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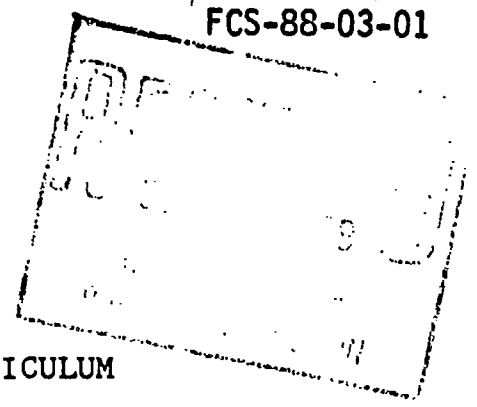
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ABSTRACT

This color coded curriculum guide for secondary health occupations in Iowa provides units for the first phase of the curriculum, career exploration of the health occupations. The nine units cover the following topics: (1) introduction to health occupations; (2) health occupations career exploration; (3) communication skills; (4) self-care and wellness; (5) ethical and legal aspects of health care; (6) the health team concept; (7) vital signs; (8) cardiopulmonary resuscitation; and (9) first aid. Each unit presents a unit overview, objectives, content, and methodology. The first six units also include a reference list of audiovisual materials, software, print materials, and resource organizations. The guide uses a three-column format, with the first column listing the unit objectives, the second column listing the matching content in outline form, and the third column stating the corresponding methodology for the objective and content. Not included in this guide but suggested as possible additions are units on terminology and anatomy/physiology. The program structure outline also lists state-approved courses for phase 2, which deals with specialized career instruction in a vocational area. (KC)

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SECONDARY HEALTH OCCUPATIONS EDUCATION CURRICULUM

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CE 059 974

SECONDARY HEALTH OCCUPATIONS CURRICULUM
Iowa Department of Education

Curriculum Description

This statewide curriculum was developed with the direction of an advisory committee to be used as a guide for the instructor of health occupations programs. The curriculum is intended to be flexible enough to allow for alteration by specific instructors according to the particular student needs or according to the constraints of location, resources, time and/or facilities. The first phase of the curriculum includes career exploration of the entire health realm of health care, wellness, insurance, and organizations. The aspect of wellness as an integral and increasing role in the health of individuals has been incorporated in the curriculum in order to promote both its importance and anticipated future options for associated careers. For this reason, it is important for the instructors to keep abreast of current health information in its entirety. In addition to health career exploration, the first phase also includes basic units of instruction that are necessary for all and any health occupations. Those units currently developed include: communication, self-care and wellness, ethical and legal aspects of health care and the health team concept. The second phase of the curriculum is specific career instruction in a specialized vocational area. This instruction should follow state approved curriculum for such careers. Current state approved curriculum for specialized health careers are: Emergency Medical Technician-Ambulance (EMT-A), 120 hours; Geriatric-Hospital Nurse Aide-Orderly, 60-75 hours; Residential Attendant, 60 hours; Activity Coordinator, 42 hours; Food Production Management Services, 40 hours; and Homemaker Home Health Aide, 40 hours.

Program Structure

1. Unit One: Fundamental instruction
 - A. Career Exploration
 - Unit I: Introduction to Health Occupations
 - Unit II: Health Occupations Career Exploration
 - B. Core (Unit III first, any order thereafter)
 - Unit III: Communications Skills
 - Unit IV: Self-Care and Wellness
 - Unit V: Ethical and Legal Aspects of Health Care
 - Unit VI: The Health Team Concept
 - Unit VII: Vital Signs
 - Unit VIII: Cardiopulmonary Resuscitation
 - Unit IX: First Aid
 - Additional units
 - Unit X: Terminology
 - Unit XI: Anatomy and Physiology

2. Unit Two: Specialized career instruction
Various state-approved vocational curriculum:
 1. EMT-A 120 hours
 2. Residential Attendant 60 hours
 3. Geriatric Hospital Nurse Aide-Orderly 60-75 hours
 4. Activity Coordinator 42 hours
 5. Food Production Management Service 40 hours
 6. Homemaker Home Health Aide 40 hours

Format

Each unit in this curriculum presents a unit overview, objectives, content, methodology, and a reference list. The particular format of this curriculum consists of a page that is split into three equal columns. The first column lists the unit objectives. The second column lists the matching content in outline form, and the third column states the corresponding methodology for the objective and content. Read in book fashion, left to right, this format is easy to use with all related information on one page.

Media

A reference list follows each unit and includes audiovisual materials, software, and additional suggested references. There exists no book which satisfies the entire curriculum, but the following books were most frequently referenced:

- Badasch, S.A., & Chesebro, D.S. (1988). The health care worker (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Meeks-Mitchell, M.S., & Heit, P. (1987). Health: A wellness approach. Columbus, OH: Merrill.
- Simmers, L. (1988). Diversified health occupations. Albany, NY: Delmar.
- Stone, W.J. (1987). Adult fitness programs: Planning, designing, managing, and improving fitness programs. Glenview, IL: Scott, Foresman, and Co.

SECONDARY HEALTH OCCUPATIONS CURRICULUM
Iowa Department of Education

Acknowledgments

This Secondary Health Occupations curriculum has evolved from the efforts of the following individuals who willingly committed to help provide an educational program for vocational health occupations in the State of Iowa high schools by serving on the advisory committee. They not only advised concerning the content of the materials, but also engaged in working meetings to read and discuss the material. Appreciation is expressed to:

JoAnn Beaty, School Nurse/Instructor, Burlington Community High School/
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Marge Bledsoe, Instructor/Coordinator, Des Moines Public Schools
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John McCabe, Associate Department Head, Health Occupations, Kirkwood
Community College
Connie Messer, Instructor, Kirkwood Community College
Kathy Mobley, Instructor, Lincoln High School of Stanwood/Kirkwood
Community College
Jane Schenk, Director of Nursing, Burlington Care Center
Kay Snella, Instructor, St. Joseph Mercy Hospital
Gertrude Stewart, Instructor, Cedar Rapids Schools/Kirkwood Community
College
Brenda Thomas, Instructor, Van Buren High School
Ramona Welte, Adult Health Coordinator, Eastern Iowa Community College
District
Jean Wunder, Instructor, Iowa Lakes Community College
Phyllis Yeager, Grant Wood Area Education Agency

Overview: This unit presents a comprehensive definition of the word health as it relates to the well-being of the individual, family, community, and world. A brief history of important people and events in health is presented. The student is introduced to the concept of a total health system consisting of both wellness and health care. It assists the student in defining various health facilities and agencies, in exploring their organizational structure, and in acknowledging current trends in health.

OBJECTIVE	CONTENT	METHOD
<p>At the completion of this unit the student will be able to:</p>	<p>I. Introduction A. Health 1. Definition - various definitions, cultures; WHO definition: mental, social, physical 2. Factors affecting health a. Stress - relaxation, release, recreation b. Aerobic exercising c. Nutrition - diet, disorders d. Weight e. Sleep f. Smoking g. Substance abuse h. Social abuse i. Motivation j. Lifestyle - disease prevention fitness k. Age l. Environment/safety m. Sexuality n. Cleanliness o. Elimination p. Dental care q. Spiritual growth</p>	<p>Lecture/discussion Discussion of own definition, in lieu of ethnicity, age, own health practices, home remedies.</p> <p>Use resources - Taber's Medical Dictionary. Have students critique a TV commercial that promotes a health product or health factor.* Guest lectures - i.e. National Dairy Council, use their resources. Brainstorm for factors. Assisting student to interview people and write own definition and factors prior to class, from personal bias. Have students create a bulletin board display for factors affecting health. Define how other cultures view health.</p>
<p>1.0 Define health 1.1 Define the term "health." 1.2 List factors that affect health. 1.1.2 Describe how each factor affects health.</p>		

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OBJECTIVE	CONTENT	METHOD
<p>1.3 List 3 categories of health.</p> <p>1.3.1 Define 3 states of being healthy.</p> <p>1.3.2 Define 2 states of the challenged population.</p> <p>1.3.3 Define 3 states of illness.</p>	<p>3. Categories of health</p> <p>a. Healthy</p> <ol style="list-style-type: none"> 1. Physical 2. Mental 3. Social 4. Spiritual <p>b. Challenged or disabled</p> <ol style="list-style-type: none"> 1. Mental 2. Physical <p>c. Illness</p> <ol style="list-style-type: none"> 1. Physical 2. Mental 3. Social 	<p>Have students list at least 3 factors which affect their health in a negative way, identify which aspect they affect and possible remedies. Assign students to list characteristics or examples for each category stated. List behaviors that are present when an individual/self is not socially or mentally well. Have students collect pamphlets and articles about health and write a brief opinion about it. Collect articles in a notebook for future reference.</p>
<p>1.4 Define chronic and acute health.</p> <p>1.4.1 Describe how the term chronic is related to each state of the three health categories.</p> <p>1.4.2 State the importance of chronic health.</p> <p>1.4.3 Describe how the term acute is related to the 3 states of illness.</p>	<p>4. Health aspects</p> <p>a. Chronic</p> <ol style="list-style-type: none"> 1. Health - mental, physical, social 2. Disability - mental, physical 3. Illness - mental, physical, social <p>b. Acute</p> <ol style="list-style-type: none"> 1. Illness - mental, physical, social 	<p>*Review the symbols or emotions that are used and explain how the product/factor affects one's health. Discuss what other cultures view as disabled and contrast to this nation's definition. List methods that promote chronic health.</p>
<p>1.5 Describe the health system.</p> <p>1.5.1 Define health team.</p> <p>1.5.2 Differentiate between the terms health wellness and health care.</p> <p>1.5.2.1 Define the terms holism, optimum health, and fitness.</p>	<p>5. Health system</p> <p>a. Health team</p> <p>b. Wellness versus health care</p> <ol style="list-style-type: none"> 1. Terms <ol style="list-style-type: none"> a) Holism b) Optimum Health 	<p>Have the student list 3 or more activities that promote or maintain a state of mental, social, and physical health. Have the student prepare a short speech on a specific health aspect; i.e., health team, holistic health.</p>

OBJECTIVE	CONTENT	METHOD
1.5.2.2 State populations that would be served by h.w. & h.c. workers	c) Fitness	
1.5.2.3 Differentiate between health education and health occupations education.	2. Populations served a) Health care workers b) Health wellness workers 3. Compare health education to health occupations education.	Discuss how health wellness and health care are inter-related.
1.6 Define key terms.	6. Terminology list	
2.0 Write a brief history of health.	B. History of Health	
2.1 Identify events/people who made important contributions to the health field. 2.1.1 State the significance.	1. Important events and people a. Implications for progress b. Implications for health prior to discovery	
2.2 Compare common causes of death in the U.S. in previous years to current causes.	2. Causes of death in U.S. a. Current b. Previous years	Supply student with facts and resources. Have students write their reaction to them.
2.3 Contrast life expectancy of today to previous years. 2.3.1 Explain the difference.	3. Life expectancy in U.S. a. Current b. Previous	
2.4 Compare common diseases of today to previous years.	4. Common diseases in U.S. a. Current b. Previous	
2.5 Compare life expectancy, disease, and causes of death between the U.S. and other countries.	5. Compare the health of U.S. and other countries. a. Life expectancy b. Diseases c. Causes of death	
2.6 State national and global environmental health problems.	6. Environmental health problems a. U.S. b. World	
2.7 Define key terms.	7. Terminology list	
3.0 Describe the relationship between the variety of services of the health network.	C. Health facilities and agencies 1. Health care facilities a. In-patient facilities	Tour or visit various health facilities and/or agencies. List health facilities.

OBJECTIVE	CONTENT	METHOD
3.1 List various health care facilities according to their funding and their services.	1) Funding 2) Services b. Out-patient facilities 1) Funding 2) Services	Assign small groups to determine where the nearest resources are for specific health concerns.
3.2 List health wellness facilities according to their funding and services.	2. Health wellness facilities a. Business and industry b. Schools - primary through universities c. Private health clinics d. Hospitals e. Recreational Services - YMCA, Parks f. Nursing homes g. Resorts and conference centers h. Health Insurance companies i. Private consulting firms	Describe health facilities in other countries. Collect pamphlets/brochures from various agencies. Password game/Bingo game/computerized crossword puzzle for various definitions.
3.3 List health agencies and organizations according to their funding and services.	3. Health agencies and organizations a. Government 1) Local 2) State 3) National 4) International - WHO b. Volunteer 1) Local 2) State 3) National	Write letters to community or state agencies to have them describe their role in assisting the community/state to stay healthy.
3.4 State the principles of different insurance plans.	4. Insurance Plans a. HMO b. FPO c. Medicare d. Medicaid e. Blue Cross - Blue Shield f. Worker's compensation	Write a report on a volunteer agency. Guest lecturer - reformed substance abuser, agency personnel, etc. Talk about some agencies that are referral agencies. Given a simulation situation, have the student list advantages and disadvantages of the various insurance plans.
3.5 State the major goals of the U.S. Public Health Department.	5. U.S. Public Health Department a. Research b. Substance abuse prevention and treatment	Guest lectures - from various insurance plans. List agencies, businesses,

OBJECTIVE	CONTENT	METHOD
3.6 Define key terms.	<ul style="list-style-type: none"> c. Disease prevention and treatment d. Standards for food and drug e. Effective health services f. Quality health care in all areas 	and health facilities that are directly or indirectly linked to the U.S.P.H.D.
<ul style="list-style-type: none"> 4.0 Explain the organizational structure for health facilities. 4.1 Diagram an organization chart for a large and a small facility. 4.2 Define the purpose of a facility's organization. 	<ul style="list-style-type: none"> 6. Terminology list. D. Organizational Structures <ul style="list-style-type: none"> 1. Flow chart <ul style="list-style-type: none"> a. Large and small facilities b. Health care and wellness facilities 2. Purpose 	<p>Have students interview a local small facility and complete an organization chart for it.</p> <p>Take one occupation away on a large hospital organization chart and decide who will perform those services.</p> <p>Provide terminology lists.</p> <p>Have students define terms before class.</p> <p>Guest speaker for current issues of interest.</p>
<ul style="list-style-type: none"> 5.0 List current trends affecting health. 5.1 Define key terms. 	<ul style="list-style-type: none"> E. Current trends <ul style="list-style-type: none"> 1. World health 2. Family health 3. Individual health 4. Terminology list 	<p>Have students give a class presentation on current issues and trends.</p> <p>Have students debate a current issue in class.</p> <p>Encourage students to do volunteer work for a volunteer agency or have a fund drive for one.</p>

Unit I - Reference ListReferences:

Badasch, S.A. and Chesebro, D.S. (1988). The health care worker (2nd ed.). Englewood Cliff, NJ: Prentice-Hall.

Birchenall, J.M. and Straight, M.E. (1978). Introduction to health careers. Philadelphia: Lippincott.

Health Insurance Institute. Health education materials and the organizations that offer them (Pamphlet). Baltimore: Allied Printing.

Simmers, L. (1988). Diversified health occupations (2nd ed.). Albany, NY: Delmar.

Stone, W.J. (1987). Adult fitness programs: Planning, designing, managing, and improving fitness programs. Glenview, IL: Scott, Foresman and Company.

Video-Tapes:

Employee fitness: Fact or fantasy [Videotape, 24 min.] (1987). Evanston, IL: Medical Electronic Educational Services.

Stress management [Videotape, 17 min.] (1987). Evanston, IL: Medical Electronic Educational Services.

The fitness formula [Videotape, 27 min.] (1987). Evanston, IL: Medical Electronic Educational Services.

Wellness in the workplace [Videotape, 24 min.] (1987). Evanston, IL: Medical Electronic Educational Services.

You, me, and technologies [Videotape, 18 min.] (1987). Albany, NY: Delmar.

Additional Suggested Resources

References:

- Anderson, B. (1980). Stretching. Bolinas, CA: Shelter Publications.
- Boyles, M.V., Morgan, M.K., & McCulley, M.H. (1981). The health professions. Philadelphia: Saunder.
- Caldwell, E., & Hegner, B. (1985). Health care assistant (4th ed.). Albany NY: Delmar.
- Chisari, F., Nakamura, R., & Thorup, L. (1976). The consumer's guide to health care. Boston: Little, Brown and Company.
- Corbin, & Lindsey (1985). Fitness for life. Glenview IL: Scott, Foresman and Company.
- Heit, P., & Meeks-Mitchell, L. (1987). Health: A wellness approach. Columbus, OH: Merrill Publishing Company.
- Hornemann, G.V. (1985). Basic nursing procedures (3rd ed.). Albany, NY: Delmar.
- Memmler, R.L., & Wood, D.L. (1983). The human body in health and disease. Philadelphia: Lippincott.
- Roemer, M.I. (1986). An introduction to the U.S. health care system (2nd ed.). New York: Springer Publishing Company.
- Ross, C.F. (1981). Personal and vocational relationships in practical nursing. Philadelphia: Lippincott.
- Schwartz, E.R., & Potter, L. (1981). Foundations of patient care. Philadelphia: Lippincott.
- Sloane, R.M., & Sloane, B.L. (1977). A guide to health facilities: Personnel and management (2nd ed.). St. Louis: C.V. Mosby.
- Smolesky, J. (1982). Principles of community health (5th ed.). Chicago: Saunder College Publishing.
- Williams, C., & Zukowski, J. (1982). Basic allied health education core. Austin, TX: EIMC, The University of Texas at Austin.
- Williams, S.J., & Torrens, P.R. (1980). Introduction to health service. New York: John Wiley & Sons.
- Wilson, F.A., & Neumaier, D. (1982). Health services in the United States. Cambridge, MA: Billinger Publishing Company.

Audio-Visual Aids:

AIDS: Part I and II [Film]. Walt Disney Films.

A true story about hospitals [Film]. Chicago: American Hospital Association.

Holistic health: Treating the whole person [Film]. Human Relations Media.

Agencies and Organizations:

Iowa Department of Education, Lucas State Office Building, 4th Floor, Des Moines, Iowa 50309-0075, (515) 281-6779. Resource list including films, pamphlets, workshops.

Health Information Resources, National Health Information Service, P.O. Box 1133, Washington, DC, 20013, (202) 429-9091, 1-800-336-4797.

National Wellness Institute, University of Wisconsin - Stevens Point Foundation, Stevens Point, Wisconsin 54481, (715) 346-2172.

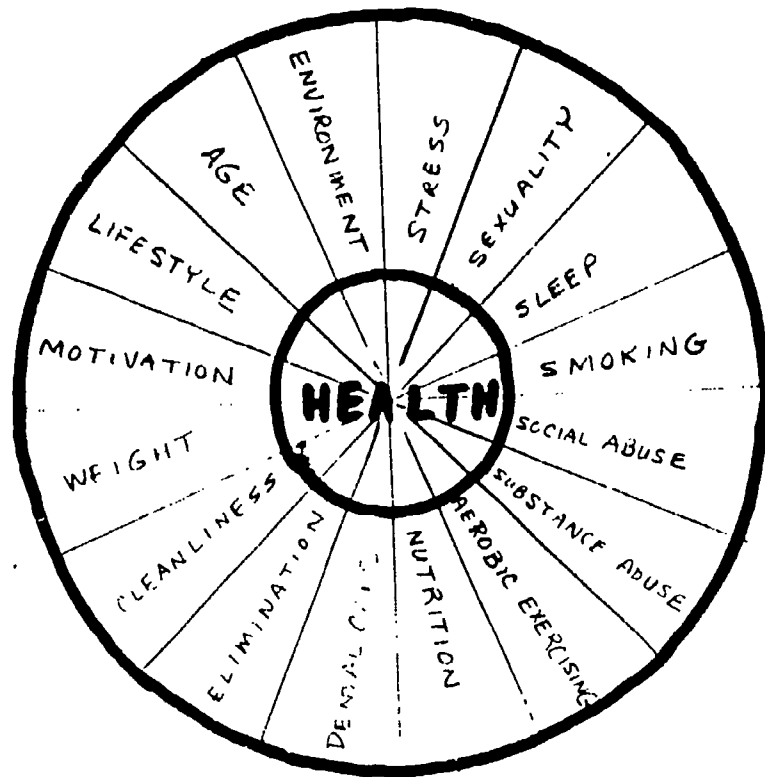
President's Council on Physical Fitness and Sports, Washington, DC 20001, (202) 272-3421.

OBJECTIVE

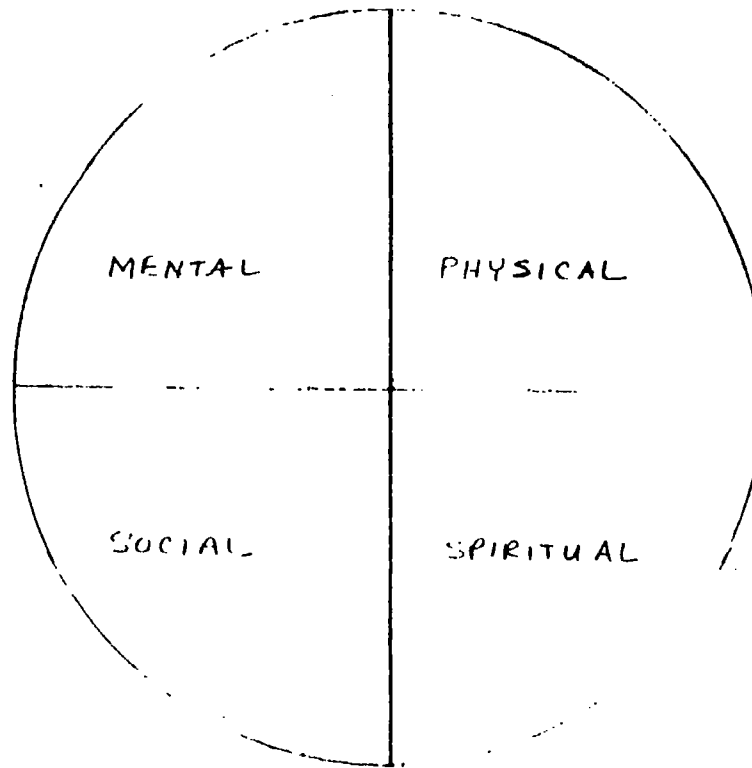
CONTENT

METHOD

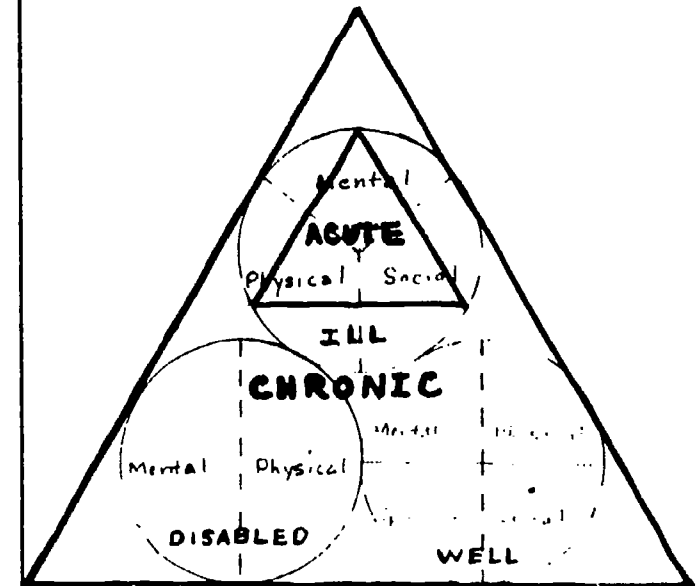
HEALTH FACTORS



HEALTH



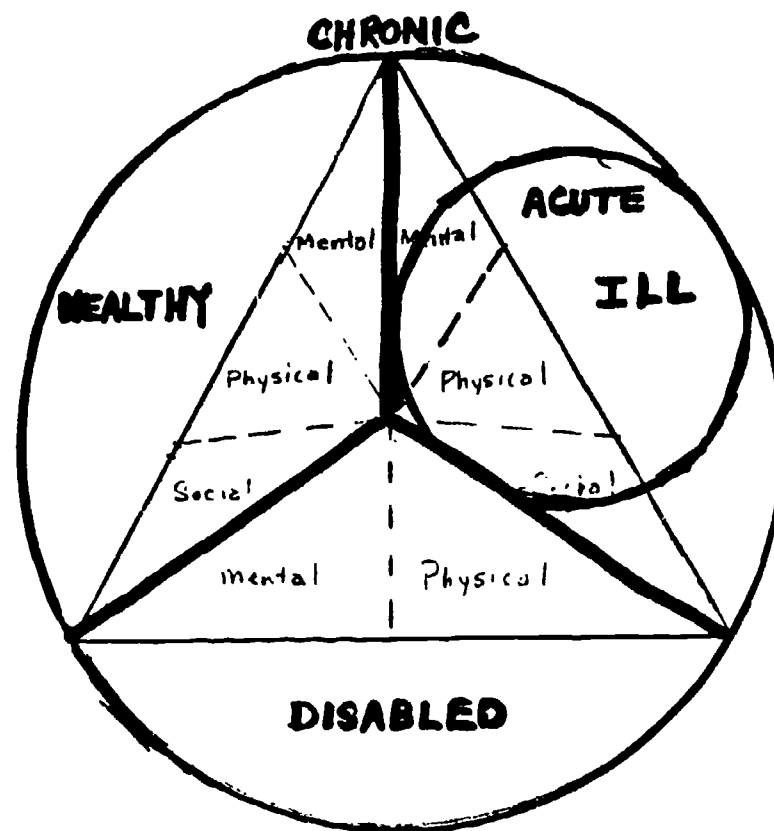
CHRONIC and ACUTE HEALTH



OBJECTIVE

CONTENT

METHOD



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Unit II - Health Occupations Career Exploration

Overview: This unit allows the student to explore a variety of careers related to health, including both wellness and health care. It includes a general overview of health personnel, a brief look at personal characteristics, an indepth presentation of health careers, and a discussion of financial aid.

OBJECTIVE	CONTENT	METHOD
<p>At the completion of this unit the student will:</p> <p>1.0 Describe characteristics that are desirable for health personnel.</p> <p>1.1. Identify personal characteristics needed by a health employee.</p> <p>a. State why they are important to employers.</p> <p>b. State why they are important to clients/patients.</p> <p>c. State why they are important to the individual.</p> <p>1.2. State the importance of personal health.</p> <p>1.3. List standards of professional appearance.</p>	<p>II. Health Occupations</p> <p>A. Health personnel (Wellness & health care)</p> <p>1. Personal characteristics</p> <p>a. Honesty</p> <p>b. Empathy</p> <p>c. Patience</p> <p>d. Sincerity</p> <p>e. Dependability</p> <p>f. Responsibility</p> <p>g. Flexibility</p> <p>h. Good communication</p> <p>i. Tact</p> <p>j. Enthusiasm</p> <p>k. Acceptance of criticism</p> <p>l. Competence</p> <p>m. Self-motivation</p> <p>n. Willingness to learn</p> <p>2. Importance of personal health</p> <p>3. Appearance</p> <p>a. Hygiene</p> <p>b. Grooming and dressing</p>	<p>Lecture/discussion.</p> <p>Brainstorm at large or small groups.</p> <p>Role play as if with a client/patient.</p> <p>Discuss reactions of an employer or a patient when presented with a negative model.</p> <p>Invite a health professional to present health personnel topic.</p> <p>Break into small groups to discuss qualities health workers should have.</p> <p>Have the class adhere to good health practices for a period of time and record performance and other improvements.</p> <p>Examine various dress codes. Create own dress code policy with adherence clause. Maintain it once a week.</p> <p>Role play.</p> <p>Wear own uniform.</p>

OBJECTIVE	CONTENT	METHOD
1.4. Name responsibilities of health occupations employees.	<p>4. Responsibilities</p> <ul style="list-style-type: none"> a. Maintain licensure/certificate b. Follow guidelines of licensure body c. Uphold standards d. Exemplify positive role model e. Retain membership in professional organizations f. Keep current g. Have an open mind h. Perform only the duties for which you are skilled in i. Document procedures accurately 	<p>Review some licensing board guidelines.</p> <p>Have students write to some professional organizations to inquire about benefits and costs.</p> <p>Compare the data.</p> <p>Present legal cases where improper documentation created problems.</p>
2.0 Discuss reasons why people select a career in health.	<p>B. Working in health (Wellness & health care)</p> <p>1. Reasons for working</p>	<p>Have students mention careers they are interested in at this point.</p>
<p>2.1. List the reasons for working.</p> <p>2.2. List advantages of working in a health field.</p>	<p>2. Advantages</p> <ul style="list-style-type: none"> a. Career in health b. New positions are created c. Variety of facilities to work in d. Satisfaction of helping others e. Flexible hours 	<p>Have students brainstorm advantages and disadvantages.</p> <p>Discuss fringe benefits of employment.</p>
<p>2.3. List disadvantages/risks of working in a health field.</p> <p>a. State possible solutions for occupational risks.</p>	<p>3. Disadvantages of a career in health</p> <ul style="list-style-type: none"> a. Demanding and heavy workload b. Low to fair pay c. Heavy responsibility d. May work on call, weekends, or holidays e. Unpleasant tasks required f. Occupational hazards g. Infection 	<p>Have a problem-solving exercise.</p> <ul style="list-style-type: none"> a. Rank pros & cons and compare. b. Discuss solutions to specific risks; i.e. Aids.
<p>3.0 Explore health careers.</p> <p>3.1. Describe personal traits.</p> <p>a. List interests, values, abilities, behaviors, and goals.</p>	<p>C. Career exploration</p> <p>1. Self concept</p> <ul style="list-style-type: none"> a. Personal traits <ul style="list-style-type: none"> 1) Interests 2) Values - aspirations, lifestyles, needs 	<p>Have students list personal goals, desired lifestyle, desired economic goals.</p>

OBJECTIVE	CONTENT	METHOD
1. Evaluates personal traits. 2. List personality traits which need improving.	3) Abilities - physical, potential 4) Behavior 5) Goals	List and order values. Apply them to a career.
b. Compare examples of the various types of assessment tests.	b. Assessment tests 1) Predictive - aptitude 2) Discrimination - interest measurement 3) Monitoring - career planning, work values, maturity 4) Evaluation	Take some assessment tests. Evaluate them. Guidance counselor speak on tests. Have students look in a mirror, write 10 positive things about what they see.
c. Evaluates image of self as perceived by self and others.	c. Evaluation of self image 1) By self 2) By others	Qualities list - have students list qualities of a person they like and qualities of a person that they dislike. Contrast. Make a list of personal qualities that they desire. Evaluate themselves according to the lists.
3.2. Discuss career opportunities in health. a. Identify sources of information on various health careers. 1. State the type of information available for each source. 2. State how to locate each source.	2. Career opportunities (Wellness & health care) a. Sources of information 1) Publications - books, pamphlets, newspapers 2) People - counselors, workers and student in a particular field 3) Organizations - national, specialty fields, career clubs	Brainstorm with class for known health careers and for sources of information about them. Visit a library - look at various resources.
b. Differentiate between entry level, technical and professional occupations.	b. Occupational levels 1) Three levels 2) Career ladder diagram	Discuss more unusual careers not mentioned by class: Peace Corps, Red Cross, military, civilian roles in military.

OBJECTIVE	CONTENT	METHOD
<ol style="list-style-type: none"> 1. Diagram a career ladder for any particular area of health from the entry level to the highest level position. 2. Diagram a career lattice for any particular health area. 3. List levels of preparation for each occupational level. <ol style="list-style-type: none"> a. Contrast the difference between certification, registration, and licensure. b. Define various levels of education. c. State the difference between clinical experience and on-the-job training. d. Identify lifestyles as affected by occupational level duties. e. Identify duties relating to 2 occupations within each career level. f. Compare data of 6 occupations - 2 within each career level. c. Discuss 4 major categories in health careers. <ol style="list-style-type: none"> 1. Identify examples of occupations in each category. 2. Explore 2 careers in each category. 	<ol style="list-style-type: none"> 3) Career lattice diagram 4) Educational preparation for level 5) Lifestyles associated with occupational level duties 6) Duties of 2 occupations in each level 7) Research content - title, tasks, duties, job outlook, educational requirements, salary, working conditions, personal qualities needed, license or registration advancement opportunities, lifestyle, mobility, continuing education requirements, advantages, disadvantages <p>c. Health career categories</p> <ol style="list-style-type: none"> 1) Occupational categories <ol style="list-style-type: none"> a) Direct patient/client care - nursing b) Diagnostic pt./c. care - radiology c) Supportive health occupations - wellness d) Health related occupations - veterinary services 2) Content for exploration by category 	<p>Prepare a worksheet for a notebook for students to keep when comparing careers. Match career traits with individual traits.</p> <p>Collect articles for a notebook of health careers.</p> <p>Develop a classified ad for a health career.</p> <p>Make paper career ladders from occupations chosen by students.</p> <p>Cross reference to make career lattices.</p> <p>Critique classified ads of local employment in small groups. Evaluate their appeal</p> <p>Have each student interview a person at each level. Discuss interviews in class.</p> <p>With health careers play password or bingo games. Computerized crossword puzzles. Tour health facilities. Discuss other categorical groupings.</p> <p>Discuss and show prothesis.</p> <p>Class hosts a career day: each student is assigned 3-5 careers and is responsible for publications on each.</p>

OBJECTIVE	CONTENT	METHOD
<p>d. Describe how jobs will be changed, created, or obsoleted.</p> <ol style="list-style-type: none"> 1. Identify technology that changes the job market. 2. Identify adjustments in local through international manpower needs. 3. Identify demographic implications of occupational opportunities. 4. Identify current trends that create jobs. 5. List entrepreneurial opportunities in the health fields. 6. Identify multiskilled occupations. 	<p>d. Nature of health careers</p> <ol style="list-style-type: none"> 1) Technical 2) Manpower needs 3) Demographics 4) Current trends 5) Entrepreneurial opportunities 6) Multiskilled 	<p>Bulletin boards and displays - let students choose an occupation and create their own; choose a <u>new</u> career.</p> <p>Business venture - divide class into groups to devise a plan to market a new health-related business.</p>
<p>e. Research a/some chosen health career(s).</p> <ol style="list-style-type: none"> 1. Compare information from a variety of educational programs. <ol style="list-style-type: none"> 1.a. Identify costs. 1.b. Identify accreditation. 2. Research employment opportunities. 3. Use different types of information. 	<p>e. Content for research of chosen career(s)</p> <ol style="list-style-type: none"> 1) School/programs comparison <ol style="list-style-type: none"> a) Costs b) Accreditation 2) Employment opportunities - local to area of interest 3) Multiple information sources 	<p>Have students work in pairs to decide which category and career is suitable.</p> <p>Assign a paper on what they've learned about searching/finding a career.</p> <p>Encourage students to visit a department in their area of interest.</p> <p>Encourage students to interview a health worker and write to professional societies for information.</p>
<p>4.0 Discuss financial aid.</p> <ol style="list-style-type: none"> 4.0.1. Identify various forms of financial aid. 4.0.2. Identify a need for financial aid. <ol style="list-style-type: none"> 4.0.2.1. Prepare a budget. 4.0.2.2. Define eligibility. 4.0.3. List sources of financial aid. 4.0.4. List guidelines for application. 4.0.5. State where to find information. 	<p>D. Financial aid</p> <ol style="list-style-type: none"> 1. Forms - scholarships, grants, loans stipends, and jobs 2. Need <ol style="list-style-type: none"> a. Budget plan b. Eligibility 3. Sources - governments, organizations, clubs, lending institutions 4. Sources of information - guidance counselor, libraries, schools, books 	<p>Guidance counselor as a guest speaker.</p>

OBJECTIVE	CONTENT	METHOD
4.0 Define key terms.	5. Guidelines for applying a. Get information and forms b. Read information c. Gather data d. Complete carefully e. Mail before deadline f. Keep a file E. Terminology list	Terminology flashcards. Have spelling bees for pronunciation and spelling.

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Unit III Communication Module

Overview: This unit provides the student with the skills that are necessary for effective communication. It is designed to help the student to recognize and focus on both verbal and non-verbal forms of communication.

OBJECTIVE	CONTENT	METHOD
1.1 Identify the purposes of communication.	I. Purposes of Communication A. Obtain knowledge B. Give information C. Socialize	Question & Answer(Q&A) Brainstorm
1.2 Define the five elements of communication.	II. Five elements of Communication A. Sender B. Receiver C. Message D. Feedback E. Context	Lecture/discussion Handout Role Play
1.3 Identify major types of communications.	III. Types of Communication A. Verbal 1. Oral - spoken/reading 2. Written 3. Listening 4. Computer B. Non-verbal Communication 1. Facial expressions 2. Body language a. Gestures b. Posture c. Appearance 3. Touch 4. Observation	Lecture/discussion. Brainstorming/Blackboard Activity sheet/tong twist Tape Rec/Analyze voice Disc./Brainstorming Demonstration Charades

OBJECTIVE	CONTENT	METHOD
1.4 Apply the techniques of effective communications.	IV. Components of Effective Communication A. Courtesy B. Tact C. Empathy D. Emotional control E. Listening - See VII F. Observation - See VIII	Creative drama Activity sheets Handout Discussion Overhead
1.5 Recognize non-effective communication.	V. Non-effective Communication A. Barriers 1. Fear 2. Anxiety 3. Stress 4. Interruptions 5. Prejudice/bias 6. Not listening 7. Preoccupation 8. Criticism 9. Belittling 10. Changing the subject 11. Using cliches 12. Making stereotyped comments	Discussion Overhead/Blackboard Brainstorming
1.6 Use proper verbal communication skills.	VI. Skills of Communication A. Verbal 1. One to One a. Direct b. Indirect 2. Telephone/Intercom Etiquette a. Answering b. Hold c. Initiating calls d. Emergency calls	Lecture/discussion Role play Tape recorder Handout/overhead Job Interview Demonstration Activity sheet

OBJECTIVE	CONTENT	METHOD
1.7 Identify guidelines for written communication skills.	3. Written Guidelines a. Legible b. Correct spelling c. Correct terminology d. Correct instrument	Handout Field trip Resumes
1.8 Discuss characteristics of a good listener.	4. Listening a. Characteristics of good listener b. Guidelines for effective listening	Handout Question and Answers Demonstration Video/film Creative drama Listening to recording of music and relate by writing a story or projection of feelings. Back to Back & draw by partners instruction Others Tape recorder
1.9 Describe a computer	5. Computer a. Definition 1) Electronic define 2) Complete Information Processing Center a) Input b) CPU (Central Processing Unit) c) Output	Lecture
1.10 Compare and contrast the computer components to the elements of communications.	b. Uses in health care 1) Hospital Information System (HIS) or Medical Information Systems (MIS) 2) Diagnostic testing a) CT Scan b) Magnetic Resonance Imaging (MRI)	Field trip Demonstration

OBJECTIVE	CONTENT	METHOD
1.12 Correctly identify terms associated with computers.	<ul style="list-style-type: none"> c) Positron Emission Tomography (PET) 3) Educational tool <ul style="list-style-type: none"> a) Computer-Assisted Instruction (CAI) b) Computer-Assisted Video Instruction (Interactive Video) 4) Basic & Applied Research <ul style="list-style-type: none"> a) Statistical data c. Advantage and Limitation of Computers d. Trends in Technology <ul style="list-style-type: none"> 1. Past to future? <ul style="list-style-type: none"> a. History of e. Terminology 	<p>Brainstorming</p> <p>Field trip Lecture</p> <p>Handout</p>
1.13 Explain the importance of each of the non-verbal skills as related to the communications process.	<ul style="list-style-type: none"> B. Non-verbal Skills (IV B) <ul style="list-style-type: none"> 1. Facial Expressions 2. Body language 3. Touch 	<p>Discussion</p> <p>Demonstration</p> <p>Activity sheet</p> <p>Video</p>
1.14 Identify how the use of senses effects communications.	<ul style="list-style-type: none"> 4. Observation <ul style="list-style-type: none"> a. Use of senses to observe b. Impaired senses 	<p>Problem solving</p> <p>Creative Drama</p> <p>Scavenger hunt</p>

Unit III - Reference List - Communications Module

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Unit IV - Self Care and Wellness Unit

Overview: This unit allows the student to explore the many factors that affect wellness and self care. The definition, importance, and skills that are necessary to promote personal and community wellness are provided. The student is introduced to the variety of services that are provided by related agencies, organizations, and programs within all levels of the community.

OBJECTIVE	CONTENT	METHOD
<p>At the completion of this unit the student will:</p> <p>1.0 State the general goal and the objectives of this unit.</p>	<p>I. Introduction</p> <p>A. Overview</p> <p>B. Goals and objectives</p>	<p>Lecture.</p> <p>Reading assignments.</p> <p>Guest lecturers on pertinent issues (i.e., pollution, sexually transmitted disease.)</p>
<p>2.0 Discuss the basic premises of wellness.</p> <p>2.1 Explain who is affected by wellness.</p> <p>2.2 Define wellness.</p> <p>2.3 State where to find wellness.</p> <p>2.4 State when wellness is important.</p> <p>2.5 List reasons why wellness is important.</p>	<p>II. Wellness</p> <p>A. Who - all: individuals, community, all ages</p> <p>B. What - holistic approach to preventative medicine; chronic link to harmonize optimal mental, physical, spiritual and social health; growth process - through education and awareness of health factors, and by making choices of self-responsibility and lifestyle</p> <p>C. Where - daily life, choices</p> <p>D. When - now and in the future</p> <p>E. Why -</p> <p>1. Better quality of life - increased productivity, prevent disabilities with aging, improve attitude of personal health and well-being, improve morale, improve performance</p>	<p>Discuss various behaviors that are present when a person is not physically, mentally, and/or socially well.</p> <p>Discuss how an individual's behavior can affect the health of others; i.e., family, peers.</p> <p>Filmstrip/tape, Human Relations Media, "Holistic Health: Treating the Whole Person."</p> <p>Discuss the importance of all aspects of health being well.</p> <p>Have students list how their actions now may affect their lives in 10, 20, 30, 40, and 50 yrs. from now.</p> <p>Have the students keep a daily log of their activities for a week and to describe the possible affects of each activity on their health.</p>

OBJECTIVE	CONTENT	METHOD
2.6 Describe how wellness can be present in our lives.	<ol style="list-style-type: none"> 2. Prevent premature illness and death 3. Present a positive role model 4. Reduce medical and health insurance costs 5. Reduced absenteeism and turnover in the work force <p>F. How - assume responsibility, decide, make a commitment, implement a plan, find motivators and a plan, change behavior</p>	<p>Given simulation situations, discuss speculated effects of good versus poor health choices.</p> <p>Encourage students to make a personal goal and a goal for the class at the initial on-set of class.</p> <p>Brainstorm possible obstacles. Discuss what it would feel like to reach a goal. Later, discuss the effects these have on others.</p>
<p>3.0 Discuss the importance of individual wellness.</p> <p>3.1 List the affects that individual wellness has on the health of friends and family.</p> <p>3.2 Describe how individual wellness affects the community.</p> <p>3.3 List how wellness behaviors affect yourself.</p>	<p>III. Individual wellness importance</p> <ol style="list-style-type: none"> A. Affects on family and friends B. Affects on community <ol style="list-style-type: none"> 1. Health trends - i.e., environment 2. Health policies 3. Health careers C. Affects on self 	<p>Have students locate articles or books on the topic individual health and how it affects the environment.</p> <p>Illustrate a holistic effect by placing a drop of ink in water.</p> <p>Discuss how any situation such as an unwanted pregnancy or attempted suicide would affect family, friends, and has affected health education, health policies, job opportunity, and self.</p> <p>Brainstorm of how the students affect the environment in a healthful way.</p>
<p>4.0 Discuss factors that affect wellness.</p> <p>4.1 List factors that affect optimal health.</p>	<p>IV. Factors affecting wellness</p> <ol style="list-style-type: none"> A. Cleanliness - hair, skin, nails, teeth <ol style="list-style-type: none"> 1. Hair - shampoo, cut, style, clean brush 2. Skin - bathe, deodorant, clean underwear <p>complexion care, foot care</p>	<p>Have students select a physical problems (i.e., acne, obesity) and discuss its effects on social and mental behavior.</p>

OBJECTIVE	CONTENT	METHOD
4.2 Explain how positive habits of each factor affects physical, mental, spiritual, and/or social health.	3. Nails - clean, trimmed, filed 4. Teeth - daily brushing and floss, dental checkups, breath control	Ask a personnel department representative to speak to the class about the importance of good personal hygiene and appearance. Invite a dental hygienist to speak.
4.3 List the essentials of cleanliness.	B. Body posture - definition, positive habits and wellness 1. Shoulders and head erect 2. Chest high 3. Abdomen in 4. Equal body weight on feet	Have students discuss their reaction to people with body odor, foot odor, bad breath, etc. as opposed to reactions to people who smell clean and have an upright posture.
4.4 Describe good body posture.		Have students discuss their behavior when they have not slept or are tired but cannot go to sleep. Relate this to patients with pain or insomniacs.
4.5 State the reasons why adequate sleep is necessary.	C. Sleep - definition, positive habits and wellness	
4.6 Discuss why good nutrition is essential.	D. Nutrition - definition, positive habits and wellness 1. Functions of food a. Heat b. Growth c. Repair d. Regulate	Filmstrip/tape, Guidance Associates, "Nutrition: Foods, Fads, Fraud, and Facts." Have students write a report on the consequences of poor nutrition. Discuss the effects of excess cholesterol.
A. Name the functions of food.		Have students list the most important health factors in their lives. Discuss why some take a higher priority than others.
B. Give reasons why good nutrition is essential.	2. Reasons for nutrition a. Promotes total health - look, feel, and act well b. Greater energy and vitality c. Builds resistance to illness d. Speeds healing e. Helps individual sleep better f. Better performance, less errors	

OBJECTIVE	CONTENT	METHOD
C. List healthful eating habits.	<ul style="list-style-type: none"> g. Can prevent premature illness h. Better able to handle stress 3. Healthy habits <ul style="list-style-type: none"> a. Three meals per day b. Eat breakfast c. Don't snack or healthy snacks d. Follow recommended daily servings from food groups e. Drink water f. Include fiber g. Avoid too much sugar, salt, alcohol h. Limit saturated fats and cholesterol i. Maintain ideal weight j. Eat a variety of foods 	<p>Have students make a poster that substitutes healthy snacks for unhealthy ones. Have students get menus from a variety of restaurants. Divide the class into groups. Each group tries to choose a nutritious meal from 2 or 3 menus. Compare results. Include menus from fast food restaurants.</p>
D. List factors that can influence positive eating habits.	<ul style="list-style-type: none"> 4. Influencing factors <ul style="list-style-type: none"> a. Family/friends b. Income c. Education d. Attitude - preferences e. Living alone f. Availability of food g. Religion/culture h. Time and activity i. Media 	<p>Discuss effects of malnutrition. Discuss world nutrition to include the factors that influence the food situation. Discuss various ethnic/religious cuisines. Have students research them and write papers.</p>
<p>E. Name the basic necessary nutrients.</p> <ul style="list-style-type: none"> 1. State a source of food for each. 2. State the basic function of each. 	<ul style="list-style-type: none"> 5. Nutrients <ul style="list-style-type: none"> a. Protein - example, function b. Carbohydrates - example, function c. Fats - example, function d. Minerals - example, function e. Vitamins - example, function f. Water - function g. Cellulose 	<p>Have students make a nutritional notebook using pictures from magazines for example; brief written messages of the various functions. Have students graph their daily water, pop, and milk consumption for one week.</p>

OBJECTIVE	CONTENT	METHOD
<p>F. Name the 4 basic food groups.</p> <p>1. State the suggested daily servings of each for your age group.</p> <p>G. Discuss weight control.</p> <p>1. State the relationship of caloric intake with energy expenditures and growth.</p> <p>2. List factors that affect energy requirements.</p> <p>3. Describe healthful and harmful ways to reduce percentage of body fat.</p> <p>4. Describe healthful ways to gain weight.</p> <p>5. List the risks associated with being overweight.</p> <p>6. Determine personal ideal weight span.</p> <p>H. Plan a menu that meets the minimal nutritional needs.</p>	<p>6. Food groups</p> <p>a. Meat - 2 or more</p> <p>b. Bread and cereal - 4 or more</p> <p>c. Fruit and vegetable - 4 or more</p> <p>d. Milk and dairy - 4 or more</p> <p>7. Weight control</p> <p>a. Calorie/energy/growth relationship</p> <p>b. Energy consumption</p> <ul style="list-style-type: none"> - Growth - Healing - Activity - Metabolism - Emotions - Climate - Pregnancy <p>c. Reducing weight</p> <ul style="list-style-type: none"> - Healthy ways - Harmful ways - fad diets, starvation <p>d. Increasing weight</p> <p>e. Overweight risks</p> <ul style="list-style-type: none"> - Premature death - Increased risk of colon, breast, and uterine cancer - Increased chance of high blood pressure, diabetes, heart attack, stroke, coronary artery disease - Limited activities <p>f. Ideal weight assessment</p> <p>8. Menu planning</p> <p>a. Exchange system</p> <p>b. Food group system</p>	<p>Have students list the foods eaten in the last 24 hours. Circle carbohydrates; underline fats; discuss the percentage of each. Write an essay on how their diet could be improved.</p> <p>Suggest that students make 2 goals for better nutrition.</p> <p>Film, National Dairy Council, "The Day The Milk Was Turned Off." Discuss the effects of lack of milk in the world. Invite a nutritionist to discuss a vegetarian diet with the class.</p> <p>Discuss worldwide or cultural eating habits.</p> <p>Have students calculate their ideal weight range.</p> <p>Have students assess salt content of a days diet. Discuss if healthful or not.</p> <p>Assess nutritional value of a fad diet in class.</p> <p>Have students assess their percentage of body weight.</p> <p>Have students plan balanced meals for one week.</p>

OBJECTIVE	CONTENT	METHOD
I. Assess personal nutrition status.	9. Assessment of nutritional status-- Fiber, sugar, salt, fats, cholesterol, calorie consumption	Have students design a plan of how their family might be able to reduce risk of cancer.
J. List 7 diet guidelines to lessen the chance of getting cancer.	10. Nutritional guidelines to lessen cancer risk a. Avoid obesity b. Decrease fat intake c. Eat high-fiber food d. Include vitamin A&C rich foods daily e. Include cruciferous vegetables f. Decrease salt, nitrate cured and smoked foods g. Avoid excessive use of alcohol	Invite a person who suffers with an eating disorder to speak to the class.
K. Discuss the eating disorders anorexia nervosa and bulimia. 1. Describe the disorders. 2. List the symptoms of the disorders. 3. State the treatment of the disorders.	11. Eating disorders a. Anorexia nervosa - define, symptoms, treatment b. Bulimia - define, symptoms, treatment	Invite a person who suffers with an eating disorder to speak to the class.
4.7 Discuss why exercise is essential.	E. Exercise - definition, positive habits on wellness 1. Benefits - look, feel, act better, lower blood pressure and cholesterol, reduce risk of coronary artery disease, reduce stress and overeating, more energy, improve self image, increase resistance to fatigue, counters anxiety and depres- sion, burns off calories 2. Program - 3-5 times/wk., 15-60 min., at 60-90% maximum heart rate a. Warm-up: 5-15 min., longer for beginners; warm muscles, elevates metabolism, increases joint lubrica- tion, tones, protects against injury;	Have students share the types of workouts they perform regularly. Brainstorm for exercises that could be performed for each phase of an exercise program. Invite a physical therapist exercise physiologist, or sports medicine specialist to discuss a complete work- out, specific exercises, and safety precautions during
A. List the benefits of exercise on mental, physical, and social health.		
B. Describe the elements that an exercise program should include. 1. List 3 phases of an exercise program. 2. State the optional type of exercise for each phase.		

OBJECTIVE	CONTENT	METHOD
<p>3. Name the duration of each phase. 4. State the general purpose of each phase.</p>	<p>flexibility and strength exercises; warm-up first then stretching exercises, stretching protects against injury before and after rigorous activity; static stretching</p> <p>b. Activity program: 20-60 min; shorter for beginners; enhances O₂ to tissues, makes heart more efficient at rest; aerobic/strength exercises, steady and rhythmic exercise of large muscles in target heart rate, aerobic first, can alternate days, progression - increase duration before intensity, build gradually</p> <p>c. Cool down: 5-10 min., allows for gradual slow down, protects against injury; flexibility and walking</p> <p>d. Target heart rate formula</p> <p>e. Pulse rate check - wrist and neck</p> <p>f. Aerobic exercises - walking fast, jogging, skiing, stair climbing, swimming, aerobic dance, bicycling, rope skipping, circuit training</p> <p>g. Advantages and disadvantages of various forms of exercising</p> <p>h. Biomechanics of various forms of exercising</p>	<p>exercise. Visit various exercise facilities. Review various exercise programs that start slow and build gradually; i.e., walking, jogging, bicycling.</p>
<p>5. Calculate target heart rate zone. 6. Determine pulse rates at rest and during exercise. 7. List aerobic forms of exercise. 8. List advantages and disadvantages of the various forms of exercise. 9. Discuss techniques (biomechanics) for the various forms of exercising.</p>	<p>d. Target heart rate formula</p> <p>e. Pulse rate check - wrist and neck</p> <p>f. Aerobic exercises - walking fast, jogging, skiing, stair climbing, swimming, aerobic dance, bicycling, rope skipping, circuit training</p> <p>g. Advantages and disadvantages of various forms of exercising</p> <p>h. Biomechanics of various forms of exercising</p>	<p>Have students design their own fitness/exercise program according to fitness assessment and interests. Share plans with class.</p>
<p>C. Discuss safety for exercising. 1. List danger signs. 2. List 6 main causes of exercise injuries.</p>	<p>3. Safety -</p> <p>a. Preliminary health check if medical problems exist</p> <p>b. Know your body limitations</p> <p>c. Build slowly - exercise moderately</p> <p>d. Breath during exercises</p> <p>e. Be aware of danger signs - dyspnea, loss of coordination, dizziness, tightness in chest, nausea</p>	<p>Invite an exercise specialist to do floor exercises properly and improperly for comparison of body mechanics.</p>

OBJECTIVE	CONTENT	METHOD
<p>D. Discuss physical fitness.</p> <ol style="list-style-type: none"> 1. List 5 components of fitness. 2. List the advantage of fitness in each area. 3. Name exercises that enhance strength, endurance, flexibility and cardiovascular endurance. 4. List 4 types of fitness exercises. 5. State the benefit of each type of exercise. 6. Give an example of each type of exercise. 7. Describe 5 major factors that influence the effectiveness of exercise programs. 	<p>f. Follow safety rules</p> <p>g. Know the main causes of injury - poor flexibility, muscle imbalance, over-training, structural problems, poor training methods, inadequate equipment</p> <p>4. Physical fitness</p> <ol style="list-style-type: none"> a. Five components <ul style="list-style-type: none"> - Muscular strength - Muscular endurance - Flexibility - Cardiovascular endurance - Body composition b. Four exercises <ul style="list-style-type: none"> - Isometric - Isotonic - Isokenetic - Aerobic exercise c. Effectiveness factors <ul style="list-style-type: none"> - Intensity - sets and reps, 60%-90% max. heart rate - Duration - 15-60 min. - Frequency - 3-5 times/wk. - Mode - aerobic - Progression - interaction 	<p>Filmstrip: "Fit to be You," or "The Psysiology of Exercise."</p> <p>Discuss the benefits of being physically fit.</p> <p>Discuss how principles of fitness apply to various body systems.</p>
<p>E. Describe various preliminary tests to assess lifestyle and physical fitness.</p> <ol style="list-style-type: none"> 1. Compare various health screening methods. 2. Compare fitness testing methods. 	<p>5. Preliminary testing</p> <ol style="list-style-type: none"> a. Health screening <ul style="list-style-type: none"> - Health Risk Appraisal - Lifestyle Assessment Questionnaire - Health history - PAR-Q - CAD Risk Factor Assessment - Physical Activity Profile - Physical Examination 	<p>Film, "The Wellness Revolution."</p> <p>Have students assess their lifestyle, using one or more assessment tests.</p> <p>Discuss lifesytle practices for maintaining good health in general terms.</p>

OBJECTIVE	CONTENT	METHOD
3. Assess your lifestyle to include fitness level.	<ul style="list-style-type: none"> b. Physical fitness testing <ul style="list-style-type: none"> - AAHPERD (for youth): <ul style="list-style-type: none"> > Cardiovascular function: distance run > Body composition: skinfold tests > Flexibility: Sit & reach > Abdominal strength: sit-ups - Muscular strength: isometric and isotonic tests - Muscular endurance: sit-up, push-up, chin-up - Body composition: anthropometric, circumferential, skin fold tests - Cardiopulmonary tests: step test, bicycle ergometer and treadmills 	Have student evaluate their physical fitness using AAHPERD tests.
F. List methods of motivation for physical fitness.	<ul style="list-style-type: none"> 6. Motivation <ul style="list-style-type: none"> a. Ask for support b. Find leadership if necessary c. Personalized plan to include variety d. Reinforcement and goal setting 	
G. Compile a workout program according to the interests and needs of an individual.	<ul style="list-style-type: none"> 7. Workout program <ul style="list-style-type: none"> a. Assess needs, interests, and fitness level b. Workout program: warm-up, aerobic and strength, cool down c. Determine support and motivators d. Set goals e. Plan evaluation 	Film, "Total Fitness in 30 Minutes a Week." Have the class compare and evaluate the various workout programs developed. Build onto previous exercise program developed for class or create a new one.
4.8 Discuss the effects of stress on wellness.	F. Stress - definition, positive habits effects on wellness	Have students identify personal stressful situations and describe their symptoms. Discuss which aspect of health was affected.
A. Differentiate between positive and negative stress.	1. Good and bad stress	Show "Managing Stress."
B. Describe 3 stages of stress.	<ul style="list-style-type: none"> 2. Three stages <ul style="list-style-type: none"> a. Alarm - fight or flight 	"Stress." Hold discussions.

OBJECTIVE	CONTENT	METHOD
	<ul style="list-style-type: none"> b. Resistance - restore balance c. Exhaustion - susceptible to illness 	<p>Have students relate personal experiences to the 3 stages of stress.</p>
<ul style="list-style-type: none"> C. List stress related diseases. D. Differentiate between personality types as they relate to stress. E. List individual traits that affect reactions to stress. 	<ul style="list-style-type: none"> 3. Stress related diseases 4. Personality types - A & B 5. Individual traits - sleep, caffeine, etc. 	<p>Discuss different sources of stress in various life stages (youth-adult).</p> <p>Divide in groups. Have each group identify stressors for a particular wellness area; i.e., physical, social, biological, etc.</p>
<ul style="list-style-type: none"> F. List indicators of stress. G. Identify sources of stress. 	<ul style="list-style-type: none"> 6. Indicators 7. Sources - physical, social, biological changes, occupational, behavior and lifestyle 	<p>Make a worksheet of stressful situations where desirable or undesirable methods of coping were used by the affected individual. Address the effects on wellness of the various coping techniques.</p>
<ul style="list-style-type: none"> H. Describe various stress responses. I. List desirable and undesirable methods of coping with stress. <ul style="list-style-type: none"> 1. Practice various relaxation techniques. 2. List causes of suicide. 3. Identify possible signs of suicide. 4. State helpful action for a possible suicide situation. 	<ul style="list-style-type: none"> 8. Responses 9. Methods of coping <ul style="list-style-type: none"> a. Desirable b. Undesirable c. Relaxation techniques d. Suicide - causes, possible signs, helpful action 	<p>Have students research a technique of relaxation and report. Compare techniques. Try a relaxation technique in class. Discuss their reactions.</p>
<ul style="list-style-type: none"> J. Compare stress assessment tests. <ul style="list-style-type: none"> 1. Identify personal level of stress. 	<ul style="list-style-type: none"> 10. Assessment tests <ul style="list-style-type: none"> a. Social readjustment rating scale b. Stress quizzes 	<p>Have students evaluate their own level of stress using a stress evaluation test.</p>

OBJECTIVE	CONTENT	METHOD
K. Create a plan to reduce a personal stress.	11. Stress reduction plan	Compare class' plans.
4.9 Discuss the effects of safety on wellness.	G. Safety	Discuss the major causes of fatality among teenagers. Have students prepare projects on suicide, head and spinal trauma, and illness and their implications for teenagers.
A. List preventative actions to reduce the risk of crime.	1. Crime reduction actions	List presumptions about rape. Discuss teenage feelings about rape. Discuss how media reinforces rape.
B. Describe potential actions in the event of a rape.	2. Rape	Discuss why people may not make safe choices for safety.
1. List preventative measures.	a. Preventative measures	Have students list the effects of unsafe practices on themselves and on others.
2. List possible actions in the event of attempted rape.	b. Possible actions during attempted rape.	
3. List actions after the situation of rape.	c. Post rape procedures	
C. Discuss accident prevention.	3. Accidents	
1. State major causes of accidents.	a. Major causes - stress, age, substance abuse, time, illness	
2. Name safety measures for vehicles.	b. Vehicle safety - self, manufacturer	
3. List all terrain vehicle safety tips.	c. ATV safety	
4. Describe bicycle safety.	d. Bicycle safety	
D. Discuss water safety.	4. Water safety	
1. List swimming safety measures.	a. Swimming/diving	
2. List boating/canoeing safety tips.	b. Boating/canoeing	
3. List rescue procedures.	c. Rescue procedures	
E. Discuss fire safety procedures.	5. Fires	Brainstorm for major causes of fires.
1. List preventative measures for fires.	a. Preventative measures	Discuss fire escape routes in motels, highrise buildings, and basements.
2. Describe what to do in the event of a fire.	b. Fire safety	
3. Compile a fire plan for your personal dwelling.	c. Fire plan	

OBJECTIVE	CONTENT	METHOD
<p>4.10 Discuss the effects of smoking on wellness.</p> <p>A. List the effects of smoking.</p> <p>B. List reasons why people smoke.</p> <p>C. List methods to stop smoking.</p>	<p>H. Smoking</p> <p>1. Effects</p> <p>a. Physical</p> <p>b. Economic</p> <p>c. Social</p> <p>d. Mental</p> <p>e. Environmental</p> <p>2. Reasons why people smoke</p> <p>3. Methods to stop smoking.</p>	<p>Show pictures from American Cancer Society showing normal and smokers' lungs. Have students make a presentation for young children on the hazards of smoking.</p> <p>Discuss reasons why people smoke - why they don't quit even though they feel the ill effects of smoking.</p> <p>Discuss the disadvantages of starting a bad habit such as smoking.</p>
<p>4.11 Discuss the effects of alcohol on wellness.</p> <p>A. List the effects of drinking excessively.</p> <p>B. Describe how to assess if a person has a problem with alcohol.</p> <p>C. List methods to help control alcoholic abuse.</p>	<p>I. Alcohol</p> <p>1. Effects of excessive drinking</p> <p>a. Physical</p> <p>b. Mental</p> <p>c. Social</p> <p>d. Economic</p> <p>e. Environmental</p> <p>2. Alcoholic assessment</p> <p>3. Preventative measures</p>	<p>Invite a representative from the local police department to speak on blood alcohol level testing, the most common age group tested, and the number of tests done/month, etc.</p> <p>Have students determine for their weight how many drinks it would take to be legally intoxicated.</p> <p>Discuss influences that can lead a person to drink or not to drink.</p> <p>Have member of AA speak to the class on the definition and effects of alcoholism on one's lifestyle.</p>

OBJECTIVE	CONTENT	METHOD
D. Describe factors that determine the effects of alcohol.	4. Factors that determine effects of alcohol <ul style="list-style-type: none"> a. Amount b. Rate consumed c. Absorption rate d. Oxidation rate e. Physical condition f. Expectations g. Mood and setting h. Tolerance 	Discuss teenage statistics and alcohol. Have students develop posters for abstinence or moderate use of alcohol.
E. Describe ways to respond to an alcoholic.	5. Responding to an alcoholic	
F. Compare alcoholic content of types of alcohol.	6. Alcoholic content - proof	
4.12 Discuss the effects of drugs on wellness.	J. Drugs	Have a volunteer from an area drug crisis hotline to speak to the class.
A. List the effects of drug usage.	1. Effects <ul style="list-style-type: none"> a. Physical b. Mental c. Social d. Economic e. Environmental 	Have students develop posters pro anti-drug abuse for elementary students. Discuss reasons for drug use and abuse and identify possible solutions to avoid abuse.
B. Describe 4 classes of controlled drugs.	2. Four classes <ul style="list-style-type: none"> a. Stimulants b. Depressants c. Narcotics d. Hallucinogens 	Discuss various ways of saying no to drugs or discouraging friends from using them.
1. List common examples of each class.		Brainstorm why adolescents use drugs.
C. Describe how various drugs are used.	3. How used <ul style="list-style-type: none"> a. Ingested b. Injected c. Inhaled 	
D. Differentiate between drug misuse, abuse, dependency, and responsible use of drugs.	4. Differentiate <ul style="list-style-type: none"> a. Misuse b. Abuse 	

OBJECTIVE	CONTENT	METHOD
E. Describe methods of drug abuse prevention.	<ul style="list-style-type: none"> c. Dependency d. Responsible use 5. Prevention of abuse <ul style="list-style-type: none"> a. Family b. Friends c. Law d. Choice of lifestyle 	
4.13 Discuss the effects of sexuality on wellness.	K. Sexuality <ul style="list-style-type: none"> 1. Effects <ul style="list-style-type: none"> a. Physical b. Mental c. Social d. Economic e. Environmental 2. Healthful sexuality <ul style="list-style-type: none"> a. Sex role b. Sexual orientation c. Responsible dating decisions 3. Sexually transmitted disease (STDs) <ul style="list-style-type: none"> a. Most common diseases - gonorrhea, syphilis, herpes, trichomoniasis, nongonococcal urethritis, moniliasis, genital warts, pediculosis b. Method of transfer c. Symptoms d. Treatment e. Complications 4. Preventative measures of STDs 5. Pregnancy preventative measures 	Have students list factors that might influence their feelings about sexuality. Discuss differences between infatuation and love. Discuss what kinds of situations may become emotional and make adolescents vulnerable to physical intimacy. Have students design posters on the symptoms, treatment, and a complication of one or more STDs. Filmstrip/tape, Walt Disney film, "AIDS, Part I & II." Discuss the impact of a family members having AIDS. Have students make a fact sheet about STDs.
A. List the effects of sexuality.		
B. Describe healthful sexuality.		
1. Differentiate between sex role and sexual orientation.		
2. Discuss responsible dating.		
C. Describe sexually transmitted diseases (STD).		
1. List common diseases.		
2. State the method of transfer of STDs.		
3. Name the symptoms of the most common STDs.		
4. Identify treatments of STDs.		
5. Identify complication of the various STDs.		
D. List preventative methods of controlling or preventing the spread of STDs.		
E. List preventative measures of pregnancy.		

OBJECTIVE	CONTENT	METHOD
<p>4.14 Discuss the effects of violence on wellness.</p> <p>A. List the effects of abuse.</p> <p>B. List various forms of violence.</p> <p>C. Describe treatment for abusers and victims of violence.</p> <p>D. Describe methods of prevention.</p>	<p>L. Abuse or violence</p> <p>1. Effects on wellness</p> <p>a. Physical</p> <p>b. Mental</p> <p>c. Social</p> <p>d. Economic</p> <p>e. Environmental</p> <p>2. Forms</p> <p>a. Physical</p> <p>b. Emotional</p> <p>c. Neglect (children or dependent adult)</p> <p>d. Sexual - rape, incest</p> <p>3. Treatment</p> <p>4. Methods of prevention</p> <p>a. Counseling</p> <p>b. Agencies, organizations, hotlines</p> <p>c. Victim actions</p>	<p>Have students create situations of each type of abuse. Discuss what could be done about each situation.</p> <p>Brainstorm for local help groups for various forms of abuse.</p> <p>Have students state what they would do if presented with various abuse situations in their own lives.</p>
<p>4.15 Discuss the effects of environmental health on wellness.</p> <p>A. List the effects of environmental health.</p> <p>B. Identify major types of pollutants.</p>	<p>M. Environment</p> <p>1. Effects</p> <p>a. Physical</p> <p>b. Mental</p> <p>c. Social</p> <p>d. Economic</p> <p>e. Environmental</p> <p>2. Major types of pollutants</p> <p>a. Air</p> <p>b. Water</p> <p>c. Hazardous wastes</p> <p>d. Solid wastes</p> <p>e. Pesticides</p> <p>f. Lead, mercury, asbestos</p> <p>g. Radiation</p> <p>h. Noise</p>	<p>List possible causes of abuse.</p> <p>List possible feelings of an abused person.</p> <p>List possible feelings of an abuser.</p> <p>Discuss pros and cons of public health laws on public smoking, seat belts, and motorcycle helmets. Discuss the origination of these laws.</p> <p>List some personal habits that contribute to environmental pollution.</p> <p>Brainstorm for long term effects of current pollution.</p> <p>Have students participate in a volunteer project to improve the community environment.</p> <p>Discuss the effects of pollutants on future generations.</p>

OBJECTIVE	CONTENT	METHOD
<p>C. Describe hazards to the environment.</p> <ol style="list-style-type: none"> 1. State the damaging effects of hazards on the environment. 2. List preventative or controlling measures. 	<p>3. Hazards</p> <ol style="list-style-type: none"> a. Damaging effects b. Preventative/controlling measures 	<p>Discuss student feelings on lawn weed control, organic farming and pesticides.</p>
<p>D. Discuss barriers that inhibit persons with disabilities from fully accessing the community.</p>	<p>4. Physical barriers to the handicapped</p>	<p>Have students spend a day at home and at school, in a wheelchair, or with their arm in a sling. Discuss their feelings.</p>
<p>5.0 Discuss agencies, organizations and programs that are involved in the promotion and maintenance of wellness.</p>	<p>V. Agencies, organizations, and programs</p>	<p>Have students write letters to various agencies, organizations, or programs asking them what their current area of interest is for promoting health.</p>
<p>5.1 Identify resources to locate organizations, agencies, and programs.</p>	<p>A. Resources</p> <ol style="list-style-type: none"> 1. Location <ol style="list-style-type: none"> a. Media b. People c. Organizations d. Libraries 	<p>Given specific problem situations, have students refer to organizations, programs or agencies which might be able to help.</p>
<p>5.2 Identify agencies, organizations, and programs at the local, district, state, national and international levels.</p>	<ol style="list-style-type: none"> 2. Levels <ol style="list-style-type: none"> a. Local b. District c. State d. National e. International 	<p>Visit with personnel from various wellness program. Visit facilities, if available.</p>
<p>5.3 Differentiate between various types of wellness programs within the community and industry.</p>	<p>B. Wellness programs</p> <ol style="list-style-type: none"> 1. Aerobics 2. Health clubs 3. Weight clinics 4. Employee assistance programs (EAP) 5. Back clinics 6. Cardiac rehabilitation 7. Health promotion 8. Fitness 9. Wellness 10. Counseling 11. Strength training 	<p>Discuss which programs teenagers would most likely be involved with.</p>

OBJECTIVE	CONTENT	METHOD
6.0 Define related terminology of well-ness units.	<ul style="list-style-type: none"> 12. Aquatics 13. Stress management 14. Smoking cessation 	Create terminology crossword puzzles.
7.0 Develop a strategy to implement a change of lifestyle.	<ul style="list-style-type: none"> VI. Terminology <ul style="list-style-type: none"> A. Unit lists VII. Plan to change lifestyle <ul style="list-style-type: none"> A. Strategy 	Have students make goals and implement a plan for each.
7.1 Discuss various steps to implement a change of life-style.	<ul style="list-style-type: none"> 1. Education of topic of concern 2. Assessment of lifestyle in area of concern 3. Take responsibility of own life 4. Make a choice to change - yes/no 5. Set goals 6. Develop a plan of action 7. Decide on motivators 8. Implement the plan 9. Evaluations - feedback and reinforcement 	Discuss plans in class. Survey the class to see if any students have started to change any aspect of their lifestyle. Discuss why a change of life-style is necessary.

Coping With Stress

Desirable:

- a. Set your goals
- b. Talk about goals
- c. Record stressors
- d. Know your limits
- e. Take care of yourself
- f. Make time for fun
- g. Stay out of triangles
- h. Express feelings
- i. Seek change in yourself
- j. Understand yourself
- k. Reduce source of stress
- l. Avoid self-medication
- m. Seek a balance in life
- n. Exercise
- o. Modify your attitudes toward the world that trigger stress
- p. Look for the humor in a situation
- q. Get organized, don't let things pile up
- r. Solve your problems and/or get a professional to help you solve them
- s. Manage your time effectively
- t. Make a commitment to a worthy cause
- u. Have faith in yourself
- v. Seek spiritual guidance
- w. Set a stable value system - set priorities
- x. Positive self talk
- y. Relaxation exercises
- z. Biofeedback
- aa. Meditation
- bb. Autogenic training and visualization
- cc. Holistic medicine
- dd. Assertive communication and behavior
- ee. Behavioral therapy
- ff. Find a support group

Undesirable:

- a. Smoking
- b. Drinking alcohol
- c. Taking drugs
- d. Drinking caffeinated beverages
- e. Over-eating
- f. Not taking time to rest or sleep
- g. Deny that there is something bothering you
- h. Doing leisure activities that increase stress
- i. Complain about the situation
- j. Develop stress related illnesses or become accident prone
- k. Criticize others
- l. Impulse buy
- m. Procrastinate
- n. Become stubborn
- o. Seek revenge
- p. Throw tantrums
- q. Avoid the situation
- r. Worry
- s. Suicide

Unit IV - Reference List

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Food for life [film]. St. Louis: National Dairy Council.

Food: Health and diet [filmstrip/cassette]. (1976). Pleasantville, NY: Sunburst Communications.

Foods, fads: Short cut to health [film]. Burbank, CA: Walt Disney Films.

Food to grow on: Nutrition from newborn through teens [filmstrip/cassette]. (1977). Orlando: Tupperware Educational Services.

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Holistic health [film]. Chatsworth, CA: Career Aids.

Holistic health: Treating the whole person [film]. Calhoun, KY: National Innovative Media.

Holistic health: Treating the whole person [film]. Pleasantville, NY: Human Relations Media.

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I eat what I like [film]. Burbank, CA: Walt Disney Films.

The increasing importance of grain food [slides]. (1975). Schaumburg, IL: Cereal Institute.

Is there a perfect diet? [film]. Burbank, CA: Walt Disney Films.

Look before you eat [film, 22 min.]. (1978). Los Angeles: Churchill Films.

Managing stress [film, 35 min.]. Hightstown, NJ: McGraw-Hill Films.

Managing stress, anxiety and frustration [film]. Calhoun, KY: National Innovative Media.

Managing stress, anxiety and frustration [film]. Chatsworth, CA: Career Aids.

Methods of birth control. Garden Grove, CA: Trainex Corporation.

Nutrition: Food vs. health [filmstrip/cassette]. Portland: Sunburst Communications.

Nutritional malnutrition [film]. Burbank, CA: Walt Disney Films.

Nutrition for teenagers only [filmstrip/cassette]. Portland: Sunburst Communications.

Parents with alcoholism [film]. Chatsworth, CA: Career Aids.

The physiology of exercise [filmstrips/cassettes]. Pleasantville, NY: Sunburst Communications.

Prisoners of chance [film, 23 min.]. (1979). Studio City, CA: Filmfair Communications.

Quieting reflex training: A choice for adolescents [cassettes, activity cards, instruction cards, and guide]. Pleasantville, NY: Sunburst Communications.

Saying no [film, 17 min.]. (1982). Evanston, IL: Perennial Education.

Spiritual needs of the patient [filmstrip/cassette]. Garden Grove: Medcom.

Sudden adolescent death: How to prevent it [film]. Chatsworth, CA: Career Aids.

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Teenagers talk: Getting through adolescence [film, 12 min.]. (1975). New York: BFA Educational Media.

Today's choices [filmstrip/cassette]. (1978). Schaumburg, IL: Cereal Institute.

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Understanding stress and conflict [filmstrips/cassettes]. Pleasantville, NY: Sunburst Communications.

The wellness revolution [film, 28 min.]. Pleasantville, NY: Sunset Films.

Computer Software:

A balanced diet. Chatsworth, CA: Career Aids.

Alcohol and health. Gurnee, IL: Visual Materials.

Ask me - sexual information for adolescents. Chatsworth, CA: Career Aids.

Biofeedback microlab. Pleasantville, NY: Human Relations Media.

The daily menu analyzer. Chatsworth, CA: Career Aids.

Dietician. (1982). Sprink, TX: Dietware.

Eat Smart - nutrition program. (1981). Minneapolis: The Pillsbury Co.

Eating for good health. St. Paul: EMC Publishing.

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Fitness - a state of body and mind. Chatsworth, CA: Career Aids.

Food facts. St. Paul: Minnesota Educational Competency Consortium.

Food group puzzles. Chatsworth, CA: Career Aids.

The food processor. Chatsworth, CA: Career Aids.

Health awareness game. Chatsworth, CA: Career Aids.

Health awareness games. New York: Holt, Rinehart and Winston.

Health awareness games. Pleasantville, NY: Human Relations Media.

Health awareness games. W. Los Angeles: Science Systems Software.

Health maintenance volume I. St. Paul: Minnesota Educational Computing Consortium.

Health maintenance volume II. St. Paul: Minnesota Educational Computing Consortium.

Health risk appraisal. Chatsworth, CA: Career Aids.

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ICAN - Coping with stress. Chatsworth, CA: Career Aids.

Learning to cope with pressure. Pleasantville, NY: Sunburst Communications.

Lifeline: Nutrition. Chatsworth, CA: Career Aids.

M.A.R.T. - A guide for the prevention of leadership stress. Chatsworth, CA: Career Aids.

Menucalc (menu planning). Chatsworth, CA: Career Aids.

Nutrient analysis. Chatsworth, CA: Career Aids.

Nutrition. Chatsworth, CA: Career Aids.

Nutrition--A balanced diet. Chatsworth, CA: Career Aids.

Nutritional tutorial. St. Paul: EMC Publishing.

Nutrition - Volume I & II. St. Paul: Minnesota Educational Competency Consortium.

Salt and you. St. Paul: Minnesota Education Computing Corporation.

Sexually transmitted diseases. Chatsworth, CA: Career Aids.

Smoking. St. Paul: Minnesota Education Computing Corporation.

The smoking decision. Pleasantville, NY: Sunburst Communications.

Stress and the young adult. Chatsworth, CA: Career Aids.

Stress management. Chatsworth, CA: Career Aids.

Veneral disease. Chatsworth, CA: Career Aids.

Venereal diseases. Bridgeport, CT: Intellectual Software.

What did you eat yesterday? Chatsworth, CA: Career Aids.

What's in your lunch? Berkley, CA: Lawrence Hall of Science.

Unit V - Ethical and Legal Aspects of Health Care

Overview: The emphasis for this unit is placed on both the legal and the ethical considerations and terminology for use in various health careers. The importance of interpersonal relationships as well as personal health, hygiene, and appearance is also introduced.

OBJECTIVE	CONTENT	METHOD
<p>At the completion of this unit, the student will:</p> <p>1.0 State the general goal and objectives of the course.</p>	<p>I. Introduction</p> <p>A. Course goals</p> <p>B. Course objectives</p> <p>C. Method</p> <p>D. Evaluation</p>	<p>Lecture/discussion.</p> <p>Reading assignments; see reference list.</p> <p>Preface the unit with presentation and discussion of legal/ethical situations.</p>
<p>2.0 Discuss ethical behavior and responsibilities of health personnel.</p> <p>2.1 Define ethics.</p> <p>2.2 Define a code of ethics.</p> <p>2.3 Describe responsibilities of health workers.</p> <p>2.4 State the importance of ethical behavior.</p> <p>2.5 Apply the guidelines of ethical conduct in health related situations.</p>	<p>II. Ethical responsibilities of a health worker</p> <p>A. Definition</p> <p>B. Code of ethics--professional standards</p> <p>C. Responsibilities</p> <p>1. Qualities of a health worker</p> <p>2. Moral responsibilities</p> <p>3. Responsibilities as an employee</p> <p>D. Importance</p> <p>E. Situations</p>	<p>Compare various codes of ethics.</p> <p>Refer to Iowa State Department of Health Rules and Regulations.</p> <p>Invite a hospital administrator, lawyer, physician.</p> <p>Have students collect newspaper and magazine articles regarding legal and ethical problems or suits. Discuss the implications in class.</p> <p>Invite a lawyer to speak to the class.</p> <p>Check physician, hospital, nurse, and other's liability insurance rates for your area.</p> <p>Discuss student's personal experiences as health clients.</p>
<p>3.0 Discuss legal responsibilities of health personnel.</p> <p>3.1 Differentiate between criminal and civil law.</p> <p>3.2 Differentiate between a crime and felony.</p> <p>3.3 List common torts associated with health care.</p> <p>3.4 List common negligence acts.</p> <p>3.5 Describe liability in health professions.</p> <p>A. Define informed consent.</p> <p>B. Define standard of care.</p>	<p>III. Legal responsibilities</p> <p>A. Criminal law</p> <p>1. Crime</p> <p>2. Felony</p> <p>B. Civil law</p> <p>1. Torts</p> <p>a. Malpractice</p> <p>b. Negligence</p> <p>- Common negligence acts</p> <p>c. Liable</p> <p>- Informed consent</p> <p>- Standard of care</p> <p>- Prevention of suits</p>	

OBJECTIVE	CONTENT	METHOD
C. List possible actions to prevent liability suits.	- Accident reports	
D. Explain factors of an accident report.	- Emergency plans	
E. Explain factors of an emergency plan.	- Insurance coverage	
F. Discuss liability insurance coverage.		
3.6 Differentiate between the two types of defamation.	d. Defamation	
	- Libel	
	- Slander	
3.7 Differentiate between assault and battery.	e. Assault and battery	
3.8 Differentiate between confidentiality and privileged communication.	f. False imprisonment	
	g. Invasion of privacy	
3.9 Give an example of each type of tort.	h. Confidentiality	Correlate confidentiality to confidentiality of student records.
	i. Privileged communication	
	j. Reasonable care	
	C. Patient's bill of rights	
3.10 Describe the rights of the individual under law.	1. Violations	
A. Determine how these rights might be violated.		
3.11 Describe licensure, registration, and credentialing of health occupations.	D. Licensure and credentials	Provide examples of each: licensed, registered, certified, diploma careers.
	1. Purpose	
A. State the purpose of licensure, certification, and a diploma.	2. Licensure, registration, certification, diploma	
B. Differentiate between licensure, registration, certification, and a diploma.	3. Continuing education	
	a. Purpose	
	b. Forms	
3.12 Describe the personnel who can perform various services.	E. Personnel services	
A. Discuss health care personnel.	1. Health care	
	a. Who may request services	
	b. Who may administer services	
	c. Who may interpret results	
	d. Who may have custody of records	

OBJECTIVE	CONTENT	METHOD
B. Discuss wellness personnel.	2. Wellness a. Who may administer services b. Who may interpret results	
3.13 Describe how contract laws affect health care.	F. Contractual agreements	
3.14 Identify legal and illegal conduct in health related situations.		
3.15 Differentiate between ethical and legal situations.	G. Situations	
4.0 Discuss interpersonal relationships for health personnel.	IV. Relationships/communication	Role playing.
4.1 Describe various skills that are necessary for positive relationships.	A. Peers B. Physicians c. Patients/clients d. Patient's family	
5.0 Discuss the importance of personal health, hygiene, and appearance for health personnel.	V. Health, hygiene, appearance	Review Iowa Code policies. Review employee policies.
6.0 Define terminology related to this unit.	VI. Related terminology list.	

Unit V - Reference List

Badasch, S.A., & Chesebro, D.S. (1988). The health care worker (2nd ed). Englewood Cliffs, NJ: Prentice-Hall.

Cox, K. (1984). Being a health unit coordinator. Bowie, MD: Brady.

Iowa Administrative Code. Des Moines: State of Iowa.

Simmers, L. (1988). Diversified health occupations (2nd ed). Albany, NY: Delmar.

Sorrentino, S.A. (1984). Textbook for nursing assistants. St. Louis: Mosby.

Stone, W.J. (1987). Adult fitness programs: Planning, designing, managing, and improving fitness programs. Glenview, IL: Scott, Foresman and Co.

Additional Suggested References:

Caldwell, E., & Hegner, B. (1985). Health care assistant (4th ed). Albany, NY: Delmar.

Cooper, M.G., & Bredow, M. (1986). The medical assistant (5th ed). New York: McGraw-Hill.

Frederick, P.M., & Kinn, M.E. (1981). The medical office assistant: Administrative and clinical. Philadelphia: W. B. Saunders.

Keir, L., Krebs-Shannon, C., & Wise, B.A. (1986). Medical Assisting: Clinical and administrative competencies. Albany, NY: Delmar.

Williams, C., & Zukowski, J. (1982). Basic allied health education core. Austin, TX: EIMC, The University of Texas at Austin.

Audiovisual Material:

Introduction to legal aspects of hospital work [filmstrip]. Costa Mesa, CA: Teaching Aids.

Unit VI - Health Team Concept

Overview: This unit defines the parts of the health team and describes the relationships and goals of the team concept.

OBJECTIVE	CONTENT	METHOD
<p>At the completion of this unit, the student will:</p> <p>1.0 State the goals and objectives for the unit.</p> <p>2.0 Describe the various parts of a health system.</p> <p>2.1 Discuss how individuals are a part of the health team.</p> <p>A. List self management choices that affect the various aspects of health.</p> <p>B. State how health status affects the health scale.</p> <p>C. Explain how healthful and risk behaviors affect the status of the entire family.</p> <p>D. State how people's behaviors affect health policies.</p> <p>2.2 Discuss the various health care providers.</p> <p>A. List various health care providers.</p> <p>B. Describe various services provided by individual and group practices.</p> <p>1. Identify specialty services which promote health.</p> <p>C. Describe various health care facilities.</p> <p>1. List various types of health care facilities.</p> <p>a. Identify the purpose of the various types of facilities.</p>	<p>I. Introduction</p> <p>A. Goal</p> <p>B. Objectives</p> <p>C. Evaluation</p> <p>II. Health system categories</p> <p>A. Individuals</p> <p>1. Responsible choices - lifestyle, environment, as consumers</p> <p>2. Health status and health scale relationship.</p> <p>3. Behaviors and family health</p> <p>4. Behavior and health policies</p> <p>B. Health care providers</p> <p>1. Define health care</p> <p>2. Individual and group practices-- physicians, dentists, podiatrists, chiropractors, psychologists, counselors, nurse practitioners</p> <p>3. Health care facilities</p> <p>a. Types</p> <ul style="list-style-type: none"> - Hospitals - general, specialty - Extended care facilities - Urgent care centers 	<p>Lecture/discussion.</p> <p>Guest lectures: Department of Human Services personnel, members of various organizations/associations.</p> <p>Have students describe a healthy community environment. Discuss positive and negative habits they may have which create an impact.</p> <p>Discuss the impact if all of the class added or deleted a positive or negative health habit, ie: smoking, drinking, destructive. Include the impact on all aspects of personal and others' health.</p> <p>Discuss the role of specialization in the health care field.</p>

OBJECTIVE	CONTENT	METHOD
<p>2. Compare the organization of health care facilities.</p> <p>a. Discuss responsibilities of various levels of personnel.</p> <p>b. Discuss various ways of organizing a nursing team.</p> <p>c. List common medical specialties.</p> <p>d. List common hospital units.</p> <p>3. Differentiate between services of health care facilities.</p> <p>a. Identify major departmental services.</p> <p>b. Identify support services.</p> <p>c. State the major purpose of the various services.</p>	<p>b. Organization</p> <ul style="list-style-type: none"> - Personnel levels - Nursing organization - Medical specialties - Hospital units <p>c. Services</p> <ul style="list-style-type: none"> - Departmental: radiology, pathology, respiratory therapy, etc. - Support: medical records, house-keeping, central sterilizing, etc. 	
<p>2.3 Discuss the role of wellness in the health system.</p> <p>A. State the role of wellness in the health system.</p> <p>B. List various wellness facilities.</p> <p>C. Describe various wellness programs.</p> <p>1. State the importance of health promotion</p>	<p>C. Wellness providers</p> <ol style="list-style-type: none"> 1. Role 2. Facilities - business and industry, clubs, homes, schools, community: parks, pools, YMCA, recreation centers 3. Programs <ol style="list-style-type: none"> a. General - aerobics, circuit, swimming, rowing, walk/jog, health promotion, etc. b. Special population - aged, arthritis, cardiac rehabilitation, asthmatic, etc. c. Special problems - low back pain, relaxation, weight loss, etc. d. Corporate health programs - employee assistance, counseling, assessment 	
<p>2.4 Discuss the role of insurance in the health system.</p> <p>A. Discuss private prepaid insurance plans.</p>	<p>D. Insurance providers</p> <ol style="list-style-type: none"> 1. Private plans <ol style="list-style-type: none"> a. Health b. Comprehensive major medical c. Disability 	

OBJECTIVE	CONTENT	METHOD
<p>B. Describe group prepaid insurance.</p> <p>C. Describe two major public health insurance plans.</p>	<p>2. Health Maintenance Organizations</p> <p>3. Public health plans</p> <p>a. Medicare</p> <p>b. Medicaid</p>	<p>Brainstorm with students for organizations, agencies and associations they may know of and identify them as a volunteer, government, or professional association.</p> <p>Think of organizations, agencies, or associations concerned for individuals, health care, or wellness.</p>
<p>2.5 Discuss the role of health organizations, agencies, and associations.</p> <p>A. Explain the purpose of volunteer agencies and organizations.</p>	<p>E. Organizations, agencies, associations</p> <p>1. Volunteer organizations - Mothers Against Drunk Driving (MADD), National Safety Council, National Kidney Foundation, etc.</p>	
<p>B. Describe benefits of private health foundations.</p> <p>C. Explain the purpose of government organizations.</p> <p>1. Describe the services of the Department of Human and Health Services (DHHS).</p> <p>a. List the services of the four DHHS offices.</p> <p>2. Describe the services of the five Public Health Service (PHS) agencies.</p>	<p>2. Private foundations - Rockefeller Foundation</p> <p>3. Government organizations</p> <p>a. DHHS services - local, state, national levels</p> <ul style="list-style-type: none"> - Health care financing administration - Public health service - Office of human development services - Social security administration <p>b. PHS agencies</p> <ul style="list-style-type: none"> - Centers for Disease Control - Food and Drug Administration - Health Resources and Services Administration - National Institutes of Health - Alcohol, Drug Abuse, and Mental Health Administration 	
<p>3. Describe the services of international organizations.</p>	<p>c. International</p> <ul style="list-style-type: none"> - World Health Organization (WHO) - United Nations International Children's Emergency Fund (UNICEF) - Food and Agriculture Organization (FAO) - Agency for International Development (AID) 	

OBJECTIVE	CONTENT	METHOD
<p>4. Identify the nation's health goals for the five stages of life as stated in the Surgeon General's report.</p>	<p>d. Surgeon General's goals for the nation for:</p> <ul style="list-style-type: none"> - Infants - Children - Adolescents - Adults - Older adults 	<p>List health care, wellness, organizations, associations, and agencies in your community.</p>
<p>D. Explain the role of professional health associations.</p> <p>3.0 Describe the health team concept.</p> <p>3.1 Define health team.</p> <p>A. List who is involved in the health team.</p> <p>B. State the general goal of the entire health team.</p> <p>3.2 Discuss the various relationships that exist between health team members.</p> <p>A. Describe types of relationships.</p> <p>B. Discuss the importance of good relationships.</p> <p>1. Discuss importance practices for good staff relations.</p>	<p>4. Professional associations</p> <p>III. Health team concept</p> <p>A. Health team definition</p> <p>1. Who - all people</p> <ul style="list-style-type: none"> a. Every individual b. Individuals at work <ul style="list-style-type: none"> - Direct or indirect patient/client contact - All levels of workers 2. Goal - individuals concerned with providing services to promote health <p>B. Relationships</p> <p>1. Types</p> <ul style="list-style-type: none"> a. Personal b. Departmental - inter and intra c. Institutional - inter d. State - inter and intra e. National - inter and intra <p>2. Importance</p> <ul style="list-style-type: none"> a. Reason for good relations b. Practices for good relations <ul style="list-style-type: none"> - Know responsibilities to other departments/organizations/levels - Good communication skills 	<p>For various workers try to reallocate job responsibilities if the job did not exist: ie, supervisors, janitors, medical records, laundry, unit clerks, etc.</p>
<p>4.0 Discuss future changes in the health team.</p>	<p>IV. Future</p> <p>A. Statistical trends of manpower</p> <ul style="list-style-type: none"> 1. Shifts 2. Demographics <p>B. Statistical change of population age</p>	

OBJECTIVE	CONTENT	METHOD
5.0 Define related terminology.	C. Push for wellness D. health programs for the aged V. Terminology list	

Unit VI - References

Basasch, S.A., & Chesebro, D.S. (1988). The health care worker (2nd ed.).
Engelwood Cliffs, NJ: Prentice-Hall.

Cox, K. (1984). Being a health unit coordinator (2nd ed.). Bowie, MD:
Brady.

Meeks-Mitchell, L., & Heit, P. (1987). Health: A wellness approach.
Columbus, OH: Merrill.

Sorrentino, S.A. (1984). Textbook for nursing assistants. St. Louis, MO:
Mosby.

Stone, W.J. (1987). Adult fitness programs: Planning, designing, managing
and improving fitness programs. Glenview, IL: Scott, Foresman & Co.

Suggested Additional Audiovisual References:

Insurance. Calhoun, KY: National Innovative Media Co.

People skills. Hollywood, CA: Harris-Tuckman Production.

Understanding your relationship with the organization. Hollywood, CA:
Harris-Tuckman Production.

Competency: Recognize the normal anatomy and physiology related to the obtaining of vital signs.

OBJECTIVE	CONTENT	METHOD
7.1 Explain what vital signs are and identify the abbreviations for each.	<p>A. Vital signs.</p> <ol style="list-style-type: none"> 1. Are a measure of: <ol style="list-style-type: none"> a. Temperature - how much heat is in the body. b. Pulse- how fast the heart beats. c. Respiration - how often a person breathes in and out and how the breathing sounds. d. Blood pressure - how much effort the heart is exerting to circulate the blood. B. Abbreviations for vital signs. <ol style="list-style-type: none"> 1. Temperature - T. 2. Pulse - P. 3. Respiration - R. 4. Blood pressure - BP. 5. Vital signs - TPR and BP. 	Text: <u>Being a Nursing Aide</u> , Chapter 11, pp. 231-232.
7.2 Discuss the normal anatomy and physiology of the circulatory system.	<p>A. The circulatory system is comprised of</p> <ol style="list-style-type: none"> 1. Blood. 2. Heart. 3. Blood vessels. <ol style="list-style-type: none"> a. Veins. b. Arteries. c. Capillaries. <p>B. The purpose of blood in our bodies is to</p> <ol style="list-style-type: none"> 1. Carry oxygen and carbon dioxide. 2. Carry nutrients to our cells. 3. Removes waste products. 4. Carry hormones from our glands. 5. Maintain fluid balance. 6. Defend the body against disease. <p>C. The purpose of the heart is to</p> <ol style="list-style-type: none"> 1. Act as pump for the blood. <ol style="list-style-type: none"> a. It has four chambers. <ol style="list-style-type: none"> 1) Right atrium. 2) Right ventricle. 3) Left atrium. 4) Left ventricle. 2. Determining pulse. 	<p>Text: <u>Being a Nursing Aide</u>, Chapter 17. p. 380 Diagram of the Heart. pp. 381-382 Circulatory System. p. 383 Diagram of Circulatory System.</p> <p>Trainex: "How the Heart and Circulatory System Works." "The Nervous System and the Cardiovascular System"</p> <p>Lecture/discussion.</p>

Competency: Recognize the normal anatomy and physiology related to the obtaining of vital signs.

OBJECTIVE	CONTENT	METHOD
7.3 Discuss the normal anatomy and physiology of the respiratory system.	<p>D. The purpose of the blood vessels is to</p> <ol style="list-style-type: none"> 1. Dilate and contract to control body temperature. 2. Allow for a transportation system for the blood. 3. Arteries: <ol style="list-style-type: none"> a. Carry blood away from heart. 4. Veins: <ol style="list-style-type: none"> a. Carry blood back for the heart. 5. Capillaries: <ol style="list-style-type: none"> a. Are one cell in thickness and are where gas exchange and nutrient exchange take place. 6. Determining blood pressure. <p>A. The respiratory system is comprised of</p> <ol style="list-style-type: none"> 1. Nose and mouth. 2. Pharynx. 3. Trachea. 4. Larynx. 5. Bronchi. 6. Lungs. <p>B. The purpose of the nose and mouth is to</p> <ol style="list-style-type: none"> 1. Warm and filter air. <p>C. The pharynx is the throat.</p> <p>D. The trachea carries the air we breathe to the lungs.</p> <p>E. The larynx is our voice box.</p> <p>F. The bronchi carry air to our lungs.</p> <p>G. The purpose of the lungs is to allow the carbon dioxide to be exchanged for oxygen which our bodies need to live.</p>	<p>Text: <u>Being a Nursing Aide</u>, Chapter 17, pp. 382-384.</p> <p>Trainex: "Respiratory System, Digestive System and Special Senses."</p> <p>Lecture/discussion. Handout - Respiratory System.</p>

Unit VII - Vital Signs Units
Module #2

Competency: Obtain resident's vital signs: Temperature.

OBJECTIVE	CONTENT	METHOD
7.4 Define the term body temperature and discuss how body temperature can be measured.	<p>A. Body temperature.</p> <ol style="list-style-type: none"> 1. Measurement of the amount of heat in the body. 2. The body creates heat in the process of changing food into energy. 3. The body loses heat due to: <ol style="list-style-type: none"> a. Perspiration. b. Respiration. c. Excretion. <p>B. Measurement of body temperature.</p> <ol style="list-style-type: none"> 1. Body temperature is measured by an instrument called a thermometer. 2. A thermometer: <ol style="list-style-type: none"> a. Is a delicate hollow glass tube. b. Contains mercury. c. Is marked on the outside with lines called calibrations. d. There are two kinds of glass thermometers. <ol style="list-style-type: none"> 1) Oral. 2) Rectal. 	<p>Text: <u>Being a Nursing Aides</u>, Chapter 11, pp. 231-234.</p> <p>Lecture/discussion.</p> <p>Trainex: "Temperature, Pulse and Respirations."</p> <p>Equipment needed: Oral thermometer Rectal thermometer.</p> <p>Overhead of thermometer to diagram showing calibrations. Text: p. 233. Procedure checklist.</p>
7.5 Discuss the care of glass thermometers.	<p>A. Care of glass thermometers.</p> <ol style="list-style-type: none"> 1. They break easily, handle them with care. 2. Can break in resident's mouth. Be sure resident will not break them by biting down. 3. Need to be disinfected after each use. 	<p>Care Facility's procedure for the cleaning of thermometers.</p>
7.6 Identify the normal body temperature of adults, in fahrenheit and centigrade. a. Discuss the difference between fahrenheit and centigrade.	<p>A. Normal adult temperature.</p> <ol style="list-style-type: none"> 1. Orally 80.6^o/F. - 37^oC. 2. Rectally 99.6^oF. - 37.5^oC. 3. Axillary 97.6^o - 36.4^oC. <p>B. Two major scales that care facilities use in measuring temperatures are:</p> <ol style="list-style-type: none"> 1. Fahrenheit (abbreviated F.) 2. Centigrade (abbreviated C.) 3. Both scales are correct. 	<p>Supplemental: <u>Fundamental of Nursing</u>, Chapter 15, pp. 291-297.</p> <p>Handout: "Conversion scale for fahrenheit to celsius. Discussion of individual care facility's measuring system. Text: <u>Being a Nursing Aide</u>, Chapter 11, pp. 234-238.</p>

Competency: Obtain resident's vital signs: Temperature.

OBJECTIVE	CONTENT	METHOD
7.7 Recognize terminology appropriate for objectives 5.1-5.6.	A. Terminology. 1. Fever. 2. Disinfectant. 3. Body temperature. 4. Oral temperature. 5. Rectal temperature. 6. Axillary temperature. 7. Perspiration. 8. Respiration. 9. Excretion.	Glossary/Quiz. Supplemental: <u>Nursing Skills for Allied Health Services</u> , by Wood, pp. 523-531.
7.8 Read a thermometer correctly. a. differentiate between oral and rectal thermometer. b. Differentiate between fahrenheit and celsius.	A. Read a thermometer. 1. Shaking down a thermometer. a. Use correct procedure. 2. Identify parts of thermometer. a. Bulb. b. Stem. c. Mercury. d. Mercury column. 3. Identify calibrations and numbers a. Normal temperature calibrations. 1) Fahrenheit. 2) Centigrade. 4. Accuracy is extremely important.	Procedure checklist. Equipment needed: Thermometer. Cotton sponges. Thermometer trays or containers used by individual institutions. Text: <u>Being a Nursing Aide</u> , Chapter 11, pp. 234-238.
7.9 Discuss procedure to take an oral temperature.	A. Obtaining an oral temperature. 1. Inspect thermometer. 2. Wipe disinfectant off. 3. Shake thermometer down. 4. Insert thermometer, 5. Read thermometer correctly. 6. Record reading.	Procedure checklist. Text: <u>Being a Nursing Aide</u> , Chapter 11, pp. 239-240.

Competency: Obtain resident's vital signs: Temperature.

OBJECTIVE	CONTENT	METHOD
7.10 Recognize when a rectal temperature should be taken.	A. Factors that determine need for rectal temperature. <ol style="list-style-type: none"> 1. Physician's order. 2. Children. 3. Appliances on resident's face. 4. Mouth breathers. 5. Sneezing or coughing spells. 6. Mouth is inflamed. 7. Safety. <ol style="list-style-type: none"> a. Delirious. b. Unconscious. c. Confused. d. Restless. e. Paralysis. 	Text: <u>Being a Nursing Aide</u> , Chapter 11, pp. 241-144. Lecture/discussion.
7.11 Discuss the procedure for obtaining a rectal temperature.	A. Obtaining a rectal temperature. <ol style="list-style-type: none"> 1. Inspect thermometer. 2. Insure resident's privacy. 3. Remove disinfectant. 4. Shake thermometer down. 5. Lubricate thermometer. 6. Position resident (you man need assistance). 7. Insert thermometer. Stay with resident while thermometer is in place. 8. Read thermometer correctly. 9. Record reading. 	Procedure checklist. Equipment needed: Rectal thermometer. Lubricating jelly. Tissues.
7.12 Discuss when an axillary temperature should be taken	A. Factors that determine need for axillary temperature. <ol style="list-style-type: none"> 1. Physical deformities. 2. Rectal surgeries. 3. Diarrhea and vomiting. 4. Any factor that could influence the obtaining of a temperature by other means. 	Text: <u>Being a Nursing Aide</u> , Chapter 11, pp. 244-145.

Competency: Obtain resident's vital signs: Temperature.

OBJECTIVE	CONTENT	METHOD
7.13 Discuss the procedure to obtain an axillary temperature.	A. Obtaining axillary temperature. <ol style="list-style-type: none"> 1. Inspect thermometer. 2. Insure resident's privacy. 3. Shake thermometer down. 4. Correctly position thermometer. 5. Read thermometer correctly. 6. Record reading. 	Procedure checklist. Equipment needed: Oral thermometer. Tissue.
7.14 Record temperature on temperature sheet.	A. Recording temperature. <ol style="list-style-type: none"> 1. Right resident. 2. Right date. 3. Correct reading. 4. Correct scale. 5. Record routine. 	Individual care facility' vital recording sheets. Equipment needed: TPR sheet. Pencil.
7.15 Identify and discuss when immediate supervisor should be notified concerning resident's temperature	A. Immediate supervisor should be notified when <ol style="list-style-type: none"> 1. Temperature reading is about the previously stated normals (objective 5.6). 2. About any difficulties in obtains temperature. 3. Report any unusual observations. <ol style="list-style-type: none"> a. Change from previous temperature reading. 	Text: <u>Being a Nursing Aide</u> , Chapter 11, pp. 240, 244-245. Lecture/discussion. Supplemental: <u>Basic Nursing Skills</u> , by Quiring, Unit III. "Vital Signs. Temperature measurement, pp. 209-227.
7.16 Discuss other types of thermometers.	A. Electronic thermometers. <ol style="list-style-type: none"> 1. Power pack. 2. Rectal attachment. 3. Oral attachment. 4. probes. B. single use paper. C. Plastic thermometers. <ol style="list-style-type: none"> 1. Disposable or cleaned. 2. Rectal. 3. Oral. 4. Disinfectants used. 	Text <u>Being a Nursing Aide</u> , Chapter 11, pp. 247-249. Equipment needed: Examples of Electronic thermometer. Single use paper. plastic thermometers. (Can be handouts or actual equipment).

Unit VII - Vital Signs Unit
Module #3

Competency: Obtain resident's vital signs: Pulse.

OBJECTIVE	CONTENT	METHOD
7.17 Discuss the term pulse.	<p>A. Body mechanism that "causes" the pulse.</p> <ol style="list-style-type: none"> 1. Each time the heart beats it pumps blood into the arteries. 2. The arteries then expand. 3. Between heart beats and arteries contract and return to their normal size. 4. The heart pumps the blood in a steady rhythm. <p>B. Term pulse.</p> <ol style="list-style-type: none"> 1. The rhythmic expansion and contraction of the arteries. 2. The pulse measures how fast the heart is beating. 3. Certain places on the body the pulse can be felt easily under the aide's/orderly's fingers. 	<p>Text: <u>Being a Nursing Aide</u>, Chapter 11, pp. 249-250. Lecture/discussion.</p> <p>Trainex filmstrip: "Temperature, Pulse and Respirations." Supplement: <u>Nursing Skills for Allied Health Services</u> by Wood, pp. 531-534.</p>
7.18 Identify the six area of the body where the pulse can be felt.	<p>A. Sites that pulse can be felt.</p> <ol style="list-style-type: none"> 1. Brachial. 2. Carotid 3. Dorsal pedis. 4. Facial. 5. Femoral. 6. Radial. 	<p>Role play. Diagram of pulse sites, p. 229. <u>Basic Nursing Skills</u>, Quiring and Rubek. (or substitute diagram).</p>
7.19 Identify the normal pulse rates. a. For a child. b. For an adult. c. For a geriatric resident.	<p>A. Normal pulse rates.</p> <ol style="list-style-type: none"> 1. For a child. a. 80 - 115. 2. For an adult. a. 72 - 80. 3. For a geriatric resident. a. 60 -80. <p>B. Effect of aging on pulse.</p> <ol style="list-style-type: none"> 1. A pulse rate is variable. a. Faster - thready. b. Slower - due to medications. 2. Cardiac problems are common. a. Arrhythmias (irregular heart beat). b. Arteriosclerosis is common. c. Variable pulse rate. 	<p>Chart. Diagram: <u>Being a Nursing Aide</u>, Chapter 11, p. 249</p>

Competency: Obtain resident's vital signs: Pulse.

OBJECTIVE	CONTENT	METHOD
7.20 Discuss the method of obtaining a radial pulse.	3. Rehabilitation of geriatric person with heart problems. <ol style="list-style-type: none"> a. Medications (digoxin, etc.). b. Diet - low sodium. c. Fluids - restricted or encouraged. d. Rest - frequent rest periods. A. Radial pulse. <ol style="list-style-type: none"> 1. At radial artery or wrist. 2. The thumb side of the hand. 3. Easiest site to feel pulse. 4. Very accessible. 	
7.21 Define and discuss the terms, rate, rhythm and force of beat.	A. Rate. <ol style="list-style-type: none"> 1. The number of pulse beats per minute. 2. What you count. B. Rhythm. <ol style="list-style-type: none"> 1. The regularity of pulse beats. 2. If pulse is steady and regular. C. Force of beat. <ol style="list-style-type: none"> 1. How pulse beat feels against your fingers. 	
7.22 Identify and discuss the abnormal pulse beats that should be reported to your immediate supervisor.	A. An <u>abnormal force</u> of the beat can be distinguished by: <ol style="list-style-type: none"> 1. Bounding pulse. <ol style="list-style-type: none"> a. Can not be occluded by mild pressure. 2. Feeble, weak and thready. <ol style="list-style-type: none"> a. Can be occluded by slight pressure. b. Usually a thready pulse has fast rate. B. An <u>abnormal rate</u> can be distinguished by: <ol style="list-style-type: none"> 1. A pulse beat of under 60 for one full minute. 2. A pulse beat of over 100 for one full minute. <ol style="list-style-type: none"> a. Tachycardia. C. An <u>abnormal rhythm</u> can be distinguished by: <ol style="list-style-type: none"> 1. Irregularity of beats. 2. If it feels like beats are being "skipped" when being counted for one full minute. 	Supplemental: <u>Fundamental Skills in Patient Care</u> , by Lewis. p. 119 (bottom) pp. 126-128. <u>Basic Nursing Skills</u> by Quiring, p. 227. <u>Fundamental of Nursing</u> by Wolff, Weitzel and Fuerst. pp. 298-299.

Competency: Obtain resident's vital signs: Pulse.

OBJECTIVE	CONTENT	METHOD
7.23 Demonstrate the procedure to obtain a radial pulse. a. Utilizing correct technique. b. With 100% accuracy.	3. Many geriatric residents have an abnormal radial rhythm due to changes that occur with age in their blood vessels. A. Obtain a radial pulse. 1. Identify resident. 2. Position resident comfortably. 3. Position your fingers correctly. 4. Count pulse. 5. Record pulse on TUP sheet. 6. Notify immediate supervisor of abnormalities.	Text: <u>Being a Nursing Aide</u> , Chapter 11, pp. 250-251. Procedure checklist. Equipment needed: Watch with second hand. Pencil and pad.
7.24 Recognize what the term " <u>apical pulse</u> " means.	A. Apical pulse. 1. Measurement of the heart beats, at the apex of the heart. 2. Apex of heart. a. Under left breast. b. Can hear heart beat with stethoscope.	Text: <u>Being a Nursing Aide</u> , Chapter 11, pp. 252-253. Lecture/discussion.
7.25 Identify the parts of a stethoscope and the correct usage.	A. Stethoscope. 1. Ear pieces. 2. Bell or diaphragm. 3. On and off attachment (found on some types of stethoscopes). B. Clean earpieces with alcohol swab before and after use.	Equipment needed: Stethoscope Alcohol swab.
7.26 Record a pulse	A. Recording radial pulse. 1. Right resident. 2. Right date. 3. Correct count. 4. Correct column.	Individual care facility's vital recording sheets. Equipment needed: TPR sheet. Pencil.
7.27 Recognize terminology appropriate for objectives 5.17-5.26.	A. Terminology. 1. Pulse. 2. Circulatory status. 3. Radial pulse. 4. Carotid.	Glossary/Quiz.

Competency: Obtain resident's vital signs: Pulse.

OBJECTIVE	CONTENT	METHOD
	<ul style="list-style-type: none">5. Irregular rhythm.6. Pulse deficit.7. Apical pulse.8. Apex of heart.9. Stethoscope.10. Bradycardia.11. Tachycardia.12. Geriatric.13. Bounding pulse.14. Thready pulse.	

Unit VII - Vital Signs Unit
Module #4

Competency: Obtain resident's vital signs: Respirations.

OBJECTIVE	CONTENT	METHOD
7.28 Discuss normal respirations.	<p>A. Function of respiratory system.</p> <ol style="list-style-type: none"> 1. Supply body with air (oxygen) to allow for adequate carbon dioxide and oxygen exchange. <ol style="list-style-type: none"> a. Body needs oxygen to change food into heat and energy. <p>B. Interaction of circulatory system.</p> <ol style="list-style-type: none"> 1. The heart pumps the blood through the arteries. 2. Blood circulates through the lungs. 3. Blood carries the oxygen to the different areas of the body. <p>C. Respirations.</p> <ol style="list-style-type: none"> 1. The act of breathing. <ol style="list-style-type: none"> a. Air is sucked into the lungs through the mouth and nose. 2. One respiration is the process of: <ol style="list-style-type: none"> a. Inhaling (breathing in once). b. Exhaling (breathing out once). 	<p>Text: <u>Being a Nursing Aide</u>, Chapter 11, pp. 253-255. Diagram of respiratory system. Supplemental: <u>Fundamentals of Nursing</u>, by Wolff, Weitzel & Fuerst, pp. 299-303. <u>Basic Nursing Skills</u>, Quiring, pp. 234-238. <u>Fundament 1 Skills in Patient Care</u>, Lewis, pp. 128-129. <u>Nursing Skills for Allied Health Services</u>, Wood, pp. 534-535.</p>
7.29 Discuss the procedure to obtain a respiration rate. a. With 100% accuracy.	<p>A. Obtaining a respiratory rate.</p> <ol style="list-style-type: none"> 1. Position resident on his/her back. 2. Watch or feel resident's chest expand and contract as he breathes. 3. Can be counted while taking radial pulse. 4. Count natural respirations. 	<p>Procedure checklist. Equipment needed: Watch with second hand. Paper and pencil.</p>
7.30 Identify normal respiratory rate of an adult.	<p>A. Normal respiratory rate.</p> <ol style="list-style-type: none"> 1. Adult 16-20. 2. Children breathe more rapidly. 3. Geriatric residents breathe slower. 	<p>Chart of normal respiratory rates.</p>
7.31 Identify and discuss the changes that can occur in respirations due to activity and medications.	<p>A. Causes of an increase and/or decrease in respirations.</p> <ol style="list-style-type: none"> 1. Exercise. 2. Emotional stress. 3. Digestion of food. 4. Disease conditions. 5. Drugs. 6. Stimulants. 	<p>Lecture/discussion.</p>

Competency: Obtain resident's vital signs: Respirations.

OBJECTIVE	CONTENT	METHOD
7.32 Identify and discuss when your immediate supervisor should be notified concerning resident's respirations.	7. Heat. 8. Cold. 9. Age. A. Immediate supervisor should be notified when respirations are: 1. Labored - hard for resident to breathe. 2. Noisy - when resident breathes, you hear noise. 3. Slow - below 14. 4. Fast - above 28. 5. Irregular or shallow. 6. Report any other observations of anything unusual.	Role play. Lecture/discussion.
7.33 Record respirations on T.P.R. sheet.	A. Recording respirations. 1. Right resident. 2. Right date. 3. Correct count. 4. Correct column.	Individual care facility's vital recording sheet. Equipment needed: TPR sheet. Pencil.
7.34 Demonstrate the ability to obtain and record temperature, pulse and respirations (TPR).		
7.35 Recognize terminology appropriate for objectives 5.28-5.34.	A. Terminology. 1. Respirations. 2. Expand. 3. Contract. 4. Irregular respirations. 5. Shallow respirations. 6. Lungs. 7. Circulates. 8. Stimulants. 9. Medications. 10. Inhaling. 11. Exhaling.	Glossary/Quiz.

Unit VII - Vital Signs Unit
Module #5

Competency: Obtain resident's vital signs: Blood Pressure.

OBJECTIVE	CONTENT	METHOD
7.36 Define and discuss what the term blood pressure means.	<p>A. Body mechanism that "causes" the blood pressure.</p> <ol style="list-style-type: none"> 1. There is <u>always</u> a certain amount of pressure in the arteries. <ol style="list-style-type: none"> a. The heart, by pumping is constantly forcing blood to circulate. b. The blood goes first to the arteries and then circulates through the body. <p>B. Term Blood Pressure.</p> <ol style="list-style-type: none"> 1. The force of the blood pushing against the walls of the blood pressure. 2. When you obtain a blood pressure you are measuring this force of the blood flowing through the blood vessels. 3. The amount of pressure in the arteries depends on two things" <ol style="list-style-type: none"> 1. The rate of the heart beat. 2. How easily the blood flow through the blood vessels.. 	<p>Text: <u>Being a Nursing Aide</u> Chapter 11, pp. 255-258.</p> <p>Lecture/discussion</p> <p>Trainex: "Blood Pressure."</p> <p>Supplemental: <u>Fundamentals of Nursing</u>, Wolff, Weitzel and Fuerst, pp. 303-309.</p>
7.37 Define and discuss the two measurements that are obtained when measuring a blood pressure.	<ol style="list-style-type: none"> a. Systoloic. b. Diastolic. <p>A. Systolic pressure.</p> <ol style="list-style-type: none"> 1. When heart contracts the blood pressure is the highest. 2. First sound you hear when measuring a blood pressure. <p>B. Diastolic pressure.</p> <ol style="list-style-type: none"> 1. The heart relaxes between each contractions. 2. The pressure goes down. 3. When heart is relaxed the pressure is the lowest. 4. When the sounds cease. <p>C. When measuring blood pressure you are finding the systolic and diastolic rates.</p> <ol style="list-style-type: none"> 1. You will have two numbers that need to be recorded. 	<p>Cassette Tape: Blood Pressure Sounds.</p> <p>Lecture/discussion.</p>

Competency: Obtain resident's vital signs: Blood Pressure.

OBJECTIVE	CONTENT	METHOD
7.38 Identify how the systolic and diastolic blood pressure is recorded.	A. To record blood pressure. <ol style="list-style-type: none"> 1. Is measured in millimeters (mm) of Mercury (hg) pressure. 2. Is written in numbers. 3. Examples: <ol style="list-style-type: none"> a. 120 systolic pressure 60 diastolic pressure b. or 120.60. 4. Some times it is written on a graph. 	Materials needed: TPR and BP graph of institution. Pencil. Supplemental: <u>Basic Nursing Skills</u> , Quiring, Unit III, Vital Signs, pp. 239-248.
7.39 Discuss the normal blood pressure in adult and the methods of assisting the resident to control blood pressure.	A. Normal blood pressure. <ol style="list-style-type: none"> 1. Effects of aging on blood pressure. <ol style="list-style-type: none"> a. Increased blood pressure with age. b. Increased pulse rate. c. Decrease in total blood flow occurs, with a decrease in oxygen carrying capacity. 2. Rehabilitation of person with abnormal blood pressure. <ol style="list-style-type: none"> a. Hypertension can lead to strokes. b. Treatment of hypertension: <ol style="list-style-type: none"> 1) Regularly taking medication, 2) Controlled diet (low salt). 3) Decrease in stressful situations.. 3. Factors that affect blood pressure. <ol style="list-style-type: none"> a. Age. b. Exercise. c. Emotional and physical stress. 	Examples of: Aneroid Sphygmomanometer. Mercury Sphygmomanometer and/or Chart with diagrams of the instruments.
7.40 Identify the two types of instruments used to measure blood pressure.	A. Aneroid Sphygmomanometer. <ol style="list-style-type: none"> 1. Dial type. 2. Has four basic parts. <ol style="list-style-type: none"> a. Cuff. b. Valve. c. Manometer. d. Bulb. 	

Competency. Obtain resident's vital signs: Blood Pressure.

OBJECTIVE	CONTENT	METHOD
7.41 Review terminology appropriate for objectives 5.35-5.40.	<p>B. Mercury sphygmomanometer.</p> <ol style="list-style-type: none">1. Instrument with a column of mercury.2. Has four basic parts.<ol style="list-style-type: none">a. Cuff.b. Valve.c. Manometer.d. Bulb. <p>A. Terminology.</p> <ol style="list-style-type: none">1. Hypotension.2. Hypertension.3. Systolic pressure.4. Diastolic pressure.5. Sphygmomanometer.6. Stethoscope.7. Brachial pulse.	<p>Glossary/Quiz.</p> <p>Supplemental readings: <u>Fundamentals of Nursing</u>, Kozier and Erb, Chapter 13, "Assessment of Vital Signs, Blood Pressure," pp. 256- 261.</p>

Unit VII: Vital Signs
Modules # 2, 3, 4

Skills Checklist: Obtaining the Residents TPR

Equipment: Thermometer, paper towel to wipe thermometer, thermometer container
watch with second hand, probes and stand if using electronic therm.

Name _____

Maximum score depends on type
of temperature taken.

Score _____

Oral Temperature with Mercury Thermometer

- ___ 1. Assemble equipment.
- ___ 2. Wash hands.
- ___ 3. Tell the resident what you are going to do.
- ___ 4. Check to make sure resident has not had hot or cold fluids recently,
or been smoking. If he/she has, wait ten minutes to take temperature.
- ___ 5. The resident should be in bed or sitting in a chair when temperature
is taken.
- ___ 6. Take thermometer out of container, rinse with cool water, check for
chips or cracks.
- ___ 7. Shake down the mercury down.
- ___ 8. Gently place the bulb end of the thermometer under the resident's
tongue. Ask the resident to keep mouth and lips closed.
- ___ 9. Leave the thermometer in the resident's mouth for 3-5 minutes. You
may be taking resident's pulse and respirations while waiting.
- ___ 10. Take the thermometer out of the resident's mouth, wipe with kleenex
from stem to bulb end.
- ___ 11. Read the thermometer accurately.
- ___ 12. Record.
- ___ 13. Shake down the mercury, wash with soap and water. Replace in proper
container filled with proper disinfectant solution.
- ___ 14. Make the resident comfortable.
- ___ 15. Wash your hands. Report any temperature above 100° F. or 37.8° C. to
supervisor.

Rectal Temperatures with Mercury Thermometer

- ___ 16. Assemble equipment.

Over

- ___ 17. Wash hands and explain to the resident what you are going to do.
- ___ 18. Provide privacy. Lower bed. Turn resident onto his/her side. Inspect to see that no fecal material is obstructing rectum.
- ___ 19. Remove thermometer from container. Hold only by stem. Rinse with cool water. Inspect for cracks or chips.
- ___ 20. Shake down thermometer. Put a small amount of lubricating jelly on tissue and lubricate bulb of thermometer.
- ___ 21. Position your left hand on resident's back to prevent resident from rolling back, and with other hand raise the upper buttock until you can see the anus. Gently insert bulb of the thermometer for 1 inch.
- ___ 22. Hold the thermometer in place for three minutes, while helping resident maintain side position with your left hand on resident's back.
- ___ 23. Remove thermometer from rectum by the stem. Wipe with a tissue from stem to bulb.
- ___ 24. Read the thermometer and record.
- ___ 25. Make the resident comfortable.
- ___ 26. Wash your hands and immediately report a temperature above 101°F . or 38.3°C to your supervisor.

Oral Temperature with Electronic Thermometer

- ___ 1. Assemble equipment.
- ___ 2. Wash your hands.
- ___ 3. Provide privacy and explain to resident what you will be doing.
- ___ 4. Check to make sure the probe connector is properly placed in receptacle.
- ___ 5. Remove probe from stored position and insert into the sheath or probe cover.
- ___ 6. Insert the covered probe into the resident's mouth slowly until the metal tip is at the base of the tongue to the back of the resident's mouth.
- ___ 7. Hold the probe in the resident's mouth. It is much heavier than a glass thermometer.
- ___ 8. Wait about 15 seconds for the buzzer to ring, then remove the probe from the resident's mouth.
- ___ 9. Record the temperature.

See Page 2 for continuation of TPR

- ___ 10. Discard the used probe cover/sheath. Do not touch while removing.
- ___ 11. Return the probe to its stored position, and store in charging stand.
- ___ 12. Make the resident comfortable. Wash your hands and report any temperature above 100° F. or 37.8° C. to supervisor.

Obtaining a Rectal Temperature with an Electronic Thermometer

- ___ 13. Assemble equipment.
- ___ 14. Provide privacy, and explain to the resident what you are going to do.
- ___ 15. Check to be sure the rectal probe is seated properly in the receptacle.
- ___ 16. Remove the probe from its stored position and insert it into a probe cover or sheath.
- ___ 17. Turn resident on side, secure his/her position by positioning one hand on the back. Using the other hand insert covered probe into the rectum one-half inch and hold until buzzer rings.
- ___ 18. Remove probe from rectum. Record temperature.
- ___ 19. Discard the used probe cover, do not touch.
- ___ 20. Return probe to correct position and store thermometer in charging stand.
- ___ 21. Make the resident comfortable. Wash your hands.
- ___ 22. Report a temperature above 101° F. or 38.3° C. to supervisor.

Measuring the Resident's Radial Pulse

- ___ 1. This is usually done at the same time that you take the resident's temperature and respirations.
- ___ 2. Assemble equipment. Wash hands.
- ___ 3. Tell the resident what you are going to do. Position resident so his/her arm and hand are resting comfortably.
- ___ 4. Find the pulse by placing the tips of your middle three fingers on the palm side of the resident's wrist over the radial artery.
- ___ 5. After locating the pulse, note the rhythm and if the beat is steady or irregular.
- ___ 6. Look at position of second hand on watch, start to count when second hand is in good position. Count for one full minute or sixty seconds.

Over for Completion of TPR

- ___ 7. Record the pulse on the TPR sheet.
- ___ 8. Make the resident comfortable. Wash your hands.
- ___ 9. Report any pulse rate under 60 or over 90 to the supervisor. Also report irregular beat.

Measuring the Resident's Respirations

- ___ 1. Usually done when obtaining temperature and pulse.
- ___ 2. Continue holding the resident's wrist after obtaining the pulse, this way he/she will not know you are counting respirations.
- ___ 3. If you cannot see the rise and fall of the resident's chest, fold the resident's arm across the chest, then you can feel the respirations.
- ___ 4. Count each rise and fall of the chest as one respiration.
- ___ 5. Check the second hand on your watch and when in a good position, count the respirations for one full minute or 60 seconds.
- ___ 6. Record the respirations on the TPR sheet.
- ___ 7. Make the resident comfortable. Wash your hands.
- ___ 8. Report any unusual rhythm, sound or if respirations are less than 14 or more than 28 to your supervisor.

Comments:

Instructor's Signature _____

Date _____

100% accuracy is required for competency.

Competency: Perform cardiopulmonary resuscitation in an emergency situation.

OBJECTIVE	CONTENT	METHOD
8.01 Demonstrate proficiency in emergency CPR by becoming Red Cross or AHA certified.	A. Introduction to CPR. <ol style="list-style-type: none"> 1. Description of cardiac arrest. 2. Causes of cardiac arrest. 3. Results of cardiac arrest. <ol style="list-style-type: none"> a. Clinical death. b. Biological death. 4. Goals of emergency CPR. <ol style="list-style-type: none"> a. Prevent irreversible brain damage-- must be initiated immediately. b. By applying pressure on heart from outside the body, blood is circulated. c. By breathing air into lungs, the blood continued to receive oxygen. 	Approved first aid instructor or approved certified basic life support instructor who will follow approved curriculum.
8.02 Describe rescue breathing and identify purpose.	B. Rescue breathing. <ol style="list-style-type: none"> 1. First determine if patient isn't breathing and if there is a pulse. 2. Check for pulse and breathing. 3. Positioning of patient. 4. Opening airway. 5. Procedure for rescue breathing. 	Lecture/discussion. First aid or BLS procedure.
8.03 Describe emergency cardiac compression and identify procedure.	C. Cardiac compression. <ol style="list-style-type: none"> 1. First determine need. 2. Rescue breathing always done with it. 3. Procedure. 4. Precautions. 	Demonstration/Return demonstration. First aid or BLS procedure for one man/two man rescue. Demonstration/Return demonstration.

Competency: Give safe effective care in an emergency.

OBJECTIVE	CONTENT	METHOD
9.01 Recognize emergency situations and describe a responder's role in an emergency.	A. Introduction <ol style="list-style-type: none"> 1. Definition of an emergency. 2. First aid. 3. Principles of emergency care. <ol style="list-style-type: none"> a. Remain calm and quick in informing other health team members (emergency call signal may be used). b. Never leave person alone. c. Use only necessary first aid procedures while waiting for help. d. Follow instructions of nurse or physician calmly and quickly. 	No text assignment. Use manual from facility. Lecture/discussion.
9.02 Discuss listed emergency situations and describe appropriate first aid measures.		
9.03 Identify signs of severe bleeding and first aid treatment.	A. Severe bleeding. <ol style="list-style-type: none"> 1. Causes may be internal or external. 2. Signs of severe bleeding. 3. First aid for severe bleeding. 4. Emergency control of bleeding. <ol style="list-style-type: none"> a. Direct pressure. b. Elevation of part. c. Pressure points. d. Get help. 	Demonstration.
9.04 Identify methods to help control nosebleeds.	A. First aid for nosebleeds. <ol style="list-style-type: none"> 1. Direct pressure to nostril. 2. Elevation of the head. 3. Cold. 4. Get help. 	Lecture/discussion. Demonstration.
9.05 Identify first aid for burns.	A. Burns. <ol style="list-style-type: none"> 1. Causes. 2. Signs of severe burns. 	Lecture/discussion.

OBJECTIVE	CONTENT	METHOD
9.06 Identify first aid procedures for a person with a seizure.	3. First aid. <ul style="list-style-type: none"> a. If chemical burn, thoroughly rinse area first. b. Application of cold water. c. Get help. A. Seizures. <ul style="list-style-type: none"> 1. Description of a seizure. 2. First aid. <ul style="list-style-type: none"> a. Protect patient from injury. b. Insert tongue blade or like object if you can do it easily. c. Stay with the patient and get help. 	
9.07 Describe first aid for the person who faints.	A. Fainting. <ul style="list-style-type: none"> 1. Description of fainting. 2. Protect the person from falling and injury. 3. Help patient to lying position or with head between knees. 4. Check patient's pulse and respirations. 5. Get help. 	Lecture/discussion.
9.08 Review the first aid procedures for a patient that is choking.	A. Choking <ul style="list-style-type: none"> 1. Causes. 2. Signs of choking. 3. Heimlich Maneuver. 4. Get help. 	Review with return demonstration.
9.09 Describe shock and procedure for providing first aid in shock situations.	A. Shock. <ul style="list-style-type: none"> 1. Causes of shock. 2. Symptoms of shock. <ul style="list-style-type: none"> a. Pale, cool skin. b. Weak, rapid pulse. c. Low blood pressure. 3. Preventing and giving first aid in shock. <ul style="list-style-type: none"> a. Patient should be lying down. b. Cover to keep from losing body heat. c. Get help. 	Lecture/discussion.