

DOCUMENT RESUME

ED 324 422

CE 055 874

AUTHOR Robertson, Barbara; Stevenson, Nancy
 TITLE Nursing. A Basic Course Outline for Health Careers I (Grade 11). A Four Year "2+2" Articulated Curriculum for the Occupation of Nursing.
 INSTITUTION Paris Independent School District, Tex.; Paris Junior Coll., Tex.
 SPONS AGENCY Texas Education Agency, Austin.
 PUB DATE Jun 90
 NOTE 132p.; For related documents, see CE 055 875-877.
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
 DESCRIPTORS *Articulation (Education); Behavioral Objectives; *Competency Based Education; Course Descriptions; Curriculum Guides; Grade 11; High Schools; Job Skills; *Nurses; Nurses Aides; *Nursing Education
 IDENTIFIERS 2 plus 2 Articulation Plan

ABSTRACT

This course outline provides materials for the first course in a series of four courses that are included in a "2+2" curriculum for the occupation of registered nurse. It is part of a planned and articulated 4-year curriculum that spans the junior and senior years of high school and the freshman and sophomore years of the postsecondary institution. Introductory materials include the philosophy and conceptual framework of the nursing curriculum; occupational objectives, occupational descriptions, and curriculum outline; and curriculum and course objectives. Fifteen units are provided, each of which consists of a set of competencies, ranging in number from 1 to 21. A sheet for each competency details the terminal objective, enabling objectives, teaching methods, references, equipments/supplies, and evaluation methods. Unit topics are: medical terminology; anatomy and physiology; health care past and present; communication skills; ethical-legal issues; first aid and emergency care; employment skills; vital signs; infection control and asepsis; safety and mobility; health career math; leadership concepts and skills; personal qualities of health worker; personal care skills; and nutrition. Other contents include: a line drawing of an instructional facility; list of supplies and equipment; 13-item bibliography; student competency profile; matrix of elements essential to the competencies; and procedural plan for verifying mastery of competencies. (YLB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED324422

2+2

HEALTH

OCCUPATIONS

PROJECT

A Basic Course Outline for Health Careers I (Grade 11)

NURSING

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
production quality.

• Views or opinions stated in this docu-
ment do not necessarily represent those of
ERIC or the Department of Education.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

[Handwritten Signature]

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)



A Four Year "2+2" Articulated Curriculum For the Occupation of Nursing

055-874

"2+2 ARTICULATED CURRICULUM FOR HEALTH OCCUPATIONS"

NURSING

HEALTH CAREERS I

A BASIC COURSE OUTLINE

**Paris Independent School District
Paris, Texas**

**Paris Junior College
Paris, Texas**

June 1990

2 + 2
Secondary Postsecondary

**Articulated Curriculum
for
Health Occupations**

**A Basic Course Outline
Grade 11
Nursing**

Prepared by

Barbara Robertson, Plano Independent School District
and

Nancy Stevenson, Marshall Independent School District

Edited by: David Ingram, Principal Investigator

for

The Texas Education Agency

and

The Texas Higher Education Coordinating Board
Community College and Technical Institutes Division

in cooperation

with the Paris, Marshall and Atlanta Independent School Districts,
Paris Junior College and Northeast Texas Community College

FUNDING INFORMATION

Project Title: 2+2 Health Occupations

**Texas Education Agency
Project Number:** SAS #00420048-58

Funding Source: Carl D. Perkins Vocational Education Act,
Title II B.

**Texas Education Agency
Project Officer:** Robert Patterson, Director
Vocational Education Programs
Texas Education Agency
Austin, Texas

Contractor: Paris Independent School District
Paris, Texas

Project Co Director: Ken Emery, Vocational Director
Paris Independent School District

Disclaimer: This publication was prepared pursuant to a contract with the Texas Education Agency. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions of the contractors, therefore, do not necessarily represent official Texas Education Agency position or policy.

FOREWORD

These course outlines were prepared for use by postsecondary instructors of the "2+2" articulated curriculum for the occupation of registered nurse. These courses for which these outlines were prepared is a series of courses that are included in the "2+2" curriculum. The "2+2" curriculum developed for the preparation of registered nurses was developed using the career ladder concept and therefore provides exit points for entry into the labor market as a nurse aide, licensed vocational nurse, and registered nurse. The purpose of this basic course outline is:

- . To assist secondary "2+2" health occupations instructors in the selection and use of instructional content and instructional technology for an effective instructional program.
- . To assist the instructors in the selection of appropriate instructional references and materials.
- . To improve the marketable skills of students through the use of occupational competencies stated in objective terms.
- . To provide a basis upon which the instructor can progressively build a functional course of study in accordance with the performance standards established by State Licensing Boards, National Certification or accrediting associations, and local employers.
- . To provide interested individuals, educational groups, and occupational groups with information regarding the scope, nature, content and educational technology used in education directed toward gainful employment in the field of nursing.

ACKNOWLEDGEMENTS

I would like to take this opportunity to thank the curriculum consultants/writers who worked so hard and gave 110 percent effort, whenever it was needed in complying this "2+2" articulated curriculum for registered nurses.

Ms. Cynthia Amerson, Instructor, RN, MSN
Northeast Texas Community College
Mt. Pleasant, Texas

Ms. Linda Campbell, Associate Professor, Ph.D., RN
The University of Texas of Tyler
Tyler, Texas

Ms. Deborah Cody, Coordinator
Health and Medical Occupations
Northeast Texas Community College
Mt. Pleasant, Texas

Mr. Gaylon Maddox, Instructor, RN, MS
Paris Junior College
Paris, Texas

Ms. Barbara Robertson, Instructor
Health Occupations Education
Plano Independent School District
Plano, Texas

Ms. Nancy Stevenson, RN, MSed
Health Occupations Education Instructor/Coordinator
Marshall Independent School District
Marshall, Texas

and

Special thanks to:

Ms. Mary Carolyn Chambers
Project Secretary
Paris Junior College
Paris, Texas

Acknowledgements are also due to the dedicated Project Advisory Committee that provided valuable leadership and guidance to all of the "2+2" project activities.

Also a sincere thank you to Ms. Dorothy Chesley of the Board of Nurse Examiners for the State of Texas, Ms. Joy Flemming and Ms. Cora Clay of the Texas Board of Vocational Nurse Examiners and to Ms. Barbara Cohen of the Texas Department of Health for their expertise, suggestions and recommendations as the project developed.

And to the State Education Project Advisors, Dr. Carrie Nelson of the Coordinating Board and Ms. Barbara Terrell from the Texas Education Agency, we give a special thank you for your wisdom, leadership and guidance.

TABLE OF CONTENTS

	Page
Funding Information	i
Foreword	ii
Acknowledgements	iii
Table of Contents	iiii
I. Overview of the "2+2" Curriculum	1
II. Philosophy and Conceptual Framework	2
III. Nursing Occupation Curriculum	
A. Occupational Objective(s)	4
B. Description of Occupation(s)	5
C. Curriculum Outline	15
IV. Definition of Terms	19
V. Curriculum Objectives	22
VI. Course Objectives for Health Careers I	23
VII. Division of Course Outline	
A. Units by Competencies	24
B. Time Allocation	27
C. Course Description	28
D. Unit I. Medical Terminology	31
E. Unit II. Anatomy and Physiology	33
F. Unit III. Health Care Past and Present	34
G. Unit IV. Communication Skills	39
H. Unit V. Ethical - Legal	51
I. Unit VI. First Aid and Emergency Care	55
J. Unit VII. Employment Skills	58
K. Unit VIII. Vital Signs	59
L. Unit IX. Infection Control and Asepsis	61
M. Unit X. Safety and Mobility	64
N. Unit XI. Health Care Math	71
O. Unit XII. Leadership Concepts and Skills	73
P. Unit XIII. Personal Qualities of a Health Worker	77
Q. Unit XIV. Personal Care Skills	79
R. Unit XV. Nutrition	99

	Page
VIII. Line Drawing of Facility	100
IX. Supplies and Equipment	101
X. Bibliography	104
XI. Student Competency Profile	106
XII. Matrix of Essential Elements to Competencies	109
XIV. Procedural Plan for Verifying Mastery of Competencies	114

OVERVIEW

The "2+2" Articulated Health Occupations Project is a coordinated effort by Paris Junior College, Northeast Texas Community College and Paris, Atlanta, Marshall and Mt. Pleasant Independent School Districts. The resulting curriculum represents a true "2+2" curriculum structured on the career ladder concept. It is a planned and articulated four year curriculum, spanning the junior and senior year of high school and the freshman-sophomore year of the postsecondary institution, which has eliminated overlap and duplication between the secondary and postsecondary health occupations programs. The competency-based health occupations "2+2" curriculum is designed to benefit the student and the allied health industry by providing a more knowledgeable, more highly skilled, and more marketable employee to work in the increasingly technological health environment.

The curriculum was developed through the input of local representatives of the allied health industry (Technical Advisory Committee), representatives from the State Licensing Boards for Vocational and Registered Nurses and the Texas Department of Health. Also representatives from the Texas Higher Education Agency provided valuable input and leadership. The spirit of cooperation between these made the development of this model "2+2" curriculum a reality.

PHILOSOPHY

This "2+2" competency-based articulated nursing curriculum supports and promotes the ideals of health education in secondary and postsecondary institutions. The curriculum is focused to meet the needs of the health industry along with the educational and cultural needs of the student, to reflect the unique needs of the community and to cooperate with the health care industry in promoting quality and excellence in Nursing.

The "2+2" articulated nursing curriculum has been built around five (5) key elements: Person, Society, Health, Nursing, and Nursing Education. In this framework, the person is seen as an integrated multidimensional being comprised of physiological, psychosocial, physical, cultural, and spiritual elements. This person, a complex being with interrelated systems, follows sequential and predictable stages of growth and development throughout the life cycle. As an open system, the person lives in a constantly changing environment, adapting to such change as necessary for survival. This individual is a holistic being, and is a part of a family which constitutes the basic unit of society.

The individual's environment/society is composed of people who share common characteristics, social needs, and physical settings. The person maintains an interdependent relationship with this complex environment/society, in which the give and take of social interactions occurs with family, significant others, and groups. Life experiences also impact the perception, strengths, and abilities of the person.

Health is defined by the individual, and individuals are responsible for their own life choices. Health is conceptualized as a continuum with "wellness and illness" at opposite extremes. Wellness is a continuous state of physical and emotional stability throughout the life span and not merely the absence of disease. Illness is defined as a maladaptive response to stressors and crises which decreases Man's ability to maintain/achieve wellness.

Nursing is an autonomous discipline with a theoretical foundation, which is operational through the application of the nursing process to assess the client and utilize the assessment data to plan, implement, and evaluate an individual nursing care plan for each patient/client. Nursing activities range from the simple to the complex, include teaching and preventive care, and consist primarily of providing direct nursing care based upon the cultural orientation of the patient/client.

Nursing is an interpersonal, therapeutic, and helping process in which understanding and communication are essential. The nurse-patient relationship is a growth process in which the nurse acts as a facilitator to assist the patient and/or family grow in the direction of their choice. Nursing is a relationship that is established purposefully, maintained deliberately and ended with care, based on the individualized needs of the client.

Nursing Education occurs in both a secondary and/or postsecondary institution of learning. Support courses at all levels are crucial to create a well-rounded nursing education, as well as the personal growth of the student. Teaching-learning is an active shared process between the student and the faculty. Learning progresses from the basic to the more complex, from the familiar to the new and from commonalities to differences. Clinical learning is provided in a variety of settings, with clients who provide students with the opportunity to apply theoretical knowledge in the practice environment.

CONCEPTUAL FRAMEWORK

The "2+2" competency-based articulated nursing curriculum utilizes the human needs approach to provide a vehicle for the person who becomes a client/patient. This approach incorporates the nursing process, adapts well to a variety of conceptual frameworks, and has proved successful in building a strong foundation for nursing students.

In this curriculum, a human need is conceptualized as a requirement that allows the person to function and grow. This definition incorporates the full range of an individual's needs - physical, psychological, social, and spiritual - and stresses that nursing involves caring for the whole person, who remains independent and autonomous. In this curriculum human needs are delineated under the categories of safety needs, psychosocial needs, physiological needs, and special needs.

The safety of patients underlies all tasks and interventions, and encompasses both physical and psychological aspects essential for the patient's sense of well-being. This category includes such topics as environmental safety, medication administration, legal/ethical issues, and competence in planning organizing and implementing care.

The category of psychosocial needs reflects the holistic nature of the client and includes the need for identity, good mental health, and a system of values and beliefs. Assessing and meeting these needs require sensitivity and effective communication on the part of the nurse. Topics encompassed in this category include the aspect of growth and development, teaching-learning principles, social-cultural differences, control, dependency, and sexuality.

Meeting physiological needs requires awareness, knowledge, and skill since physiological requirements for health may be overt (oxygenation) or covert (nutrition). Satisfying physiological needs also requires that the nurse coordinate activities of other members of the health care team. Included in this category are the topics of freedom from infection, hygiene, activity/rest/sleep/nutrition/elimination, oxygenation, circulation, fluids and electrolytes, and regulation/sensation.

In addition to the psychosocial and physiological needs, there are special needs that pertain to patients in the care setting. These needs affect the quality of life. Examples of these needs include freedom from pain, grieving and loss, and terminal illness.

In this framework, the student is helped to recognize that nurses also have needs. The most effective nurses are holistically well-balanced individuals who are able to identify their own personal and professional needs and seek healthy ways of fulfilling them.

A problem is defined as the situation that develops when a need is not satisfied; this is the basis of nursing diagnosis and care planning keeping in mind that immediate needs must be met before higher level needs can arise and can give direction to nursing care. For example, the guiding principle in establishing priorities for care is that the nurse must first help the patient meet physiological needs. The nurse may also prevent problems by foreseeing when the fulfillment of essential needs may be threatened, i.e., preoperative teaching to prevent postoperative complications.

Just as no two patients are alike, no condition remains static. Adaptive forces are those elements which help to maintain or restore physiological and psychosocial balance or homeostasis. These forces may be internal (temperature regulation) or external (the use of groups to maintain social stability). The nurse serves as an adaptive force for patients by providing care that answers needs and helps maintain homeostasis. When the patient's adaptive forces and those of the nurse and other care givers are effectively mobilized, the patient becomes healthier and functions better.

OCCUPATIONAL OBJECTIVE(S)

Registered Nurse:

This model "2+2" articulated curriculum for registered nurse is designed to produce an individual, beginning at grade 11 and terminating at grade 14, with skills, knowledge and abilities sufficient to sit for the National Licensure Examination for Registered Nurse and who performs safely and effectively in a variety of clinical settings as a professional nurse within the bounds of the Nurse Practice Act. Graduates will be able to care for patients with multidimensional health care needs/problems.

Licensed Vocational Nurse:

The curriculum is designed to produce an individual capable of using technical skills and providing bedside care for patients of all ages within the bounds of the Vocational Nurse Act. The curriculum will prepare students to sit for the National Licensure Examination for Practical Nurses.

Nurse Aide:

To produce individuals with basic skills and knowledge to provide nursing care as a nurse aide to provide the student with sufficient knowledge and skills to pass a manual skills and written examination administered by the Texas Department of Health for Registry as a Nurse Aide.

GRADE 11 - HEALTH CAREERS I FOR "2+2" REGISTERED NURSE PROGRAM

Objective:

The student will be provided the opportunity to develop and demonstrate the beginning level knowledge and skills for the occupation of a registered nurse in the "2+2" Articulated Health Occupations Program.

Course Description:

This is a one-year program that combines academic and clinical experience. Students will receive classroom instruction which includes lecture, classroom laboratory and individualized study, that focuses on the basic knowledge and skills of medical terminology, communication skills, ethical and legal issues, employment skills, safety and mobility, leadership and personal quality concepts and skills. Basic knowledge and skills in anatomy and physiology, first aid and emergency care, vital signs, infection control and asepsis, health career math and patient personal care skills are included. In addition the student will receive clinical experience in a licensed health care facility.

Students must complete this course to articulate to the next level in the "2+2" Articulated Health Occupations Program for the registered nurse.

A 12th grade student may enroll in this course, but would not be eligible to pursue the "2+2" Program for a registered nurse.

GRADE 12 - HEALTH CAREERS II FOR "2+2" REGISTERED NURSE PROGRAM

Objective:

The student will have the opportunity to develop and demonstrate mastery of the knowledge and skills necessary to articulate to the postsecondary level for continued training as a registered nurse.

Course Description:

This is the second year of the "2+2" Articulated Health Occupations Program for Registered Nurses. Students must demonstrate mastery of the competencies taught in Grade 11 before enrolling in this course. This course will combine advanced academic and clinical experience in the areas of medical terminology, communication skills, health care history, safety and mobility, employment skills, and leadership concepts and skills. Also, anatomy and physiology, ethical-legal, first aid and emergency care, vital signs, infection control and asepsis, health career math, nutrition and patient personal care skills are included in preparation for entering the RN program at the postsecondary level.

Students will receive classroom instruction which includes lectures, classroom laboratory, and individualized study. In addition the student will receive clinical experience in a licensed health care facility.

Students may exit from the program at the end of the 12th grade and be eligible to take the state examination to become a nurse aide, providing the secondary health occupations program has been approved as a training program for nurse aide by the Texas Department of Health.

Upon completion of this course students may articulate to the postsecondary level for continued training as a registered nurse.

COURSE DESCRIPTIONS

NURSING PROCESS:

A 2 hour course focusing on theories of nursing practice, scope and standards of practice, beginning problem solving and the nursing process. Initial physical assessment, care planning, documentation, transcultural considerations, communication, and introductory patient teaching are included.

(1 hours lecture/3 hours lab per week)

* Course required for ADN and LVN curriculums.

NURSING: BASIC NEEDS Ia

A 2 or 6 hour course focusing on bio-psycho-social needs of medical-surgical patients focusing on all age groups. Emphasis is on application of the nursing process in a clinical setting for patients with needs relating to mobility, oxygenation, rest, bowel elimination, comfort, skin integrity, and safety. Discussion is conducted on surgical nursing. Principles of pharmacology, medication administration, and nutrition will be presented. "2+2" students completing this course will receive 2 semester hours credit with 4 hours held in escrow.

(3 hours lecture/9 hours lab and clinical per week)

* Required for ADN and LVN curriculums.

NURSING: BASIC NEEDS Ib

This course combines with Nursing: Basic Needs Ia for the non-"2+2" or generic student. Students will receive instruction that focuses on the basic knowledge and skills of medical terminology, communication skills, ethical and legal issues, safety and mobility, and health care past and present. Basic knowledge and skills in anatomy and physiology, first aid and emergency care, vital signs, infection control and asepsis, health career math and patient personal care skills are included. Students completing Basic Needs Ia and Ib will receive 6 semester hours of credit.

* Required for ADN and LVN curriculums.

NURSING: BASIC NEEDS II

(A continuation of Nursing: Basic Needs I)

A 6 hour course that applies to bio-psycho-social needs of patients in all age groups relating to circulation, physical regulation, sensation, perception, urinary elimination, fluid and electrolyte imbalance, and mental health. Focus is on applying theory of the nursing process to clinical problem solving. Emergency care is also included. Pharmacotherapy and nutrition are included with appropriate content.

(3 hours lecture/9 hours lab and clinical per week)

* Course required for ADN and LVN curriculums.

NURSING THROUGH THE LIFESPAN

A 6 hour course focusing on a nursing process approach to the bio-psycho-social needs of pediatric, adult and elderly patients, and families. Consideration is given to reproductive and obstetrical nursing. Alteration in health within the ages are included. (4 hours lecture/6 hours clinical per week).
* Course is required for ADN and LVN curriculums.

NURSING: COMPLEX NEEDS I

An 7 hour course assisting the student in analysis and evaluation of the nursing process for patients with complex disorders in integumentary, respiratory, gastrointestinal, musculoskeletal, immune, and sensory systems. Decision making skills and clinical problem solving are emphasized. Psychosocial considerations, pharmacotherapy, nutrition, safety, and advance skills are included within the units. (4 hours lecture/12 hours lab and clinical per week)
* Course is required for ADN curriculum.

NURSING: COMPLEX NEEDS II

(A continuation of Nursing: Complex Needs I)
An 7 hour course that includes concepts of advanced medical-surgical nursing. Complex needs of patients with disorders of cardiovascular, neurological, endocrine, renal, and multisystem/emergency disorders across the lifespan are presented. A nursing process approach and critical thinking skills are expected. Psychosocial considerations, pharmacotherapy, nutrition, and safety skills are included within the units. (4 hours lecture/12 hours clinical per week)
* This course is required for the ADN curriculum.

ENTRY INTO VOCATIONAL PRACTICE:

Trends, issues, and ethical-legal issues are covered within this 4 hour course. Communication and management skills required of vocational nurses are discussed. The clinical component focuses on utilizing previous skills in the coordination and performance of patient care and nursing process at an application/analysis level (1 hours lecture/9 hours clinical per week)
* Course is required for LVN Curriculum.

ENTRY INTO PROFESSIONAL PRACTICE:

Trends, issues and ethical-legal concepts of professional nursing are covered within this 4 hour course. Consideration is given to leadership, team management, advanced communication, and patient teaching concepts utilized in the care of groups of patients. The clinical component focuses on analysis and evaluation of a nursing process approach to patient care. (1 hours lecture/9 hours clinical per week)
Course required for ADN curriculum.

OCCUPATION: REGISTERED NURSE

JOB DESCRIPTION: REGISTERED NURSE

The registered nurse renders professional nursing care to patients independently or in conjunction with care provided by physicians and other health care providers pursuant to the objectives and policies of the employing institution. Functions autonomously in order to carry out the decision making process.

Utilizes the nursing process to provide care to patients in a variety of health care settings. Collects data about patients, identifies specific needs/problems, develops and maintains plan of care, implements a plan of action, and evaluates outcomes of the interventions. Performs nursing techniques for the comfort and well-being of the patient. Assists with treatments and procedures according to physician's orders and nursing care plans. Observes, records, and reports to supervisor or physician patients' conditions and reactions to drugs, treatments, and significant incidents. Maintains patients' medical records on nursing assessments, actions taken and patient responses. Maintains patient and staff confidentiality.

Provides emotional support to patient, family and significant others. Explains procedures and treatments ordered to gain patients' cooperation and allay apprehension. Educates patients and significant others on an ongoing basis including discharge planning and follow-up treatment. Functions as a patient advocate and a member of a multi-disciplinary team.

Serves as a positive role model and accepts responsibility in managing, supervising, and teaching Licensed Vocational Nurses, Nursing Assistants, Orderlies, and students. Delegates duties effectively. Demonstrates nursing techniques and procedures, and assists other personnel in rendering nursing care to patients. Effectively communicates with members of the multidisciplinary team.

Curriculum Objective:

The curriculum is designed to produce an individual with skills, knowledge, and abilities sufficient to sit for the National Council Licensure Examination for Registered Nurses and who performs safely and effectively in a variety of clinical settings as a professional nurse within the bounds of the Nurse Practice Act. Graduates will be able to care for patients with multidimensional health care needs/problems.

COURSES BY GRADE LEVEL AND CREDIT FOR RN

	Grade	Credits
<u>Secondary</u>		
* Health Careers I	11	2 - 3
* Health Careers II	12	$\frac{2}{4} - \frac{3}{6}$

SECONDARY PREREQUISITES FOR RN PROGRAM

Algebra I	Physical Science
Geometry	Biology I
Algebra II	Chemistry
	Anatomy and Physiology or Biology II

* Eligible to sit for State Examination for Nurse Aide Registry.

Postsecondary

	Grade	Credit
Nursing Process	13	2
* Nursing: Basic Needs Ia - Ib	13	2 - 6
Nursing: Basic Needs II	13	6
Nursing Through the Life Span		
** Entry into Vocational Practice (LVN option)	13	5
Nursing: Complex Needs I	13	(4)
Nursing: Complex Needs II	14	7
Entry to Professional Practice	14	7
		<u>4</u>
		38 - 42

- * Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs Ia. Four semester hours of credit will be held in escrow for Nursing: Basic Needs Ia for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) academic record upon completion of Nursing: Basic Needs II and Nursing Through the Life Span with a grade of 75 or above in each course. (2 semester hours + 4 escrow = 6 semester hours).
- * Specific objectives will be developed for the non "2+2" Student in Nursing: Basic Needs Ib. (6 semester hours).

POST-SECONDARY - SUPPORT COURSES FOR RN and LVN PROGRAM

	Grade 13	14	Credit Hours
Introduction to Psychology			
Computers in Nursing	x		3
Anatomy and Physiology I	x		1
Anatomy and Physiology II	x		4
College English	x		4
Chemistry	x		3
Sociology		x	4
Microbiology		x	3
Human Growth and Development		x	4
		x	<u>3</u>
			29
Total			
		LVN Credit Hours	35 - 39
		RN Credit Hours	67 - 71

- ** End grade 13---Eligible to sit for National Council Licensure Examination for Practical Nurses

OCCUPATION: LICENSED VOCATIONAL NURSE

GENERIC JOB DESCRIPTION: LICENSED VOCATIONAL NURSE

A Licensed Vocational Nurse performs nursing tasks for which specific skills have been developed. Nursing care is provided to patients under the direction of the Registered Nurse or physician. An LVN may perform delegated tasks independently based upon the level of competence. The LVN effectively communicates in interpersonal relationships with patients, families, and other members of the health care team. The nursing process is utilized as a basis for developing and implementing a goal-oriented plan of care. The LVN may perform other duties as directed by the employing institution's policies.

CURRICULUM OBJECTIVE:

The curriculum is designed to produce an individual capable of using technical skills and providing bedside care for patients of all ages within the bounds of the Vocational Nurse Act. The curriculum will prepare students to sit for a National Council Licensure Examination for Practical Nurses.

EXIT POINT FOR LVN

Students may exit from the 2+2 Articulated Health Occupations Program to become a Licensed Vocational Nurse, by successfully completing the following courses and be eligible to sit for the National Council Licensure Examination for Practical Nurses.

COURSE TITLES:

	Grade	Credits
<u>Secondary</u>		
Health Careers I	11	2 - 3
Health Careers II	12	2 - 3 4 - 6
<u>Postsecondary</u>		
Nursing Process	13	2
* Nursing: Basic Needs Ia - Ib	13	2 - 6
Nursing: Basic Needs II	13	6
Nursing Through the Life Span	13	6
Entry to Vocational Practice	13	4
		<u>20 - 24</u>

- * Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs Ia. Four semester hours of credit will be held in escrow for Nursing: Basic Needs Ia for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) academic record upon completion of Nursing: Basic Needs II and Nursing Through the Life Span with a grade of 75 or above in each course. (2 semester hours + 4 escrow = 6 semester hours).

- * Specific objectives will be developed for the non "2+2" Student in Nursing: Basic Needs lb. (6 semester hours).

Postsecondary - Support Courses	13	14	Credit Hours
Anatomy and Physiology I	x		4
Introduction to Psychology	x		3
Anatomy and Physiology II	x		4
Computers in Nursing	x		1
College English	x		3
			<u>15</u>

OCCUPATION: NURSE AIDE

JOB DESCRIPTION:

A nurse aide or first level of this curriculum is the basic foundation upon which all of the following nursing education levels will rely. This level is best described as task oriented, with a beginning basic knowledge of underlying Nursing theory.

The nurse aide should demonstrate emotional maturity and a true concern for the well-being of another. The nurse aide performs task involved in providing nursing and personal care to patients under the supervision of qualified nursing staff members. Emphasis is on maintenance of daily living activities of these patients. The nurse aide should recognize and accept his/her limitations.

Nurse Aides are an integral and vital part of the health care team, since they are involved directly in the physical care of the patient.

It is expected that with the solid background offered the nurse aide by this curriculum, that he/she will be highly competent to function as a nurse aide.

CURRICULUM OBJECTIVE:

To produce individuals with skills and knowledge to provide basic nursing care.

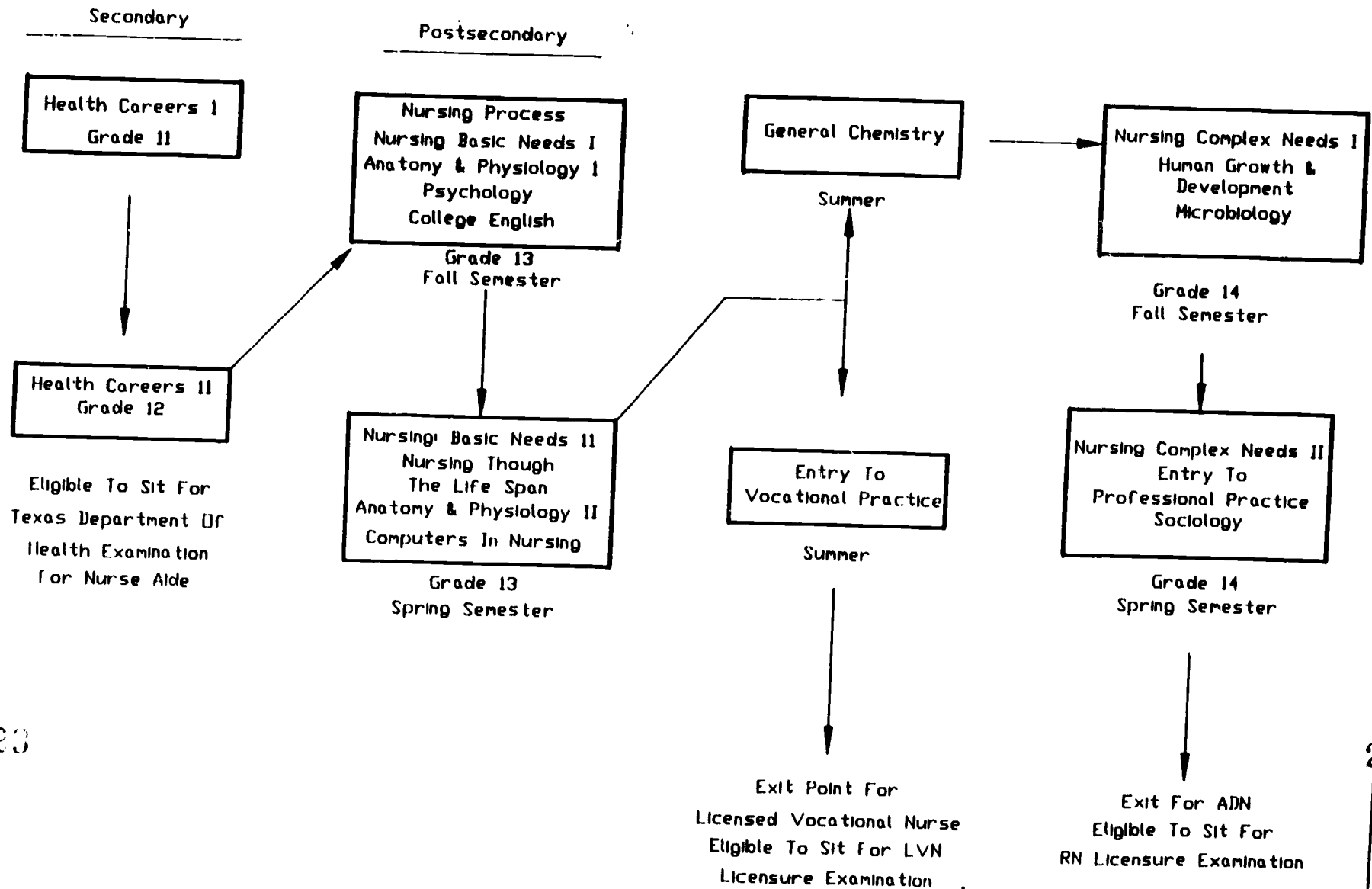
To provide the student with sufficient knowledge and skills to pass a manual skills and written examination administered by the Texas Department of Health for Registry as a Nurse Aide.

SECONDARY PREREQUISITES::

Health Careers I

Other courses as determined by the student, parent, and counselor.

Curriculum Flow Chart With Exit Points For Nurse Aide, Licensed Vocational Nurse And Registered Nurse



14

23

24

**Registered Nurse Curriculum
(2+2 Student)**

Freshman Year

<u>Fall Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing Process	1	3	2
* Nursing: Basic Needs Ia	1	3	2
College English	3	0	3
Anatomy and Physiology I	3	4	4
Psychology	3	0	3
			<u>14</u>

<u>Spring Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			<u>17</u>

<u>Summer</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
General Chemistry	3	4	4

Sophomore Year

<u>Fall Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing: Complex Needs I	4	12	7
Human Growth and Development	3	0	3
Microbiology	3	4	4
			<u>14</u>

<u>Spring Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing: Complex Needs II	4	12	7
Entry to Professional Practice	2	6	4
Sociology	3	0	3
			<u>14</u>

* Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs Ia.

Four semester hours of credit will be held in escrow for Nursing: Basic Needs Ia for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) transcript upon completion of Nursing: Basic Needs II (6 hrs.) and Nursing Through the Life Span (6 hrs.) with a grade of 75 or above in each courses.

15	Total Semester Hours	67
----	-----------------------------	----

**Registered Nurse Curriculum
(Non 2+2 Student)**

Freshman Year

<u>Fall Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing Process	1	3	2
* Nursing: Basic Needs Ia-Ib	3	9	6
English	3	0	3
Anatomy and Physiology I	3	4	4
Psychology	3	0	3
			<u>18</u>

<u>Spring Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			<u>17</u>

<u>Summer</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
General Chemistry	3	4	4

Sophomore Year

<u>Fall Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing: Complex Needs I	4	12	7
Human Growth and Development	3	0	3
Microbiology	3	4	4
			<u>14</u>

<u>Spring Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing: Complex Needs II	4	12	7
Entry to Professional Practice	2	6	4
Sociology	3	0	3
			<u>14</u>

Total Semester Hours 67

* Specific course objectives will be developed for the non "2+2" student in Nursing: Basic Needs Ib.

**Licensed Vocational Nurse Curriculum
(2+2 Student)**

Freshman Year

<u>Fall Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing Process	1	3	2
* Nursing Basic Needs Ia	1	3	2
Anatomy and Physiology I	3	4	4
Introduction to Psychology	3	0	3
College English	3	0	3
			<u>14</u>

<u>Spring Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			<u>17</u>

<u>Summer</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Entry to Vocational Practice	2	6	4

Four semester hours of credit will be held in escrow for Nursing: Basic Needs Ia for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) transcript upon completion of Nursing: Basic Needs II (6 hrs.) and Nursing Through the Life Span (6 hrs.) with a grade of 75 or above in each courses.

Total Semester Hours 39

* Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs Ia.

**Licensed Vocational Nurse Curriculum
(Non 2+2 Student)**

Freshman Year

<u>Fall Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing Process	1	3	2
* Nursing: Basic Needs Ia-Ib	3	9	6
Anatomy and Physiology I	3	4	4
Introduction to Psychology	3	0	3
College English	3	0	3
			<u>18</u>

<u>Spring Semester</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			<u>17</u>

<u>Summer</u>	<u>Lecture</u>	<u>Lab.</u>	<u>Credit</u>
Entry to Vocational Practice	2	6	4

Total Semester Hours 39

- * Specific course objectives will be developed for the non "2+2" student in Nursing: Basic Needs Ib.

DEFINITION OF TERMS

Advisory Committee: A group of employers and employees from outside the field of education who advise educators on the establishment and ongoing operation of training programs.

Affective Domain: Attitude, emotion, values clarification and appreciation objectives are included in the affective domain.

Articulation: Is a planned process linking technical/vocational programs and services to assist students in making a smooth transition from secondary to postsecondary institutions without experiencing delays or duplication of learning.

Cognitive Domain: Knowledge, thinking, understanding and problem solving objectives are included in the cognitive domain.

Competency-Based Education: Is designed to teach job related clusters of skills and knowledge, the mastery of which the basis upon which the student is evaluated, competency-based programs must possess the following characteristics:

1. Involvement of business and industry in the determination of the job competencies and the expected performance levels required for successful employment within a defined job or cluster of jobs.
2. Course sequence which allows the mastery of competencies leading to the satisfactory performance of all identified job competencies.

Competency: A grouping of tasks, knowledge, and attitudes needed for the performance of a job or function. The performance of a job or function may require the use of one or more competencies.

Criterion Referenced Evaluation: A testing (evaluation) technique that measures an individual's performance against a predetermined standard.

Course: Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is usually given.

Course of Study: (1) Strictly, an official guide prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject or area of study for given grade, combination of grades, or other designated class or instruction group; may include the aims of the course, the expected outcomes, and the scope and nature of the materials to be studied, with suggestions as to suitable instructional aides, textbooks, supplementary reading, activities, suggested learning experiences, teaching methods, and measurement of achievement; (2) sometimes loosely and incorrectly used as a synonym for curriculum.

Curriculum - pL Curricula: (1) A systematic group of courses or sequences of subjects required for graduation or certification in a major field or study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field;

(3) a group of courses and planned experiences which a student has under the guidance of the school or college: may refer to what is intended, as planned courses and other activities or intended opportunities or experiences, or to what was actualized for the learner, as in actual educational treatment or all experiences of the learner under the direction of the school.

Curriculum Guide: A substitute for a formal course of study in which desirable content is suggested rather than prescribed; includes important goals and a variety of learning experiences, teaching aids, and evaluation techniques from which those considered best suited to a particular situation may be selected.

Element: The smallest step into which it is practicable to subdivide any work activity without analyzing separate motions, movements, and mental processes.

Essential Element: As used in this report an essential element is interpreted to mean; (1) fundamental skills/knowledge which are central (core) to the objectives of the instruction or curriculum being pursued; (2) a course of study; or (3) a unit of instruction if the course is of more than one semester in length.

Exit Points: Are specified points in the sequence of courses for a technical or occupational program at which a student may exit the program, receive a certificate, and possess the competencies required for employment in an identified occupation.

Individualized Instruction: A method of instruction that takes the needs and learning styles of the individual student into consideration to determine his/her best learning method. Instruction is said to be individualized as long as instructional decisions are based on meeting the learning needs of the individual student.

Job or Function: The major divisions of an occupation. Examples of the jobs or functions of a teacher are instruction, student guidance, professional development, etc. A job or function may be composed of one or more competencies necessary to complete a job or function.

Knowledge Test: A test used to assess mastery of knowledge (cognitive) tasks including both written and oral testing.

Mastery: A level of performance or achievement that meets a specified occupational standard.

Occupation: A specific occupation in an occupational division. A vocational instructor (teacher) is a specific occupation in the occupational division of education.

Occupational Division: Divisions or occupational areas within an occupational field or category. Education is a division of the field of professional occupations.

Occupational Field: A categorical clustering of occupations such as professional occupations, agricultural occupations, etc.

Performance Objective: A statement which describes what the learner must do to demonstrate mastery of a task. A performance statement contains a condition behavior, and a standard.

Performance Test: A test used to assess a student's mastery of a psychomotor skill.

Program Instructional: (1) An outline of the contemplated procedures, courses, and subjects offered by a school over a given period of time.

Program School: (1) The entire offering of the school. Including the out-of-class activities, and the arrangement or sequence of subjects and activities; syn. educational program; (2) syn. program of studies.

Program Vocational: A planned sequence of courses and/or activities to meet an occupational training objective. As used in this project they are defined and coded in the Classification of Instructional Programs, NCES, 1981.

Psychomotor Domain: Skill performance and "hands on" manipulative objectives are included in the psychomotor domain.

Task: Is composed of one or more elements and is a distinct and identifiable activity that constitutes logical and necessary steps in the performance of work.

"2+2" Programs: Are articulated, competency-based technical and vocational programs which link the last two years of secondary education with the first two years of postsecondary education to create a strong four-year curriculum which produces graduates with advanced skills. This type of articulation streamlines occupational program fundamentals in order to make room in the two-year postsecondary curriculum to teach more advanced technical skills than students would normally receive in a traditional or time-shortened program.

CURRICULUM OBJECTIVES

- 1. To develop a body of subject matter and planned learning experiences to prepare students for the nursing profession.**
- 2. To relate this subject matter and learning experiences to be supportive to the health professionals.**
- 3. To prepare students with competencies to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative and rehabilitative services to patients in health care facilities.**

Health Careers I

Course Objectives:

Upon completion of this course the learner will be able to:

1. **Demonstrate a knowledge of medical terminology and understanding of commonly use medical abbreviations and symbols applicable to the Nurse Aid level.**
2. **Identify simple anatomy and physiology of the body systems.**
3. **Demonstrate an understanding of health care past and present.**
4. **Utilize the appropriate communication skills related to patients, families, peers and supervisors.**
5. **Define ethical and legal issues.**
6. **Demonstrate the ability to administer first aid and emergency care.**
7. **Demonstrate techniques and skills for employment.**
8. **Identify and perform techniques for assessing vital signs.**
9. **Employ effective infection control and asepsis procedures.**
10. **Employ appropriate safety and mobility techniques.**
11. **Utilize mathematics related to health careers.**
12. **Demonstrate effective leadership concepts and skills.**
13. **Demonstrate a knowlegde of personal qualities of a health care worker.**
14. **Correctly administer personal care skills to patients.**
15. **Identify the basic fundamentals of nutrition.**

COMPETENCIES FOR HEALTH CAREERS I NURSING

I. MEDICAL TERMINOLOGY

Demonstrate a knowledge of medical terminology
Demonstrate an understanding of the meaning of
commonly used medical abbreviations and symbols

II. ANATOMY AND PHYSIOLOGY

Identify simply anatomy, physiology, and
pathophysiology of the integumentary, skeletal,
muscular, circulatory/lymphatic and respiratory body
systems.

III. HEALTH CARE PAST AND PRESENT

Identify and demonstrate an understanding of the
organizational structure of health care institutions
Discuss health care past and present
Identify health care specialities
Identify world wide and community health organizations
Identify systems that finance health care

IV. COMMUNICATION SKILLS

Utilize correct telephone skills
Interpret personal reaction to illness and disability
Identify individual cultural, religious, and
socioeconomic differences in people
Communicates and cares for patients who have sensory
disorders
Develop appropriate and effective written oral and
nonverbal communication skills
Determine own strengths and limitations
Discuss effective modes of communication with peers and
supervisors
Provide psychological support
Assess the patient to determine the appropriate method
of communication
Support the terminally ill and significant others
Utilize or demonstrate communication equipment specific
to health occupations
Use written communication to validate verbal messages

V. ETHICAL - LEGAL

Define ethical and legal issues
Describe legal responsibilities for health care workers
Identify components of patient bill of rights
Communicate patient's rights

VI. FIRST AID AND EMERGENCY CARE

Identify emergency equipment
Acquire BCLS certification - AHA course C standards
Demonstrate and perform basic first aid

VII. EMPLOYMENT SKILLS

Demonstrate techniques and skills for employment

VIII. VITAL SIGNS

Identify abnormal and normal vital signs
Perform techniques for assessing vital signs

IX. INFECTION CONTROL AND ASEPSIS

Employ proper handwashing
Identify and maintain types of isolation
Identify sterilization and disinfection techniques
and conduct concurrent and terminal disinfection

X. SAFETY AND MOBILITY

Maintain equipment and supplies
Discuss fire and tornado safety procedures
Transfer/transport patient within an agency
Utilize proper body mechanics
Assure patient's safety
Position and turn patients maintaining proper body
alignment and supporting body parts
Describe and practice safe working conditions

XI. HEALTH CAREER MATH

Determine components of the metric system
Identify common household and apothecary measurements

XII. LEADERSHIP CONCEPTS AND SKILLS

Demonstrate skills, characteristics and responsibilities of leaders and effective group members
Demonstrate a knowledge of parliamentary procedure
Plan and conduct leadership activities
Prepare for effective citizenship and for participation in our democratic society

XIII. PERSONAL QUALITIES OF A HEALTH WORKER

Discuss personal characteristics of a health worker
Demonstrate appropriate personal appearance of a health worker

XIV. PERSONAL CARE SKILLS

Correctly makes different types of beds
Provide postmortem care
Provide nail care
Inform patient about hospital surroundings
Serve, feed patients and collect food trays
Measure and record intake and output
Assist patient in and out of bed
Prevent pressure areas
Identify types and functions of enemas
Transfer or discharge out of agency
Perform all types of patient baths
Administer backrubs
Change clothing
Assist patients with elimination
Measure weight
Measure height
Performs hygienic care for skin, hair, mouth, perineum, and feet
Irrigate vagina
Label specimens collected
Apply athrombic hose and binders
Perform sugar acetone determination

XV. Nutrition

Identify the fundamentals of nutrition

Suggested Time Allocation

Health Careers I

First Semester (18 weeks)

	Orientation and Introduction	1 Week
I.	Medical Terminology	3 Week
II.	Anatomy and Physiology	6 Weeks
III.	Health Care Past and Present	1 Week
IV.	Communication Skills	2 Weeks
V.	Ethical - Legal	1 Week
VI.	First Aid and Emergency Care	<u>4 Weeks</u>
		18 Weeks

End of First Semester

VII.	Employment Skills	1 Week
VIII.	Vital Signs	2 Weeks
IX.	Infection Control and Asepsis	1 Week
X.	Safety and Mobility	1 Week
XI.	Health Care Math	2 Weeks
XII.	Leadership Concepts and Skills	1 Week
XIII.	Personal Qualities of a Health Worker	1 Week
XIV.	Personal Care Skills	6 Weeks
XV.	Nutrition	1 Week
	Review and Testing	<u>2 Weeks</u>
		18 Weeks
	End of Second Semester	36 Weeks

GRADE 11 - HEALTH CAREERS I FOR "2+2" REGISTERED NURSE PROGRAM

Objective:

The student will be provided the opportunity to develop and demonstrate the beginning level knowledge and skills for the occupation of a registered nurse in the "2+2" Articulated Health Occupations Program.

Course Description:

This is a one-year program that combines academic and clinical experience. Students will receive classroom instruction which includes lecture, classroom laboratory and individualized study, that focuses on the basic knowledge and skills of medical terminology, communication skills, ethical and legal issues, employment skills, safety and mobility, leadership and personal quality concepts and skills. Basic knowledge and skills in anatomy and physiology, first aid and emergency care, vital signs, infection control and asepsis, health career math and patient personal care skills are included. In addition the student will receive clinical experience in a licensed health care facility.

Students must complete this course to articulate to the next level in the "2+2" Articulated Health Occupations Program for the registered nurse.

A 12th grade student may enroll in this course, but would not be eligible to pursue the "2+2" Program for a registered nurse.

BASIC COURSE OUTLINE

GRADE 11

HEALTH CAREERS I

UNITS OF STUDY

- I. Medical Terminology
- II. Anatomy and Physiology
- III. Health Care Past and Present
- IV. Communication Skills
- V. Ethical - Legal
- VI. First Aid and Emergency Care
- VII. Employment Skills
- VIII. Vital Signs
- IX. Infection Control and Asepsis
- X. Safety and Mobility
- XI. Health Career Math
- XII. Leadership Concepts and Skills
- XIII. Personal Qualities of a Health Worker
- XIV. Personal Care Skills
- XV. Nutrition

COURSE: HEALTH CAREERS I

Unit I: Medical Terminology

Terminal Objective: -

Given a list of prefixes, suffixes, and word roots the learner will demonstrate a knowledge of medical terminology at the nurse aide level and be able to demonstrate mastery on the knowledge test with an 85% accuracy.

Enabling Objectives:

The learner will:

- 1. Memorize medical terminology including .oot words, prefixes, and suffixes.**
- 2. Give the meaning of root words**
- 3. Recognize medical prefixes**
- 4. Give the meanings of medical suffixes**

TEACHING METHODS:

- LECTURE**
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

**DHO text, pp 129 - 132
DHO workbook pp. 72 - 75
HOE Curriculum Guide I, p. 83 for suggested references**

EQUIPMENT/SUPPLIES:

**Flash cards
List of words
Textbooks and workbooks
Computer software
Med. Term, Tapes and tape player**

- EVALUATION: () PERFORMANCE TEST
(X) KNOWLEDGE TEST**

COURSE: HEALTH CAREERS I

Unit I: Medical Terminology

Terminal Objective: -

Given a list of the commonly used medical abbreviations and symbols, the learner will demonstrate an understanding of the meaning of these at the nurse aide level and be able to complete the knowledge test with 85% accuracy.

Enabling Objective (s)

The learner will:

- 1. Identify the most commonly used medical abbreviations and symbols.**
- 2. Write abbreviations into complete words.**
- 3. Write words into abbreviations and symbols**

TEACHING METHODS:

- LECTURE**
- LABORATORY**
- AUDIO - VISUAL**
- CLINICAL**

REFERENCES:

DHO, text, pp. 126 -129
DHO, workbook, pp.
Curriculum Guide for Health Care Science, Table 7

EQUIPMENT/SUPPLIES:

Worksheets

EVALUATION:

- PERFORMANCE TEST**
- KNOWLEDGE TEST**

COURSE: HEALTH CAREERS I

Unit II: Anatomy and Physiology

Terminal Objective: -

Given appropriate reference materials and models the learner will identify simple anatomy, physiology, and pathophysiology of the integumentary, skeletal, muscular, respiratory and circulatory body systems and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Identify the basic structure and organization of the human body.
2. Identify the structure, functions, and diseases of the following system:
 1. Integumentary
 2. Skeletal
 3. Muscular
 4. Circulatory/Lymphatic
 5. Respiratory

TEACHING METHODS:

- (X) LECTURE
- (X) LABORATORY
- (X) AUDIO-VISUAL
- (X) CLINICAL

REFERENCES:

Diversified Health Occupations
Health Occupations I Curriculum Guide
Human Body in Health and Disease

EQUIPMENT/SUPPLIES:

Models of Systems
Skeleton

EVALUATION:

- () PERFORMANCE TEST
- (X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit III: Health Care Past and Present

Terminal Objective:

Given an organizational chart, the learner will identify and demonstrate an understanding of the organizational structure of health care institutions and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

- 1. Study organizational charts.**
- 2. Draw a chart from your cooperating Health Care Facility.**
- 3. Describe the line of authority from bottom to top and describe where the student fits into this structure.**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

DHO pp. 10
HOE Cur. Guide 1, pp. 19-20

EQUIPMENT/SUPPLIES:

Organizational Charts
Overhead, Transparencies
Assignment sheets and instructions

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit III: Health Care Past and Present

Terminal Objective:

Given appropriate references, texts and A-V materials the learner will be able to discuss health care past and present and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. List three influences of ancient day beliefs on medical practices at that time.
2. Identify Hippocrates' philosophy of medicine and treatment.
3. Identify Hippocrates' Oath and its current day implications, they will rewrite the oath as they believe it should be stated today.
4. Identify at least one prominent individual from each period of history and discuss their influence on medical practices at that time.
5. The student will be able to explain the use of vaccinations and how they have changed the course of history.
6. Identify the significance of the of the invention of the microscope and it's influence on modern medicine.
7. List 10 major breakthroughs in medicine within the last 25 years.
8. Develop a theory on a major breakthrough in medicine for the future and how this might occur.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

Tapes and filmstrips,
Library, books on history of medicine and significant figures in
the history of medicine.
DHO, p. 41.

EQUIPMENT/SUPPLIES:

Tapes, filmstrips, filmstrip projector with tape player.
Hippocrates Oath.

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

A research paper or book report.

COURSE: HEALTH CAREERS I

Unit III: Health Care Past and Present

Terminal Objective:

Given information concerning ten health care specialities, the learner will be able to identify the educational requirements, types of employment available, payscales and work requirements for these and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

- 1. Compare the educational requirements for an associate, bachelor's and master's degree.**
- 2. Contrast the difference between certification, registration, and licensure.**
- 3. Describe at least ten different health careers by including a definition of the career, three duties, educational requirements, and employment opportunities.**
- 4. Investigate at least one health career by writing to sources listed to obtain additional information on the career.**
- 5. Interpret at least ten abbreviations used to identify health occupations workers.**
- 6. Define, pronounce, and spell all of the key terms.**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

**DHO pp. 13-33
Dictionary of Occupational Titles
Texas Health Careers, THERF
Occupational Outlook Handbook**

EQUIPMENT/SUPPLIES:

**list of key terms
assignment sheets**

EVALUATION: () PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit III: Health Care Past and Present

Terminal Objective:

Given the resources and information concerning the world wide and community health organizations the learner will be able to correctly identify them and give their purposes and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Analyze at least two government agencies and the services each one offers.
2. Define the terms: World Health Organization, National Institutes of Health, U.S. Department of Health and Human Services, and Center for Disease Control.
3. Explain where local and state agencies fall into these categories.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 13-33
CDC manual for infection control

EQUIPMENT/SUPPLIES:

- EVALUATION: PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit III: Health Care Past and Present

Terminal Objective:

Given the information concerning insurance, government agencies, welfare systems, and private pay, the learner will be able to identify the methods of financing health care and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

- 1. Discuss nonprofit agencies, government agencies, insurance plans, and cost containment.**
- 2. Define DRG's and explain how they have affected today's health care and the influences they have made on home health agencies and extended care facilities.**

TEACHING METHODS:

LECTURE

LABORATORY

AUDIO-VISUAL

CLINICAL

REFERENCES:

Simmers, L. DHO, pp. 6-9
Badasch, S. THE HEALTH CARE WORKER, pp. 9-13
Hoffman, C. SIMPLIFIED NURSING, pp. 11-15
Williams, C. HOE Cr. Guide I

EQUIPMENT/SUPPLIES:

charts

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective: -

Given appropriate equipment and references the learner will utilize correct telephone skills, with a 100% accuracy on the performance test and 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Demonstrate placing a business call
2. Demonstrate answering techniques
3. Demonstrate transferring a telephone call
4. Demonstrate proper communication skills
5. Demonstrate handling problem telephone calls

TEACHING METHODS:

- LECTURE
- LABORATORY
- AUDIO-VISUAL
- CLINICAL

REFERENCES:

Diversified H.O.
H.O.I Curriculum Guide

EQUIPMENT/SUPPLIES:

Telephone, pen, and pad

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective:

Given appropriate handouts and clinical experience the learner will be able to interpret personal reaction to illness and disability by demonstrating 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

- 1. Interpret emotional and social impact of diseases on an individual.**
- 2. Interpret the stages of acceptance and grieving.**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

Diversified H.O.
H.O.I Curriculum
The Health Care Worker

EQUIPMENT/SUPPLIES:

- EVALUATION:** PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective: -

Given appropriate references and classroom discussion the learner will be able to identify individual cultural, religious, and socio-economic differences in people by demonstrating 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Identify and discuss differences in cultural and religious beliefs and it's effect on medical care.
2. Identify different socio-economic groups and it's effect on medical care.

TEACHING METHODS:

- LECTURE
- LABORATORY
- AUDIO-VISUAL
- CLINICAL

REFERENCES:

H.O. I Curriculum

EQUIPMENT/SUPPLIES:

- EVALUATION: PPERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective: -

Given references, laboratory, and clinical experiences the learner will be able to communicate and care for patients who have sensory disorders by obtaining 85% mastery on the knowledge test.

Enabling Objective(s) The learner will:

- 1. Demonstrate an understanding of communication techniques for patient's with all types of sensory disorders.**
- 2. Demonstrate an understanding of the appropriate care needed by patients with sensory disorders**

TEACHING METHODS:

LECTURE

LABORATORY

AUDIO-VISUAL

CLINICAL

REFERENCES:

Diversified H.O.
The Health Care Worker
H.O. I Curriculum Guide

EQUIPMENT/SUPPLIES:

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective: -

Given references, clinical and laboratory experiences the learner will develop appropriate and effective written, oral, and nonverbal communication skills and demonstrate mastery by obtaining 85% on the knowledge test.

Enabling Objective(s)

The learner will:

- 1. Discuss the importance of written, oral, and nonverbal communication skills.**
- 2. Demonstrate effective written and oral communication skills as established by the instructor.**
- 3. List appropriate nonverbal communication skills.**

TEACHING METHODS:

LECTURE

LABORATORY

AUDIO-VISUAL

CLINICAL

REFERENCES:

Diversified H.O.
The Health Care Worker
H.O. I curriculum Guide

EQUIPMENT/SUPPLIES:

EVALUATION: () PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective: -

Given appropriate reference materials the learner will be able to determine their own strengths and weaknesses and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

- 1. Identify personal characteristics of known leaders**
- 2. List personal characteristics which they consider their strong points.**
- 3. List personal characteristics they consider their weak points.**

TEACHING METHODS:

- LECTURE**
- LABORATORY**
- AUDIO-VISUAL**
- CLINICAL**

REFERENCES: H. O. I Curriculum Guide
Being a Nursing Assistant
The Health Care Worker

EQUIPMENT/SUPPLIES:

EVALUATION: **PERFORMANCE TEST**
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective: -

Given appropriate texts, reference materials and clinical experiences the learner will be able to identify effective modes of communication with peers and supervisors and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Define human relations
2. Discuss the importance of interpersonal relations in everyday life.
3. Discuss skills which will help in communicating with peers and supervisors.
4. Discuss ways to improve communication skills

TEACHING METHODS.

- () LECTURE
- () LECTURE
- () AUDIO-VISUAL
- (X) CLINICAL

REFERENCES.

The Health Care Worker
Being a Nursing Assistant
Working Relationships

EQUIPMENT/SUPPLIES:

- EVALUATION: () PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective: -

Given clinical experiences and reference materials the learner will be able to provide psychological support to patients and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

- 1. Identify various stages of psychological development.**
- 2. Identify patient's need for psychological support.**
- 3. List techniques for giving psychological support.**
- 4. Identify techniques for dealing with the healthy and ill patient.**

TEACHING METHODS:

LECTURE

LABORATORY

AUDIO-VISUAL

CLINICAL

REFERENCES:

**Being A Nursing Assistant
The Health Care Worker
Diversified H.O.**

EQUIPMENT/SUPPLIES:

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective: -

Given appropriate clinical experiences and reference materials the learner will be able to access the patient to determine the appropriate method of communication at the nurse aide level and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. List proper communication techniques.
2. Identify types of communication.
3. List communication techniques for specific communication problems.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

Being a Nursing Assistant
Diversified H.O.
The Health Care Worker

EQUIPMENT/SUPPLIES:

- EVALUATION: PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective -

Given appropriate references, texts and clinical experiences the learner will be able to support the terminally ill and significant others and achieve 85% mastery on the knowledge test, at the nurse aide level.

Enabling Objective(s)

The learner will:

- 1. Identify and discuss the five stages of grieving and dying patients.**
- 2. Define Hospice**
- 3. Discuss the "right to die" issues.**

TEACHING METHODS:

- LECTURE**
- LABORATORY**
- AUDIO-VISUAL**
- CLINICAL**

REFERENCES:

**"Right to Die" Film
Being a Nursing Assistant
Diversified H.O.
On Death and Dying**

EQUIPMENT/SUPPLIES:

- EVALUATION: PERFORMANCE TEST**
KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective: -

Given a list of examples, references and clinical experiences the learner will be able to utilize and demonstrate communication equipment specific to health occupations, at the nurse aide level and achieve 100% mastery on a performance test and 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

1. Discuss types of communication equipment used in various health career areas.
2. Discuss the importance of monitoring system in patient care.
3. Discuss the use of computers within the health care field

TEACHING METHODS.

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

H.O. I Curriculum Guide
Being a Nursing Assistant
Being a Health Unit Coordinator

EQUIPMENT/SUPPLIES:

- EVALUATION: PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IV: Communication Skills

Terminal Objective: -

Given appropriate references and classroom discussion the learner will be able to use written communication to validate verbal messages and achieve 85% mastery on the knowledge test.

Enabling Objective(s)

The learner will:

- 1. Demonstrate ability to translate verbal messages to written messages.**
- 2. Discuss importance of validating verbal messages.**
- 3. Translate medical abbreviations and symbols to English**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

**Being a Health Unit Coordinator
Being a Nursing Assistant
Simplified Nursing**

EQUIPMENT/SUPPLIES

- EVALUATION: () PERFORMANCE TEST
(X) KNOWLEDGE TEST**

COURSE: HEALTH CAREERS I

Unit V: Ethical - Legal

Terminal Objective:

Given access to the proper text, materials, and references the learner will describe the legal responsibilities of health care workers, achieving a mastery of 85% on a knowledge test.

Enabling Objective(s)

The learner will:

1. Identify legal regulations that affect health care workers.
2. Discuss how professional standards affect the legal aspects of health care.
3. Discuss the impact of malpractice lawsuits.

TEACHING METHODS:

- LECTURE
- LABORATORY
- AUDIO - VISUAL
- CLINICAL

REFERENCES:

The Health Care Worker
Diversified H.O.
Being a Nursing Assistant

EQUIPMENT/SUPPLIES:

- EVALUATION:** PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit V: Ethical - Legal

Terminal Objective: -

Given appropriate references and definitions, the learner will define ethical and legal issues achieving a mastery of 85% on a knowledge test.

Enabling Objective(s)

The learner will:

- 1. List and discuss issues involving the ethical and legal aspects of medicine.**
- 2. List basic rules of ethics for health care personnel**
- 3. List and discuss professional standards for the health care worker.**

TEACHING METHODS:

- LECTURE**
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

**Health Care Assistant
H.O.I. Curriculum Guide
The Medical Assistant**

EQUIPMENT/SUPPLIES:

- EVALUATION: () PERFORMANCE TEST**
(X) KNOWLEDGE TEST

COURSE: - HEALTH CAREERS I

Unit V: Ethical - Legal

Terminal Objective: -

Given access to the proper text, examples, and audio-visual materials, the learner will identify components of the "patient's bill of rights" achieving a mastery of 85% on a knowledge test.

Enabling Objective(s)

The learner will:

1. Define and discuss the "patient's bill of rights."
2. List components of the "patient's bill of rights."

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

The Medical Assistant
Diversified H.O.
H.O.I. Curriculum Guide

EQUIPMENT/SUPPLIES

- EVALUATION:** PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: - HEALTH CAREERS I

Unit V: Ethical - Legal

Terminal Objective: -

Given access to the proper text, examples, and clinical experience, the learner will communicate patient's rights achieving a mastery of 85% on a knowledge test.

Enabling Objective(s)

The learner will:

1. Discuss ways of protecting patient's rights.
2. Identify ways of objectively communicating patient's rights regarding medical care.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

Diversified H.O.
Health Care Assistant
H.O.I. Curriculum Guide

EQUIPMENT/SUPPLIES

- EVALUATION:** PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit VI: First Aid and Emergency Care

Terminal Objective:

Given the proper tools, and reference materials the learner will identify emergency equipment used at the nurse aide level with a mastery of 100% on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify basic emergency equipment used in emergencies outside the health care facility.
2. Identify basic emergency equipment found within the medical facility.

TEACHING METHODS:

- (X) LECTURE
- (X) LABORATORY
- (X) AUDIO-VISUAL
- (X) CLINICAL

REFERENCES:

Diversified H.O.
H.O. I Curriculum Guide
Pre-hospital Care

EQUIPMENT/SUPPLIES: bandages, clings, cravats, splints
O₂ devices, tape, crash cart

EVALUATION: (X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit VI: First Aid and Emergency Care

Terminal Objective:

Given appropriate tools, equipment and reference materials, the learner will acquire BCLS certification - AHA course C standards achieving 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Demonstrate adult CPR - one man and two man.
2. Demonstrate adult obstructed airway - conscious conscious to unconscious, found unconscious
3. Demonstrate child CPR
4. Demonstrate child obstructed airway - conscious, conscious to unconscious, found unconscious
5. Demonstrate infant CPR
6. Demonstrate infant obstructed airway - conscious, conscious to unconscious, found unconscious.

TEACHING METHODS:

(X) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
() CLINICAL

REFERENCES:

American Heart Association
CPR Handbook

EQUIPMENT/SUPPLIES:

Adult manikin
Child manikin
Infant manikin

EVALUATION:

(X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit VI: First Aid and Emergency Care

Terminal Objective:

Given the proper tools, equipment, reference materials and laboratory experiences, the learner will demonstrate basic first aid achieving 100% mastery in performance and 85% mastery on the knowledge test.

Enabling Objective (s):

The learner will:

Identify and perform basic first aid for the following emergencies:

1. Shock
2. Bleeding and wounds
3. Poisoning
4. Burns
5. Heat exposure
6. Cold exposure
7. Fractures
8. Specific injuries to the eyes, head, nose, ears, chest, abdomen, and genital organs.
9. Sudden illnesses including heart attacks, stroke, fainting, convulsions, and diabetic reactions.

TEACHING METHODS:

LECTURE

LABORATORY

AUDIO-VISUAL

CLINICAL

REFERENCES:

Diversified H.O.
H.O. I Curriculum Guide
Red Cross First Aid Module

EQUIPMENT/SUPPLIES: bandages cling, splints, 4 X 4 gauze, cravats, tape

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit VII: Employment Skills

Terminal Objective -

Given appropriate samples, and references the learner will demonstrate the necessary techniques and skills for employment, and achieve 85% mastery on a knowledge test.

Enabling Objective(s)

The learner will:

1. Identify employment opportunities and preparation requirements in the chosen field
2. Identify effective methods to secure and terminate employment
3. Demonstrate dependability and punctuality
4. Demonstrate productive work habits and attitudes
5. Define the importance of taking pride in the quality of work performed.
6. Recognize the dignity in work
7. Write a resume with no errors
8. Write a job application with no errors
9. Identify positive characteristics of a good employee
10. Practice interviewing skills

TEACHING METHODS:

LECTURE

LABORATORY

AUDIO-VISUAL

CLINICAL

REFERENCE:

DHO
World of Work
DOT (Dictionary of Occupational Titles)
Publication from Texas Health Careers

EQUIPMENT/SUPPLIES:

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit VIII: Vital Signs

Terminal Objective:

Given appropriated tools, equipment, and reference materials the learner will identify normal and abnormal vital signs and achieve 85% mastery on a knowledge test.

Enabling Objective (s)

The learner will:

List normal ranges for the following:

1. Temperature
2. Pulse
3. Respirations
4. Blood Pressure

Identify abnormal ranges in:

1. Temperature
2. Pulse
3. Respirations
4. Blood Pressure

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

Diversified H.O.
Recommendations for Human Blood Pressure
Determination by sphygmomanometers
H.O. I Curriculum Guide

EQUIPMENT/SUPPLIES:

- EVALUATION: PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit VIII: Vital Signs

Terminal Objective:

Given proper tools and equipment the learner will perform techniques for assessing vital signs, achieving 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

Perform the following vital signs within (+) or (-) 2 of instructor's directions.

1. Temperature
2. Pulse
3. Respirations
4. Blood Pressure

TEACHING METHODS:

- (X) LECTURE
- (X) LABORATORY
- (X) AUDIO-VISUAL
- () CLINICAL

REFERENCES:

Diversified H. O.
Being A Nurse Aide
H. O. I Curriculum Guide

EQUIPMENT/SUPPLIES:

Thermometers, (oral and rectal)
Stop watch
Stethoscope and sphygmomanometer

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IX: Infection Control and Asepsis

Terminal Objective:

Given a sink, soap, warm water, and paper towels the learner will properly wash their hands according to recommended handwashing techniques and for the recommended length of time, as established by the instructor achieving 100% mastery on a performance test.

Enabling Objective (s)

The learner will:

Wash hands according to recommended aseptic technique.

TEACHING METHODS:

- (X) LECTURES
- (X) LABORATORY
- (X) AUDIO - VISUAL
- (X) CLINICAL

REFERENCES:

DHO, pp. 167-168
U.S. Department of Health and Human Services;
Centers for Disease Control.
Williams, C. Asepsis (software)

EQUIPMENT/SUPPLIES:

Sink, soap from a dispenser, paper towels,
Computer for software
Assignments from workbooks

EVALUATION:

- (X) PERFORMANCE TEST
- (X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IX: Infection Control and Asepsis

Terminal Objective:

Given the gown, gloves, mask and head cover learner will be able to correctly identify and maintain specified types of isolation, achieving 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Don and remove an isolation mask, cap, and gown.
2. Relate specific basic tasks to the care of a patient in an isolation unit.

TEACHING METHODS:

- (X) LECTURE
- (X) LABORATORY
- (X) AUDIO - VISUAL
- (X) CLINICAL

REFERENCES:

Filmstrip, BEING A NURSING ASSISTANT,
"Infection Control"
DHO, pp. pp. 193-198
Brady, Being a Nursing Aide
U.S. Department of Health and Human Services;
Center for Disease Control.
Williams, C. Asepsis (software)

EQUIPMENT/SUPPLIES:

Computer and software
Assignment sheets
Filmstrip, projector, and tape player

EVALUATION:

- (X) PERFORMANCE TEST
- (X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit IX: Infection Control and Asepsis

Terminal Objective:

Given references lab and clinical experiences concerning autoclaves, disinfect solutions, and instruments the learner will be able to identify sterilization and disinfection techniques and conduct concurrent and terminal disinfection and obtain 85% mastery on knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will be able to:

1. Remove irritants and clean the environment.
2. Wash, wrap and autoclave gloves, instruments, linen and equipment.
3. Operate an autoclave with accuracy and safety.
4. Describe basic principles on using chemicals for aseptic control.
5. Demonstrate the use of boiling water for aseptic control.
6. Open sterile packages without contaminating the contents.
7. Don sterile gloves without contaminating the gloves.
8. Prepare a sterile dressing tray without contaminating the supplies.
9. Change a sterile dressing without contaminating the materials.

TEACHING METHODS:

- (X) LECTURE
- (X) LABORATORY
- (X) AUDIO - VISUAL
- (X) CLINICAL

REFERENCES:

Caldwell, Health Care Assistant
DHO, pp. 169-183
Filmstrip, BEING A NURSING ASSISTANT
Williams, C. Asepsis (software)

EQUIPMENT/SUPPLIES:

worksheets and workbooks
autoclaves
sterilization wraps and tapes
instrument pans for soaking instruments
linens for packs
disinfectant solutions

EVALUATION:

- (X) PERFORMANCE TEST
- (X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit X: Safety and Mobility

Terminal Objective:

Given proper tools, the learner will maintain basic medical equipment and supplies achieving 85% mastery on the knowledge test an 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

- 1. Demonstrate proper techniques for maintaining basic medical equipment.**
- 2. Demonstrate proper techniques for assessing and maintaining basic supplies.**

TEACHING METHODS:

- (X) LECTURE**
- (X) LABORATORY**
- (X) AUDIO - VISUAL**
- (X) CLINICAL**

REFERENCES:

EQUIPMENT/SUPPLIES:

- EVALUATIONS:**
- (X) PERFORMANCE TEST**
 - (X) KNOWLEDGE TEST**

COURSE: HEALTH CAREERS I

Unit X: Safety and Mobility

Terminal Objective:

Given appropriate equipment, classroom lecture and laboratory demonstration, the learner will discuss fire and tornado safety procedures achieving 85% mastery on the knowledge test 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

- 1. Identify types of fire extinguishers and relate to types of fires they are to be used on .**
- 2. Discuss policies for fire and tornado safety within the health care facility.**
- 3. List procedures to be followed to insure patient safety in case of fire or tornado emergencies.**
- 4. Identify fire alarms, doors, and escape routes.**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

**Diversified H.O.
H.O. I Curriculum Guide
Being A Nursing Assistant**

EQUIPMENT/SUPPLIES:

Fire extinguishers

- EVALUATIONS: PERFORMANCE TEST**
KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit X: Safety and Mobility

Terminal Objective:

Given the proper equipment, lab and clinical experiences, the learner will transfer/transport the patient within an agency achieving 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

- 1. Demonstrate proper use of body mechanics while moving a patient.**
- 2. Perform transfer techniques ie. dangling, wheelchair, chair, and stretcher.**
- 3. Demonstrate transferring a patient by mechanical lift.**
- 4. Demonstrate transferring a non-ambulatory patient.**
- 5. List safety factors.**

TEACHING METHODS:

- (X) LECTURE**
- (X) LABORATORY**
- (X) AUDIO - VISUAL**
- (X) CLINICAL**

REFERENCES:

**Diversified H.O.
Being a Nursing Aide
Being a Nursing Assistant**

EQUIPMENT/SUPPLIES:

**Chair
Wheelchair
Bed
Stretcher**

- EVALUATIONS:**
- (X) PERFORMANCE TEST**
 - (X) KNOWLEDGE TEST**

COURSE: HEALTH CAREERS I

Unit X: Safety and Mobility

Terminal Objective:

Given the proper references, laboratory, and clinical experience, the learner will utilize proper body mechanics achieving 100% mastery on the performance test 85% mastery of the knowledge test.

Enabling Objective (s)

The learner will:

1. Define body mechanics.
2. List proper body mechanics procedures.
3. Demonstrate proper body mechanics while performing procedures in lab or clinical area.

TEACHING METHODS:

- (X) LECTURE
- (X) LABORATORY
- (X) AUDIO - VISUAL
- (X) CLINICAL

REFERENCES:

Diversified H.O.
Being a Nursing Assistant
H.O. I Curriculum

EQUIPMENT/SUPPLIES:

- EVALUATIONS:**
- (X) PERFORMANCE TEST
 - (X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit X: Safety and Mobility

Terminal Objective:

Given the proper text, materials and examples, the learner will be able to assure patient's safety achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Identify possible dangers to the patient.
2. List measures of assuring patient safety.
3. Identify protective devices for the patient.
4. Demonstrate proper techniques for using safety devices.
5. Identify limitations of care for various medical specialities.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

Being a Nursing Assistant
Health Care Assistant
Diversified H.O.

EQUIPMENT/SUPPLIES:

Restraints

EVALUATIONS: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit X: Safety and Mobility

Terminal Objective:

Given the proper equipment, text, lab and clinical experience, the learner will demonstrate how to maintain proper body alignment while turning and positioning patient's demonstrating 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Define alignment.
2. Define terms relevant to alignment.
3. Describe and demonstrate correct alignment techniques for patients in various positions: supine, prone, fowlers, tredelenburg, sims, and lateral.
4. Demonstrate supporting body parts.
5. List pressure points and describe techniques for relieving pressure for patient comfort.
6. List safety checkpoints.

TEACHING METHODS:

- (X) LECTURE
- (X) LABORATORY
- (X) AUDIO - VISUAL
- (X) CLINICAL

REFERENCES:

Diversified H.O.
Being a Nursing Assistant
H.O. I Curriculum Guide

EQUIPMENT/SUPPLIES:

Hospital bed Towels
Pillows Decubitus pads
Blankets Footboard
Washcloths

- ### EVALUATIONS:
- (X) PERFORMANCE TEST
 - (X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit X: Safety and Mobility

Terminal Objective:

Given the proper text, materials and examples, the learner will describe and practice safe working conditions demonstrating 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Use proper body mechanics.
2. List and discuss safety standards for preventing accidents and injuries in the work place.
3. Discuss unsafe situations and techniques for reporting.
4. Discuss personal safety procedures when dealing with hazardous materials.

TEACHING METHODS:

LECTURE

LABORATORY

AUDIO - VISUAL

CLINICAL

REFERENCES:

Diversified H.O.
Being A Medical Assistant
Health Care Assistant

EQUIPMENT/SUPPLIES:

EVALUATIONS: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XI: Health Career Math

Terminal Objective: -

Given the appropriate equipment, references, and A-V materials the learner will be able to determine the components of the metric system and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objectives(s)

The learner will:

1. Identify methods of metric conversions.
2. Identify the basic components, terms, and equivalencies in the metric system.

TEACHING METHODS:

- (X) LECTURE
- () LABORATORY
- (X) AUDIO - VISUAL
- (X) CLINICAL

REFERENCES:

Math for the Health Care Worker workbooks and tapes
DHO, PP. 381 -384
Skelley, Esther F. MEDICATIONS AND MATHEMATICS
FOR THE NURSE, 5th ed., Albany, New York;
Delmar

EQUIPMENT/SUPPLIES:

- EVALUATION: (X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XI: Health Career Math

Terminal Objective: -

Given the standard measurements in the household and apothocary math systems, the learner will be able to convert simple problems from household to apothocary and metric systems and achieve 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

- 1. Identify the terminology related to the household measurements.**
- 2. Identify the terminology related to the apothocary system.**
- 3. Give the equivalencies in each system.**
- 4. Convert between the three systems discussed.**

TEACHING METHODS:

- LECTURE**
- LABORATORY**
- AUDIO - VISUAL**
- CLINICAL**

REFERENCES:

**Math for the Health Care Worker workbooks and tapes
Skelley, Esther F., MEDICATIONS AND MATHEMATICS FOR
THE NURSE, 5th Ed., Albany, New York; Delmar.**

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST.

COURSE: HEALTH CAREERS I

Unit XII: Leadership Concepts and Skills

Terminal Objective:

Given the appropriate references, lab and A - V materials concerning leaders and effective group members the learner will be able to demonstrate skills, characteristics and responsibilities of leaders and effective group members by demonstrating mastery of 85% on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify and demonstrate skills, characteristics and responsibilities of group members and leaders

TEACHING METHODS:

LECTURE

LABORATORY

AUDIO - VISUAL

CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XII: Leadership Concepts and Skills

Terminal Objective:

Given examples, references and A - V materials on parliamentary procedure, the learner will be able to demonstrate a knowledge of parliamentary procedure and achieve 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Recognize the advantages of informed participation in organization meetings.
2. Correctly make motions and act on them in the appropriate manner.
3. Make an agenda for a meeting.
4. Identify pertinent facts concerning motions.
5. List classifications of motions.

TEACHING METHODS:

LECTURE

LABORATORY

AUDIO - VISUAL

CLINICAL

REFERENCES:

VICA, How to in Parliamentary Procedure
Gray FFA,
Robert's Rules of Order

EQUIPMENT/SUPPLIES:

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XII: Leadership Concepts and Skills

Terminal Objective:

Give the appropriate examples, references, lab and A - V materials the learner will be able to plan and conduct leadership activities by demonstrating 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

- 1. Identify the role of committees.**
- 2. Identify the role of club officers.**
- 3. Identify the role of members.**
- 4. Show how all three categories must interact to carry on effective leadership activities**

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

() CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XII: Leadership Concepts and Skills

Terminal Objective:

Given the appropriate texts, references and A - V materials the learner will understand how to prepare for effective citizenship and for participation in a democratic society by achieving 85% mastery on a knowledge test.

Enabling Objective (s)

The learner will:

- 1. Identify the different styles of leadership.**
- 2. Identify and discuss the different forms of governments.**
- 3. Compare the democratic form of government to the autocratic, communistic, the dictator, and monarchy forms of government.**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

- EVALUATION:** PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIII: Personal Qualities of a Health Worker

Terminal Objective:

Given the proper text and listing of examples, the learner will discuss personal characteristics of a health worker achieving 85% mastery on a knowledge test.

Enabling Objective(s)

The learner will:

1. List characteristics and attitudes important in a health care worker.
2. Define terms relative to these characteristics.

TEACHING METHODS:

- LECTURE
- LABORATORY
- AUDIO - VISUAL
- CLINICAL

REFERENCES:

DIVERSIFIED H. O.
H.O.I. CURRICULUM GUIDE
BEING A NURSING ASSISTANT

EQUIPMENT/SUPPLIES:

- EVALUATION:**
- PERFORMANCE TEST
 - KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIII: Personal Qualities of a Health Worker

Terminal Objective: -

Given the proper text, materials, and examples the learner will demonstrate appropriate personal appearance of a health worker achieving 85% mastery on a knowledge test.

Enabling Objective (s)

The learner will:

- 1. Discuss relationship between diet and appearance.**
- 2. Discuss rules and professional standards for presenting a professional appearance.**
- 3. Discuss personal hygiene.**
- 4. Discuss proper clothing/uniforms for the health care facility**

TEACHING METHODS:

- LECTURE**
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

**Diversified H.O.
Being a Nursing Assistant
H.O.I. Curriculum Guide**

EQUIPMENT/SUPPLIES:

- EVALUATION: () PERFORMANCE TEST**
(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Un.: XIV: Personal Care Skills

Terminal Objective:

Given the proper supplies, equipment, laboratory and clinical experience the learner will correctly make the different types of beds and achieve 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Correctly make a bed as directed.
2. Miter corners according to recommended directions.
3. Check to be sure all sheets are wrinkle free.
4. Be sure all edges are turned away from the patient.
5. Toe pleats are correctly used for the patient's comfort.
6. Use draw sheets and place correctly on the bed as needed.
7. Handle all linen correctly to prevent the spread of disease.
8. Use correct body mechanics to prevent injury to the worker.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 399-406
HCW, pp. 261-262
HCA, pp. 146-154

EQUIPMENT/SUPPLIES:

Hospital bed
Linens
Bed cradle, if needed
Pillows

EVALUATION:

- PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective: -

Given the appropriate supplies, references, and clinical experience the learner will provide postmortem care and achieve 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Identify the five stages of grief.
2. Be able to list the special needs of the patient in postmortem care.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

DHO pp.
HCW pp. 272 -273
HCA p.

EQUIPMENT/SUPPLIES:

Clean linens, bath cloth, bath towel, shroud or clean clothes.

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given the equipment, supplies, references and clinical experience the learner will provide the appropriate nail care for patients and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Assemble the correct equipment.
2. Check the doctor's orders or obtain authorization form the supervisor.
3. Wash hands.
4. Clean nails with orange stick.
5. File the nails with the emery board.
6. Use hand lotion.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 412-413
HCW, pp. 260-261
HCA, pp. 175-176

EQUIPMENT/SUPPLIES:

Orange stick
Emery board
Water with mild detergent in basin
Towel or tissues
Lotion

EVALUATION:

- PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective: -

Given the appropriate references and clinical experiences the learner will inform the patient about hospital surroundings and achieve 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

- 1. Correctly describe locations of various hospital departments.**
- 2. Identify specific rooms that the patient might need to go to.**
- 3. Explain the functions of the various hospital departments.**

TEACHING METHODS:

- LECTURE**
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

Individual hospital information sheets and maps.

EQUIPMENT/SUPPLIES:

- EVALUATION: (X) PERFORMANCE TEST**
() KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given the proper supplies, equipment, laboratory and clinical experience the learner will correctly serve, feed and collect food trays and achieve 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Offer the bedpan or urinal or assist to bathroom.
2. Allow patient to wash hands and face.
3. Position patient comfortable; in a sitting position if possible.
4. Clear the overbed table and position it for the tray.
5. Check the tray carefully against the patient's name, room number, type of diet ordered.
6. Before feeding any patient, test the temperature of all hot foods.
7. Provide a relaxed, unhurried atmosphere.
8. Give the patient sufficient time to chew the food.
9. Use drinking straws for liquids.
10. Hold spoons at right angles (90°) to the mouth. Feed the patient from the tip of the spoon.
11. Place a small amount on the spoon.
12. Tell the patient what he/she is eating.
13. Alternate foods. Provide liquids at intervals.
14. Allow patient to hold bread, etc. to the extent that he/she is able.
15. Use towel or napkin to wipe mouth as necessary.
16. When meal is complete, allow patient to wash hands, remove food tray.
17. Observe all checkpoints before leaving patient; elevate siderails if indicated, lower bed to lowest level, place call signal and supplies within reach of patient, leave area neat and clean.
18. Note how much food was eaten. Record amounts if patient is on Intake and Output record.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 423-424
Nursing Assistant, pp.
HCW, pp. 264-265
HCA, pp. 226-237

EQUIPMENT/SUPPLIES:

Overbed table
Silverware

Food tray
Washpan and cloth and towel

EVALUATION:

- PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given the appropriate supplies, references, A-V materials and clinical experiences the learner will correctly demonstrate the processes used to measure and record a patient's intake and output by achieving 100% on the performance test and 85% on the knowledge test.

Enabling Objective (s)

The learner will:

- 1. Recognize the need for an accurate means of recording all fluids a person takes and eliminates during a certain period or time.**
 - 2. Accurately convert between common, metric, and apothecary systems of math.**
 - 3. Correctly record all information on the correct time line on the I and O record.**
 - 4. Add the three eight-hour totals together for each column to record the 24-hour total at the bottom of the page.**
-

TEACHING METHODS:

- (X) LECTURE**
- (X) LABORATORY**
- (X) AUDIO - VISUAL**
- (X) CLINICAL**

REFERENCES:

**DHO, pp. 421-422
HCW, pp. 265-267
HCA, pp. 239-241**

EQUIPMENT/SUPPLIES:

**Intake and Output forms used by the health facility
Pen
Measuring containers for accurate measurements of fluids**

EVALUATION:

- (X) PERFORMANCE TEST**
- (X) KNOWLEDGE TEST**

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given references, A-V materials, appropriate equipment, laboratory and clinical experience the learner will demonstrate the proper ways to assist a patient in and out of bed and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Position the patient in correct alignment with no bony prominences exposed.
2. Move and turn a patient in bed using correct body mechanics.
3. Perform the following transfer techniques: dangling, wheelchair, chair, and stretcher; using correct body mechanics.
4. Transfer a patient using a mechanical lift observing all safety points.

TEACHING METHODS:

- () LECTURE
- (X) LABORATORY
- (X) AUDIO - VISUAL
- (X) CLINICAL

REFERENCES:

DHO, pp. 386-399
HCW, pp. 262-263
HCA, pp. 132-141

EQUIPMENT/SUPPLIES:

Bed, wheelchair, stretcher, mechanical lift, pillows, turning sheet.

EVALUATION:

- (X) PERFORMANCE TEST
- () KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given appropriate supplies, A-V materials, equipment and clinical experiences the learner will demonstrate the correct methods to prevent pressure areas and achieve 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Know that correct alignment prevents fatigue, decubitus ulcers, and contractures.
2. Define decubitus ulcers.
3. Identify the most common areas where decubitus ulcers might occur.
4. Support all weakened body parts.
5. Use pillows, bed cradles, footboards, rolled blankets or towels, etc. to help provide the support as needed.
6. Identify the need for patients confined to bed to be turned frequently.

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO - VISUAL

(X) CLINICAL

REFERENCES:

DHO, pp. 386-391
HCW, pp. 259-260
HCA, pp. 312-313

EQUIPMENT/SUPPLIES:

Pillows, turning sheets, rolled blankets, footboards,
bed cradles, towels, etc.

EVALUATION:

(X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given the appropriate supplies, references, and clinical experience the learner will identify the types and functions of enemas and achieve 100% mastery on the performance test and 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

1. Identify the various types of enemas.
2. Explain the purpose of an enema.
3. Administer the type of enema ordered correctly.
4. Chart the appropriate information or give this information to the correct person; i.e.; nurse, ward clerk.
5. Define the correct type of position to place a patient in for administering an enema.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 434-435
HCW, pp. 281-282
HCA, pp. 384-393

EQUIPMENT/SUPPLIES:

Correct type of enema.
Lubricant.

- EVALUATION: PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given, appropriate equipment, reference materials and clinical experience the learner will demonstrate the correct procedures to discharge or transfer a patient out of an agency and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

- 1. Check with nurse for directions for transfer or discharge.**
- 2. Know the facility procedure for discharge or transfer.**
- 3. Check all pertinent information.**
- 4. Use correct method of transportation.**
- 5. Note time, method of transportation, be sure all forms are complete and signed as needed.**
- 6. Report information to correct person.**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 386-387
HCW, pp. 255-257
HCA, pp. 162-164

EQUIPMENT/SUPPLIES:

- EVALUATION:** PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given, classroom lecture, laboratory and clinical experience the learner will correctly administer the appropriate types of bath and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Obtain authorization from immediate supervisor or check doctor's order procedure.
2. Assemble all equipment.
3. Wash hands.
4. Identify patient. Explain procedure.
5. Provide privacy.
6. Provide type of bath or assistance as ordered

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 417-419
HCW, pp. 258-259
HCA, pp. 169-174

EQUIPMENT/SUPPLIES:

Towels, washcloths, bath thermometer, wash basin, tub or shower as needed, privacy by curtains or as needed, soap, and body lotion or powder.

EVALUATION:

- PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given appropriate lecture, references, clinical experience and equipment the learner will correctly administer a backrub and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

- 1. Obtain authorization from immediate supervisor or check doctor's orders.**
- 2. Assemble all equipment.**
- 3. Wash hands.**
- 4. Identify patient. Explain procedure.**
- 5. Screen the unit. Provide privacy.**
- 6. Administer a back rub as instructed.**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 413-414
HCA, p. 185

EQUIPMENT/SUPPLIES:

Lotion or alcohol and powder, bath towel, wash cloth,
soap and water (105° F or 41° C.)

- EVALUATION:** PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective: -

Given the appropriate references materials, supplies and clinical experience the learner will demonstrate the ability to change the patient's clothing and achieve 100% mastery on the performance test.

Enabling Objective(s)

The learner will:

1. Assemble equipment.
2. Wash hands.
3. Identify patient. Explain procedure to patient.
4. Screen the unit. Provide privacy.
5. Change patient's clothings as necessary.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

DHO pp. 416 -417
HCW pp. 261
HCA p. 170

EQUIPMENT/SUPPLIES

Gown or pajamas, towel, or bath blanket.

EVALUATION: PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given classroom, lecture, reference and clinical experiences and equipment the learner will correctly assist the patient with the appropriate elimination needs and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Know the medical terminology used with the normal body elimination processes.
2. Identify the need for privacy for the patient.
3. Make accurate observations of the frequency, amount and appearance of urine and stool.
4. Be able to identify the need for personal hygiene in regards to normal elimination.
5. Be aware of the transmission of certain diseases through body wastes.
6. Assemble equipment.
7. Wash hands.
8. Identify patient. Explain procedure.
9. Screen the unit to provide privacy.
10. Assist the patient as needed.
11. Provide necessary assistance with personal hygiene following the elimination procedure.
12. Report or record necessary information.

TEACHING METHODS:

- () LECTURE
(X) LABORATORY
() AUDIO - VISUAL
(X) CLINICAL

REFERENCES:

DHO, pp. 424-428
HCW, p. 258
HCA, pp. 191-194

EQUIPMENT/SUPPLIES:

Bedpan, urinal, bedside commode, or bathroom facilities, toilet tissue, basin, soap, washcloth, towel

- EVALUATION: (X) PERFORMANCE TEST
() KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given the appropriate classroom lecture, references, and clinical experience the learner will correctly obtain and record the patient's height and weight and obtain 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

- 1. Measure the height-weight correctly and recheck the calculations for accuracy.**
- 2. Know the safety considerations when checking height and weight.**
- 3. Be aware of the concern most people have of their weight and make only positive statement while weighing a patient.**
- 4. Follow recommended procedures.**
- 5. Record information correctly.**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 351-354
HCW, pp. 270
HCA, pp. 160

EQUIPMENT/SUPPLIES:

Balance scale, paper towel, paper and pen.

EVALUATION:

- PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given the appropriate classroom lecture, references, clinical experience and equipment the learner will correctly administer personal hygiene to the patient, as directed and achieve 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

- 1. Identify the need for cleanliness for a sick person.**
- 2. Identify the various aspects of personal hygiene and how to administer each correctly.**
 - a. bath,**
 - b. back care,**
 - c. oral hygiene,**
 - d. hair care**
 - e. nail care**
 - f. shaving**
 - g. perineum**
 - h. feet**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 406-416
HCW, pp. 260-261
HCA, pp. 181-188

EQUIPMENT/SUPPLIES:

As needed for individual procedure.

- EVALUATION:** PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given classroom lecture, references, clinical supervision and correct equipment, the learner will correctly administer vaginal irrigation with 100% accuracy on the performance test.

Enabling Objective (s)

The learner will:

1. Check the doctor's order or receive instructions form the nurse.
2. Assemble the necessary equipment.
3. Check the temperature of the solution.
4. Correctly administer or assist with the administration of the vaginal irrigation.
5. Clean up following the procedure.
6. Wash hands.

TEACHING METHODS:

LECTURE

LABORATORY

AUDIO - VISUAL

CLINICAL

REFERENCES:

DHO, pp. 441-443
HCW, p. 283
HCA, pp. 412-413

EQUIPMENT/SUPPLIES:

1. Irrigation can/bag with tubing and tip.
2. Solution as ordered.
3. Bath thermometer.
4. Basin with cotton balls and antiseptic.
5. Tray and towel.
6. Underpad or bed protector.
7. Bath blanket.
8. Bedpan with cover.
9. Toilet tissue.
10. Disposable gloves.
11. Paper or plastic trash bag.

EVALUATION:

PERFORMANCE TEST

KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given classroom lecture, clinical experience and equipment, the learner will correctly collect and label a specimen with 100% accuracy on the performance test.

Enabling Objective (s)

The learner will:

1. Check the doctor's orders or check with the head nurse for orders.
2. Assemble the correct equipment.
3. Check patient identification.
4. Wash hands.
5. Collect the specimen by the recommended procedure.
6. Label the specimen, correctly.
7. Chart the specimen, patient, and time.
8. See that the specimen goes to the correct department.
9. Clean up the area.
10. Wash hands.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 429-434
HCW, pp. 268-269
HCA, pp. 242-248

EQUIPMENT/SUPPLIES:

As required for the specific specimen ordered.

- EVALUATION:** PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

After checking the doctor's order or obtaining authorization from the immediate supervisor, the learner will correctly apply athrombic hose or binders as ordered, with 100% accuracy on the performance test.

Enabling Objective (s)

The learner will:

- 1. Check orders.**
- 2. Assemble equipment.**
- 3. Wash hands.**
- 4. Identify patient. Explain procedure.**
- 5. Check hose or binder for accuracy of size.**
- 6. Apply using correct technique as learned in procedure manual.**
- 7. Check for smoothness and be sure they are free from wrinkles or bulges.**
- 8. Check for proper circulation and patient comfort.**
- 9. Record or report time, type of hose or binder, and patient's name.**

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO - VISUAL
 CLINICAL

REFERENCES:

DHO, pp. 453-456
HCW, pp. 280-281 & p. 271 (athrombic hose)
HCA, p. 281

EQUIPMENT/SUPPLIES:

- EVALUATION:** PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XIV: Personal Care Skills

Terminal Objective:

Given the appropriate materials, equipment and laboratory experience the learner will perform a sugar acetone test and achieve a 100% accuracy on the performance test.

Enabling Objective (s)

The learner will:

1. Assemble equipment.
2. Clean the test tube thoroughly. Use the tube brush as needed.
Dry the tube.
3. Wash hands.
4. Identify the patient. Explain the procedure.
5. Collect the fresh urine specimen.
6. Perform test as instructed.
7. Check test for accuracy.
8. Wash hands.
9. Report test results immediately to supervisor.

TEACHING METHODS:

- LECTURE
 LABORATORY
 AUDIO-VISUAL
 CLINICAL

REFERENCES:

DHO pp. 339-345
The Health Care Worker (HCW)
Badash, Shirley A. & Chesebro, Doreen S.; Prentice-Hall, Inc.;
Englewood Cliffs, New Jersey 07632; 1988, 1985.
Health Care Assistant, Caldwell & Hegner; pp.364-367.

EQUIPMENT/SUPPLIES:

Urine specimen	Paper and pen
Acetest tablets	Test tube and rack
Acetest color chart	Test tube brush
White paper for tablets	Color chart
Container with clean water	Medicine dropper
Medicine dropper	Two small containers of water
Watch with second hand	

EVALUATION: PERFORMANCE TEST
 KNOWLEDGE TEST

COURSE: HEALTH CAREERS I

Unit XV: Nutrition

Terminal Objective:

Given references, examples and clinical laboratory experiences the learner will identify the basic fundamentals of nutrition by obtaining 85% mastery on the knowledge test.

Enabling Objective (s)

The learner will:

- 1. Define nutrition and list the effects of good nutrition.**
 - 2. Name the four functions of food.**
 - 3. Name the five basic nutrients and how they maintain body function.**
 - 4. Name the four basic food groups.**
 - 5. Identify some foods included in each food group.**
-

TEACHING METHODS:

(X) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

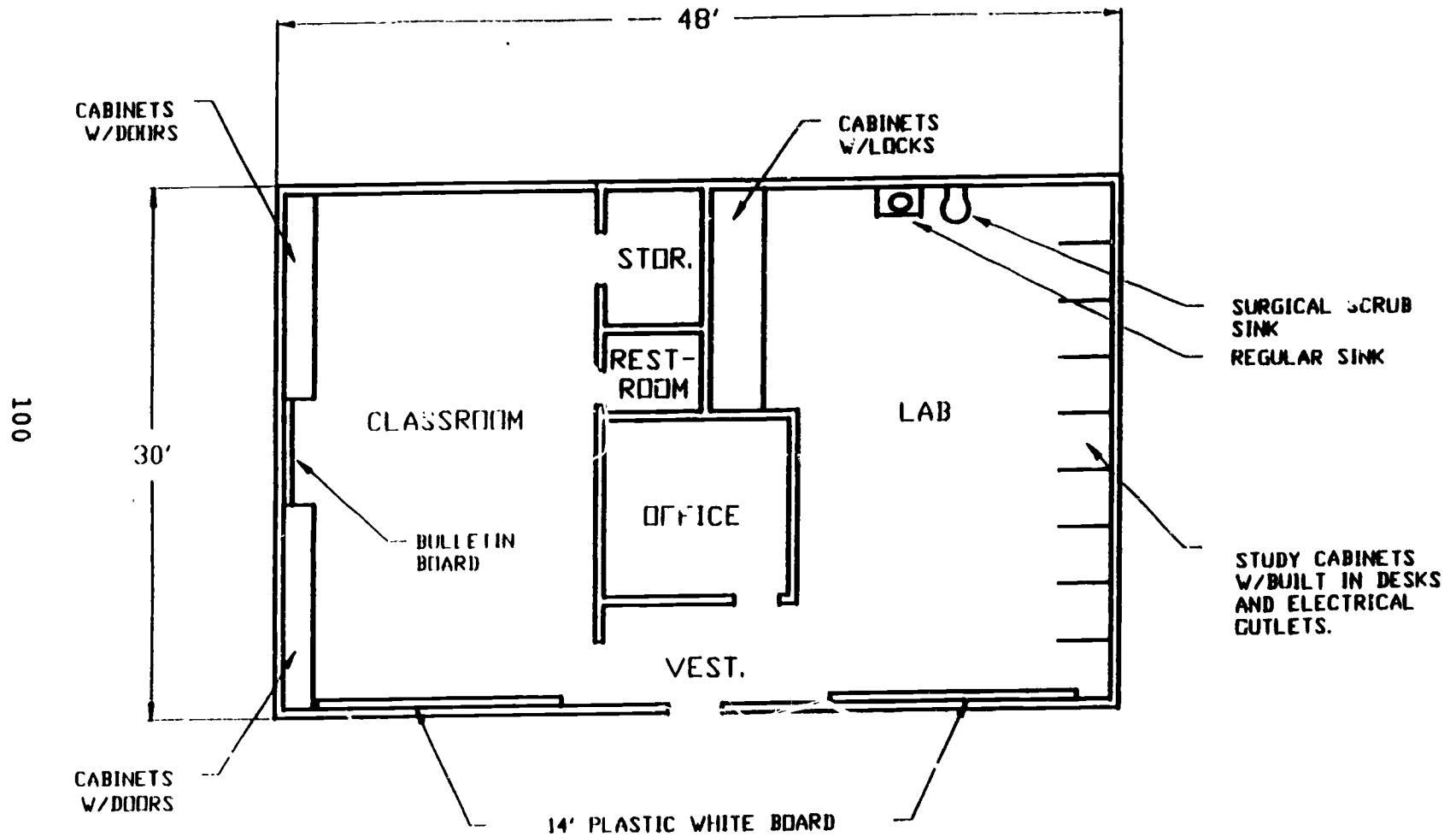
REFERENCES:

The Health Care Worker, pp. 129-133
Diversified Health Occupations, pp. 103-107
Health Care Assistant, pp. 226-235

EQUIPMENT/SUPPLIES:

EVALUATION: () PERFORMANCE TEST

(X) KNOWLEDGE TEST



RECOMMENDED INSTRUCTIONAL FACILITY
FOR SECONDARY HEALTH PROGRAM

**Secondary Health Careers
Supplies and Equipment
for
Registered Nurse Program**

Laboratory Equipment

Quantity	Description	Cost
2 each	Electric hospital beds with side rails	1,411
6 each	Stethoscopes, Dual-head	24
8 each	Sphygmomanometers	41
2 each	Overbed tables	129
2 each	Bedside cabinet	185
6 each	Thermometers	15
3 each	Electronic thermometers	367
1 each	Resusci - Annie (complete)	760
1 each	Resusci - child	400
1 each	Resusci - baby	500
1 each	Chris - clean (complete)	700
2 each	Teaching stethoscopes	18
3 each	Microscopes with slides	200
3 each	Stop watches	40
6 each	Food trays	3.25 each
6 sets	Silverware	20 set
6 each	Plates	24
4 each	Bed pans, adult	9 each

Supplies

Quantity	Description	Cost
8 each	Fitted Sheets	
8 each	Top Sheets	
8 each	Pillow Cases	
8 each	Draw Sheets	
8 each	Bedspreads	
8 each	Blankets	
2 each	Pillows	
8 each	Towels and washclothes	
8 each	Bath blankets	
	Total	800
8 each	Water pitchers and glasses	20
4 each	Wash basins, autoclavable, polypropylene, 5 qt.	105
4 case	Emesis basins, 550 cc polypropylene	16
4 case	Urinals, polypropylene	38
1 case	Masks, P.F. 24, The Classic	64
1 case	Gloves, latex, exam, med.	22
1 case	Disposable gowns, full back	119
4 kits	Air Flate Splints	55.50
12 each	Cravets triangular bandages	1.50
1 box	4 x 4 flats	4
1 box	2 x 2 flats	2
1 case	Tape (assorted sizes)	48
2 case	2" gauze	18
2 case	1" gauze	13
2 case	4" gauze	24

Classroom Equipment

Quantity	Description	Cost
25	Student desks	71
1	Teacher desk	261
1	Teacher chair with casters	64
1	Podium	57
1	Non-chalk whiteboard (4' x 6')	115
1	Bulletin Board (4' x 6')	114
1	Wall mounted soap dispensers	7
1	Cabinet (storage) 65' x 37" x 25"	600
1	Wardrobe cabinet (closed base model)	700
1	Table for microscopes (science table)	181
7	Computers and word processors with printers	3,000 each
1	Television 20" color	800
1	VCR	600
1	Cart	160
1	Slide projector (kodak 5600)	665
1	Filmstrip projector (micromatic II w/remote control)	540
1	16mm projector	1,500
1	Projector cart	160
1	Overhead projector	262
2	Open shelves for books and references	467
1	Paper towel dispenser	29
1	Tape recorder and player	50
1	Typewriter	1,000
3	Four drawer file cabinet	270

BIBLIOGRAPHY

- Badash, Shirley A. and Chesebro, Doreen S.; (HCW) The Health Care Worker; Printice-Hall, Inc., Englewood Cliffs, New Jersey, 07632.
- Francis, Mary, The Medical Assistant; Austin; EIMC, The University of Texas at Austin; 1982.
- Hafen, Brent Q. and Karren J. Keith; Prehospital Emergency Care; Morton Publishing Company, Englewood, Colorado, 80110.
- Hoffman, Claire P. and Lipkin, Gladys B.; Simplified Nursing, J. B. Lippincott Compnay, Philadelphia and Toronto.
- Kimbrell, Grady and Vineyard, Bens; Succeeding in the World of Work; McKnight Publishing Company, Bloomington, Illinois.
- Simmer, Louise, (DHO) Diversified Health Occupations; 2d ed., Delmar Publishers, Inc., Two Computer Drive West, Box 15-015, Albany, New York 12212.
- Skelley, Esther F., Medications and Mathematics for The Nurse; 5th ed., New York; Delmar.
- Williams, Catherine; (HOI) Curriculum Guide for Health Occupations I; University of Texas at Austin; Texas Education Agency.

Filmstrips

- Being a Nursing Assistant, Robert J. Brady Company, Prentice-Hall Company, Bowie, MD 20715.

Filmstrips

- Medicine and Medical Practice: The Healing Arts from Ancient Times to Today's Medical Center, Eye Gate Media, Chicago, Illinois 60618.

Workbooks and Tapes

- Chotiner, Michael; Math for the Health Care Worker; Educational Activities, Inc.; Freeport, New York, 11520.

VCR Tapes

Wihnyk, Robert and Worth, Richard; Your Body (Series One and Two), Focus Media, Inc.; 839 Stewart Avenue; Garden City, New York, 11530.

Computer Software

The Human Systems; Focus Media, Inc.; 839 Stewart Avenue; Garden City, New York, 11530.

**Student Competency Profile for
Health Careers I (Grade 11)
(Nursing Program)**

A (✓) in the parenthesis beside each competency indicates mastery.

I. MEDICAL TERMINOLOGY

- () Demonstrate knowledge of medical terminology
- () Demonstrate an understanding of commonly used medical abbreviations and symbols

II. ANATOMY AND PHYSIOLOGY

Identify simple anatomy, physiology and pathophysiology of the following body systems:

- () Integumentary
- () Skeletal
- () Muscular
- () Circulatory/lymphatic
- () Respiratory

III. HEALTH CARE PAST AND PRESENT

- () Identify and demonstrate an understanding of the organization structure of health care institutions.
- () Demonstrate an understanding of health care past and present
- () Identify health care specialities
- () Identify world-wide and community health organizations

- () Identify systems that finance health care

IV. COMMUNICATIONS SKILLS

- () Utilize correct telephone skills
- () Interpret personal reaction to illness and disability
- () Identify individual cultural religions and socioeconomic differences in people
- () Communicates and cares for patient's who have sensory disorders
- () Develop appropriate and effective written oral and nonverbal communication skills
- () Determine own strengths and limitations
- () Discuss effective modes of communication with peers and supervisors
- () Provide psychological support
- () Assess the patient to determine appropriate method of communication

- () Support the terminally ill and significant others
- () Utilize or demonstrate communication equipment specific to health occupations
- () Use written communication to validate verbal messages

V. ETHICAL - LEGAL

- () Define ethical and legal issues
- () Describe legal responsibilities for health care workers
- () Identify components of patient's bill of rights
- () Communicate patient's rights

VI. FIRST AID AND EMERGENCY CARE

- () Identify emergency equipment
- () Acquire BCLS certification
AHA course "C" standards
- () Demonstrate and perform basic first aid

VII. EMPLOYMENT SKILLS

- () Demonstrate techniques and skills for employment

VIII. VITAL SIGNS

- () Identify abnormal and normal vital signs
- () Perform techniques for assessing vital signs

IX. INFECTION CONTROL AND ASEPSIS

- () Employ proper handwashing
- () Identify and maintain types of isolation
- () Identify sterilization and disinfection techniques and conduct concurrent and terminal disinfection

X. SAFETY AND MOBILITY

- () Maintain equipment and supplies
- () Discuss fire and tornado safety procedures
- () Transfer/transport patient within an agency
- () Utilize proper body mechanics
- () Assure patient's safety
- () Position and turn patients maintaining proper body alignment and supporting body parts
- () Describe and practice safe working condition

XI. HEALTH CAREER MATH

- () Determine components of the metric system
- () Identify common household and apothecary measurements

XII. LEADERSHIP CONCEPTS AND SKILLS

- () Demonstrate skills, characteristics and responsibilities of leaders and effective group members

- () Demonstrate a knowledge of parliamentary procedure
- () Plan and conduct leadership activities
- () Prepare for effective citizenship and for participation in our democratic society

XIII. PERSONAL QUALITIES OF HEALTH CARE WORKER

- () Discuss personal characteristics of a health worker
- () Demonstrate appropriate personal appearance of a health worker

XIV. PERSONAL CARE SKILLS

- () Correctly makes different types of beds
- () Provide postmortem care
- () Provide nail care
- () Inform patient about hospital surroundings
- () Serve, feed patient and collect food trays
- () Measure and record intake and output
- () Assist patient in and out of bed
- () Prevent pressure areas
- () Identify types and functions of enemas
- () Transfer or discharge out of agency
- () Perform all types of patient baths

- () Administer backrubs
- () Change clothing
- () Assist patients with elimination
- () Measure height and weight
- () Performs hygienic care for skin, hair, mouth, perineum and feet
- () Irrigate vagina
- () Label specimens collected
- () Apply atherombic hose and binders
- () Perform sugar acetone determination

XV. NUTRITION

- () Identify the fundamentals of nutrition

HEALTH CAREERS I

ESSENTIAL ELEMENTS

Competencies

	Medical Terminology for Nurse Aide	Commonly use Medical Abbreviations and Symbols	Simple Anatomy, Physiology and Pathophysiology of Body System	Organizational Structure of Health Care Institutions	Health Care Past and Present	Health Care Specialties	World and Community Organizations	Systems that Finance Health Care	Correct Telephone Skills	Communicates with Patients who Have Sensory Disorders	Personal Reaction to Illness and Disability	Cultural, Religious and Socioeconomic Differences in People	Effective Oral, Written and Non-verbal Communications Skills	Communications with Peers and Supervisor
apply concepts of good interpersonal and patient relationships;				X	X	X				X	X	X		X
recognize skills and educational requirements for entrance into selected health care specialties;														
practice safe procedures for patients, co-workers, and self;														
practice good grooming and personal hygiene as appropriate in the health care industry;														
practice ethical and legal behavior and appropriate work habits in the workplace;														
relate medical asepsis to infection control;														
review current first aid and CPR procedures to be applied in emergency situations;														
review techniques and normal parameters of vital signs;			X											
review and identify anatomy, physiology, and pathophysiology of the body systems;														
recognize the components of community health resources;							X							
convert temperature, weights, and measures to metric systems;								X						
identify the different systems that finance the cost of health care;														
identify factors of effective working relationships and responsibilities to employers and co-workers;													X	X
utilize basic medical terminology relevant to the health care industry;	X	X												
demonstrate correct telephone skills;									X					
utilize or demonstrate communication equipment specific to health occupations;														
practice entry level skills and/or observe skills in specific health occupations.														

HEALTH CAREERS I

ESSENTIAL ELEMENTS

Essential Elements	Competencies-continued													
	Provide Psychological Support	Determine the Appropriate Method of Communication	Support Terminally Ill and Significant Others	Utilize Communication equipment Specific to Health Occupations	Use Written Communication to validate Verbal Messages	Define Ethical and Legal Issues	Legal Responsibilities for Health Care Workers	Legal Terminology Specific to Health Care	Components of Patient's Bill of Right	Communicate Patient's Rights	Identify Emergency Equipment	Acquire BCLS Certification AHA Course Standards	Perform Basic First Aid	Techniques and Skills for Employment
apply concepts of good interpersonal and patient relationships;	X	X	X											
recognize skills and educational requirements for entrance into selected health care specialties;														
practice safe procedures for patients, co-workers, and self;														
practice good grooming and personal hygiene as appropriate in the health care industry;														
practice ethical and legal behavior and appropriate work habits in the workplace;						X	X	X	X	X				
relate medical asepsis to infection control;														
review current first aid and CPR procedures to be applied in emergency situations;											X	X	X	
review techniques and normal parameters of vital signs;														
review and identify anatomy, physiology, and pathophysiology of the body systems;														
recognize the components of community health resources;														
convert temperature, weights, and measures to metric systems;														
identify the different systems that finance the cost of health care;														
identify factors of effective working relationships and responsibilities to employers and co-workers;														
utilize basic medical terminology relevant to the health care industry;														
demonstrate correct telephone skills;														
utilize or demonstrate communication equipment specific to health occupations;				X										
practice entry level skills and/or observe skills in specific health occupations.														
Common Essential Elements														

HEALTH CAREERS I

ESSENTIAL ELEMENTS

	Competencies-Continued	Identify Abnormal and Normal Vital Signs	Techniques for Assessing Vital Signs	Employ Proper Handwashing	Identify and Maintain Types of Isolation	Sterilization and Disinfection Techniques	Maintain Equipment and Supplies	Fire and Tornado Safety Procedures	Transfer/Transport Patient within an Agency	Proper Body Mechanics	Patient's Safety	Position and Turn Patients while Supporting Body	Safe Working Conditions	Components of Metric System	Common Household and Apothecary Measurements
apply concepts of good interpersonal and patient relationships;															
recognize skills and educational requirements for entrance into selected health care specialties;															
practice safe procedures for patients, co-workers, and self;							X	X	X	X	X	X	X		
practice good grooming and personal hygiene as appropriate in the health care industry;															
practice ethical and legal behavior and appropriate work habits in the workplace;															
relate medical asepsis to infection control;				X	X	X									
review current first aid and CPR procedures to be applied in emergency situations;															
review techniques and normal parameters of vital signs;	X		X												
review and identify anatomy, physiology, and pathophysiology of the body systems;															
recognize the components of community health resources;															
convert temperature, weights, and measures to metric systems;														X	X
identify the different systems that finance the cost of health care;															
identify factors of effective working relationships and responsibilities to employers and co-workers;															
utilize basic medical terminology relevant to the health care industry;															
demonstrate correct telephone skills;															
utilize or demonstrate communication equipment specific to health occupations;															
practice entry level skills and/or observe skills in specific health occupations.															
Common Essential Elements												X			

HEALTH CAREERS I

ESSENTIAL ELEMENTS

	Competencies-Continued													
	Types and Function of Enemas	Transfer or Discharge out of Agency	Perform Types of Patient Baths	Administer Backrubs	Change Clothing	Assist Patient with Elimination	Measure Height and Weight	Perform Hygienic Care for Skin, Hair, Mouth, Perineum, and Feet	Irrigate Vagina	Label Specimens Collected	Apply Atherosclerotic Hoses and Binders	Perform Sugar Acetone Determinations	Fundamental of Nutrition	
apply concepts of good interpersonal and patient relationships;														
recognize skills and educational requirements for entrance into selected health care specialties;		X												
practice safe procedures for patients, co-workers, and self;														
practice good grooming and personal hygiene as appropriate in the health care industry;														
practice ethical and legal behavior and appropriate work habits in the workplace;														
relate medical asepsis to infection control;														
review current first aid and CPR procedures to be applied in emergency situations;														
review techniques and normal parameters of vital signs;														
review and identify anatomy, physiology, and pathophysiology of the body systems;											X	X		
recognize the components of community health resources;								X						
convert temperature, weights, and measures to metric systems;														
identify the different systems that finance the cost of health care;														
identify factors of effective working relationships and responsibilities to employers and co-workers;														
utilize basic medical terminology relevant to the health care industry;														
demonstrate correct telephone skills;														
utilize or demonstrate communication equipment specific to health occupations;														
practice entry level skills and/or observe skills in specific health occupations.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Common Essential Elements														

HEALTH CAREERS I

ESSENTIAL ELEMENTS

	Competencies-continued													
	Characteristics and Responsibilities of Leaders and Group Members	Knowledge of Parliamentary Procedure	Plan and Conduct Leadership Activities	Effective Citizenship In Our Society	Personal Characteristics of Health Care Worker	Personal Appearance of a Health Care Worker	Correctly Make Different Types of Beds	Provide Postmortem Care	Provide Nail Care	Inform Patient About Hospital Surroundings	Feed, Serve and Collect Food Trays	Measure and record Intake and Output	Assist:Patient in and out of bed	Prevent Pressure Areas
apply concepts of good interpersonal and patient relationships;														
recognize skills and educational requirements for entrance into selected health care specialties;														
practice safe procedures for patients, co-workers, and self;														
practice good grooming and personal hygiene as appropriate in the health care industry;					X	X								
practice ethical and legal behavior and appropriate work habits in the workplace;														
relate medical asepsis to infection control;														
review current first aid and CPR procedures to be applied in emergency situations;														
review techniques and normal parameters of vital signs;														
review and identify anatomy, physiology, and pathophysiology of the body systems;														
recognize the components of community health resources;														
convert temperature, weights, and measures to metric systems;												X		
identify the different systems that finance the cost of health care;														
identify factors of effective working relationships and responsibilities to employers and co-workers;														
utilize basic medical terminology relevant to the health care industry;														
demonstrate correct telephone skills;														
utilize or demonstrate communication equipment specific to health occupations;														
practice entry level skills and/or observe skills in specific health occupations.														
Common Essential Elements	X	X	X	X			X	X	X	X	X	X	X	X

Procedural Plan for Verification of Competency Mastery at the Secondary Level

Introduction:

The overall goal of this model "2+2" Articulated Health Occupations Project is to develop a training program that will link the last two years of secondary and the first two years of postsecondary training to prepare students for employment in one or more occupations in health careers.

Concerns:

As this project has been developed there have been questions on the part of some postsecondary nursing program personnel, as to the ability of the Non-RN instructors in secondary vocational health occupations programs, being qualified to teach and verify mastery of competencies for the RN curriculum.

This procedural plan outlines the processes for the teaching, testing and verification of mastery for both the cognitive and psychomotor competencies for this model "2+2" Articulated Curriculum for the Registered Nurse.

Curriculum Format:

Basic level knowledge and skills will be taught from a validated list of competencies in grades 11 and 12. These competencies have been assigned to courses on an "easy to difficult", simple to complex arrangement.

The courses that constitute the RN curriculum are established on the career-ladder concept; in that students must complete the courses in sequences, or take concurrently and demonstrate mastery of the competencies in each course(s) before moving on the next level. The curriculum is designed to provide exit points for the nurse aide (grade 12) and the LVN (Grade 13).

Methods of Instruction

Instructional modes will consist of the following:

1. Classroom lecture/audio/guest professional speakers
2. Classroom laboratory
3. Individualized study
4. Clinical rotation and/or cooperative (grade 11)
5. Clinical supervision and/or cooperative (grade 12)

Validating Mastery of Competencies:

Competencies in the basic course outlines have been identified as knowledge (cognitive) and performance (psychomotor).

It is recommended that the secondary health careers instructor, as certified by the Texas Education Agency, teach and administer the knowledge tests and verify mastery of the cognitive competencies on the individual student competency profile.

The performance or psychomotor competencies are to be verified for mastery utilizing the performance evaluation criteria by the clinical or cooperative supervising nurse, which will be recorded on the individual student competency profile.

The individual student competency profile will become a part of the student's "2+2" cumulative file and will move with the student as she/he moves to the next sequential course.

Rationale:

Secondary health careers instructors meeting the Texas Education Agency certification requirements for the Provisional Vocational Health Occupations certificate have the knowledge and expertise to teach and verify mastery of the basic cognitive concepts, skills and theories as defined for the grade 11 and 12 secondary courses.

Performance Evaluation Criteria

Terminal Performance Objective:

Performs competency with accuracy or prescribed specifications	Satisfactory	Unsatisfactory
Performs competency within appropriate time period	Satisfactory	Unsatisfactory
Demonstrates knowledge required for performing competency	Satisfactory	Unsatisfactory
Observes all safety procedures	Satisfactory	Unsatisfactory
Complies with ethics of profession	Satisfactory	Unsatisfactory
Demonstrates problem solving abilities	Satisfactory	Unsatisfactory
Uses appropriate equipment/supplies	Satisfactory	Unsatisfactory
Uses equipment/supplies correctly	Satisfactory	Unsatisfactory

Student(s) must receive a satisfactory rating on all criteria to demonstrate mastery.

Comments:

Supervisor's Signature

Date