? Why should everyone cultivate an interest in both kinds of recreational activities?

Read "The Patient is Convalescing" in the textbook by Cherescavich.

3. Employment opportunities on recreation team
 - a. Serving children
 - b. Serving the aged
 - c. Serving the handicapped

STUDENT ACTIVITIES

Explain why patients in hospitals and in other patient-care facilities need recreation. Discuss such reasons as--

- to relieve boredom
- to provide pleasure and enjoyment
- to provide a new hobby or interest
- to serve as a pastime.

Contribute to the list on the chalkboard of recreational activities which may be appropriate for a person who is confined to a bed or to a room. What can be done for groups of patients? Where would this be appropriate?

In small groups list activities that would be suitable for each of the following age groups: children, teen-agers, young adults, adults, and senior citizens. In class, compare the lists and compile on the chalkboard a composite for each age group.

For each age group select one or two activities with which you are not familiar and learn the craft or activity well enough to teach it to a classmate. Do this as if you were teaching it to a patient. Your teacher will assist you in selecting a new craft to learn.

Make a list of materials which you can use to make articles and a list of places to go for additional materials which can be used in arts and crafts.

Contribute to a class project of exhibiting arts and crafts which were made by members of the class.

Come to class prepared to discuss the recreation team, including--

- purpose of the team
- background and educational requirements
- kinds of jobs available
- skills needed

CORE CURRICULUM

UNIT IV SKILLS REQUIRED IN MOST HEALTH OCCUPATIONS

Concepts

Keen powers of observation are required in the health field.

Health occupations personnel need to be able to use devices that determine quantitative values.

Workers in the health occupations need an understanding of what is involved in the physical examination of the patient and how various specimens are collected and examined.

Legible and accurate records are necessary in every area of the health occupations field.

Each health occupations worker should contribute to the total safe environment of the patient in whatever way that his own job permits.

MEASURABLE OBJECTIVES

Upon completion of this unit, the student should be able to:

- . demonstrate keen powers of observation from specific situations developed by the teacher
- . accurately use devices that determine quantitative values
- . record patient-related activities accurately
- . perform select patient-care procedures according to standards set up by the teacher
- . understand the role of the health worker in providing a safe environment.

CONCEPTS

Keen powers of observation are required in the health field.

CONTENT

A. Observation

1. Senses used in observation
 - a. Vision
 - b. Hearing
 - c. Touch
 - d. Smell

2. Sense organs
 - a. Eye
 - b. Ear
 - c. Skin
 - d. Nose

STUDENT ACTIVITIES

View the film Gateways to the Mind and prepare to discuss the following questions about the film:

How are the senses controlled?

In what way is smell and taste associated?

In what way is the eye similar to a camera?

What senses were explored in the film? Name them.

What were the sensations associated with the sense of touch, smell, sight, and hearing? One answer might be: The sense of touch is used to determine whether an individual feels warm or cold.

In one of four groups into which the class is divided, select one of the senses to investigate for a report telling how that sense could be used in making observations about a patient. For help in preparing the report, read chapter 15, "Receiving the Patient on the Ward," in A Textbook for Nursing Assistants. Select one member of the group to give the report orally to the class.

Watch carefully as your instructor demonstrates by means of the chalkboard how to record on the nurses' notes.

Following the demonstration, practice recording the information from the situations described by your instructor on the nurses' notes she has distributed to you.

Study a diagram or the anatomical model of the eye. Locate the cornea, lens, iris, sclera, retina, optic nerve, and pupil. Using Health and Safety for You for reference or a dictionary, write a brief explanation of the function of each structure.

Observe the action of the iris after the eyes have been closed for two minutes. Shine a flashlight into the eye and observe the action of the iris. Write down your observation.

Prepare a short written report explaining your observations of the iris.

Read in your text Health and Safety for You about the structure and disorders of the eye.

Draw a diagram of the eye structure for your notebook and label the parts.

Watch a demonstration of a vision screening test on Snellen's eye charts given by your instructor. Read about and report on the object of the test. Test each other's eyes on Snellen's chart.

STUDENT ACTIVITIES

Write to the Illinois Society for the Prevention of Blindness, Chicago, for pamphlets on eye care. Participate in a panel discussion exploring the following points:

- protection of the eyes from injury in play and sports
- minimizing of eye strain and fatigue in reading, writing, and close work
- need for periodic eye examinations.
- common eye diseases, such as sty, pink eye, trachoma, cataract, and glaucoma.

Plan a field trip to the Lighthouse for the Blind to see the educational services provided for the partially-seeing and blind persons. Ask a guide to explain how the blind are prepared for jobs. Observe the physical layout of the buildings. Observe the special books used. Observe the ways in which the blind use their other senses.

Compile a list of different occupations that a blind person can perform.

Research the ophthalmologist and optometric professions for the differences in:

- education
- responsibilities

In preparation for further study of the eye, read the chapter on care of the eye in Health and Safety for You.

Volunteer to report to the class on the ophthalmology team, including the following information:

- members of the team
- duties of each team member
- educational requirements
- licensure of individuals
- skills required.

Copy into your notebook the following eye symbols and abbreviations:

- | | |
|----------------------|----------------------------------|
| O.D. - right | <u>SC</u> - without correction |
| O.S. - left eye | <u>CC</u> - with correction |
| O.U. - both eyes | C.L. - contact lens |
| S.V. - single vision | D.B.L. - distance between lenses |
| ∩ - greater than | E.S.O. - tendency to turn in |
| ∪ - less than | E.X.O. - tendency to turn out |

STUDENT ACTIVITIES

Find out what facilities the Chicago Board of Education provides for blind and partially-seeing children. Compare the differences and similarities in a classroom discussion of the facilities provided by the different organizations.

Draw a picture of the ear using the anatomical chart or model. Label the following structures:

external ear
 external auditory canal
 ear drum
 middle ear and bone of middle ear
 cochlea
 semi-circular canal
 auditory and vestibular nerves
 eustachian tube

Using the medical dictionary or Health and Safety for You for information, write a short definition of each structure of the ear.

In preparation for further study of the ear, read care of the ear in Health and Safety for You.

Prepare yourself to participate in a class discussion of the following considerations:

ways to protect the ears from injury and disease
 ways to prevent loss of hearing and deafness.

Look up the meaning of ENT.

List the skills of the ENT technician and how these skills aid in the care of the ear.

Ask the teacher-nurse in your school or district to visit the class and explain the hearing screening program conducted by the Bureau of Medical and School Health Services, Chicago Board of Education. Ask her to answer the following questions for the class:

How is the testing done and by whom?

What is the age or grade level of the children who are tested?

What is done about the child who fails the test?

What does the Board of Education offer for the child who is deaf or hard of hearing?

STUDENT ACTIVITIES

Use the medical dictionary for reference in preparing a written report on the following conditions of the ear:

otitis media
deafness
impacted cerumen
hearing impairment.

Visit the University of Illinois Eye and Ear Infirmary for information on the diagnostic procedures and treatment of eye and ear disorders.

Participate in a whispering test in class. Your instructor will have written a situation on the chalkboard and covered it. The instructor will begin the test by whispering the situation to a student, who in turn will whisper to the person behind him only once and so on until the entire class has heard and repeated the situation. The last person will then say aloud what he heard. The instructor will write this on the chalkboard, and the class will compare it with the actual statement as it was written originally. What conclusions can you make following this test?

List thoughts on the chalkboard that this test brings to mind when you think of reporting observations or complaints of a patient to a physician or team leader.

Use a tape recorder to practice situations which will illustrate reporting as related to a patient. Be sure the practice includes both gathering the information from a patient and relaying the information to the doctor or team leader.

After reading "Sneezes and Sniffles," in Health and Safety for You, participate in a class discussion answering the following questions:

How can smell and taste affect one's appetite?
What organ connects the ear and nasal passages?

Volunteer to be one of three students to participate in tests of touch, smell, and taste. The remaining class members will make a record of the performance in their notebooks. Each of the three will be blindfolded and asked to identify--

by touch, the object presented
by the odor, the foods presented
by taste, and with the nose held, the foods presented
by taste, the foods presented.

Following the tests, remove the blindfold and ask your classmates for a report of your performance. Give the class your reactions to the tests.

CONCEPTS

CONTENT

3. Some activities requiring ability to observe
 - a. Counting pulse
 - b. Counting respirations

4. Employment opportunities:
 - a. Optometry
 - b. Ophthalmology
 - c. ENT
 - d. Nursing

STUDENT ACTIVITIES

From the knowledge you have acquired on the circulatory system, explain in your own words the meaning of pulse.

Observe as your instructor demonstrates how to take a pulse count.

Discuss the areas where a pulse may be taken and practice taking the pulse in the various areas (wrist, neck, foot, etc.). The teacher will discuss the abnormal pulse and the correct way of charting.

Timing yourself by the second hand on the wall clock or a watch with a second hand, take your own pulse count. Practice until you can take the pulse count accurately and have returned the demonstration satisfactorily for your instructor.

Working in pairs, take each other's pulse count and record the rate for the following situations:

- sitting in a chair
- sitting on the side of the bed
- after walking briskly 20 paces
- after running in one place for one minute.

Using the results of the above tests, participate in a class discussion on the effect of activity on the pulse rate.

Discuss the points on the body of an animal where you would take a pulse and why you have to be selective in the point you pick.

Discuss if an animal pulse would be faster or slower than for humans. Why? How do you restrain an animal in order to take the vital signs?

As a review, read the chapter on the respiratory system in Health and Safety for You, and in class be able to give the information called for in the following:

Describe how one breathes, and explain for what purpose.

Give the normal breathing rate.

List three things that affect one's breathing rate, and tell how the breathing is affected by each.

Working in pairs, count each other's respirations for one minute, thirty seconds, and fifteen seconds. Practice until you can demonstrate satisfactorily for your instructor. Keep the record in your notebook.

CONCEPTS

Health occupations personnel need to be able to use devices that determine quantitative values.

CONTENT

B. Measurements

1. Taking measurements
 - a. Weighing and measuring
 - (1) Self
 - (2) Classmate
 - (3) Infant
 - (4) Small animal
 - b. Using devices to weigh and measure materials
 - (1) Balance
 - (2) Graduate

STUDENT ACTIVITIES

Be prepared to answer questions by classmates or instructor.

Look up the definitions of scale. Which definition applies to weighing a person?

Examine the scale used for weighing and measuring large children and adults. Note the horizontal and perpendicular markings on the scale. Volunteer to explain to the class which markings are used to measure weight and which to measure height.

Listen and observe carefully as your instructor explains the use of the metric system regarding weight and height and the conversion of pounds to grams and inches to cm.

Observe as the instructor demonstrates how to weigh and measure. As you watch, try to identify the safety measures employed by the instructor in the procedures.

Return the demonstration by correctly weighing and measuring a classmate.

Practice working the following problems:

- Change 50 ounces to pounds and grams.
- Change $22\frac{1}{2}$ ounces to pounds and grams.
- Change 16 ounces to pounds and grams.
- Change $45\frac{3}{4}$ ounces to pounds and grams.
- Change 50 inches to feet and cm.
- Change $46\frac{1}{2}$ inches to feet and cm.
- Change $63\frac{3}{4}$ inches to feet and cm.
- Change $70\frac{1}{4}$ inches to feet and cm.

Weigh yourself; write down the weight in both systems. Keep records for five days.

Observe the infant scale closely. From your observations, state the basic differences between the infant and the adult scales. Observe closely as your instructor demonstrates the use of the infant scale with a doll and explains why infants are weighed without clothes.

Look up the kind of scale used by dental laboratory technicians to measure the dental materials.

Again from your observations, list the safety measures to employ.

Return the demonstration, using first a small object, such as a book or purse, and then a doll. Compare your weight of the doll with your instructor's weight of the same doll. Practice until your measurements are accurate.

CONCEPTS

CONTENT

c. Reading thermometers

STUDENT ACTIVITIES

Substituting various objects in the room for animals of different weights, practice weighing, reading the scales, and computing the weight of the "animal" when your own weight is involved. Record the data on a record sheet. Use this method for weighing small animals:

Person steps on scale and registers own weight and records.

Person steps on scale holding animal and registers combined weight and records.

The weight of person subtracted from the combined weight of the person and the animal is the animal's weight.

Look at the Fahrenheit thermometer supplied by your instructor. Listen closely as she explains the purpose of mercury in the thermometer and points out the bulb, shaft, and tip.

The instructor should explain to the student that the body temperature can be taken with a Celsius thermometer or a Fahrenheit thermometer and the areas where a temperature can be taken.

Using the following formulas, the instructor will demonstrate the conversion of centigrade to Fahrenheit -- Fahrenheit to centigrade:

$$\begin{aligned} \text{Formulas: } & 9/5C + 32 = F \\ & 5/9(F-32) = C \end{aligned}$$

For easier reading, make a drawing of the calibrations on a large thermometer. Use a small strip of tin foil or cloth to indicate the mercury. The paper or cloth can be folded or unfolded to any length.

Read chapter 20, "Taking the Patient's Temperature," in A Textbook for Nursing Assistants by Cherescavich. Answer the following questions:

What is the purpose of taking the temperature?

What is meant by degrees?

What is normal body temperature? (F) Fahrenheit and (C) Centigrade

What is fever? (F) and (C)

d. Reading gauges:
(1) Humidity
(2) Pressure

2. Recording observations

3. Reporting observations

STUDENT ACTIVITIES

What range indicates an elevated temperature?
(F) and (C)

What range indicates a subnormal temperature?
(F) and (C)

Using your constructed thermometer, position the mercury at the degree indicated by your instructor. Practice until you are familiar with the thermometer scale.

Observe the thermometer used to record the temperature of water. Note the differences between it and the body thermometer.

With the approval of your instructor, place some warm water in a basin and take the water temperature. Practice until you can read the thermometer. You may need help from your instructor for the initial reading.

Observe as your instructor gives a demonstration of the taking of an oral temperature.

Practice taking your own temperature until you can read the thermometer satisfactorily for your instructor.

Take a classmate's temperature and keep the record in your notebook.

Ask a person to drink a glass of cold water and take his temperature immediately. Record the result. Next, ask a person to drink a cup of hot tea or water. Take his temperature immediately. Wait 20 minutes and again take his temperature. Write down the results. What conclusions can be drawn from your observations? List them on the chalkboard.

Practice charting the T.P.R.'s the teacher has listed on the chalkboard until you have charted correctly.

Define gauge: What kinds of things are measured by gauges? Find several gauges and practice reading them. Visit the engineer's quarters for an explanation of the gauges used in his field.

Recognizing that observation, calculating and accuracy are necessary in all health occupations, enter into a discussion of what kinds of observations are made. Suggest methods of reporting and the dangers from errors which may be made by--

| | |
|----------------------------|-----------------------------|
| laboratory technician | dental assistant |
| medical record health aide | veterinary aide |
| operating room technician | pharmacy assistant |
| dietary technician | nursing assistant |
| X-ray aide | maintenance and engineering |

CONCEPTS

Workers in the health occupations need an understanding of what is involved in the physical examination of the patient and how various specimens are collected and examined.

CONTENT

4. Areas of employment
 - a. Nursing
 - b. Pharmacy
 - c. Dental laboratory technician
 - d. Dietary
 - e. Maintenance and engineering

C. Physical examination

1. Criteria of good health
2. Purposes
 - a. To assist the doctor in making a diagnosis
 - b. To give an annual checkup
 - c. To meet a requirement
 - (1) Pre-employment
 - (2) Service
 - (3) School
 - (4) Insurance

3. Procedures

- a. History of the patient
 - (1) Previous ailments
 - (2) Questions the medical team may ask of the patient
- b. The examination
- c. Protection of patient from embarrassment
- d. Observation for signs and symptoms
- e. The external examination
 - (1) Palpation
 - (2) Percussion
 - (3) Auscultation

STUDENT ACTIVITIES

Volunteer to report to the class on the nursing and pharmacy team. In your report include such items as:
duties of each team member
educational preparation required
licensure of participant
skills required

In suggesting rules for evaluating the health of an individual, consider why the following would be important:
skin weight smile posture
mouth hair eyes

Participate in a group discussion of the physical examination; the purposes, frequency, and procedures, answering such questions as the following:

- Have you ever visited a doctor's office? Why?
- Have you ever had a complete physical examination?
- What do you remember that took place during the examination?
- How did you feel about it?
- Do you think the P.E. important and why?

In Health and Safety For You, discuss questions such as the following:

- How often should one have a complete P.E.?
- Which doctor should I choose for a P.E.?
- How often should I have a dental checkup?
- How often should I have an eye checkup?
- How often should one examine one's breasts?

View the film from the American Cancer Society, Something Very Special, a film on self-examination of breasts. After reading the accompanying pamphlet "Breast Cancer, What is Your Risk?" the instructor will demonstrate the correct technique on Mrs. Chase. After the demonstration, each student will get an opportunity to practice the technique on Mrs. Chase.

List on the chalkboard the various kinds of examinations and tests a complete P.E. includes.



CONCEPTS

CONTENT

- f. Internal examination
- g. Laboratory tests
- h. X-rays
 - (1) Kinds and purposes
 - (2) Precautions for workers

4. Frequency

- a. Age of patient
- b. Nature of illness
- c. Type of occupation

5. Procedures used in assisting

- a. Taking temperature, pulse, respiration
- b. Taking blood pressure
- c. Measuring height, weight
- d. Using special equipment
- e. Draping and positioning
- f. Preparing the patient for X-ray examination
- g. Collection of specimens
- h. Other laboratory tests
 - (1) EKG
 - (2) EEG
 - (3) BMR

STUDENT ACTIVITIES

Make up a list of the reasons or complaints about which a patient may wish to visit the doctor.

Role-play the doctor-patient interview showing a patient coming to a doctor for an annual checkup and also a patient visiting a doctor for treatment for a common cold.

Using a medical dictionary or a glossary in a textbook, write definitions of words commonly used to describe illness, such as--

| | | |
|---------|--------------|-------------|
| fatigue | diarrhea | fever |
| malaise | incontinence | edema |
| vertigo | pallor | dehydration |
| nausea | cyanosis | fluctuation |

The instructor will give the students a list of common symptoms or complaints. Write a sentence using common words and phrases to express the meaning. When possible, demonstrate the symptom as, for example, dyspnea. Examples of sentences are as follows:

| | |
|-----------|------------------------------|
| orthopnea | I can't get any air. |
| pallor | She was very pale in color. |
| cyanosis | The patient's lips are blue. |

Participate in a discussion of the methods used for P.E.--

| | |
|--------------|------------|
| observation | palpation |
| auscultation | percussion |

Discuss any possible differences between signs and symptoms.

Write a paper on one of the following topics:

How does a health occupations assistant help the doctor with a P.E.?

How and why may a health occupations assistant help reassure the patient who comes in for a P.E.?

Write a paragraph on the importance of the annual physical examination to one of the following:

the growing child
 the older person
 the person engaged in _____ (Choose any occupation)

Observe the teacher as she demonstrates the use and care of the various types of instruments used for physical examinations. Some of the instruments may be--

| | |
|------------------|-----------------------------------|
| thermometers | percussion hammer |
| sphygmomanometer | ophthalmoscope |
| stethoscope | speculum (nasal, vaginal, rectal) |
| otoscope | scales |

STUDENT ACTIVITIES

Observe other equipment used to assist with the P.E. as it is set up on trays, such as tongue blades, rubber gloves, gauze, towels, drapes, lubricant jelly, flashlight, watch with second hand, tape measure, vision chart. Either watch a demonstration during which the uses are explained or volunteer to give the demonstration and the accompanying explanations.

Define blood pressure.

Using your dictionary, define the following terms:

| | |
|-------------|------------------|
| systolic | sphygmomanometer |
| diastolic | hypertension |
| stethoscope | hypotension |

Working in groups or pairs, practice taking B/P on each other at rest and after various activity. Through this practice you will become familiar with the B/P equipment and the normal B/P range for adults and children.

The teacher will demonstrate the acceptable method for recording and reporting B/P accurately. Practice this procedure using the medical forms provided by the teacher.

Come prepared to class to discuss "why" the following conditions affect the B/P:

| | |
|------------------|---------------|
| arteriosclerosis | drugs |
| obesity | heavy smoking |
| emotions | trauma |

Outline step by step and demonstrate the procedures that the health occupations assistant will follow when assisting with the examination of various parts of the body as assigned by the teacher.

In the laboratory, observe the teacher as she positions the patient (Mrs. Chase) for the various examinations.

Volunteer to take part in a role play of the nurse-patient situation during the physical examination by the doctor, while the teacher role-plays the doctor. The role play may be repeated with the student playing the doctor's role.

Participate in a discussion of the various types of specimens collected for examination: urine, stools, sputum, blood, exudates, and body tissue.

List a few abnormal findings that a doctor may have a medical laboratory technician look for in these specimens.

CONCEPTS

Legible and accurate records are necessary in every area of the health occupations field.

CONTENT

- 6. Employment opportunities
 - a. Office assistant to a medical doctor
 - b. Laboratory team

D. Record, a written description

- 1. Purpose
 - a. Legal aspects
 - b. Research value

STUDENT ACTIVITIES

Of the specimens listed, which would be the responsibility of the O.R. technician?

Prepare a report for presentation to your classmates on the O.R. technician to include education, responsibilities, and skills required.

Discuss how these specimens are described or reported for charting, bringing out such factors as color, amount, consistency, and odor.

Role-play the health occupations assistant reporting observations to the head nurse or person in charge in a selected situation.

View a film on Laboratory Procedures.

Read chapter 26 in A Textbook for Nursing Assistants by Cherescavich on collecting specimen from the patient. Complete a work sheet or series of questions for this assignment. Consult other appropriate references on the same subject.

Discuss specimen collection from animals.

Discuss and examine the labels and requisitions usually made out for specimens of various kinds before sending them to the laboratory.

Examine the containers and equipment used for specimen collection and the rules observed for proper cleaning and handling of this equipment to avoid contamination of self or specimen.

Role-play the part of the assistant instructing a patient for the collection of a urine, stool, or sputum specimen.

Discuss the various items for which accuracy is essential, such as room number, date ordered to be done, name correctly spelled, proper squares checked on requisition, and the use of the right kind of requisition.

List five reasons why accuracy is so very important in handling, collecting and labeling specimens.

Where possible and applicable, practice filling out these forms as the ward clerk (HOA) might have to do, using a practice requisition form given to you by the teacher.

View slides from the laboratory of organisms causing known diseases. Write a laboratory report using standard laboratory forms on the identity of these organisms.

CONCEPTS

CONTENT

2. Reason for accuracy and legibility
3. Record keeping.
 - a. Places where records are made
 - (1) Admissions office in a hospital
 - (2) Doctor's office
 - (3) Dentist's office
 - (4) Clinics
 - (5) Personnel Office
 - (6) Supply stations
 - (7) Patient units
 - (8) Dental laboratory
 - (9) Veterinary hospital
 - b. Skills involved
 - (1) Typing
 - (2) Lettering
 - (3) Filing
 - (4) Assembling a patient's charts
 - (5) Using abbreviations
 - (6) Using medical terminology
 - (a) Roots
 - (b) Prefixes
 - (c) Suffixes

STUDENT ACTIVITIES

Volunteer to tell the class what you think is in your personnel folder at school.

Be prepared to answer the following questions:

How could an error in a grade affect your high school career?

Why is the health record of a student important?

Why are additions made to this record each year that you are in school?

Listen and take notes as the teacher explains the research and legal value of all records, as well as the importance of accuracy and legibility.

Be prepared to discuss in class the material in the following reading assignment:

Textbook for Nursing Assistants by Cherescavich, chapter 18, pp. 191-97.

Basic Nursing Procedures by Hornemañ, pp. 32, 246 and 247

Be prepared to contribute to the class discussion in one of the following ways:

Volunteer to explain why accuracy is considered the key word in writing reports and in filing?

If you have ever visited a clinic, tell what kinds of information you were asked to furnish for a record.

Volunteer to tell what information you were asked to give at a dentist's office or a doctor's office.

Copy the following statement in your notebook and state what it means: Students in many health occupations study a medical record to learn about the patient and to apply these learnings to other situations.

After looking up the meanings of the following words in the dictionary, use each word in a sentence and keep the sentences in your notebook for future reference.

| | | |
|--------------|------------|-----------|
| autopsy | medication | accuracy |
| observation | brevity | permit |
| chart | therapy | checklist |
| pediatrician | clarity | treatment |
| consent | report | graphic |
| legal | research | surgeon |

4. Employment opportunities
 - a. Medical record library team
 - b. Unit clerk
 - c. Insurance clerk
 - d. Transcriptionist
 - e. Admitting clerk
 - f. Social service

STUDENT ACTIVITIES

Observe the various samples of records and charts collected by the teacher. Note especially the order of the various forms.

Listen as the teacher explains the content of each form.

Write what you consider necessary information for a record of admission to a hospital. Follow this with a general discussion explaining why you selected this information.

Role-play the admission of a patient in the admitting office filling out the appropriate forms.

Volunteer to role-play the following:

You are the mother of four children, who is head of the household, whom the doctor is planning to discharge to a convalescent center. The nurse has informed you that the social worker will be visiting you to make the necessary arrangements for this transfer. The teacher will play the role of the social worker.

Discuss the information from the interview that the social worker would record on the medical record.

Prepare file cards for the following, then proceed to file them alphabetically:

Mary J. Jones
John Joseph Gregory
Marie Sutherland
Mary F. Jones
Marie Sutherlund
Mary K. Jones
John Joseph Gregor

For an examination or quiz, compose a suitable question on the topic of accurate records. These questions prepared by members of the class will be used for the test on this topic.

Be prepared to explain how good communications skills help one to write and keep better records.

Copy from the chalkboard the common abbreviations used in health occupations. Beside each abbreviation in the list, write the meaning. The teacher will have listed the more common ones.

t.p.r.

stat

Rx

P.M.

Tab

t.i.d.

IM

s.o.s.

b.i.d.

IV

sol

A.M.

CONCEPTS

Each health occupations worker should contribute to the total safe environment of the patient in whatever way that his own job permits.

CONTENT

E. Environment

1. Those who contribute to the environment of the patient
 - a. Patients
 - b. Visitors
 - c. Workers

2. Common causes of accidents
 - a. Fire
 - b. Falls
 - c. Poor body mechanics
 - d. Careless use of sharp objects
 - e. Careless use of hot materials and objects
 - f. Fumes
 - g. Chemicals
 - h. Falling objects

3. Care of equipment
 - a. Cleaning, sterilizing, and disinfecting
 - b. Preventing breakage
 - c. Reporting need of repair
 - d. Storing

STUDENT ACTIVITIES

Using patient record forms, which the teacher will distribute, record and graph t.p.r., B/P, and intake and output for assignments provided by the teacher.

Divide each of the following words into prefixes, roots, and suffixes.

premature
lengthwise

newspaper
supernatural

uneventful
international

Write your own definition of environment. Compare your definition with the teacher's.

List on the chalkboard all the physical aspects of the patient's environment. Be prepared to discuss why you have included each item.

Define emotional environment and physical environment.

Discuss the concept: The patient is not and cannot be responsible for his own safety.

List the commandments of safety on the chalkboard and copy them in your notebook. The list should include eight commandments of safety (see Housekeeping Aide, Hospital Research and Education Trust, chapter 16).

How do the commandments of safety relate to the following:

pharmacy
dental office
clinic
hospital
patient care area
dietary department
patient bathroom and
washroom
utility room

laboratory
doctor's office
podiatrist's office
ear, nose and throat office
general practitioner's office
skin doctor's office
veterinary hospital

In your report, discuss your topic in relation to cleanliness, breakage of equipment, improper storage of equipment, sterilization and disinfection of equipment, and other safety factors.

Volunteer to be one of a group to set up a patient's hospital environment.

Make a list of steps necessary to insure a patient's safety in any environment.

Describe the patient's "hospital home." What is included?

CONCEPTS

CONTENT

- 4. Properly made bed for patients

STUDENT ACTIVITIES

Define private unit, and ward.

View the film Hospital Safety.

Observe as your instructor demonstrates how to make the different kinds of hospital beds. Listen carefully as she explains--

- the importance of the proper use of siderails when indicated

- the functions of the hospital bed

- the importance of tightening the linen, removing debris, such as old tissues, papers, and the like from the patients unit.

Volunteer to research methods used to clean animal cages. Plan to report on your findings to the class.

Discuss some of the most common causes of institutional fires. Your discussion will include the following:

- open fire doors

- frayed lamp cord or broken electric plug

- a burning cigarette tossed into a waste paper basket

- an oxygen tank placed in the vicinity of smoking patients or visitors

- opened cans of inflammable paint near oxygen or people who are smoking.

Make a list of inflammables.

Discuss the basic fire-control procedure.

Whenever patients are in danger, the patients are rescued first.

The alarm is sounded, if there is no automatic alarm.

The fire is confined by closing doors and windows.

The fire is extinguished.

CORE CURRICULUM

UNIT V ORIENTATION TO DYING AND DEATH

Concepts

Understanding religions and cultural differences will assist the health workers to create a dignified environment for the dying patient and the family.

Knowledge of the process of death and dying will assist health workers to provide the essential physical and emotional comfort to the dying patient and the family.

MEASURABLE OBJECTIVES

Upon completion of this unit, the student should be able to:

- . identify the five stages of dying.
- . understand the role of the health worker in dealing with the emotional needs of the patient and family.

UNIT V ORIENTATION TO DYING AND DEATH

CONCEPTS

COMMENT

Understanding religious and cultural differences will assist the health worker to create a dignified environment for the dying patient and the family.

A. Attitude toward death and dying

1. Cultural differences (patient, family and health personnel)
2. Religious differences (patient, family and health personnel)

Knowledge of the process of death and dying will assist the health worker to provide the essential physical and emotional comfort to the dying patient and the family.

B. Stages of death

1. Denial and isolation
2. Anger
3. Bargaining
4. Depression
5. Acceptance

STUDENT ACTIVITIES

In a class discussion, each student will express his/her own feelings toward dying and death.

If you have experienced the death of a family member or friend, share this experience with your classmates telling them--

how you felt about the death at the time it occurred

how your feelings about the death changed since that occurrence.

what affect the death had on the other family members or peer group.

Research cultural and religious differences with specific emphasis on attitude toward death and dying.

Be prepared to make a presentation to your classmates on your research. This presentation could be role playing (rituals), discussion or demonstration.

Develop a paper on the following:

How do you think the cultural and religious beliefs of the health worker will affect his/her attitude toward the dying patient and the family?

On the basis of your research paper (cultural and religious):

How could the health worker create a dignified environment for the dying patient and the family?

Interaction between the dying patient and the family is said to help them in accepting the impending death. How might the health worker bring about this interaction?

Using your dictionary, define the following terms:

| | | | |
|------------|------------|----------|----------|
| death | depression | religion | emotion |
| isolation | acceptance | fear | maturity |
| denial | hope | imminent | |
| bargaining | culture | terminal | |

If the health worker is going to provide the essential physical and emotional comfort to the dying patient and the family, it is essential that the health worker know and understand the stages of death.

Class discussion: Have you thought about the idea of one's own death?

STUDENT ACTIVITIES

Consider the statement: Death is a part of life. Why then does one rejoice at one and grieve at the other?

Discuss and/or role play various comfort measures which may ease the "pain" of death for the dying patient and the family.

Observe closely as the teacher demonstrates Post Mortem Care. Each student will be assigned to give a return demonstration.

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