### DOCUMENT RESUME

ED 352 506 CE 062 661

TITLE Health Occupations Education Program Management

Guide.

INSTITUTION Iowa Univ., Iowa City. Coll. of Education.

SPONS AGENCY Iowa State Dept. of Education, Des Moines. Bureau of

Career and Vocational Education.

PUB DATE 91 NOTE 214p.

PUB TYPE Guides - Classroom Use - Teaching Guides (For

Teacher) (052)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS \*Allied Health Occupations Education; Health

Occupations; Health Personnel; Health Promotion; Job

Training; Models; \*Nurses Aides; Postsecondary Education; \*Practical Nursing; State Curriculum

Guides: Vocational Education

IDENTIFIERS Iowa

#### **ABSTRACT**

This final report describes a project to develop a secondary education program management guide for health occupations education in Iowa. Introductory material includes the following: a summary sheet on project objectives, a description of how the objectives were met, the audience served, an educational equity statement, a statement that the materials are ready for pilot and field testing, and a list of perceived benefits of the guide. A mission statement for secondary health occupations education and information on clinical instruction follow. The rest of the document is the guide itself, which contains the following: (1) overall health occupations minimum competencies, including both occupational and leadership competencies; (2) general health occupations education competencies for three models; (3) suggested units of instruction on health careers, health care delivery system, health promotion and wellness, and ethical and legal aspects of health care; (4) nurse aide program competencies for two models; (5) emergency care program competencies for two models; (6) practical nursing program competencies; and (7) sample student profiles. (CML)

\*

\*



<sup>\*</sup> Reproductions supplied by EDRS are the best that can be made

from the original document.

FCS-91-03-05

# PROGRAM MANAGEMENT GUIDE

# HEALTH OCCUPATIONS EDUCATION

1991

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

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

Minor changes have been made to improve reproduction quality

 Points of view or opinions stated in this document do not necessarily represent official OERI position or policy PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."





IA91CD04

Activity Number: FCS-91-03-05

Activity Title: Development of Program Management Guide "Health Occupa-

tions Education

### B. Final Report

### 1. Objectives

Develop and provide written materials for the Program  ${\tt Management}$  Guide

- 1) Written materials will be provided for the following sections
  - a. articulation
  - b. clinical instruction
  - c. competency assessment
- 2) Listing of minimum competencies for health occupations education
  - a. introduction
  - b. definition of process
  - c. use of minimum competencies
- 3) Model Programs
  - a. scope and sequence
  - b. competencies of program
  - c. articulation
  - d. student organizations
  - e. quality standards
  - f. assessment

### 2. Procedures used to achieve objectives

The program management committee, appointed by Dr. Lepley. (membership list attached) met on the following dates: (Minutes of the meetings attached)

November 13, 1990 January 29, 1991 April 16, 1991 May 21, 1991

The purpose of the program management committee was to assist in the development of the Program Management Guide. The purpose of the Guide is to explain the process of program development as it fits into the mandates of S.F. 449 and the school standards for curriculum development outlined in 256.11. The committee addressed this defined purpose in the following activities:

- to provide guidance regarding the entire health occupations program;
- utilize input regarding the health occupations proposed competencies as developed by the Technical Advisory Committees and reviewed by health occupations educators, advisory committee members and secondary and postsecondary programs;
- make recommendations regarding suggested structuring of the units of instruction for secondary health occupations programs and articulation possibilities into postsecondary programs;



Activity Number: FCS-91-03-05

4) develop the mission statement for health occupations;

- 5) make recommendations regarding use of vocational student organizations (HOSA) in the curriculum;
- 6) identify articulation potential from secondary to postsecondary programs.
- 7) review the infusion of academic areas with the competencies as developed by a special committee of health occupations personnel and representatives from the academic disciplines.

### 3. The audience served

Membership of the Program Management Committee (5 males and 8 females) includes representatives from business and industry, local directors of vocational education, guidance/career counselors, vocational instructors, community college representatives and former students (Membership list enclosed)

### 4. Special Activities conducted

Area XV

The committee met four times, as described above, to provide input to the writers of the curriculum. The writers also attended Core Committee meetings at the Department of Education to secure direction for the Program Management Committee.

In addition, direct input was compiled through participation in presenting the Health Occupations Proposed Competencies in formal workshops held for personnel (AEA, LEA, CC) in:

Area IV and XII (combined) Area V Area VI

Participation in a conference call for all vocational consultants employed at the AEA's also provided an opportunity to gather and disseminate information regarding the health occupations program.

### 5. Educational Equity

All materials developed use nonsexist, multicultural language. Competencies in the curricula address cultural diversity in the application of the knowledge, skills and attitudes. Management committee looked at methods for health programs to be more attractive to males and minorities.

### 6. Evaluating the Project

The curricular materials are ready for piloting and field review in this next school year. Following this input, the program management guide is to be finalized by the Program Management Committee.



Activity Number: FCS-91-03-05

, '**k** , '

### 7. Evaluation Findings

Not applicable to this project at this time. Evaluation to occur in next fiscal year, and not identified as part of this project for this year. However, ongoing evaluations (formal and informal) will be used to judge effectiveness and need for revision of Program Management Guide.

### 8. Benefits or Impact of the Project

Benefits of this project are many:

- 1) Health Occupations secondary programs now have a model for the delivery of relevant health occupations curricula which are designed to prepare individuals for immediate employment in the dynamic health care industry or to provide a foundation for articulating into a diverse arena of postsecondary health occupations programs in Iowa's Community Colleges.
- 2) The curricular materials should assist in strengthening local school districts commitment to providing secondary students with more opportunities in health occupations.
- 3) Articulation between secondary and postsecondary programs will be facilitated.
- 4) Finally, more secondary students will become interested in pursing a health occupations career and this will assist in meeting health personnel shortage needs.

### 9. Recommendations for additional action

This project represents one of the major chapters in the overall Program Management Guide. Completion of all chapters will be important for the implementation of S.F. 449 in 1992.

### Enclosures to this report:

Program Management Guide - Chapter on Model Programs

Membership List - Program Management Committee

Minutes - Program Management Committee Meetings



# Mission Statement for Secondary

### HEALTH OCCUPATIONS EDUCATION

Health Occupations Education programs are designed to respond to a dynamic health care delivery system, inclusive of a wide range of current and evolving careers. The competency based programs are learner centered - designed and managed to provide opportunities for all students who many benefit from a career in the health field. The programs require cooperation and communication between the partners of the health care industry, and the educational system, such as the local education agencies, community college system, the area education associations, or other postsecondary institutions, to provide the opportunity for gaining entry-level skills as well as preparation for securing advanced skills. Professionalism of health care providers is an integral part of each program with credentialling required in many positions in the health care field.

Adopted by Committee 4/16/91



### CLINICAL INSTRUCTION

"Clinical experience" involves direct instructor supervision in the actual workplace, so that the learner has the opportunity to apply theory and to perfect skills taught in the classroom and laboratory.

Clinical experience is a REQUIRED component for the Health Occupations Program options of Nurse Aide and Practical Nursing. The instructor student ratio for both of these areas, is NO MORE than 10 students to one instructor, who must be supervising the students in the same clinical facility. Clinical and laboratory experiences are also required for the Emergency Care options. Specific requirements are dependent on the program option(s) selected. Clinical experiences may be included in the General Health Occupations option. The type of clinical facilities or experiences required are dependent on the program option selected.

### Contractual agreements

Written contractual agreements shall exist between the school and the clinical facilities if the clinical facilities are located outside the authorization of the school. The agreement shall include:

- 1) Identification of responsibilities of both the school and clinical facility related to patient or client services.
- 2) Faculty control, selection, and guidance of student learning experiences.
- 3) Provision for termination of agreement.
- 4) Provision for annual review.

This contract should be signed by representatives of both parties and one copy must be on file in the school.



# Program Management Guide Health Occupations Education

OVERALL HEALTH OCCUPATIONS MINIMUM COMPETENCIES
Health Occupations Competencies - Occupational
Health Occupations Competencies - Leadership
GENERAL HOE PROGRAM COMPETENCIES
General HOE Program Model 1
General HOE Program Model 2
General HOE Program Model 3
SUGGESTED UNITS OF INSTRUCTION
Health Careers
Health Care Delivery System
Health Promotion and Wellness
Ethical and Legal Aspects of Health Care
NURSE AIDE PROGRAM COMPETENCIES
Nurse Aide Model 1
Nurse Aide Model 2
EMERGENCY CARE PROGRAM COMPETENCIES
Emergency Care Model 1
Emergency Care Model 2
PRACTICAL NURSING PROGRAM COMPETENCIES
SAMPLE STUDENT PROFILES



The University of Iowa and the Iowa Department of Education do not discriminate in their educational programs and activities on the basis of race, national origin, color, religion, sex, age, or handicap. The University and the Department also affirm their commitment to providing equal opportunities and equal access to facilities without reference to affectional or associational preference. For additional information on nondiscrimination policies, contact the Coordinator of Title IX and Section 504 in the Iowa Department of education, Grimes State Office Building, Des Moines, IA 50319, phone 515/281-8584 or the Coordinator of Title IX and Section 504 in the Office of Affirmative Action, 202 Jessup Hall, The University of Iowa, Iowa City, IA 52242, phone 319/335-0705.



### Program Management Guide Health Occupations

### Program Management Committee

Julie Babbitt, Instructor Career Center Council Bluffs Comm School District 815 N. 18th Street Council Bluffs, IA 51501

Gary Bailey Guidance Counselor Centerville High School 10th and Liberty Centerville, IA 52544

Jackie Crowley, Instructor Maquoketa High School Maquoketa, IA 52060

Ms. Pat Hensen Patient Care Director Keokuk Area Hospital Keokuk, IA 52632

Vivian Klaus, Dean Health Sciences Division Kirkwood Community College Box 2068 Cedar Rapids, IA 52406

Cliff McMurlyn Director of Vocational Education Sioux City Comm School District 1221 Pierce Street Sioux City, IA 51105

Harold D. Prior Superintendent Algona Comm School District 200 N. Phillips Algona, IA 50511

Kay Snella, Instructor Centerville High School 10th and Liberty Centerville, IA 52544

Carol Swanson Kahn Home for the Aged 1101 W. 9th Street Davenport, IA 52804 Meg Thompson, Instructor Iowa Central Community College R.R. 1, Box 31 Livermore, IA 50588

Michelle Tilges, Former Student 1901 S. 72nd Street College of St. Mary Omaha, NE 68124

Darrell Walters Director of Personnel (retired) St. Luke's Hospital Cedar Rapids, IA 52402

Dr. Sherwood Wolfson, D.D.S. Oral Surgery 2W2O Veterans Hospital Iowa City, IA 52242

HOE Consultants: Joyce Brandt, Ph.D. Jane Muhl, M.Ed., M.S. N487 Lindquist Center Iowa City, IA 52242



### HEALTH OCCUPATIONS EDUCATION

### MISSION

Health Occupations Education programs are designed to respond to a dynamic health care delivery system, inclusive of a wide range of current and evolving careers. The competency based programs are learner centered designed and managed to provide opportunities for all students who may benefit from a career in the health field. The programs require cooperation and communication between the partners of the health care industry, and the educational system, such as the local education agencies, community college system, the area education associations, or other postsecondary institutions, to provide the opportunity for gaining entry-level skills as well as preparation for securing advanced skills. Professionalism of health care providers is an integral part of each program with credentialling required in many positions in the health care field.

### THE HEALTH OCCUPATIONS EDUCATION CURRICULUM

Health Occupations classes provide students with knowledge and skills needed for entry into the workforce either immediately upon graduation, or after attaining further education.

The Health Occupations curriculum provides a strong general foundation in the basics of health care, including the health care delivery system, wellness, ethical and legal parameters, and care of self. These areas may serve as the springboard for developing short term courses needed in a particular agency or community, and/or are expanded in the curriculums for the Nurse Aide, Emergency Services and Practical Nurse, which must also meet the requirements of other agencies, and include clinical experiences.

Because of the need for a wide variety of health personnel, the health occupations curriculum must provide opportunities to develop the knowledge and skills needed to provide health care to a diverse and growing health care industry.

### THE DESIGN OF THIS GUIDE

This guide is designed to provide a health occupations curriculum with options to meet Senate File 449. The Model Programs provided illustrate possible sequencing of course offerings. However, each school will need to select the program and sequencing which best meets its needs.

There are four possible Health Occupations programs:

General Health Occupations

Nurse Aide

**Emergency Services** 

Practical Nursing

ERIC Full Text Provided by ERIC

11

General Health Occupations is a program of study in the fundamentals of the health occupations. It provides opportunities to discover the complex arena of the health care delivery system, identify personnel employed in health care, and develop basic skills for employment which does not require a health occupations credential.

Nurse Aide is a program of study leading to a credential as a nurse aide for employment in long term care facilities or acute care facilities. Upon completion of the course requirements which meet both state and federal requirements, a state approved competency examination is available. Upon successful completion of this examination, the student is registered with the Department of Inspections and Appeals as a Nurse Aide, qualified for employment in any of Iowa's long term care facilities and in skilled nursing units in Iowa's hospitals. Clinical experiences in long term and acute care facilities are a required component of this program.

Emergency Services is a program which provides the opportunity for credentialling in basic CPR, first responder or EMT-A (Emergency Medical Technician - Ambulance). Upon successful completion of the course requirements which are based on the Department of Transportation curricula, completers are eligible for Department of Health credentialling after successful completion of written and/or practical examinations. Clinical experiences are a required component of some aspects of this program.

Practical Nursing is a program of study which provides the opportunity to work in a variety of health care settings in providing patient care under the direction of a registered nurse or physician. Upon successful completion, graduates are eligible to take the N-CLEX exam for licensure as a practical nurse. This curriculum must also meet the requirements of the Iowa Board of Nursing. Clinical experiences are required components of this program.

Once you have selected a Health Occupations program, you must include all of the competencies identified by the Technical Advisory Committee for that program. The way that you arrange those competencies into a minimum of three units is at your discretion, and are considered minimum competencies only. You are encouraged to add additional competencies to meet the needs of your students and program. Several Model Curricula have been suggested by the Program Management Committee for Health Occupations. These Model Curricula, for each of the four programs follow:



### PROGRAM OPTIONS:

General Health Occupations

Model One

Model Two

Model Three

Nurse Aide

Model One

Model Two

Emergency Services

Model One

Model Two

Practical Nursing

Model One

All of the competencies identified are minimum requirements for each of the program areas. In some instances additional competencies, not identified by the Technical Advisory Committee are identified to meet the regulations of other governing bodies, such as the Department of Inspections and Appeals and the Department of Health.

Academic areas have been provided for the required minimum competencies. The abbreviations for the academic areas include:

LA - Language Arts

SCI - Science

SS - Social Studies

M - Math

FE = Free Enterprise

Suggested units of instruction have been developed for the General Health Occupations Program of study and are included following the program models for the General Health Occupations Education.

Established State Approved Curricula have been developed for the Nurse Aide and Emergency Care Programs. Information regarding securing these curricula is available by calling the Health Occupations Office at (319) 335-5316 or writing Program in Health Occupations Education, The University of Iowa, N487 Lindquist Center, Iowa City, IA 52242.



# Overall HEALTH OCCUPATIONS MINIMUM COMPETENCIES

As Validated by
The Teaching Advisory
Committees for
Health Occupations
Education

1991



	Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
	Health Care Delivery System			•		
1.	Identify the basic components of the health care delivery system.	Х				LA
2.	Explain the types of health care and identify the major types of health care facilities.	Х				LA
3.	Explain the major advances that transformed health care in the 19th and 20th centuries.	Х				LA .
4.	Identify new developments which affect future health care.	Х		,		SCI
5.	Define health and wellness.	х				SCI
6.	Define illness and its impact on the whole person/family.	Х				SCI LA
7.	Explain the organizational structure of typical community health care delivery systems.	х				LA
8.	Identify criteria useful in choosing health care products or services.	X				LA SCI
9.	Define the concept of hospice treatment.	Х				LA
10.	Describes various types of care facilites		х*			
11.	Differentiates between various types of health care facilities and their administrative structure.		х*			



	Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
12.	. Identifies the relationship between various governmental and private agencies that provide guidelines for resident/ patient care.		x*			
13.	Identifies roles of various health care personnel within facilities especially the role of the nurse aide.		х*			
14.	Assist in referral of patients/ residents/clients to other health care staff or related agencies.				X	LA



	Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
	Health Careers					
1	Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health servicus nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergence medical services; health information and communication; physicians and medically related services; medical instrumentatio environmental services; animal health services; and mortuary services.	у				LA FE
	Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, dries, work, credentialling, environment).					LA FE
	3. Identify health care providers and their roles.	Х				LA
	to individual needs one may have.	X				LA
	5. Define the role and responsibility of the EMT-A.			х		LA



Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN.	Academ Area
Health Promotion and Wellness					
1. Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management).	X				LA SCI
2. Identify required immunizations for children, senior citizens, pets.	Х				SCI LA
3. Recognize the direct relationship between environmental problems and community health.	Х	_			SCI
4. Describe the hazards of smoking, drug abuse and alcohol.	Х			-	SCI
5. Define the concepts of good mental healt (i.e., self-image, self-esteem).	h X				LA
6. Define Gerontology and its potential impact on society.	Х				SCI LA
7. Identify various treatment options for mental illness.	Х				LA
8. Discuss death and dying.	Х				SCI LA
<ol> <li>Demonstrate awareness of wellness and promote these concepts in providing inpu into the nursing care plan.</li> </ol>	t .			х	
10. Identify basic human emotional needs.		Х			scI
ll. Encourage resident/patients to be as independent as possible		X			



	Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
I	Health Promotion and Wellness					
aı	dentify basic changes in normal growth nd development and apply in care ituations.		Х			SCI
	dentify ways of meeting emotional eeds of the resident.		X			LA
14. E	xplain losses with may accompany aging.		X			SCI
	dentify spiritual needs of resident/		<b>X</b>			LA



	Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
	Ethical/Legal					
1.	Identify patients' rights and responsibil ities.	Х				LA
2.	Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implied consent and practitioner responsibility for patient welfare.	X				LA SCI
3.	Demonstrate responsibility concerning resident/patient's rights.		x		_	LA
4.	Practice confidentiality.		х			LA
5.	Apply ethical practices.		Х			LA SCI
6.	Follow institutional policies.		х			LA
7.	Demonstrate ethical and legal practices when performing all aspects of nursing ca	ire.			Х	LA SCI
8.	Respects the resident/patient rights and does procedures/interactions in compliant with these rights.	e			Х	ĹΑ
9.	Identifies own potential and limitations and accepts responsibility for own action	ns.			х	
10.	Follow policies of the employing institution.				х	LA



	Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
	Body Structure and Function (Anatomy and Physiology)					
1.	List the body systems and the major functions of each.	Х				SCI
2.	Differentiate between cell, tissue, organ and systems and the common diseases that affect each.	Х				SCI
3.	Describe the body's line of defense against disease.	X				SCI
4.	Define, pronounce and spell common medica abbreviations.	al X				LA
5.	Identify and define basic body structure function and related medical terminology			x		SCI LA



Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Safety					
1. Demonstrate the universal precautions/ procedures (CDC) for infection control.	Х				SCI LA
2. Perform patient identification procedures	s. X				LA SCI
3. Demonstrate the use of good body mechanic	s. X				SCI
<ol> <li>Explain the varied aspects of safety, related to the patient, client and worker in health occupations.</li> </ol>	x				LA SCI
5. Explain medical asepsis.	х				LA
6. Demonstrate basic transport and transfer techniques.	Х				SCI
7. Use correct hand-washing techniques.		Х			SCI
8. Follow proper infection control technique	es.	х			SCI
9. Position resident/patient's call signal within reach.		х			
10. Use correct body mechanics.		X			šcī
11. Maintain a clean, safe environment.		х		•	SCI
12. Restrain effectively or safely a residen patient.	t/	х			SCI
<del></del>					



)		General HOE	Nurse Aide	Emergency Care	PN	Academic Area
	Occupational Competencies					
	Safety					
13.	Follow emergency procedures for fire and other disasters.		Х			LA
14.	Uses CDC guidelines (universal precaution in providing care.	ns)	x*			
15.	Perform treatments per physician/nursing orders, CDC precautions.					LA SCI
16.	Provide and maintain a safe environment for patient/resident.				Х	SCI
17.	Perform hand washing and gloving as prescribed in CDC guidelines.				Х	SCI
18.	Use resident/patient siderails/restraint to protect the resident/patient as order	ed.		-	х	
19.	Protect self and patient/resident/client by using proper body mechanics during delivery of nursing care.	t			Х	sci



	Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Acade. Area
	Communication			·		
1.	Communicate effectively with resident, health facility staff and resident/ patient's family/visitors.		X			LA
2.	Use effectively the intercom and telephone	÷.	х			LA
3.	Record procedures accurately.		х			LA
4.	Follow directions.		х			LA
5.	Participate in a discussion.		х			LA
6.	Listen effectively.		х			LA
1.	Use correct medical terminology and abbreviations.		х			LA SCI
8.	Record and report pertinent observations related to patient treatment, procedures and conditions.		х			LA
9.	Record procedure accurately.		X			LA
10.	Greet residents by name or by title.		x			LA
11.	Utilize effective verbal communication skills.				X	LA
12.	Demonstrates the ability to report and record accurately, concisely and within legal guidelines the observations made and the actions taken.				х	LA



		General HOE	Nurse Aide	Emergency Care	PN	Academic Area
	Occupational Competencies					
	Communication					
13.	Transcribe physician orders.				х	LA
14.	Using basic nursing concepts and communications with the health care team to update patient/resident's current care plan.				Х	LA
15.	Record and report patient information systematically.			х		LA
16.	Report suspected dependent adult and chilabuse.	ld		x		LA SCI
17.	Record personal property inventory.		х			LA
18.	Report/record intake/output.		X			MATH LA
19.	Provide patient/resident nursing care by utilizing the formulated care plan.	_			Х	



Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Acaden Area
Interactions					
<ol> <li>Use nursing procedures/skills as an opportunity to interact with patients/ residents/clients and health care team.</li> </ol>				Х	LA
<ol><li>Values cultural identity of self and others.</li></ol>				Х	LA
<ol> <li>Assist in assessing the patients/clients resident's physical mental/emotional/ psychological condition.</li> </ol>	s/			X	SCI
<ol> <li>Use observational skills to assist in identifying changes in patients/resident physical/mental health status.</li> </ol>	ts/			Х	sci
5. Assist in planning for nursing care.				Х	LA
<ol> <li>Utilize information from the inter- disciplinary team in providing input in the health care plan.</li> </ol>	to			Х	LA
<ol> <li>Support and reinforce the established education plan for the patient/resident, family.</li> </ol>	/			Х	LA
<ol> <li>Collaborate with the health care team or other agencies in modifying care plan recognizing client/patient/resident responses to treatment.</li> </ol>	ns			х	LA
9. Uses the philosophy of restorative/ rehabilitation when providing care.		x*			



	Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
	Interactions					·
10.	Identifies the physical/social/emotional changes that occur in elderly and chronically ill.		х*			
11.	Identifies the special needs of residents patients with disabilities, including physical problems, mental illness, mental retardation, and dementias.		х*			
12.	Differentiates between the care needs of acutely and chronically ill.		x*			
13.	Provide for resident/patient's privacy.		х			
14.	Identify ways to ease the impact of losse	es.	х			LA
15.	Practice reality orientation/validation therapy with confused and/or forgetful residents/patients.		Х			SCI ·



Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Acaden Area
Special Procedures Related to Diagnostic Testing					,
<ol> <li>Take and record temperature, pulse, respiration and blood pressure.</li> </ol>	Х				SCI LA
2. Take and record height and weight.	Х				SCI LA
3. Convert common weights, measures and volumes to metric.	Х				SCI M



,	Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
	Emergency Services					
1.	Obtains CPR certification in Module C.	Х				LA SCI
2.	Performs first aid skills and identifies treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy diabetic reactions and lodged foreign objects (i.e., eye, air and food passages)	•				SCI LA
3.	Perform rescue and transfer of victim.	х				SCI LA
4.	Provides emergency care for choking resident/patient.		x*			
5.	Complete certification in Basic Cardiac Life Support - Module C		Х			LA SCI
6.	Perform CPR				X	SCI
7.	Identify and treat obstructed airway.					SCI
8.	Use seizure precautions when caring for potential seizure patients/residents.				X	LA
9.	Assess and administer first aid in an emergency.				X	SCI
10.	Perform basic life support according to America Heart Standards/Red Cross (Module C).	100		х		SCI LA



	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Occupational Competencies -					
Emergency Services					
Assess bleeding (external and/or internal and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).	)		x		SCI LA
2. Assess, prevent and provide basic emergency care to the shock patient.			X		SCI
<ol> <li>Assess and provide basic emergency care to patient with open and closed soft tiss injuries (i.e., application of sterile dressings, stabilization of impaled objects).</li> </ol>	sue		х		SCI
14. Assess and provide basic emergency care a person suspected of having open and closed fractures (i.e., application of immobilization devices).	to		Х		SCI
15. Assess and provide basic emergency care the patient with head, neck and/or spine injuries (i.e., immobilization devices).	3		х		SCI
16. Assess and provide basic emergency care the patient with injuries of the chest, abdomen and/or genitalia.	to		х		SCI
17. Assess and provide basic emergency care the patient with medical emergencies (i heart, abdominal, neurological, respiratory, diabetes, communicable diseases, poisoning, stings and bites, substance abuse, and emotional problems).	,		х		SCI
18. Evaluate the pregnant women and provide assistance for emergency birth.			Х		SCI



	Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
	Emergency Services					
19.	Adapt assessment and provide basic emergency care to infants and children.			Х		LA SCI
20.	Assess and provide basic emergency care patients with an environmental emergency (e.g., heat, cold and water).			х		SCI
21.	Assess and provide basic emergency care patients involved in farm accidents.	to		Х		SCI
22.	Provide triage in emergency situations/disasters and prioritize for transport.			Х		SCI
23.	Position, lift and move emergency patien efficiently and safely.	t		х		SCI
24.	Identify the psychological aspects of emergency care (e.g., Emmunication skil stress, crisis intervention, disruptive patients/bystanders, sudden death, etc.)			х		LA
25.	Extricate, stabilize, package and transpan emergency patient.	oort		Х		SCI
26.	Maintain and operate emergency vehicles.			Х		LA



Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Personal Hygiene					
1. Make unoccupied bed.		x			SCI
2. Make occupied bed.		Х			SCI
3. Assist resident/patient with adaptive appliances.		х			SCI
4. Assist resident/patient in dressing and undressing.		х			SCI
5. Assist resident/patient with hair care.		Х			SCI
6. Assist with or shave resident/patient.		Х			sci
7. Identify and apply care for resident/ patient's fingernails and toenails.		Х			SCI
8. Perform a resident/patient back-rub.		х			SCI
9. Bathe resident/patient or assist with bathing.		х		,	SCI
10. Perform perineal care.		х			SCI
ll. Perform or assist with oral hygiene including mouth and denture care.		х			SCI
l2. Assist resident/patient with nutritional r	needs.	Х			SCI
13. Apply sensory aid devices.		Х			SCI



Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Personal Hygiene					
14. Apply appropriate skin care to resident.		х			
15. Assist the resident/patient with personal care/hygiene.	L	-		X	LA



	General HOE	Nurse Aide	Emergency Care	PN	Acade Area
Occupational Competencies			<del>-</del>		
Special Procedures					
ecial Procedures Related to Admission, Transfer	, Discha	rge 			
1. Assist licensed nurse with unit admitting procedures.		х			I.A
2. Assist licensed nurse with unit discharge procedures.		X			LA
3. Assist licensed nurse with unit transfer procedures.		Х			LA
4. Transport resident/patient by proper equipment.		х			SCI
5. Admit, transfer and discharge resident/ patient/clients.				Х	LA
6. Perform initial patient assessment and evaluation (primary and secondary survey) using diagnosis signs and symptoms (i.e., determine level of consciousness; assess airway, breathing and circulation; measur and record vitals; assess pupil reaction; and assess neurological status).	e		x		SCI LA
ecial Procedures Related to Hygiene					
1. Apply anti-embolism elastic stockings.		х			SCI
2. Apply elastic stockings.				Х	SCI
<ol> <li>Provide pressure sore care (examples, decubitus pads, alternating pressure mattress, sheepskin, bed cradle).</li> </ol>				Х	SCI



	General HOE	Nurse Aide	Emergency Care	PN	Academio Area
Occupational Competencies					
cial Procedures Related to Mobiliy/Immobility	•				
1. Assist resident/patient in standing.		х			SCI
<ol> <li>Position resident/patient in correct body alignment.</li> </ol>		X			SCI
3. Use techniques which help prevent decubit ulcers.	cus	х			SCI
4. Direct active range of motion exercises.		х			SCI
5. Assist resident in walker use.		х			SCI
6. Assist resident in walking.		х			SCI
7. Perform passive range of motion exercises	s.	х			SCI
8. Transfer resident/patient using assistand	ce.	X	=		SCI
9. Provide activity level as prescribed.				Х	LA 
10. Care for patients/residents with casts, in traction, on specially ordered beds.				х	SCI
11. Ambulate patient/resident as prescribed.				X	SCI
ecial Procedures Related to Nutrition					
1. Provide tube feedings.				Х	SCI
2. Irrigate NG tubes (use precautions).				X	SCI



	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Occupational Competencies  pecial Procedures Related to Nutrition					<del></del>
3. Restrict or encourage fluids.				х	SCI
pecial Procedures Related to Elimination					
<ol> <li>Assists resident/patient with bladder/ bowel training.</li> </ol>		X*			
2. Assist resident/patient with elimination needs.		х			SCI
3. Observe and maintain closed urinary drainage system.		Х			SCI
4. Prepare and give enema.		x			SCI
5. Measure, describe and record fluid intak and output.	e			Х	MATH.
6. Insert, irrigate and remove foley cathet	ers.		,	х	SCI
7. Administer cleansing, retention and diagnostic enemas.				х	sci
8. Maintain drainage devices and systems.				Х	SCI
9. Irrigate colostomies and provide ostomy care as needed.				Х	SCI
10. Demonstrate care for incontinent residen	nt.	х			SCI



	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Occupational Competencies				<del></del>	
ecial Procedures Related to Specimen Collection					
1. Collect urine and feces specimens as instructed.		x			SCI
2. Collect and label body specimen.				Х	SCI
ecial Procedures Related to Diagnostic Testing					
<ol> <li>Measure and record temperature, pulse, respiration and blood pressure.</li> </ol>		x			MATH LA
2. Measure and record weight.		Х			MATH LA
3. Test urine for glucose and ketones.		X			SCI
4. Obtain and record vitalsincluding apical pulse.	L			X	LA SCI
5. Obtain and record height and weight.		_		Х	MATH LA
6. Perform a blood glucose (capillary).				Х	SCI
7. Prepare patient/resident for diagnostic procedures (for example radiographs, laboratory tests, proctoscopy, lumbar puncture, bone marrow, EKG).			·	х	SCI
Special Procedures Related to Diagnostic Procedu	res				
1. Assist the physician with the physical examination.				Х	LA



General Emergency PN Nurse HOE Aide Care Area Occupational Competencies Special Procedures Related to Administration of Medications 1. Administer medications safely, utilizing X SCI knowledge and skills, sucording to the LA physician's order. 2. Accurately calculate daug dosages. Х SCI 3. Administer liquid and solid medications, Х MATH orally, rectally, topically interdermally, SCI IM, Sub Q, in the eye, ear and nose. 4. Add non-medicated IV solutions, regulate X SCI and discontinue IVs. Special Procedures Related to Wound Care 1. Provide wound care, irrigation, change X SCI sterile and unsterile dressings. Special Procedures Related to Hot and Cold 1. Assist with local applications of warmth Х and cold. 2. Apply hot and cold therapies, sterile SCI and unsterile, including sitz baths. 3. Assist the resident/patient with whirlpool X SCI bath. Special Procedures Related to Respiratory Care



1. Administer oxygen.

	General HOE	Nurse Aide	Emergency Care	PN	Academi Area
Occupational Competencies					
2. Provide tracheostomy care including suctioning as needed.				х	sci
3. Perform nasopharyngeal suctioning as neede	d.			Х	SCI
4. Demonstrate the use of mechanical aids to provide effective ventilation (i.e., airwa adjuncts, oral suctioning and administration of oxygen by proper delivery systems)			X		SCI
cial Procedures - Miscellaneous				_	
<ol> <li>Assists licensed nurse with unit pre and post operative care.</li> </ol>		<b>x*</b>			
2. Provides care for acutely ill patients.		x*	,		
3. Provides care for children and new mothers	<b>5.</b>	x*			
4. Identify five steps of approaching death or reactions to approaching death.		х			<u>.</u>
5. Explain procedures for post-mortem care.		Х			
	_				
6. Identify the physical signs of approachin death.	<u></u>	х			
	_	X			



Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Acade Area
9. Provide pre and post operative care according to care plan.	_			х	SCI .
10. Utilize the appropriate resources to evaluate client/resident/ patient respeto nursing care, treatments and medicare.				х	LA



<sup>\*</sup>Identifies competencies not validated by TAC Committee but required

	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
<u>Leadership Competencies</u>					
<ol> <li>Identify leadership characteristics associated with the health care delivery system.</li> </ol>	X				LA
2. Follow directions.		Х	Х	Х	LA
o. Participate in a discussion.		X	Х	Х	LA
4. Utilize : e effectively.		X	Х	X	LA
5. Prioritize series of tasks.		X	Х	Х	LA
E Pafine goals.		x	Х	Х	LA
7. Work effectively with others.		х	Х	х	
8. Listen effectively.		х	Х	Х	LA
9. Facilitate group interaction.		х		Х	
10. Recognize conflict situations.		х			LA
11. Adapt to environment/situation.		х	Х	Х	LA
12. Speak efficiently in front of others.		х		Х	LA
13. Lead a discussion.				Х	LA
14. Organize an event.				Х	LA
15. Delegate duties.			Х	Х	LA



	General HOE	Nurse Aide	Emergency Care	PN	Acader Area
<u>Leadership Competencies</u>					
16. Deal with conflict.				х	LA
17. Recognize and handle conflict.			X	X	LA .
Job Getting, Job Keeping Competencies					
1. Identify requirements for a job.	Х	х	х	Х	LA
2. Complete required forms.	Х	Х	Х	Х	LA
3. Write application letter.	Х	Х	Х	Х	LA
4. Evaluate job offer.	х	х	Х	х	LA
5. Interact with others in a courteous and tactful manner.	x	Х	Х	Х	LA
6. Cooperate with others.	Х	х	X	х	LA
7. Accept individual differences.	Х	Х	Х	х	I.A
8. Respect the property of others.	Х	Х	Х	х	LA
9. Organize thoughts and clearly express point of view.	Х	х	x	х	LA
10. Organize thoughts and writes clearly.	х	х	Х	х	LA
11. Exhibit dependability.	х	х	X	х	LA



Job Getting, Job Keeping Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
12. Demonstrate punctuality.	x	х	Х	х	LA
13. Ask for help when needed.	х	х	Х	Х	
14. Accept new challenges.	Х	х	х	х	
15. Accept supervision willingly.	х	х	х	Х	
16. Discuss the necessity of flexibility related to change.	Х	х	Х	х	
17. Manage time effectively.	х	х	Х	х	
18. Follow rules and regulations.	Х	х	Х	х	LA
19. Produce quality work.	х	х	Х	х	LA
20. Work within guidelines.	Х	х	х	х	LA
21. Take responsibility for mistakes and/or good work.	Х	х	х	х	LA
22. Comply with safety and health rules.	х	х	Х	х	LA
23. Utilize equipment correctly.	х	х	Х	Х	LA
24. Maintain clean and orderly work area.	х	Х	X	Х	SCI
25. Demonstrate personal hygiene and clean- liness.	х	х	х	X	
26. Adapt to change/demonstrates flexibility	7.	Х	х	х	



Job Getting, Job Keeping Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
27. Follow policies and procedures.		Х	х	x	LA
28. Explain the purpose of performance evaluations.		X			LA
29. Manage time and regulations.				Х	LA
Entrepreneurship Competencies					
1. List health care planning agencies and services available at local, state, national and international levels.	Х				LA
<ol> <li>Identify the opportunities for entrepre- neurship in the health care delivery system.</li> </ol>	Х				LA FE
3. Explain types of health care business organizations.		х			LA
4. Recognize relevant, legal and ethical issues in the health care industry.		х			LA
5. Explain the relationship of the governme and health care industry.	ent			Х	FE
6. Analyze the concept of supply and demand for health care industry.	i			х	FE
7. Explain the concept of organized labor at the health care industry.	and			х	FE
8. Explain the concept of profit as it related to health care industry.	ates			X	FE



# General HOE PROGRAM COMPETENCIES



## HEALTH OCCUPATIONS PROGRAM

GENERAL HOE Model 1

### Secondary

PRINCIPLES

OF

HEALTH

BODY STRUCTURE

AND

FUNCTION (A&P)

PRINCIPLES

OF

FIRST AID

### Post-Secondary

ANY

POST-SECONDARY

HOE PROGRAM



		Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
	Health Care Delivery System			
1.	Identify the basic components of the health care delivery system.	x		
2.	Explain the types of health care and identify the major types of health care facilities.	Х		
3.	Explain the major advances that transformed health care in the 19th and 20th centuries.	x		
4.	Identify new developments which affect future health care.	x	·	
5.	Define health and wellness.	X		
6.	Define illness and its impact on the whole person/family.	Х		
7.	Explain the organizational structure of typical community health care delivery systems.	х		
8.	Identify criteria useful in choosing health care products or services.	x		
9.	Define the concept of hospice treatment	. x		



General HOE Model 1

Principles Body Structure Principles of of Health and Function (A&P) First Aid

### Health Careers

services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.
--

Х

Х

 Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, duties, work, credentialling, environment).

X

Identify health care providers and their roles.

X

4. Choose a health care provider according to individual needs one may have.

Health Promotion and Wellness

 Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management). X

2. Identify required immunizations for children, senior citizens, pets.

X



		Health Promotion and Wellness	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
	3.	Recognize the direct relationship between environmental problems and community health.	х		
	4.	Describe the hazards of smoking, drug abuse and alcohol.	х		
	5.	Define the concepts of good mental healt (i.e., self-image, self-esteem).	th X		
	6.	Define Gerontology and its potential impact on society.	х		
_	7.	Identify various treatment options for mental illness.	х		
	8.	Discuss death and dying.	Х		
		Ethical/Legal	٠		
	1.	Identify patients' rights and responsibilities.	il- X		
_	2.	Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implications consent and practitioner responsibility for patient welfare.	ed		
		Body Structure and Function (Anatomy and Physiology)			
	1	. List the body systems and the major functions of each.		х	



Body Structure and Function (Anatomy and Physiology)	Principles of Health	<b>J</b>	Principles of First Aid
<ol> <li>Differentiate between cell, tissue, organ and systems and the common diseases that affect each.</li> </ol>		х	
<ol> <li>Describe the body's line of defense against disease.</li> </ol>		Х	
4. Define, pronounce and spell common medicabbreviations.	cal	Х	
Safety			
1. Demonstrate the universal precautions/ procedures (CDC) for infection control.			x C
2. Perform patient identification procedure	es.		х
3. Demonstrate the use of good body mechan	ics.		х
<ol> <li>Explain the varied aspects of safety, related to the patient, client and work in health occupations.</li> </ol>	er		Х
5. Explain medical asepsis.			х
6. Demonstrate basic transport and transfe techniques.	r		X
Special Procedures Related to Diagnostic Testing			
<ol> <li>Take and record temperature, pulse, respiration and blood pressure.</li> </ol>	Х		Х



		Special Procedures Related to Diagnostic Testing	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
_	2.	Take and record height and weight.	х		х
	3.	Convert common weights, measures and volumes to metric.	Х		х
		Emergency Services			
_	1.	Obtains CPR certification in Module C.			X
	2.	Performs first aid skills and identified treatment to include: wounds, shock, poisoning, burns, physical efforts of he and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epiled diabetic reactions and lodged foreign objects (i.e., eye, air and food passage	eat psy,		x
	3.	Perform rescue and transfer of victim.			x
		Leadership			
	1.	. Identify leadership characteristics associated with the health care deliver system.	У	X	Х
		Job Getting, Job Keeping			
•	1	. Identify requirements for a job.	Х	х	х
Ü	2	. Complete required forms.	х	Х	х
-					



Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
x	Х	x
x	Х	x
Х	х	x
х	Х	Х
Х	Х	Х
Х	Х	х
х	X	х
х	х	х
Х	X	х
Х	X	Х
Х	X	Х
Х	X	X
X	х	x
Х	Х	Х
	of Health  X  X  X  X  X  X  X  X  X  X  X  X  X	of Health         and Function (A&P)           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X



	Job Getting, Job Keeping	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
17.	Manage time effectively.	х	Х	x
18.	Follow rules and regulations.	X	х	х
19.	Produce quality work.	х	х	х
20.	Work within guidelines.	X	Х	X
21.	Take responsibility for mistakes and/or good work.	Х	Х	X
22.	Comply with safety and health rules.	Х	X	Х
3.	Utilize equipment correctly.	X	X	Х
24.	Maintain clean and orderly work area.	X	X	х
25.	Demonstrate personal hygiene and clean- liness.	x	х	x
	Entrepreneurship			
1	. List health care planning agencies and services available at local, state, national and international levels.	х	х	Х
2	. Identify the opportunities for entrepre neurship in the health care delivery system.	- X	Х	Х



### HEALTH OCCUPATIONS PROGRAM

GENERAL HOE Model 2

### Secondary

PRINCIPLES

OF

HEALTH

DIRECT PATIENT
CARE INCLUDING
EMERGENCY AND
FIRST AID
BODY STRUCTURE

LEADERSHIP/

**EMPLOYABILITY** 

SKILLS

### Post-Secondary

ANY HOE

**PROGRAM** 



		Principles of Health	Direct <u>Patient Care</u>	Leadership/ Employability
	Health Care Delivery System			
1	. Identify the basic components of the health care delivery system.	x	x .	x
2	Explain the types of health care and identify the major types of health care facilities.	x	x	х
3	. Explain the major advances that transformed health care in the 19th and 20th centuries.	x		x
4	. Identify new developments which affect future health care.	Х		· x
9	. Define health and wellness.	X		x
	. Define illness and its impact on the whole person/family.	х.		X
	Explain the organizational structure of typical community health care delivery systems.	х		x
,	3. Identify criteria useful in choosing health care products or services.	Х		х
	9. Define the concept of hospice treatment	. X		Х



Health Careers	Principles of Health	Direct Patient Care	Leadership/ Employability
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; ophthalmic services; rehabilitation services; therapeutic services; emergence medical services; health information and communication; physicians and medically related services; medical instrumentation environmental services; animal health services; and mortuary services.	ces;		X
<ol> <li>Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, duties, work, credentialling, environment).</li> </ol>			х
3. Identify health care providers and their roles.	Х	X	Х
4. Choose a health care provider according to individual needs one may have.	x		Х
Health Promotion and Wellness			
<ol> <li>Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management).</li> </ol>	Х		Х
2. Identify required immunizations for children, senior citizens, pets.	х		х



Health Promotion and Wellness	Principles of Health	Direct <u>Patient Care</u>	Leadership/ Employability
<ol> <li>Recognize the direct relationship between environmental problems and community health.</li> </ol>	X		. X
4. Describe the hazards of smoking, drug abuse and alcohol.	X		x
5. Define the concepts of good mental hea (i.e., self-image, self-esteem).	alth X		x
6. Define Gerontology and its potential impact on society.	X		Х
7. Identify various treatment options for mental illness.	c X		х
8. Discuss death and dying.	х		x
Ethical/Legal			
<ol> <li>Identify patients' rights and respons ities.</li> </ol>	ibil- X	X	X
<ol> <li>Describe medical, legal and moral iss that exist in health care (i.e. patie confidentiality, patient informed/imp consent and practitioner responsibili for patient welfare.</li> </ol>	nt lied	Х	Х
Body Structure and Function (Anatomy and Physiology)			
1. List the body systems and the major functions of each.		Х	х



В	ody Structure and Function (Anatomy and Physiology)	Principles of Health	Direct Patient Care	Leadership/ Employability
orga	erentiate between cell, tissue, n and systems and the common ases that affect each.		х	х
	ribe the body's line of defense nst disease.		Х	х
	ne, pronounce and spell common medieviations.	cal	х	х
	Safety			
	enstrate the universal precautions/ sedures (CDC) for infection control.		X	x .
2. Perí	form patient identification procedur	ces.	х	X
3. Demo	enstrate the use of good body mechar	nics.	х	х
rela	ain the varied aspects of safety, ated to the patient, client and work nealth occupations.	Ker	х	Х
5. Exp1	ain medical asepsis.		х	х
	onstrate basic transport and transfe nniques.	er	х	х
Spe	ecial Procedures Related to Diagnostic Testing			
	e and record temperature, pulse, piration and blood pressure.	х	х	х



2. Take and record height and weight. X X X  3. Convert common weights, measures and X X X X X X X X X X X X X X X X X X X	hip/ lity
Emergency Services  1. Obtains CPR certification in Module C. X X  2. Performs first aid skills and identifies X X X X X X X X X X X X X X X X X X X	
1. Obtains CPR certification in Module C. X X  2. Performs first aid skills and identifies X X X X X X X X X X X X X X X X X X X	
2. Performs first aid skills and identifies X X X treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy, diabetic reactions and lodged foreign objects (i.e., eye, air and food passages).  3. Perform rescue and transfer of victim. X X	
treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy, diabetic reactions and lodged foreign objects (i.e., eye, air and food passages).  3. Perform rescue and transfer of victim.  X X	
Leadership	
1. Identify leadership characteristics X X X X associated with the health care delivery system.	
Job Getting, Job Keeping	
1. Identify requirements for a job. X X X	
2. Complete required forms. X X X	



Principles of Health	Direct Patient Care	Leadership/ Employability
х	X	x
x	X	х
x	x	x
х	X	X
х	X	X
х	X	x
X	X	х
X	х	x
X	х	х
x	Х	х
х	Х	Х
х	х	Х
X	х	х
х	х	х
	x x x x x x x x x x x x x x	of Health         Patient Care           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X           X         X



Job Getting, Job Keeping	Principles of Health	Direct Patient Care	Leadership/ Employability
17. Manage time effectively.	x	х	X
18. Follow rules and regulations.	x	х	х
19. Produce ality work.	х	Х	Х
20. Work within guidelines.	X	х	X
21. Take responsibility for mistakes and/or good work.	Х	Х	X
22. Comply with safety and health rules.	х	Х	X
23. Utilize equipment correctly.	Х	X	X
24. Maintain clean and orderly work area.	х	X	x
25. Demonstrate personal hygiene and clean- liness.	x	X	х
Entrepreneurship			
<ol> <li>List health care planning agencies and services available at local, state, national and international levels.</li> </ol>	х	x	Х
2. Identify the opportunities for entrepre neurship in the health care delivery system.	- X	х	X



### HEALTH OCCUPATIONS PROGRAM

GENERAL HOE Model 3

Secondary

PRINCIPLES

OF

HEALTH

SUPPORTIVE

PATIENT

CARE

LEADERSHIP

Post-Secondary



	Principles of Health	Supportive Patient Care	Leadership/ Employability
Health Care Delivery System			
1. Identify the basic components of the health care delivery system.	Х	х	х
<ol> <li>Explain the types of health care and identify the major types of health care facilities.</li> </ol>	X	X	х
<ol> <li>Explain the major advances that trans- formed health care in the 19th and 20th centuries.</li> </ol>	Х		Х
4. Identify new developments which affect future health care.	x	х	X
5. Define health and wellness.	x	х	х
<ol> <li>Define illness and its impact on the whole person/family.</li> </ol>	Х		Х
7. Explain the organizational structure of typical community health care delivery systems.	X	X	X
8. Identify criteria useful in choosing health care products or services.	Х	Х	X
9. Define the concept of hospice treatment	x X		X



Health Careers	Principles of Health	Supportive Patient Care	Leadership/ Employability
1. Define the major characteristics of ear of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the healt care delivery system: dental services diagnostic services; mental health ser nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emerge medical services; health information a communication; physicians and medicall related services; medical instrumentat environmental services; animal health services; and mortuary services.	h ; vices; ncy nd y		X .
<ol> <li>Identify the various opportunities/ processes for career advancement that exist within a health occupations care cluster (i.e. education, salary, dutie work, credentialling, environment).</li> </ol>			х
3. Identify health care providers and the roles.	eir X	Х	Х
4. Choose a health care provider according to individual needs one may have.	ng X		X
Health Promotion and Wellness			
1. Describe practices to promote good health (i.e., nutrition, exercise, resweight control and stress management).			Х
2. Identify required immunizations for children, senior citizens, pets.	х		х



	Health Promotion and Wellness	Principles of Health	Supportive Patient Care	Leadership/ Employability
3.	Recognize the direct relationship between environmental problems and community health.	х		х
4.	Describe the hazards of smoking, drug abuse and alcohol.	х		Х
5.	Define the concepts of good mental healt (i.e., self-image, self-esteem).	h X		Х
6.	Define Gerontology and its potential impact on society.	Х		Х
7.	Identify various treatment options for mental illness.	X		Х
8.	Discuss death and dying.	Х	·	. <b>X</b>
	Ethical/Legal			
1.	Identify patients' rights and responsibities.	11- X	Х	Х
2.	Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implic consent and practitioner responsibility for patient welfare.		х	х
	Body Structure and Function (Anatomy and Physiology)			
	. List the body systems and the major functions of each.		х	х



Body Structure and Function (Anatomy and Physioloigy)	Principles of Health	Supportive Patient Care	Leadership/ Employability
<ol> <li>Differentiate between cell, tissue, organ and systems and the common diseases that affect each.</li> </ol>		X	х
3. Describe the body's line of defense against disease.		X	х
4. Define, pronounce and spell common med abbreviations.	ical	х	х
Safety			
<ol> <li>Demonstrate the universal precautions/ procedures (CDC) for infection control</li> </ol>		X	x
2. Perform patient identification procedu	ires.	X	x
3. Demonstrate the use of good body mecha	nnics.	х	х
<ol> <li>Explain the varied aspects of safety, related to the patient, client and wor in health occupations.</li> </ol>	rker	x	x
5. Explain medical asepsis.			Х
6. Demonstrate basic transport and transfitechniques.	fer		х
Special Procedures Related to Diagnostic Testing			
<ol> <li>Take and record temperature, pulse, respiration and blood pressure.</li> </ol>	х		х



		Special Procedures Related to Diagnostic Testing	Principles of Health	Supportive Patient Care	Leadership/ Employability
_	2.	Take and record height and weight.	х		Х
_	3.	Convert common weights, measures and volumes to metric.	х		x
		Emergency Services			
_	1.	Obtains CPR certification in Module C.			Х
	2.	Performs first aid skills and identified treatment to include: wounds, shock, poisoning, burns, physical efforts of hand cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epiled diabetic reactions and lodged foreign objects (i.e., eye, air and food passage	neat epsy,		X
	3	. Perform rescue and transfer of victim.			X
		Leadership			
	1	. Identify leadership characteristics associated with the health care delive system.	X ry	X	x
		Job Getting, Job Keeping			
	1	. Identify requirements for a job.	Х	Х	Х
		2. Complete required forms.	х	Х	X



Job Getting, Job Keeping	Principles of Health	Supportive Patient Care	Leadership/ Employability
3. Write application letter.	x	Х	х
4. Evaluate job offer.	х	х	х
5. Interact with others in a courteous and tactful manner.	х	х	х
6. Cooperate with others.	х	х	х
7. Accept individual differences.	х	х	х
8. Respect the property of others.	х	х	х
9. Organize thoughts and clearly express point of view.	х	Х	х
10. Organize thoughts and writes clearly.	х	х	х
11. Exhibit dependability.	х	х	х
12. Demonstrate punctuality.	х	х	х
13. Ask for help when needed.	х	х	х
14. Accept new challenges.	х	х	Х
15. Accept supervision willingly.	х	x	х
16. Discuss the necessity of flexibility related to change.	х	x	х



Principles of <u>Health</u>	Supportive Patient Care	Leadership/ Employability
Х	X	Х
X	Х	x
X	X .	x
Х	Х	х
: X	Х	x
X	Х	Х
х	Х	х
Х	X	х
- x	x	x
х х	Х	x
re- X	Х	x
	of Health  X  X  X  X  X  X  X  X  X  X  X  X  X	X X X X X X X X X X X X X X X X X X X



### SUGGESTED UNITS OF INSTRUCTION FOR GENERAL HEALTH OCCUPATIONS PROGRAM

These units include
the minimum competencies
identified by
the teaching advisory
committees
and additional competencies
to demonstrate development
of a quality program

- Overview of Health Careers
- Health Care Delivery System
- Health Promotion and Wellness
- Ethical and Legal Aspects of Health Care



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

OBJECTIVE	CONTENT	МЕТНОБ
At the completion of this unit the I	II. Health Occupations	Lecture/discussion.
student will:	A. Health personnel (Wellness & health care)	
1.0 Describe characteristics that	l. Personal characteristics	Brainstorm at large or
are desirable for health personnel.	a. Honesty	small groups.
1.1. Identify personal characteristics	b. Empathy	Role play as if with a client/
needed by a health employee.	c. Patience	patient.
a. State why they are important	d. Sincerity	Discuss reactions of an
to employers.	e. Dependability	employer or a patient when
b. State why they are important	f. Responsibility	presented with a negative
to clients/patients.	g. Flexibility	model.
c. State why they are important	h. Good communication	Invite a health professional
to the individual.	i. Tact	to present health personnel
	j. Enthusiasm	topic.
	k. Acceptance of criticism	Break into small groups to
	1. Competence	discuss qualities health
	m. Self-motivation	workers should have.
	n. Willingness to learn	_

health health practices for a period of time and record performance and other improvements.	Examine various dress codes.  Create own dress code policy with adherence clause. Maintain it once a week.  Role play.
2. Importance of personal health	3. Appearance a. Hygiene b. Grooming and dressing
1.2. State the importance of personal health.	1.3. List standards of professional appearance.

Wear own uniform.

Į		
	OBJECTIVE	
1		

1.4. Name responsibilities of health occupations employees.

Maintain licensure/certificate Responsibilities

4

CONTENT

Follow guidelines of licensure body

Uphold standards

Exemplify positive role model Ъ.

Retain membership in professional organizations

Keep current

Have an open mind

Perform only the duties for which you are skilled in

Document procedures accurately

Review some licensing board Have studints write to some guidelires.

METHOD

profestional organizations

to inquire about benefits

Compare the data. and costs.

Present legal cases where improper documentation created problems.

> 2.0 Discuss reasons why people select a career in health.

2.2. List advantabes of working in a 2.1. List the reasons for working. health field. 2.3. List disadvantages/risks of working in a health field.

a. State possible solutions for occupational risks.

3.1. Describe personal traits. 3.0 Explore health careers.

List interests, values, abilities, behaviors, and goals.

Working in health (Wellness & health care) ъ.

1. Reasons for working

Advantages

a. Career in health

Variety of facilities to work in New positions are created

Satisfaction of helping others

-72-

Discuss fringe benefits of

employment.

advantages and disadvantages.

Have students brainstorm

this point.

Have students mention careers

they are interested in at

Flexible hours

Disadvantages of a career in health Demanding and heavy workload 3

Low to fair pay

Heavy responsibility

specific risks; i.e. Aids. May work on call, weekends, or holidays b. Discuss solutions to compare.

a. Rank pros & cons and

Have a problem-solving

exercise.

Unpleasant tasks required Occupational hazards

g. Infection

C. Career exploration 1. Self concept a. Personal traits 1) Interests

2) Values - aspirations, lifestyles,

Have students list personal goals, desired lifestyle,

desired economic goals.

()

		,
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.
<ul><li>b. Compare examples of the various types of assessment tests.</li><li>c. Evaluates image of self as perceived by self and otehrs.</li></ul>	<ul> <li>b. Assessment tests</li> <li>1) Predictive - aptitude</li> <li>2) Discrimination - interest measurement</li> <li>3) Monitoring - career planning, work values, maturity</li> <li>4) Evaluation</li> <li>c. Evaluation of self image</li> <li>l) By self</li> <li>2) By others</li> </ul>	Taj Ou Ha
	d .	מכסד תדווא

care)	Brainstorm with class for	known health careers and	for sources of information	about them.	Visit a library - look at	various resources.	
2. Career opportunities (Wellness & health care)	a. Sources of information	<ol> <li>Publications - books, pamphlets,</li> </ol>	newspapers	2) People - counselors, workers and	student in a particular field	<ol> <li>Organizations - national,</li> </ol>	specialty fields, career clubs

Three levels
 Career ladder diagram

b. Occupational levels

2. State how to locate each source.

a. Identify sources of information

on various health careers.

1. State the type of information available for each source. b. Differentiate between entry level,

technical and professional

occupations.

METHOD	
<b>E</b>	

- 2. Diagram a career lattice for any particular health area,
  - 3. List levels of preparation for each occupational level.
- certification, registration, and a. Contrast the difference between licensure.
- Define various levels of education.
- State the difference between clinical experience and on-the-job training.
  - Identify lifestyles as affected by occupational level duties. <del>ن</del>
- occupations within each career level. Identify duties relating to 2 . 0
  - Compare data of 6 occupations 2 within each career level. **.**
- c. Discuss 4 major categories in health careers,
  - 1. Identify examples of occupations in each category.
- 2. Explore 2 careers in each category.

- education requirements, advantages, lifestyle, mobility, continuing Educational preparation for salary, working conditions, tasks, duties, job outlook, Duties of 2 occupations in Lifestyles associated with personal qualities needed, advancement opportunities, occupational level duties Research content - title, educational requirements, license or registration 3) Career lattice diagram disadvantages each level 7 2 2 6
- 1) Occupational categories c. Health career categories
- a) Direct patient/client care nursing
- Supportive health occupations -Diagnostic pt./c. careradiology ф Э (၁
- d) Health related occupations wellness
- 2) Content for exploration by veterinary services category

- keep when comparing careers. notebook for students to Match career traits with Prepare a worksheet for a individual traits.
  - Collect articles for a notebook of health careers, Develop a classified ad
- Make paper career ladders from occupations chosen by for a health career. students.
- local employment in small Critique classified ads of groups. Evaluate their Cross reference to make career lattices.
- Discuss interviews in class. Have each student interview a person at each level, With health careers play appeal

password or bingo games.

-74-

Computerized crossword puzzles. Discuss other categorical Tour health facilities groupings.

Discuss and show prothesis,

Class hosts a career day: each careers and is responsible student is assigned 3-5

(·)

OBJECTIVE	CONTENT	METHOD .
d. Describe how jobs will be changed,	d. Nature of health careers	Bulletin boards and displays
created, or obsoleted.	1) Technical	- let students choose an
1. Identify technology that changes	2) Manpower needs	occupation and create their
the job market.	<ol> <li>Demographics</li> </ol>	own; choose a new career.
2. Identify adjustments in local	. 4) Current trends	
through international manpower	5) Entrepeneurial opportunities	Business venture - divide
needs.	6) Multiskilled	class into groups to devise
3. Identify demographic implications		a plan to market a new
of occupational opportunities.		health-related business.
4. Identify current trends that create jobs.	obs.	
5. List entrepeneurial opportunities in		
the health fields.		
6. Identify multiskilled occupations.		
e. Research a/some chosen health career(s)	. e. Content for research of chosen	Have students work in pairs to
	career(s)	decide which category and
		career is suitable.
1. Compare information from a variety	<ol> <li>School/programs comparison</li> </ol>	Assign a paper on what they've
of educational programs.	a) Costs	learned about searching/
1.a. Identify costs.	b) Accreditation	finding a career.
1.b. Identify accreditation.	2) Employment opportunities - local	Encourage students to visit a
2. Research employment opportunities.	to area of interest	department in their area of
3. Use different types of information.	<ol> <li>Multiple information sources</li> </ol>	interest.
		Facourage students to interview

Encourage students to interview is to a health worker and write to a of it a professional societies for

Guidance counselor as a guest speaker.

1. Forms - scholarships, grants, loans

D. Financial aid

4.0.1. Identify various forms of financial

4.0 Discuss financial aid.

4.0.2. Identify a need for financial aid.

4.0.2.1. Prepare a budget. 4.0.2.2. Define eligibility.

stipends, and jobs

a. Budget plan b. Eligibility

Need

2

information.

()) []

Sources of information - guidance counselor,

libraries, schools, books

Sources - governments, organizations,

α.

4.

4.0.3. List sources of financial aid. 4.0.4. List guidelines for application. 4.0.5. State where to find information.

clubs, lending institutions

METHOD

5. Guidelines for applying a. Get information and forms

b. Read information

c. Gather data

d. Complete carefullye. Mail before deadlinef. Keep a file

pronunciation and spelling. Terminology flashcards. Have spelling bees for

4.0 Define key terms.

E. Terminology list

ψ. C.

### Health Careers

### Reference List

### References:

- Badasch, S.A. & Chesebro, D.S. (1988). <u>The health care worker</u> (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Birchenall, J.M. & Straight, M.E. (1978). <u>Introduction to health careers</u>. Philadelphia: Lippincott.
- Health Insurance Institute. <u>Health education materials and the organizations that offer them</u> (Pamphlet). Baltimore: Allied Printing.
- National Health Council. 200 ways to put your talent to work in the health field (Pamphlet). New York: National Health Council Inc.
- Simmers, L. (1988). <u>Diversified health occupations</u> (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.
- U.S. Department of Labor. (1979). <u>Health career guidebook</u>. Washington, D.C.: U.S. Government Printing Office.

### Additional Suggested References:

- Alperin, S. & Alperin, M. (1980). <u>120 careers in the health care field</u>. Cambridge, MA: Ballinger Publishing Co.
- American Medical Association. (1985). <u>Allied health education directory</u> (13th ed.). Chicago: American Medical Association.
- Boyles, M., Morgan, M. & McCaulley, M. (1982). <u>The health profession</u>. Philadelphia: W.B. Saunders.
- Chronicle Guidance Publications. (1986). <u>Chronicle health occupations</u> <u>guidebook</u>. Moravia, NY: Chronicle Guide Publications.
- Greco, B. (1980). How to get the job that's right for you: A career guide for the 80's. Homewood, IL: Dow-Jones Irwin.
- Herr, E.L. & Cramer, S.H. (1979). <u>Career guidance through the life span:</u>
  <u>Systematic approaches.</u> Boston: Little, Brown, & Company.
- Kacen, A. (1983). Opportunities in paramedical careers. New York: Human Science Press.
- Latkiewicz, Anderson, & Dyer (1984). <u>Health occupations career explorations</u>. Exeter: Heinemann Educational Books.



- Nassif, J.Z. (1980). <u>Handbook of health careers</u>: <u>A guide to employment opportunities</u>. New York: Human Science Press.
- Oklahoma State Department of Vocational and Technical Education, Profiles of Health Careers Task Force. <u>Profiles of health careers</u> (booklet). Stillwater, OK: Curriculum and Instructional Materials Center.
- Rodgers & Rodgers. (1976). <u>Mini library of health professions</u>. St. Louis: C.V. Mosby.
- Sloan, J.R. (1979). <u>Health services careers</u>. Stillwater, OK: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center.
- U.S. Department of Labor. (1986). <u>Dictionary of occupational titles</u>. Washington, D.C.: U.S. Government Printing Office.
- U.S. Department of Labor. (1986). <u>Occupational outlook handbook</u>. Washington, D.C.: U.S. Government Printing Office.
- U.S. Department of Labor. (1986). Occupation outlook quarterly. Washington, D.C.: U.S. Government Printing Office.
- Williams, C. & Zukowski, J. (1982). <u>Basic allied health education core</u>. Austin, TX: EIMC, The University of Texas at Austin.
- Zedlitz, R. (1987). <u>Getting a job in health care</u>. Pelham Manor: Southwestern Publishing Co.

## Audio Visual Aids:

- 50 word games for health class [filmstrip/tape]. J. Weston Walsh Publisher.
- <u>215 activities for exploring health careers</u> [filmstrip/tape]. J. Weston Walsh Publisher.
- Career exploration. Chicago: S.R.A. Co.
- <u>Career exploration series: Health services I and II</u>. Pleasantville, NY: Guidance Associates, Inc.
- Career goals. Bloomington, IL: McKnight Publishing Co.
- <u>Career in health</u>. New York: Butterick Publishing.
- <u>Careers--The American professional series: Nurse, veterinarian, doctor, paramedic.</u> Pleasantville, NY: Guidance Associates, Inc.
- Employability skills program. Madison: Wisconsin Vocational Studies Center.
- Examining your interests. Bloomington, IL: McKnight Publishing Co.



- Health careers I and II. Hollywood, CA: Bailey Films Inc.
- Health care worker: An introduction to health occupations. Englewood Cliffs, NJ: Brady Co.
- Health services: Careers for bilinguals. Regents Publishing Co., Inc.
- <u>Introduction to health care careers</u>. Bloomington, IL: McKnight Publishing Co.
- <u>Is a career in the health services for you?</u> [film, 14 min.] (1971). Philadelphia: Counselor Films, Incorporated.
- <u>Jobs for the 80's: Where the opportunities are</u>. Pleasantville, NY: Guidance Associates, Inc.
- Learning about your aptitudes. Bloomington, IL: McKnight Publishing Co.
- My career plans series. Charleston, WV: Cambridge Career Products.
- People skills [filmstrip/tape, series of 3]. Corris-Tuckman Productions.
- Planning for success. Bloomington, IL: McKnight Publishing Co.
- The health fitness professional [videotape, 18 min.] (1987). Evanston, IL: Medical Electronic Educational Services.
- Your job: You and your boss [filmstrip/tape]. Coronet Instructional Media.
- You, your employer, and your co-workers. Bloomington, IL: McKnight Publishing Co.

## Computer Software:

- Career direction. (1982). Charleston, WV: Jefferson Software.
- Career interest program. (1984). Los Alamitos, CA: Occupational Awareness.
- Career scan IV. Chatsworth, CA: Career Aids, Inc.
- Careers in hospital nursing. Chatsworth, CA: Career Aids, Inc.
- <u>Careers in future</u>. (1984). Vancouver, WA: Career Development Software, Inc.
- <u>Computer assisted career selection</u>. (1982). Los Alamitos, CA: Occupational Awareness.
- <u>Computerized career assessment and planning</u>. Chatsworth, CA: Career Aids, . Inc.



Computerized career directions. Chatsworth, CA: Career Aids, Inc.

<u>Computerized career series: Careers in health</u>. Chatsworth, CA: Career Aids, Inc.

The doctor game. Chicago: Simulation Software.

Exploring career option series: Careers in medicine. Charleston, WV: Cambridge Career Products.

Exploring career option series: Medicine. Chatsworth, CA: Career Aids, Inc.

<u>Health occupations</u>. (1983) Brighton, CO: Educational Specialty Products, Inc.

<u>Job attitudes: Assessment and improvement</u>. Charlestown, WV: Cambridge Career Products.

<u>Life and career planning: The future is yours</u>. Chatsworth, CA: Career Aids, Inc.

Making decisions. St. Paul: EMC Publishing.

Microcomputer applications in vocational education: Health occupations I & II. Macomb, IL: Curriculum Publications Clearinghouse.

Occupational interest matching. Chatsworth, CA: Career Aids, Inc.

On the job communication. Charleston, VW: Cambridge Career Products.

<u>Personal habits for job success</u>. Kalamazoo, MI: Microcomputer Educational Programs, Inc.

<u>Planning guide for job seekers</u>. Charleston, WV: Cambridge Career Products.

Planning your career. St. Paul: EMC Publishing.

Self-concept and your work. Indian Rocks Beach, FL: Aquarius Software.

<u>Self-exploration series I: Who am I?</u> Minneapolis: Educational Media Corp.

<u>Self-exploration series II: Career exploration</u>. Minneapolis: Educational Media Corp.



th Carrier System

Overview: This unit presents a comprehensive definition of the word health as it relates to the well-being of the indiviOverview: This unit presents a comprehensive definition of the word health as it relates to the well-being of the indiviOverview: This unit presents a comprehensive definition of his presented. The

dual, family, community, and world. A brief history student is introduced to the concept of a total heal assists the student in defining various health facil ture, and in acknowledging current trends in health.	<pre>world. A brief history of important people and events in health is presented. Ine concept of a total health system consisting of both wellness and health care. It ing various health facilities and agencies, in exploring their organizational struc- urrent trends in health.</pre>	ents in health is presented. The th wellness and health care. It - oring their organizational struc-
OBJECTIVE	CONTENT	METHOD
At the completion of this unit the student will:	I. Introduction A. Health 1. Definition - various definitions, cultures; WHO definition: mental, social, physical	Lecture/discussion Discussion of own definition, in lieu of ethnicity, age, own health practices, home remedies.
1.0 Define health	2. Factors affecting health	Use resources - Taber's
1.2 Detaile circ cerm medicin:	recreation	Medical Dictionary.
health.	b. Aerobic exercising	Have students critique a TV
a Describe how each factor		commercial that promotes a
affects health.		health product or health
	e. Sleep	factor.*
	f. Smoking	Guest lectures - i.e. National
		Dairy Council, use their
	h. Social abuse	resources.
		Brainstorm for factors.
	j. Lifestyle - disease prevention	Assisting student to interview
	fitness	people and write own defini-
	k. Age	tion and factors prior to
	1. Environment/safety	class, from personal bias.
	m. Sexuality	Have students create a
	n. Cleanliness	bulletin board display for
	o. Elimination	factors affecting health.
	p. Dental care	Define how other cultures view
	q. Spiritual growth	health.

l	
l	Œ
ļ	2
l	Ε
l	ပ္သ
١	5
l	8
ı	U

# a. Define 3 states of being 1.3 List 3 categories of healthy. health.

- challenged population. b. Define 2 states of the
- c. Define 3 states of illness.

# CONTENT

## METHOD

- 3. Categories of health 1. Physical a. Healthy
  - 2. Mental
- Social
- Spiritual
- Challenged or disabled
  - 1. Mental
    - 2. Physical
- Illness ن
- Mental
- Social
- 1. Physical

- 4. Health aspects
- a. Chronic
- 1. Health mental, physical, social 2. Disability - mental, physical
- 3. Illness mental, physical, so Let

chronic health.

b. Acute

b. State the importance of chronic health.

health categories.

c. Describe how the term acute is

related to each state of the three

Describe how the term chronic is

1.4 Define chronic and acute health.

related to the 3 states of illness,

- 1. Illness mental, physical, social
- 5. Health system
- a. Health team
- b. Wellness versus health care
  - 1. Terms
- a) Holism
- b) Optimum Health

optimum health, and fitness.

health wellness and health care.

1. Define the terms holism,

b. Differentiate between the terms

1.5 Describe the health system.

a. Define health team.

Ċ.

- teristics or examples for each Assign students to list characaffect and possible remedies. Have students list at least factors which affect their identify which aspect they health in a negative way, category stated.
- List behaviors that are present when an individual/self is not Have students collect pamphlets and articles about health and write a brief opinion about it. Collect articles in a notebook for future refersocially or mentally well.
- view as disabled and contrast \*Review the symbols or emotions that are used and explain how to this nation's definition. Discuss what other cultures the product/factor affects List methods that promote one's health.
- social, and physical health. health aspect; i.e., health Have the student list 3 or more maintain a state of mental, short speech on a specific activities that promote or Have the student prepare a team, holistic health.

CONTENT	c) Fitness
OBJECTIVE	2. State populations that would be

education and health occupations served by n.w. & n.c. workers 3. Differentiate between health education

b) Health wellness workers a) Health care workers roputacions served

Compare health education to health

. ش

occupations education.

6. Terminology list

Discuss how health wellness and health care are interrelated.

METHOD

Define key terms. 1.6

2.1 Identify events/people who made 2.0 Write a brief history of health.

important contributions to the 2.1.1 State the significance. health field.

Compare common causes of death in the U.S. in previous years to current causes. 2.2

Contrast life expectancy of today to previous years. 2.3

2.4 Compare common diseases of today 2.3.1 Explain the difference. co previous years. 2.5 Compare life expectancy, disease, and causes of death between the U.S. and other countries.

2.6 State national and global environmental health problems. 2.7 Describe the role of genetics in the health field.

2.8 Define key terms.

3.0 Describe the relationship between the variety of services of the health network

B. History of Health

a. Implications for progress 1. Important events and people

b. Implications for health prior to discovery

Causes of death in U.S. 2

b. Previous years a. Current

Life expectancy in U.S.

b. Previous a. Current

-83-

ID required immunization

for children, senior

citizens, pets

write their reaction to them.

Have students

resources.

Supply student with facts and

Common diseases in U.S. 4. Current . В

Previous ъ.

Compare the health of U.S. and other countries. a. Life expectancy

. 2

b. Diseases

Causes of death

Environmental health problems 9

a. U.S.

b. World

7. Genetics

8. Terminology list

C. Health facilities and agencies a. In-patient facilities 1. Health care facilities

Tour or visit various health facilities and/or agencies. List health facilities,

OBJECTIVE	CONTENT	METHOD
3.1 List various health care	1) Funding	Assign small groups to deter-
facilities according to their funding	2) Services	mine where the nearest
and their services.	b. Out-patient facilities	resources are for specific

Services

1) Funding

health concerns.

facilities according to their funding 3.2 List health wellness and services.

Schools - primary through universities 2. Health wellness facilities Private health clinics a. Business and industry ۵.

computerized crossword puzzle Collect pamphlets/brochures Password game/Bingo game/ from various agencies.

Describe health facilities in

other countries.

organizations according to their 3.3 List health agencies and funding and services.

Resorts and conference centers Health Insurance companies Private consulting firms Nursing homes . u

Recreational Services - YMCA, Parks

Hospitals

್ದ

e e

Health agencies and organizations

. ش

Government 1) Local

-84-

Write letters to community or

for various definitions.

state agencies to have them

assisting the community/ describe their role in

state to stay healthy.

Write a report on a volunteer agency.

State

National 3)

International - WHO

Volunteer 1) Local <u>.</u>

State

3) National

4. Insurance Plans

3.4 State the principles of different

insurance plans.

a. Health Maintenance Organization (HMO)

Preferred Provider Organization (PPO)

Medicare

Medicaid ф. e. Private insurance (Blue Cross/Sheild) f. Worker's compensation

ages and disadvantages of the

Guest lectures - from various

insurance plans

various insurance plans.

have the student list advant-

Given a simulation situation,

Talk about some agencies that

personnel, etc.

are referral agencies.

Guest lecturer - reformed substance abuser, agency

> U.S. Public Health Department ς. .

a. Research

3.5 State the major goals of the U.S.

Public Health Department

 $C_{ij}$ 

OBJECTIVE

METHOD

CONTENT

	b. Substance abuse prevention and treatment List agencies, businesses, c. Disease prevention and treatment and health facilities that d. Standards for food and drug are directly or indirectly e. Effecitve health services linked to the U.S.P.H.D. f. Quality health care in all areas	nt List agencies, businesses, and health facilities that are directly or indirectly linked to the U.S.P.H.D.
3.6 Define key terms.	6. Terminology list.	
<ul><li>4.0 Explain the organizational structure for health facilities.</li><li>4.1 Diagram an organization chart for a large and a small facility.</li></ul>	D. Organizational Structures 1. Flow chart a. Large and small facilities b. Health care and wellness facilities	Have students interview a local small facility and complete an organization chart for it.
4.2 Define the purpose of a facility's organization.	2. Purpose	Take one occupation away on a large hospital organization chart and decide who will perform those services.
5.0 List current trends affecting health.	<ul><li>E. Current trends</li><li>1. World health</li><li>2. Family health</li><li>3. Individual health</li></ul>	have students define terms before class. Guest speaker for current issues of interest.
5.1 Define key terms.	4. Terminology list	Have students give a class

Have students give a class presentation on current issues and trends.

Have students debate a current issue in class.

Encourage students to do volunteer work for a volunteer agency or have a fund drive for one.

### Health Care Delivery System

### Reference List

### References:

- Badasch, S.A. and Chesebro, D.S. (1988). <u>The health care worker</u> (2nd ed.). Englewood Cliff, NJ: Prentice-Hall.
- Birchenall, J.M. and Straight, M.E. (1978). <u>Introduction to health careers</u>. Philadelphia: Lippincott.
- Health Insurance Institute. <u>Health education materials and the organizations that offer them</u> (Pamphlet). Baltimore: Allied Printing.
- Simmers, L. (1988). <u>Diversified health occupations</u> (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.

### <u>Video-Tapes</u>:

- Employee fitness: Fact or fantasy [Videotape, 24 min.] (1987). Evanston, IL: Medical Electronic Educational Services.
- <u>Stress management</u> [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). <u>The health professions</u>. Philadelphia: Saunder.
- Caldwell, E., & Hegner, B. (1985). <u>Health care assistant</u> (4th ed.). Albany NY: Delmar.
- Chisari, F., Nakamura, R., & Thorup, L. (1976). <u>The consumer's guide to health care</u>. Boston: Little, Brown and Company.
- Corbin, & Lindsey (1985). <u>Fitness for life</u>. Glenview IL: Scott, Foresman and Company.
- Heit, P., & Meeks-Mitchell, L. (1987). <u>Health: A wellness approach</u>. Columbus, OH: Merrill Publishing Company.
- Hornemann, G.V. (1985). <u>Basic nursing procedures</u> (3rd ed.). Albany, NY: Delmar.
- Memmler, R.L., & Wood, D.L. (1983). <u>The human body in health and disease</u>. 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). <u>Personal and vocational relationships in practical nursing</u>. Philadelphia: Lippincott.
- Schwartz, E.R., & Potter, L. (1981). <u>Foundations of patient care</u>. 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). <u>Principles of community health</u> (5th ed.). Chicago: Saunder College Publishing.
- Williams, C., & Zukowski, J. (1982). <u>Basic allied health education core</u>. Austin, TX: EIMC, The University of Texas at Austin.
- Williams, S.J., & Torrens, P.R. (1980). <u>Introduction to health service</u>. New York: John Wiley & Sons.
- Wilson, F.A., & Neuhauser, D. (1982). <u>Health services in the United States</u>. Cambridge, MA: Ballinger 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.



• .	nt 1	in.		
ion,	tude	with		
init	he s	ams		
def	l. I	rogr	)	
The	rided	d pur	1	
are.	prov	as, a		
1f c	are	atio		
d se	ness	aniz		
ss an	well	org		
llnes	nity	cies,		
t we	omma	agen		
ffec	Importance, and skills that are necessary to promote personal and community wellness are provided. The student	Introduced to the variety of services that are provided by related agencies, organizations, and programs within-		
lat a	lal a	rela		
rs th	ersor	d by		
acto	te p	vide		
iny f	romo	pro		
he ma	to 1	t are		
re ti	sary	tha		
xplo	eces	rices		
to e	re n	serv		
dent	lat s	jo /	lty.	
stu	ls th	riety	macu	
the	skil	e va	e co	
lows	and	o th	all levels of the community.	
t al	ice,	ed t	ls o	
s uni	ortar	Coduc	leve	
This	imp i	int	all	
erview: This unit allows the student to explore the many factors that affect wellness and self care. The definition,				
ervi				
- 11				

METHOD	Lecture. Reading assignments. Guest lecturers on pertinent issues (i.e., pollution,	sexually transmitted disease. Discuss various behaviors that
CONTENT	I. Introduction A. Overview B. Goals and objectives	II. Wellness A. Who - all: individuals, community,
OBJECTIVE	At the completion of this unit the student will: 1.0 State the general goal and the objectives of this unit.	2.0 Discuss the basic premises of wellness.

ase.)

. e	<ul> <li>A. Who - all: individuals, community,         all ages</li> <li>B. What - holistic approach to preventative         medicine; chronic link to harmonize optin         mental, physical, spiritual and social</li> </ul>
•	health; growth process - through educatic and awareness of health factors, and by making choices of self-responsibility and lifestyle

2.1 Explain who is affected

by wellness.

2.2 Define wellness.

ducation

ity and

2.4 State when wellness is important.
2.5 List reasons why wellness is

important.

2.3 State where to find wellness.

₩e]	KE
and	DBJECTIVE
ion	OBJ
Promotion	
alth ge 2	
ERIC	

Prevent premature illness and death Present a positive role model

Reduce medical and health insurance costs

Reduced absenteeism and turnover in the work force

> 2.6 Describe how wellness can be present in our lives.

F. How - assume responsibility, decide, make motivators and a plan, change behavior a commitment, implement a plan, find

3.0 Discuss the importance of individual III. Individual wellness importance wellness.

3.1 List the affects that individual wellness has on the health of friends and family.

Describe how individual wellness affects the community.

3.3 List how wellness behaviors affect yourself.

A. Affects on family and friends

Affects on community

1. Health trends - i.e., environment 2. Health policies

3. Health careers

C. Affects on self

IV. Factors affecting wellness

1. Hair - shampoo, cut, style, clean brush A. Cleanliness - hair, skin, nails, teeth

4.1 List factors that affect

optimal health.

4.0 Discusr factors that affect

wellness.

2. Skin - bathe, deodorant, clean underwear complexion care, foot care

Given simulation situations, discuss speculated effects of good versus poor health choices.

personal goal and a goal for the class at the initial on-Encourage students to make a set of class.

discuss the effects these have like to reach a goal. Later, Brainstorm possible obstacles. Discuss what it would feel on others.

dual health and how it affects or books on the topic indivi-Have students locate articles the environment.

water. Solution such  $\frac{1}{2}$ Illustrate a holistic effect by placing a drop of ink in

attempted suicide would affect health policies, job opportunas an unwanted pregnancy or affected health education, family, friends, and has ity, and self.

Srainstorm of how the students affect the environment in a healthful way.

Have students select a physical problems (i.e., acne, obesity) social and mental behavior. and discuss its effects on

Œ
>
Η
Ξ
Ċ
Œ
-
ΔÓ
0

- mental, spiritual, and/or social 4.2 Explain how positive habits of each factor affects physical, health,
- Teeth daily brushing and floss, dental 3. Nails - clean, trimmed, filled checkups, breath control

- 4.3 List the essentials of cleanliness.
- 4.4 Describe good body posture.
- 4.5 State the reasons why adequate sleep is necessary.
- B. Body posture definition, positive habits and wellness
  - 1. Shoulders and head erect
    - Chest high
- 3. Abdomen in
- Equal body weight on feet
- Sleep definition, positive habits and wellness ပ
- A. Name the functions of food, 4.6 Discuss why good nutrition is essential.
- D. Nutrition definition, positive habits 1. Functions of food and wellness
- a. Heat
- b. Growth
- c. Repair
- Regulate
- 2. Reasons for nutrition

B. Give reasons why good nutrition

is essential

- a. Promotes total health look, feel, and act well
- Greater energy and vitality
  - Builds resistance to illness
    - Speeds healing <del>ن</del>
- Helps individual sleep better
- Better performance, less errors

representative to speak to the class about the importance of Ask a personnel department good personal hygiene and appearance.

METHOD

Invite a dental hygienist to speak.

Have students discuss their be-Have students discuss their reto people who smell clean and slept or are tired but cannot etc. as opposed to reactions odor, foot odor, bad breath, go to sleep. Relate this to action to people with body havior when they have not have an upright posture. patients with pain or insomniacs.

-91-Filmstrip/tape, Guidance Assoc-Have students write a report on the consequences of pooriates, "Nutrition: Foods, Fads, Fraud, and Facts." nutrition.

Discuss the effects of excess cholesterol.

important health factors in some take a higher priority Have students list the most their lives. Discuss why than others.

METHOD

C. List healthful eating habits.

Can prevent premature illness h. Better able to handle stress

Three meals per day 3. Healthy habits

Eat breakfast

Don't snack or healthy snacks

Follow recommended daily servings from food groups

Drink water

Include fiber

Avoid too much sugar, salt, alcohol

Limit saturated fats and cholesterol

Maintain ideal weight

Eat a variety of foods

4. Influencing factors a. Family/friends

D. List factors that can influence

positive eating habits.

Income <u>.</u>

Education

Attitude - preferences ď.

Living alone

Availability of food

Time and activity Religion/culture ם.

Media

5. Nutrients

E. Name the basic necessary

nutrients.

a. Protein - example, function ъ.

Carbohydrates - example, function Fats - example, function

2. State the basic function of each. 1. State a source of food for each,

Minerals - example, function

Vitamins - example, function

Water - function

Cellulose

Divide the class into groups. Each group tries to choose a Include menus from fast food Have students get menus from nutritious meal from 2 or 3 Have students make a poster snacks for unhealthy ones. a variety of restaurants. that substitutes healthy menus. Compare results. restaurants.

Discuss effects of malnutrition.

include the factors that in- 6 fluence the food situation. ious cuisines. Have students Discuss various ethnic/relig-Discuss world nutrition to research them and write papers.

pictures from magazines for nutritional notebook using messages of the various example; brief written Have students make a functions.

daily water, pop, and milk consumption for one week. Have students graph their

Compare graphs and discuss.

€.↓ .⊃ + +

CONTENT
 OBJECTIVE

- F. Name the 4 basic food groups. 1. State the suggested daily servings of each for your age group.
  - caloric intake with energy 1. State the relationship of G. Discuss weight control
    - 2. List factors that affect expenditures and growth. energy requirements.

- a. Meat 2 or more Food groups
- b. Bread and cereal 4 or more
- c. Fruit and vegetable 4 or more d. Milk and dairy - 4 or more
  - Weight control
- a. Calorie/energy/growth relationship
  - Energy consumption Growth
    - Healing
- Activity
- Metabolism
  - Emotions
    - Pregnancy Climate
- c. Reducing weight Describe healthful and harmful ways to reduce percentage of
- · Harmful ways fad diets, starvation - Healthy ways
  - Increasing weight q.

Describe healthful ways to gain

body fat.

4

. ش

List the risks associated with

weight.

being overweight.

- Overweight risks
- Premature death
- · Increased risk of colon, breast, and uterine cancer
- pressure, diabetes, heart attack, stroke, coronary artery disease Increased chance of high blood
  - Ideal weight assessment - Limited activities

6. Determine personal ideal weight

span.

nutritional needs.

- 8. Menu planning H. Plan a menu that meets the minimal
- b. Food group system a. Exchange system

Circle carbohydrates; under-Have students list the foods eaten in the last 24 hours. line fats; discuss the percentage of each. Write an essay on how their diet could be improved.

METHOD

- Suggest that students make 2 goals for better nutrition.
- of lack of milk in the world. "The Day The Milk Was Turned Invite a nutritionist to dis-Film, National Dairy Council, cuss a vegetarian diet with Off." Discuss the effects the class.
- Discuss worldwide or cultural 6 eating habits. Have students assess salt con-Have students calculate their ideal weight range. eating habits.
- Assess nutritional value of a fad diet in class. if healthful or not.

Discuss

tent of a days diet.

Have students plan balanced percentage of body weight. Have students assess their meals for one week.

METHOD	
CONTENT	
OBJECTIVE	

I. Assess personal nutrition status. 9. Assessment of nu Fiber, sugar, sa calorie consumpt

J. List 7 diet guidelines to lessen the chance of getting cancer.

9. Assessment of nutritional status--Fiber, sugar, salt, fats, cholesterol, calorie consumption 10. Nutritional guidelines to lessen cancer

risk a. Avoid obesity

b. Decrease fat intake

Eat high-fiber food

. Include vitamin A&C rich foods daily

. Include cruciferous vegetables

f. Decrease salt, nitrate cured and smoked foods

g. Avoid excessive use of alcohol

ll. Eating disorders

Discuss the eating disorders anorexia nervosa and bulimia.

Υ.

1. Describe the disorders.

2. List the symptoms of the

disorders.

a. Anorexia nervosa - define, symptoms,

treatment b. Bulimia - define, symptoms, treatment

E. Exercise - definition, positive habits on wellness

on mental, physical, and social

A. List the benefits of exercise

4.7 Discuss why exercise is essential.

disorders.

State the treatment of the

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 depression, burns off calories

2. Program - 3-5 times/wk., 15-60 min., at 60-90% maximum heart rate

exercise program should include. 1. List 3 phases of an exercise

State the optional type of

5

exercise for each phase.

Describe the elements that an

В.

a. Warm-up: 5-15 min., longer for beginners; warms muscles, elevates metabolism, increases joint lubrication, tones, protects against injury;

Have students design a plan of how their family might be able to reduce risk of cancer.

Invite a person who suffers with an eating disorder to speak to the class. 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 workout, specific exercises, and safety precautions during

and Wel	IVE.
and	OBJECTIVE
ion	OB CB
Pr	İ
alth Pri ge 7	
al Se	ı

- Name the duration of each phase. State the general purpose of each phase.
- exercises, stretching protects against aerobic/strength exercises, steady and alternate days, progression - increase for beginners; enhances  $0_2$  to tissues, rhythmic exercise of large muscles in target heart rate, aerobic first, can Activity program: 20-60 min; shorter flexibility and strength exercises; makes heart more efficient at rest; duration before intensity, build injury before and after rigorous warm-up first then stretching activity; static stretching <u>.</u> م
- gradual slow down, protects against 5-10 min., allows for injury; flexibility and walking Cool down: ပ်

gradually

Target heart rate formula e e ď.

Determine pulse rates at rest and

9

Calculate target heart rate zone.

List advantages and disadvantages

ω.

6

List aerobic forms of exercise.

during exercise.

of the various forms of exercise. Discuss techniques (biomechanics)

- swimming, aerobic dance, bicycling, Pulse rate check - wrist and neck Aerobic exercises - walking fast, jogging, skiing, stair climbing,
  - Biomechanics of various forms of rope skipping, circuit training Advantages and disadvantages of various forms of exercising exercising . & for the various forms of exercising.
    - C. Discuss safety for exercising.
- List 6 main causes of exercise 1. List danger signs.

injuries.

- a. Preliminary health check if medical Know your body limitations problems exist 3. Safety
  - Build slowly exercise moderately ς.
    - Breath during exercises
- Be aware of danger signs dyspnea, loss of coordination, dizziness, tightness in chest, nausea

METHOD

Visit various exercise facilities. exercise.

build gradually; i.e., walk-Review various exercise programs that start slow and ing, jogging, bicycling. Have students design their own according to fitness assessfitness/exercise program ment and interests. plans with class. -95-

to do floor exercises properly and improperly for comparison Invite an exercise specialist of body mechanics.

ME	
CONTENT	
OBJECTIVE	

- D. Discuss physical fitness.
- 1. List 5 components of fitness.
- List the advantage of fitness in each area.
- strength, endurance, flexibility and cardiovascular endurance Name exercises that enhance
  - List 4 types of fitness exercises. 4
- State the benefit of each type of exercise. . S
  - Give an example of each type of exercise. 9
- 7. Describe 5 major factors that influence the effectiveness
- of exercise programs.
- 1. Compare various health screening tests to assess lifestyle and E. Describe various preliminary physical fitness.
  - methods.
- Compare fitness testing methods

ETHOD

training methods, inadequate equipment Know the main causes of injury - poor flexibility, muscle imbalance, overtraining, structural problems, poor Follow safety rules

a. Five components 4. Physical fitness

- Muscular strength

"The Psysiology of Exercise." Filmstrip: "Fit to be You," or

Discuss the benefits of being

fitness apply to various body

systems.

Discuss how principles of

physically fit.

- Muscular endurance
  - Flexibility
- Cardiovascular endurance
  - Body composition
    - Four exercises
- Isometric
- Isotonic
- Isokenetic
- Aerobic exercise
- Effectiveness factors ပ

-96-

- Intensity sets and reps, 60%-90% max. heart rate
- Frequency 3-5 times/wk.

Duration - 15-60 min.

- Mode aerobic
- Progression interaction
- 5. Preliminary testing
- a. Health screening
- Health Risk Appraisal Lifestyle Assessment Questionnaire
  - Health history PAR-Q
- CAD Risk Factor Assessment
  - Physical Activity Profile Physical Examination
- for maintaining good health Discuss lifesytle practices "The Wellness Revolu-Have students assess their lifestyle, using one or more assessment tests. in general terms. tion." Film,

METHOD	•	Have student evaluate their	physical fitness using AAHPERD
CONTENT		b. Physical fitness testing	- AAHPERD (for youth):
OBJECTIVE			

3. Assess your lifestyle to include fitness level.

> Cardiovascular function: distance - AAHPERD (for youth):

tests.

skinfold tests > Abdominal strength: sit-ups > Flexibility: Sit & reach > Body composition:

Muscular strength: isometric and isotonic tests

Muscular endurance: sit-up, push-

anthropometric, circumferential, skin fold tests Body composition: up, chin-up

step test, bicycle ergometer and treadmills Cardiopulmonary tests:

6. Motivation

F. List methods of motivation for

physical fitness.

b. Find leadership if necessary a. Ask for support

c. Personalized plan to include variety

Reinforcement and goal setting

7. Workout program

according to the interests and

needs of an individual.

G. Compile a workout program

a. Assess needs, interests, and fitness level

Workout program: warm-up, aerobic and strength, cool down Ъ.

c. Determine support and motivators

d. Set goals

F. Stress - definition, positive habits e. Plan evaluation effects on wellness

1. Good and bad stress

A. Differentiate between positive

and negative stress.

B. Describe 3 stages of stress.

4.8 Discuss the effects of stress on

wellness.

a. Alarm - fight or flight 2. Three stages

Film, "Total Fitness in 30 Minutes a Week."

-97-

evaluate the various workout Build onto previous exercise program developed for class Have the class compare and or create a new one. programs developed.

and describe their symptoms. sonal stressful situations Have students identify per-Discuss which aspect of Show "Managing Stress." health was affected.

"Stress." Hold discussions.

المنا المنا المنا

CONTENT	
CON	
OBJECTIVE	

- C. List stress related diseases.D. Differentiate between person-
  - . Differentiate between personality types as they relate to stress.
- E. List individual traits that affect reactions to stress.
- F. List indicators of stress.
- G. Identify sources of stress.

- b. Resistance restore balance c. Exhaustion - susceptible to illness
- Stress related diseases
   Personality types A & B
- 5. Individual traits sleep, caffeine, etc.
- 6. Indicators
- 7. Sources physical, social, biological changes, occupational, behavior and lifestyle

- H. Describe various stress responses.
- List desirable and undesirable methods of coping with stress.
   Practice various relaxation
  - techniques.
    2. List causes of suicide.
- 3. Identify possible signs of suicide.
- 4. State helpful action for a possible suicide situation.J. Compare stress assessment
  - tests.
    1. Identify personal level of stress.

- 8. Responses
- Methods of coping a. Desirable
  - b. Undesirable
- c. Relaxation techniques
- d. Suicide causes, possible signs, helpful action
- 10. Assessment tests
- a. Social readjustment rating scaleb. Stress quizzes

Have students relate personal experiences to the 3 stages of stress.

METHOD

- Discuss different sources of stress in various life stages (youth-adult).
- Divide in groups. Have each group identify stressors for a particular wellness area; i.e., physical, social, biological, etc.
- 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 warious coping techniques.
- Have students research a technique of relaxation and report. Compare techniques. Try a relaxation technique in class. Discuss their reactions.
- Have students evaluate their own level of stress using a stress evaluation test.

(D)

Wellness
Wel
and
tion
H <sub>H</sub>
11th 7e 1
ERIC Full Text Provided by ERIC
•

OBJECTIVE

plan Compare class' plans.	Discuss the major causes of	tacality among teenagers. And students prepare	projects on suicide, head	and spinal trauma, and ill-	ness and their implications
ll. Stress reduction plan	G. Safety	1. Crime reduction actions			
 N. Create a plan to reduce a personal stress.	4.9 Discuss the effects of safety on wellness.	A. List preventative actions to	reduce the risk of crime.		

	res	during atter	ı
2. Rape	a. Preventative measures	b. Possible actions d	rape.

c. Post rape procedures

3. Accidents

List presumptions about rape.

for teenagers.

about rape. Discuss how Discuss teenage feelings

mpted

media reinforces rape.

METHOD

CONTENT

make safe choices for safety. Discuss why people may not a. Major causes - stress, age, substance

effects of unsafe practices of the properties of on themselves and on others. Have students list the

Vehicle safety - self, manufacturer

abuse, time, illness

C. Discuss accident prevention. tion of rape.

List actions after the situa-

ж .

2. List possible actions in the

event of attempted rape.

1. List preventative measures.

Describe potential actions in

В.

the event of a rape.

1. State major causes of accidents.

Name safety measures for vehicles.

List all terrain vehicle safety . ش

Describe bicycle safety. 4.

Discuss water safety. <u>۔</u>

1. List swimming safety measures. List boating/canoeing safety

List rescue procedures.

Discuss fire safety procedures. 1. List preventative measures for fires. ъ.

2. Describe what to do in the event of a fire.

Compile a fire plan for your personal dwelling. . ش

4. Water safety

d. Bicycle safety

c. ATV safety

a. Swimming/diving

b. Boating/canoeing

c. Rescue procedures

5. Fires

a. Preventative measures

b. Fire safety c. Fire plan

Brainstorm for major causes of Discuss fire escape routes in motels, highrise buildings, and basements. fires.

OBJECTIVE 4 10 Discuss the affects of smolting on	CONTENT	METHOD
ile etteces of smortlig oil		Show pictures from American
Wellness.	1. Effects	Cancer Society showing
A. List the effects of smoking.	a. Physical	normal and smokers' lungs.
	b. Economic	Have students make a presen-
	c. Social	tation for young children
	d. Mental	on the hazards of smoking.
	e. Environmental	
B. List reasons why people smoke.	2. Reasons why people smoke	Discuss reasons why people
		smoke - why they don't quit
		even though they feel the
		ill offents of smolring

A. List the effects of drinking 4.11 Discuss the effects of alcohol excessively. on wellness.

1. Effects of excessive drinking I. Alcohol

3. Methods to stop smoking.

G. List methods to stop smoking.

Environmental Economic a. Physical Mental Social ۵.

2. Alcoholic assessment

B. Describe how to assess if a

person has a problem with

alcohol.

3. Preventative measures

C. List methods to help control

alcoholic abuse.

starting a bad habit such as Discuss the disadvantages of ill effects of smoking. smoking.

level testing, the most common number of tests done/month, Invite a representative from the local police department age group tested, and the to speak on blood alcohol etc.

-100-

their weight how many drinks it would take to be legally Have students determine for intoxicated.

lead a person to drink or not Discuss influences that can to drink.

and effects of alcoholism on the class on the definition Have member of AA speak to one's lifestyle.

CQ CQ 44

	METHOD	ne effects of Discuss teenage statistics and alcohol.  Have students develop posters for abstinence or moderate use of alcohol.  holic  troof	Have a volunteer from an area drug crisis hotline to speak to the class.  Have students develop posters pro anti-drug abuse for elementary students.
	CONTENT	4. Factors that determine effects of alcohol a. Amount b. Rate consumed c. Absorption rate d. Oxidation rate e. Physical condition f. Expectations g. Mood and setting h. Tolerance 5. Responding to an alcoholic 6. Alcoholic content - proof	J. Drugs 1. Effects a. Physical b. Mental c. Social d. Economic
alth Price is selected wellness	OBJECTIVE	D. Describe factors that determine the effects of alcohol.  E. Describe ways to respond to an alcoholic. F. Compare alcoholic content of	types of alcohol. 4.12 Discuss the effects of drugs on wellness. A. List the effects of drug usage.

<ul><li>2. Four classes</li><li>a. Stimulants</li><li>b. Depressants</li><li>c. Narcotics</li></ul>	<ul><li>d. Hallucinogens</li><li>3. How used</li><li>a. Ingested</li><li>b. Injected</li></ul>	c. Inhaled 4. Differentiate a. Misuse b. Abuse
<ul><li>B. Describe 4 classes of controlled drugs.</li><li>1. List common examples of each class.</li></ul>	<ol><li>Describe how various drugs are used.</li></ol>	D. Differentiate between drug mis- use, abuse, dependency, and responsible use of drugs.

Discuss various ways of saying no to drugs or discouraging friends from using them.

Brainstorm why adolescents use

drugs.

Wellness	
and	
Promotion	
H.	14
ı1t	<b>9</b>
$\Xi \mathbf{R}$	10

OBJECTIVE

E. Describe methods of drug abuse prevention.

- 4.13 Discuss the effects of sexuality on wellness.
- A. List the effects of sexuality.
- Describe healthful sexuality. 1. Differentiate between sex Ξ.

role and sexual orientation.

- 2. Discuss responsible dating. Describe sexually transmitted diseases (STD). ပ
  - 1. List common diseases.
- State the method of transfer of STDs.
- Name the symptoms of the most common STDs.
- Identify complication of the Identify treatments of STDs.
- trolling or preventing the spread List preventative methods of convarious STDs. Ö.
  - List preventative measures of pregnancy. of STDs. <u>ب</u>

Dependency

CONTENT

METHOD

Responsible use

Prevention of abuse a. Family . ري

b. Friends

c. Law

d. Choice of lifestyle

K. Sexuality

1. Effects

a. Physical Mental

Social

Economic

Healthful sexuality Environmental

5

Sex role

Sexual orientation

c. Responsible dating decisions

a. Most common diseases - gonorrhea, Sexually transmitted disease (STDs) . ش

nongonococcal urethritis, moniliasis, syphilis, herpes, trichomoniasis, genital warts, pediculosis

Method of transfer <u>.</u> م

Symptoms .

Treatment . . .

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.

tions may become emocional and make adolescents vulnerable Discuss what kinds of situato physical intimacy.

-102and a complication of one or Have students design posters on the symptoms, treatment, Filmstrip/tape, Walt Disney more STDs.

film, "AIDS, Part I & II."

Discuss the impact of a family Have students make a fact members having AIDS. sheet about STDs.

931

OBJECTIVE	CONTENT	METHOD
4.14 Discuss the effects of violence	L. Abuse or violence	Have students create situa-
on wellness.	1. Effects on wellness	tions of each two of abuse
A. List the effects of abuse.	a. Physical	Discuss what could be done
	b. Mental	about each situation
	c. Social	Brainstorm for local helm
	d. Economic	grouns for various forms of
	e. Environmental	abuse
B. List various forms of violence.	2. Forms	Have students state what they
	a. Physical	would do if presented with
	b. Emotional	various abuse situations in
	c. Neglect (children or dependent adult)	their own lives.
	d. Sexual - rape, incest	
C. Describe treatment for abusers	3. Treatment	List possible causes of abuse
and victims of violence.		
D. Describe methods of prevention.	4. Methods of prevention	List possible feelings of an
	a. Counseling	abused nerson
	b. Agencies, organizations. hotlines	List nossible feelings of an
	c. Victim actions	
4.15 Discuss the effects of environmen-	M. Environment	
tal health on wellness.	1. Effects	Discuss pros and cons of
A. List the effects of environ-	a. Physical	1.1.4
mental bealth		public nealth laws on public
ייייים וופסדרווי		smoking, seat belts, and
		motorcycle helmets. Discuss
	d. Economic	the origination of these laws.
	e. Environmental	
B. Identify major types of	2. Major types of pollutants	List some personal habits that
pollutants.	a. Air	contribute to environmental
	b. Water	pollution.
	c. Hazardous wastes	Brainstorm for long term
	d. Solid wastes	effects of current pullution.
	e. Pesticides	Have students participate in a
	f. Lead, mercury, asbestos	volunteer project to improve
		the community environment.
	h. Noise	Discuss the effects of pollu-

tants on future generations.

(.) (.) (.)

METHOD	Discuss student feelings on	lawn weed control, organic	farming and pesticides.
CONTENT	3. Hazards	a. Damaging effects	b. Preventative/controlling measures
OBJECTIVE	C. Describe hazards to the environ-	ment.	1. State the damaging effects of

- persons with disabilities from fully accessing the community. hazards on the environment Discuss barriers that inhibit List preventative or controlling measures. Δ.
- V. Agencies, organizations, and programs

4. Physical barriers to the handicapped

wheelchair, or with their arm Have students spend a day at Discuss their home and at school, in a in a sling. feelings.

farming and pesticides.

b. Preventative/controlling measures

- Have students write letters to of interest is for promoting them what their current area various agencies, organizations, or programs asking health.
- Given specific problem situa- C tions, have students refer to! agencies which might be able organizations, programs or to help.
- various wellness program. Visit facilities, if available. Visit with personnel from
- Discuss which programs teenagers would most likely be involved with.

local, district, state, national promotion and maintens ace of well-5.3 Differentiate between various organizations, agencies, and 5.1 Identify resources to locate 5.2 Identify agencies, organizations, and programs at the and international levels. programs.

c. Organizations

b. People

a. Media

1. Location

A. Resources

5.0 Discuss agencies, organizations and

programs that are involved in the

d. Libraries

b. District

a. Local

2. Levels

State

ပ်

types of wellness programs within the community and industry.

Wellness programs <u>м</u>

Employee assistance programs (EAP) Weight clinics Health clubs Back clinics

e. International

1. Aerobics

d. National

Cardiac rehabilitation Health promotion

Fitness

Wellness

Strength training Counseling

いっている

6. Develop a plan of action
7. Decide on motivators
8. Implement the plan
9. Evaluations - feedback and reinforcement

Set goals

		ļ	
		1	
		ı	
		ı	
		I	
		ĺ	
		ļ	1
		Ì	į
		i	1
		I	1
		l	i
		ļ	1
			١
		ł	
ì		l	
•		1	

OBJECTIVE	CONTENT	METHOD
	12. Aquatics	
	13. Stress management 14. Smoking cessation	
<ol><li>6.0 Define related terminology of well- VI. ness units.</li></ol>	Te	Create terminology crosswor
o implement a	VII. Plan to change lifestyle	Fuzzios. Have students make goals an
change of lifestyle.	A. Strategy	implement a plan for each.
/.1 Discuss various steps to	1. Education of topic of concern	Discuss plans in class.
implement a change of life-	2. Assessment of lifestyle in area of	Survey the class to see if
style.	concern	students have started to
	3. Take responsibility of own life	change any aspect of their
	4. Make a choice to change - yes/no	lifestyle.

any lifestyle. Discuss why a change of life-style is necessary. rd pu

₹.4 (.)

### Health Promotion and Wellness

### Reference List

### References:

- Meeks-Mitchell, L., & Heit, P. (1987). <u>Health: A wellness approach</u>. Columbus, OH: Merrill.
- Stone, N.J. (1987). Adult fitness programs: Planning, designing, managing and improving fitness programs. Glenview, IL: Scott, Foresman, and Company.

### Additional Suggested References:

- Addleman, F.G. (1984). The winning edge: Nutrition for athletic fitness and performance. Englewood Cliffs, NJ: Prentice-Hall.
- Badasch, S.A., & Chesebro, D.S. (1985). <u>The health care worker: An introduction to health occupations</u>. Bowie, MD: Brady Communications.
- Berger, S.E., & Levine, S.L. (1983). <u>Teenage health teaching modules:</u> <u>Handling stress</u>. Newton, MA: Education Development Center.
- Blake, P., Frye, R., & Pejsach, M. (1984). <u>Discover your health behaviors:</u>
  <u>A self-assessment and behavior change manual</u>. New York: Random House.
- Brisson, G.J. (1977). <u>Grooming: A new horizon model in occupational</u> <u>education programming</u>. Fayetteville, NC: Fayetteville City Schools.
- Chase, D. (1974). <u>The medically based no-nonsense beauty book</u>. New York: Alfred A. Knopf.
- Cloyd, D. (1986). Feeling good with good nutrition: UHE 3001. Urbana, IL: Vocational Education Service, University of Illinois.
- Co-Ed Forecast for Home Economics (Eds). (1980). Clothing and textiles and health and grooming: Word search puzzles. New York: Scholastic Book Services.
- Cooper, K. (1982). The aerobics program for total well-being. New York: M. Evans and Company.
- Corbin, & Lindsey. (1983). <u>Fitness for life</u>. Glenview, IL: Scott, Foresman and Company.
- Dunn, M.D. (1983). <u>Fundamentals of nutrition</u>. Boston, MA: CBI Publishing Company.
- Edin, & Golanty. (1985). Health and wellness. Boston: Jones and Bartlett.
- Fahey, T. (1979). Good time fitness for kids. New York: Butterick Publishing.



- Felice, & Carolan. (1987). <u>Tune into health</u>. Newton: Cebco, Allyn and Bacon.
- Ferguson, J.M. & Taylor, C.B. (1978). A change for heart: Your family and the food you eat. Palo Alto, CA: Bull Publishing Co.
- Fleck, H. (1981). Introduction to nutrition (4th ed.). New York: McMillan.
- Fogarty, T.F. (1976). Coping with stress. Chicago: Clareton Publications.
- Golding, L., Myers, C., & Sinning, W. (1982). The Y's way to physical fitness. Chicago: The WMCA of the U.S.A.
- <u>Guidelines for exercise and testing and prescription</u> (3rd ed.). Philadelphia: Lea & Febiger.
- Harcourt, Brace, & Jovanovich. Essentials of Health.
- Haupt, E.A. (Ed.). (1967). The seventeen book of fashion and beauty. New York: Macmillan.
- Howley E., & Franks, D.B. (1986). <u>Health fitness instructor's handbook</u>. Champaign, IL: Human Kinetics Publishers.
- Jaffe, D.T. (1980). Healing from within. New York: Alfred A. Knopf.
- How to eat for good health. (1986). Rosemont, IL: National Dairy Council.
- Koplow, L.E. (1983). <u>Plain talk about...handling stress</u>. Rockville, MD: U.S. Department of Health and Human Service.
- Kowtaluk, H. (1980). <u>Discovering nutrition</u>. Peoria, IL: Chas. A. Bennett Co.
- Kuntzelman, C.T. (1971). <u>The physical fitness encyclopedia</u>. Emmaus, PA: Rodale Books.
- Lazarus, & Vorys. (1987). <u>Health and safety</u>. Reading: Addison-Wesley.
- Lindsey, Jones, & Whittley. (1984). <u>Fitness for health, figure/physique.</u> <u>posture</u>. Dubuque, IA: Wm. C. Brown Company.
- McClendon, & Johnson. (1987) <u>Health and wellness</u>. New York: Laidlaw Publishers.
- McGinley, H. (1983). <u>Caring, deciding and growing</u>. Lexington: Ginn and Company.
- Merki, & Merki. (1987). <u>Health: A guide to wellness</u>. Enrico: Glencoe Publishing.
- Miller, & Allen. (1982). <u>Fitness: A lifetime committment</u>. Edina, MN: Burgess Publishing.



- Miller, M. (1974). <u>The black is beautiful beauty book</u>. Englewood Cliffs, NJ: Prentice-Hall.
- Morkros, J. (1982). <u>Teenage health teaching modules</u>; <u>Being fit</u>. Newton, MA: Education Development Center.
- Nieman, D. (1986). <u>The sports medicine fitness course</u>. Palo Alto, CA: Bull Publishing.
- Otto, J.H., Julian, C.J., Tether, J.E., & Nassif, J.Z. (1986). Modern health. New York: Holt, Rinehart and Winston.
- Pelletier, K.R. (1977). <u>Mind as healer, mind as slayer</u>; A holistic approach to preventing stress disorders. New York: Dell Publishing.
- Pollock, Purdy, & Carroll. (1982). <u>Health: A way of life</u>. Glenview: Scott, Foresman and Company.
- Schwartz, A.K., & Guth, D. (1982). <u>Looking good.</u> St. Michaels, MD: Miles River Press and Janus Book Publishers.
- ms, N. (1976). All about health and beauty for the black woman. Garden City, NY: Doubleday and Company.
- Sobel, D.S., & Hornbacher, F.L. (1973). An everyday guide to your health.

  New York: Grossman Publishers.
- Stephens, K. (1980). The body revolution: Revolutionize your life through nutrition, behavior change and fitness. Salt Lake City: State Office of Education.
- Suitor, C.W., & Hunter, M.F. (1980). <u>Nutrition: Principles and application in health promotion</u>. Philadelphia: Lippincott.
- Thompson, J. (Ed.). (1981). Image impact. New York: A and W Publishers.

### Audio Visual Aids:

AIDS [film]. Calhoun, KY: National Innovative Media.

AIDS alert [film]. Chatsworth, CA: Career Aids.

AIDS: Facts and fears, crisis and controversy [film]. Chatsworth, CA: Career Aids.

AIDS: Part I and II [film]. Burbank, CA: Walt Disney Films.

AIDS: What are the risks [film]. Chatsworth, CA: Career Aids.

The cell assimilation of nutrients [film]. Burbank, CA: Walt Disney Films.

Chalk talk [film, 45 min.]. (1981). New York: American Journal of Nursing.

The chemistry of foods [film]. Burbank, CA: Walt Disney Films.



Choices for a lifetime [filmstrip/cassette]. (1979). Schaumburg, IL: Cereal Institute.

<u>Dating</u> [film]. Pleasantville, NY: Sunburst Commmunications.

The day milk was turned off [film]. St. Louis: National Dairy Council.

Dead is dead [film, 21 min.]. (1973). Glendale, CA: AIMS Instructional Media.

<u>Discovering new protein foods</u> [filmstrip/cassette]. (1975). Chicago: Miles Laboratories.

<u>Drug dependency -- stimulants, depressants, psychedelics</u>. Gardon Grove, CA: Trainex Corporation.

Eating on the run [film]. St. Louis: National Dairy Council.

Epidemic [film, 27 min.]. (1982). Northbrook, IL: MTI Teleprograms.

Fit to be you [3 films, 12 min. each]. Burbank, CA: Walt Disney Films.

Food buymanship [filmstrips]. (1971). Chicago: Kraft Foods, Educational Department.

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.

Help! I'm a new parent [film, 24 min.]. (1979). Los Angeles: Churchill
Films.

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.

Human sexuality [film]. Pleasantville, NY: Sunburst Communications.

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.
- <u>Nutrition: Food vs. health</u> [filmstrip/cassette]. Portland: Sunburst Communications.
- Nutritional malnutrition [film]. Burbank, CA: Walt Disney Films.
- <u>Nutrition for teenagers only [filmstrip/cassette]. Portland: Sunburst Communications.</u>
- Parents with alcoholism [film]. Chatsworth, CA: Career Aids.
- The physiology of exercise [filmstrips/cassettes]. Pleasantville, NY: Sunburst Communications.
- <u>Prisoners of chance</u> [film, 23 min.]. (1979). Studio City, CA: Filmfair Communications.
- <u>Ouieting reflex training: A choice for adolescents</u> [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.
- <u>Sudden adolescent death: How to prevent it</u> [film]. Chatsworth, CA: Career Aids.
- <u>Suicide: Causes and prevention</u> [film]. Pleasantville, NY: Human Relations Media.
- <u>Suicide: Causes and prevention</u> [film]. Calhoun, KY: National Innovative Media.
- Teenage father [film, 28 min.]. (1978). Los Angeles: Children's Home Society of California.
- <u>Teenagers talk: Getting through adolescence</u> [film, 12 min.]. (1975). New York: BFA Educational Media.
- <u>Today's choices</u> [filmstrip/cassette]. (1978). Schaumburg, IL: Cereal Institute.



Total fitness in 30 minutes a week [film, 30 min.]. Pyramid Films.

The truth about AIDS [film]. Calhoun, KY: National Innovative Media.

<u>Understanding defense mechanisms</u> [programmed instruction unit, 1 hour]. New York: Journal of Nursing Co.

<u>Understanding stress and conflict</u> [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.

Fast food. Chatsworth, CA: Career Aids.

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.

The human body: A machine at work. Chatsworth, CA: Career Aids.

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.

<u>Nutrition - Volume I & II</u>. 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.

<u>Venereal diseases</u>. Bridgeport, CT: Intellectual Software.

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

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



hical a legal Aspects of Health Care cerview: The emphasis for this unit is

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
At the completion of this unit, the student will:	I. Introduction A. Course goals	Lecture/discussion. Reading assignments; see
1.0 State the general goal and objectives		reference list.
of the course.	C. Method D. Evaluation	Preface the unit with presen-
		legal/ethical situations.
2.0 Discuss ethical behavior and responsibilities of health personnel.	II. Ethical responsibilities of a health worker A. Definition	
2.1 Define ethics.	B. Code of ethicsprofessional standards	Compare various codes of
2.2 Define a code of echics. 2.3 Describe responsibilities of	C. Kesponsibilities 1 Auglities of a health worker	ethics.
health workers.	2. Moral responsibilities	ment of Health Rules and
2.4 State the importance of ethical	3. Responsibilities as an employee	Regulations.
behavior.	D. Importance	Invite a hospital adminis-
2.5 Apply the guidelines of ethical	E. Situations	
conduct in meanth related situations		Have students collect news-
strattons.		
		regarding legal and ethical
		problems or sults. Discuss
ponsibilities of	III. Legal responsibilities	Invite a lawer to speak to
	A. Criminal law	the class.
3.1 Differentiate between criminal	1. Crime	Check physician, hospital
and civil law.	2. Felony	nurse, and other's liabil-
3.2 Differentiate between a crime	B. Civil law	ity insurance rates for
and felony.	1. Torts	your area.
3.3 List common torts associated	a. Malpractice	Discuss student's personal
with health care.	b. Negligence	experiences as health clients.
3.4 List common negligence acts.	- Common negligence acts	
3.5 Describe liability in health pro-	c. Liahle	
ressions.	- Informed consent	
A. Define informed consent.	- Standard of care	
b. Define standard of care.	- Prevention of suits	

ERIC		A Company of the Comp	
or .	OBJECTIVE	CONTENT	METHOD
ļ	G. List possible actions to prevent liability suits.	- Accident reports .	
	D. Explain factors of an accident	- Insurance coverage	
		- Good Samaritan Laws (vary from	Handout: "Iowa Good Samaritan
	E. Explain factors of an emergency plan.	state to state)	Law".
	F. Discuss liability insurance		
	G. Discuss Good Samaritan Laws		
	3.6 Differentiate between the two types	d. Defamation	
	of defamation.	- Libel	
		- Slander	
	3.7 Differentiate between assault and	e. Assault and battery	
	battery.		
	3.8 Differentiate between confidential-	f. False imprisonment	
	ilty and privileged communication.		
	3.9 Give an example of each type of	h. Confidentiality	Correlate confidentiality to
	tort.	. i. Privileged communication	
		j. Reasonable care	records.
	3.10 Describe the rights of the individ-	C. Patient's bill of rights	
	ual under law.	1. Violations	
	A. Determine how these rights might		
	be violated.		
	3.11 Describe licensure, registration, and	D. Licensure and credentials	Provide examples of each:
	credentialing of health occupations.	1. Purpose	licensed, registered, certi-
	A. State the purpose of licensure,	2. Licensure, registration, certification,	fied, diploma careers.
		diploma	
	B. Differentiate between licensure,	3. Continuing education	
	registration, certification, and	a. Purpose	
	a diploma.	b. Forms	
	3.12 Describe the personnel who can per-	E. Personnel services	
	form various services.	1. Health care	
	A. Discuss health care personnel.	a. Who may request services	
		b. Who may administer services	
		may	
		d. Who may have custody of records	
	( <b>v</b>		•

`**'** 

Health Care	
of	
Aspects	PTTPE
egal	OP TEATTIE
Ţ	
ical a ical a ERIC	
Full Text Provided by ERIC	•

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

#### Ethical and Legal Aspects of Health Care

#### 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). <u>Diversified health occupations</u> (2nd ed). Albany, NY: Delmar.
- Sorrentino, S.A. (1984). <u>Textbook for nursing assistants</u>. 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). <u>Health care assistant</u> (4th ed). Albany, NY: Delmar.
- Cooper, M.G., & Bredow, M. (1986). <u>The medical assistant</u> (5th ed). New York: McGraw-Hill.
- Frederick, P.M., & Kinn, M.E. (1981). <u>The medical office assistant:</u> Administrative and clinical. Philadelphia: W. B. Saunders.
- Keir, L., Krebs-Shannon, C., & Wise, B.A. (1986). <u>Medical Assisting:</u> <u>Clinical and administrative competencies</u>. Albany, NY: Delmar.
- Williams, C., & Zukowski, J. (1982). <u>Basic allied health education core</u>. Austin, TX: EIMC, The University of Texas at Austin.

#### Audiovisual Material:

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



# NURSE AIDE PROGRAM COMPETENCIES



# HEALTH OCCUPATIONS PROGRAM

NURSE AIDE Model 1

Śecondary

NURSE AIDE:

LONG TERM CARE

HOSPITAL AIDE

REHABILITATION

CARE

Post-Secondary

PN/ADN

NURSING

OCCUPATIONAL THERAPIST ASSISTANT

PHYSICAL THERAPIST ASSISTANT



		Nurse <u>Aide</u>	Hospital <u>Aid</u> e	Rehab <u>Care</u>
	Health Care Delivery System			
1.	Describes various types of care facilites.	X*		Х
2.	Differentiates between various types of health care facilities and their administrative structure.	Х*	•	х
3.	Identifies the relationship between various governmental and private agencies that provide guidelines for resident/patient care.	Х*		
4.	Identifies roles of various health care personnel within facilities especially the role of the nurse aide.	Х*		
5.	Compares the organization of acute care with long term care.		X*	
6.	Compares the health professionals role in acute care setting with their role in long term care.		Х*	
	Health Promotion and Wellness			
1.	Identify basic human emotional needs.	Х		Х
2.	Encourage resident/patients to be as independent as possible.	Х		
3.	Identify basic changes in normal growth and development and apply in care situations.	Х		·



Health Promotion and Wellness	Nurse Aide	Hospital Aide	Rehab <u>Care</u>
4. Identify ways of meeting emotional needs of the resident.	Х		Х
5. Explain losses which may accompany aging.	х		
<ol> <li>Identify spiritual needs of resident/ patient.</li> </ol>	X		
7. Investigates the human growth and develoment need of infants, children and adults.		Х*	
Ethical/Legal			
<ol> <li>Demonstrate responsibility concerning resident/patient's rights.</li> </ol>	Х		х
2. Practice confidentiality.	х		х
3. Apply ethical practices.	Х		х
4. Follow institutional policies.	Х		х
5. Identifies legal responsibilities of the nurse aide in acute care, including living wills and durable power of attorney.		Х*	
Safety			
1. Use correct hand-washing techniques.	Х		х
2. Follow proper infection control techniques.	Х	-	x



Safety	Nurse Aide	Hospital Aide	Rehab <u>Care</u>
<ol> <li>Position resident/patient's call signal within reach.</li> </ol>	Х		х
4. Use correct body mechanics.	Х		Х
5. Maintain a clean, safe environment.	х		Х
6. Restrain effectively or safely a resident/ patient.	Х		х
7. Follow emergency procedures for fire and other disasters.	Х		Х
8. Uses CDC guidelines (universal precautions) in providing care.	X*		X .
9. Uses CDC guidelines (universal precautions) in proving care to patient in isolation.		X*	
Communication			
<ol> <li>Communicate effectively with resident, health facility staff and resident/ patient's family/visitors.</li> </ol>	х		х
2. Use effectively the intercom and telephone.		X	
3. Record procedures accurately.	X		
4. Follow directions.	Х		
5. Participate in a discussion.	x		
<del>-</del>	<del></del>		



Communication	Nurse <u>Aide</u>	Hospital Aide	Rehab <u>Care</u>
6. Listen effectively.	х		
7. Use correct medical terminology and abbreviations.	Х		
8. Record and report pertinent observations related to resident/patient treatment, procedures and conditions.	х		
9. Record procedure accurately.	x		
10. Greet resident/pt by name or by title.	x		x
ll. Report/record intake/output.	х		
12. Obtain appropriate patient information from nursing supervisor.		X*	
13. Explains the nurse aide's role in using the nursing care plan in acute care.		X*	
Interactions	-		
1. Uses the philosophy of restorative/ rehabilitation when providing care.	х*		х
2. Identifies the physical/social/emotional changes that occur in elderly and chronically ill.	х*		
<ol> <li>Identifies the special needs of residents/ patients with disabilities, including physical problems, mental illness, mental retardation, and dementias.</li> </ol>	х*		



	Interactions	Nurse _Aide	Hospital Aide	Rehab <u>Care</u>
4.	Differentiates between the care needs of acutely and chronically ill.		Х*	
5.	Provide for resident/patient's privacy.	X*		· x
6.	Identify ways to ease the impact of losses.	х		x
7.	Practice reality orientation/validation therapy with confused and/or forgetful residents/patients.	х		
	Emergency Services			
1.	Provides emergency care for choking resident/patient.	Х*		
2.	Complete certification in Basic Cardiac Life Support - Module C		Х	
	Personal Hygiene			
1.	Make unoccupied bed.	Х		
2.	Make occupied bed.	Х		
3.	Assist resident/patient with adaptive appliances.	х		X
4.	Assist resident/patient in dressing and undressing.	Х		_



Personal Hygiene	Nurse Aide	Hospital Aide	Rehab <u>Care</u>
5. Assist resident/patient with hair care.	х		
6. Assist with or shave resident/patient.	х		
7. Identify and apply care for resident/ patient's fingernails and toenails.	Х		
8. Perform a resident/patient back-rub.	Х		
9. Bathe resident/patient or assist with bathing.	х		
O. Perform perineal care.	Х		
l. Perform or assist with oral hygiene including mouth and denture care.	X		
12. Assist resident/patient with nutritional needs.	х.		
13. Apply sensory aid devices.	х		
14. Apply appropriate skin care to resident.		х	
15. Assists patients in acute care to follow dietary orders.		Х*	
Special Procedures			
cial Procedures Related to Admission, Transfer	, Dischaarge	<b>.</b>	
1. Assist licensed nurse with unit admitting procedures.		Х	



ecial Procedures Related to Admission, Fransfer, Discharge	Nurse <u>Aide</u>	Hospital <u>Aide</u>	Rehab <u>Care</u>
<ol> <li>Assist licensed nurse with unit discharge procedures.</li> </ol>		х	
<ol> <li>Assist licensed nurse with unit transfer procedures.</li> </ol>		Х	
4. Record personal property inventory.	_ · · · · ·	Х	
ecial Procedures Related to Hygiene			
1. Apply anti-embolism elastic stockings.		Х	
cial Procedures Related to Mobiliy/Immobility  1. Assist resident/patient in standing.	X		X
2. Position resident/patient in correct			A
body alignment.	X		х
body alignment.  3. Use techniques which help prevent pressure sores.	x x		x
body alignment.  3. Use techniques which help prevent pressure			
3. Use techniques which help prevent pressure sores.	Х		Х
<ul><li>3. Use techniques which help prevent pressure sores.</li><li>4. Direct active range of motion exercises.</li></ul>	x		х



Nurse <u>Aide</u>	Hospital Aide	Rehab <u>Care</u>
x		Х
х		х
X*		
х		
Х		
X		-
Х	•	
Х		
		-
Х		
	X X X X X X	X X X X X X X X X



pecial Procedures Related to Diagnostic Testing	Nurse Aide	Hospital Aide	Rehab <u>Care</u>
2. Measure and record weight.	x		
(3. Test urine for glucose and ketones.	х )		
pecial Procedures Related to Hot and Cold		·	
<ol> <li>Assist with local applications of warmth and cold.</li> </ol>	х		
pecial Procedures - Miscellaneous			
1. Assists licensed nurse with unit pre and post operative care.		Х*	
2. Provides care for acutely ill patients.		X*	
3. Provides care for children and new mothers.		Х*	
<ol> <li>Identify five steps of approaching death or reactions to approaching death.</li> </ol>	X		
5. Explain procedures for post-mortem care.	Х		
6. Identify the physical signs of approaching death.	Х		
<ol> <li>Demonstrate physical measures for the dying resident/ patient.</li> </ol>	х		



Leadership Competencies	Nurse <u>Aide</u>	Hospital Aide	Rehab <u>Care</u>
1. Follow directions.	Х	Х	х
2. Participate in a discussion.	х	Х	Х
3. Utilize time effectively.	Х	X	Х
4. Prioritize series of tasks.	Х	X	Х
5. Define goals.	х	x	Х
6. Work effectively with others.	х	х	Х
7. Listen effectively.	х	х	х х
8. Facilitate group interaction.	х		
9. Recognize conflict situations.	х		
10. Adapt to environment/situation.	х		•
11. Speak efficiently in front of others.		х	
Job Getting, Job Keeping Competencies			
1. Identify requirements for a job.	х	х	х
2. Complete required forms.	х	х	Х
3. Write application letter.	х	Х	х



Job Getting, Job Keeping Competencies	Nurse Aide	Hospital Aide	Reh <b>ab</b> <u>Care</u>
4. Evaluate job offer.	х	х	Х
5. Interact with others in a courteous and tactful manner.	x	х	х
6. Cooperate with others.	x	x	. X
7. Accept individual differences.	х	Х	Х
8. Respect the property of others.	х	x	Х
<ol><li>Organize thoughts and clearly express point of view.</li></ol>	Х	х	х
10. Organize thoughts and writes clearly.			
ll. Exhibit dependability.			
12. Demonstrate punctuality.	х .	x	Х
13. Ask for help when needed.	х	x	Х
14. Accept new challenges.	х	х	Х
15. Accept supervision willingly.	X	X	Х
16. Discuss the necessity of flexibility related to change.	х	Х	х
17. Manage time effectively.	x	X	Х



Job Getting, Job Keeping Competencies	Nurse <u>Aide</u>	Hospital Aide	Rehab <u>Care</u>
18. Follow rules and regulations.	х	Х	x
19. Produce quality work.	х	х	х
20. Work within guidelines.	х	х	х
21. Take responsibility for mistakes and/or good work.	х	х	Х
22. Comply with safety and health rules.	Х	Х	х
23. Utilize equipment correctly.	X	х	х
24. Maintain clean and orderly work area.	х	х	х
25. Demonstrate personal hygiene and clean- liness.	х	х	Х
26. Adapt to change/demonstrates flexibility.	х	х	х
27. Follow policies and procedures.	х	х	х
28. Explain the purpose of performance evaluations.	х	х	х
Entrepreneurship Competencies	-		
1. Explain types of health care business organizations.	Х	х	х
2. Recognize relevant, legal and ethical issues in the health care industry.	х	X	х



# HEALTH OCCUPATIONS PROGRAM

NURSE AIDE Model 2

# Secondary

DIRECT

PATIENT

CARE

LONG TERM

CARE

(CLINICAL)

ACUTE

CARE

(CLINICAL)

# Post-Secondary

ANY HEALTH

**OCCUPATIONS** 

PROGRAM

WITH CLIENTS

NURSING



		Direct <u>Pt Care</u>	Long Term Care	Hospital <u>Aide</u>
	Health Care Delivery System		(clinical)	(clinical)
1.	Describes various types of care facilites.	X*		
2.	Differentiates between various types of health care facilities and their administrative structure.	Х*		
	Identifies the relationship between various governmental and private agencies that provide guidelines for resident/patient care.			
4.	Identifies roles of various health care personnel within facilities especially the role of the nurse aide.	Х*		
5.	Compares the organization of acute care with long term care.			X*
6.	Compares the health professionals role in acute care setting with their role in long term care.			Х*
	Health Promotion and Wellness			
1.	Identify basic human emotional needs.	Х		
2.	Encourage resident/patients to be as independent as possible	Х		
3.	Identify basic changes in normal growth and development and apply in care situations.	Х		



Health Promotion and Wellness	Direct Pt Care	Long TermCare	Hospital <u>Aide</u>
		(clinical)	(clinical)
4. Identify ways of meeting emotional needs of the resident.	Х		
5. Explain losses which may accompany aging.	X		
6. Identify spiritual needs of resident/ patient.	Х		
7. Investigates the human growth and develoment need of infants, children and adults.			X*
Ethical/Legal			
<ol> <li>Demonstrate responsibility concerning resident/patient's rights.</li> </ol>		X	Х
2. Practice confidentiality.		х	х
3. Apply ethical practices.		х	х
4. Follow institutional policies.		х	х
5. Identifies legal responsibilities of the nurse aide in acute care, including living wills and durable power of attorney.			Х*
Safety			
1. Use correct hand-washing techniques.	х	X	х



Direct Pt Care	Long Term Care	Hospital <u>Aide</u>
	(clinical)	(clinical)
X	X	х
	X	х
X	х .	х
х	х	х
	х	х
	X	X
х	X*	Х*
		Х*
	х	х
Х		X
Х	Х	Х
	X X X	Pt Care



Communication	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
4. Follow directions.	х	X	х
5. Participate in a discussion.	х	х	х
6. Listen effectively.	х	х	Х
7. Use correct medical terminology and abbreviations.	х	Х	Х
<ol> <li>Record and report pertinent observations related to resident/patient treatment, procedures and conditions.</li> </ol>		X	х
9. Record procedure accurately.	х	X	х
10. Greet resident/pt by name or by title.		х	X
11. Report/record intake/output.		x	
12. Obtain appropriate patient information from nursing supervisor.			Х*
13. Explains the nurse aide's role in using the nursing care plan in acute care.			Х*
Interactions			
<ol> <li>Uses the philosophy of restorative/ rehabilitation when providing care.</li> </ol>	_	Х*	Х*



	Interactions	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
2.	Identifies the physical/social/emotional changes that occur in elderly and chronically ill.	Х*	Х*	Х*
3.	Identifies the special needs of residents/ patients with disabilities, including physical problems, mental illness, mental retardation, and dementias.		Х*	X*
4.	Differentiates between the care needs of acutely and chronically ill.			Х*
5.	Provide for resident/patient's privacy.		Х*	Х*
6.	Identify ways to ease the impact of losses.		х	
7.	Practice reality orientation/validation therapy with confused and/or forgetful residents/patients.		х	
	Emergency Services			
1.	Provides emergency care for choking resident/patient.		Х*	
2.	Complete certification in Basic Cardiac Life Support - Module C			Х
	Personal Hygiene			
1.	Make unoccupied bed.	х	X	



Personal Hygiene	Direct Pt Care	Long Term Care	Hospital <u>Aide</u>
		(clinical)	(clinical)
2. Make occupied bed.	X	X	
3. Assist resident/patient with adaptive appliances.	X	X	х
4. Assist resident/patient in dressing and undressing.	X	X	х
5. Assist resident/patient with hair care.	X	х	х
6. Assist with or shave resident/patient.	X	х	х
7. Identify and apply care for resident/ patient's fingernails and toenails.	х	Х	х
8. Perform a resident/patient back-rub.	х	х	х
9. Bathe resident/patient or assist with bathing.	х	х	х
10. Perform perineal care.	х	х	х
<ol> <li>Perform or assist with oral hygiene including mouth and denture care.</li> </ol>	Х	х	х
12. Assist resident/patient with nutritional needs.	Х	Х	х
13. Apply sensory aid devices.	Х	x	X
14. Apply appropriate skin care to resident.			x



	Personal Hygiene	Direct Pt_Care	Long TermCare	Hospital <u>Aide</u>
			(clinical)	(clinical)
15.	Assists patients in acute care to follow dietary orders.			Х*
	Special Procedures			
pecia	al Procedures Related to Admission, Transfer,	Discharge		
1.	Assist licensed nurse with unit admitting procedures.			х
2.	Assist licensed nurse with unit discharge procedures.			х
3.	Assist licensed nurse with unit transfer procedures.			Х
4.	Record personal property inventory.			Х
pecia 	al Procedures Related to Hygiene		·	
1.	Apply anti-embolism elastic stockings.			Х
pecia	al Procedures Related to Mobiliy/Immobility			
1.	Assist resident/patient in standing.	х	· x	X
2.	Position resident/patient in correct body alignment.	Х	х	X



ecial Procedures Related to Mobility/	Direct Pt Care	Long Term Care	Hospital <u>Aide</u>
Immobility		(clinical)	(clinical)
3. Use techniques which help prevent pressure sores.	Х	Х	х
4. Direct active range of motion exercises.	Х	Х	X
5. Assist resident in walker use.	х	х	Х
6. Assist resident in walking.	х	х	X
7. Perform passive range of motion exercises.	х	, <b>x</b>	X
8. Transfer resident/patient using assistance.	Х	х	x
9. Transport resident/patient by proper equipment.	Х	Х	Х
ecial Procedures Related to Elimination			
<ol> <li>Assists resident/patient with bladder/ bowel training.</li> </ol>		X*	
<ol> <li>Assist resident/patient with elimination needs.</li> </ol>		Х	
3. Observe and maintain closed urinary drainage system.		X	
4. Prepare and give enema.		Х	



pecial Procedures Related to Specimen	Direct <u>Pt Care</u>	Long Term Care (clinical)	Hospital <u>Aide</u> (clinical)
Collection			
1. Collect urine and feces specimens as instructed.		х	
ecial Procedures Related to Diagnostic Testing			
<ol> <li>Measure and record temperature, pulse, respiration and blood pressure.</li> </ol>	х	Х	
2. Measure and record weight.	X	х	
(3. Test urine for glucose and ketones.			
cial Procedures Related to Hot and Cold			,
1. Assist with local applications of warmth			
and cold.			
and cold.  Decial Procedures - Miscellaneous  1. Assists licensed nurse with unit pre and post operative care.			Х*
pecial Procedures - Miscellaneous  1. Assists licensed nurse with unit pre and			X*
1. Assists licensed nurse with unit pre and post operative care.			



ecial Procedures - Miscellaneo	us _	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
5. Explain procedures for po	st-mortem care.	x	х	X
6. Identify the physical sig	ns of approaching	x	X X	х
7. Demonstrate physical meas resident/ patient.	ures for the dying	х	х	х
Leadership				
1. Follow directions.		х		,
2. Participate in a discussi	on.	х		
3. Utilize time effectively.		X		
4. Prioritize series of task	cs.	х		
5. Define goals.		Х		_
6. Work effectively with oth	ners.	х		_
7. Listen effectively.		х		
8. Facilitate group interact	cion.	Х		
9. Recognize conflict situat	cions.	х		
10. Adapt to environment/situ	uation.	Х		



		Leadership	Direct Pt_Care	Long Term Care	Hospital <u>Aide</u>
				(clinical)	(clinical)
	11.	Speak efficiently in front of others.	X		
	-	Job Getting, Job Keeping			
	1.	Identify requirements for a job.	х		
	2.	Complete required forms.	х		
	3.	Write application letter.	х		
_	4.	Evaluate job offer.	х		
	5.	Interact with others in a courteous and tactful manner.	х		
-	6.	Cooperate with others.	х		
	7.	Accept individual differences.	х		
	8.	Respect the property of others.	х		
	9.	Organize thoughts and clearly express point of view.	Х		
	10.	Organize thoughts and writes clearly.	х		
	11.	Exhibit dependability.	х	х	Х
	2.	Demonstrate punctuality.	х	х	х
			<del></del>		



Job Getting, Job Keeping	Direct Pt Care	Long Term Care	Hospital <u>Aide</u>
		(clinical)	(clinical)
13. Ask for help when needed.		X	X
14. Accept new challenges.		X	х
15. Accept supervision willingly.		x	х
16. Discuss the necessity of flexibility related to change.		х	Х
17. Manage time effectively.		х	<b>x</b>
18. Follow rules and regulations.		X.	х
19. Produce quality work.	-	х	х
20. Work within guidelines.		x.	х
21. Take responsibility for mistakes and/or good work.		х	х
22. Comply with safety and health rules.		х	х
23. Utilize equipment correctly.		х	х
24. Maintain clean and orderly work area.		х	х
25. Demonstrate personal hygiene and clean- liness.		Х	Х
26. Adapt to change/demonstrates flexibility.	-	X	х



Job Getting, Job Keeping	Direct Pt Care	Long Term Care	Hospital Aide
		(clinical)	(clinical)
27. Follow policies and procedures.		x	x
28. Explain the purpose of performance evaluations.		X	Х
Entrepreneurship			
<ol> <li>Explain types of health care business organizations.</li> </ol>	Х		
<ol> <li>Recognize relevant, legal and ethical issues in the health care industry.</li> </ol>	X		

# EMERGENCY CARE PROGRAM

# COMPETENCIES



# HEALTH OCCUPATIONS PROGRAM

EMERGENCY CARE
Model 1

Secondary

PRINCIPLES OF FIRST AID

FIRST

RESPONDER

EMT-A

Post-Secondary

ANY HOE

PROGRAM WITH

PATIENT CARE

PARAMEDIC



			Principles for First Aid	First Responder	<u>EMT-A</u>
		Health Careers			
	1.	Define the role and responsibility of the EMT-A.			х
		Body Structure and Function (Anatomy and Physiology)			
	1.	Identify and define basic body structure, function and related medical terminology.	Х	Х	X
		Communication			
	1.	Record and report patient information systematically.	x	х	х
	2.	Report suspected dependent adult and chil abuse.	.d		Х
_		Emergency Services			-
	1.	Perform basic life support according to America Heart Standards/Red Cross (Module C).	X	Х	<b>x</b>
	2.	Assess bleeding (external and/or internal and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).	.)		х
	3.	Assess, prevent and provide basic emergency care to the shock patient.			х



Emergency	Services	Principles for First Aid	First Responder	<u>EMT - A</u>
to patient wi injuries (i.e	rovide basic emergency care th open and closed soft tise., application of sterile abilization of impaled	ssue		x
a person susp	covide basic emergency care pected of having open and ares (i.e., application of on devices).	to		х
the patient v	covide basic emergency care with head, neck and/or spine., immobilization devices)	e		х
	covide basic emergency care with injuries of the chest, or genitalia.	to		х
the patient wheart, abdomitory, diabeto poisoning, s	covide basic emergency care with medical emergencies (inal, neurological, respirals, communicable diseases, tings and bites, substance motional problems).	.e.,		х
	pregnant women and provide or emergency birth.		х	х
	ment and provide basic re to infants and children.		х	х
patients with	rovide basic emergency care n an environmental emergenc cold and water).			х



	Emergency Services	Principles for First Aid	First Responder	<u>EMT-A</u>
12.	Assess and provide basic emergency care patients involved in farm accidents.	e to		Х
13.	Provide triage in emergency situations, disasters and prioritize for transport.	·		х
14.	Position, lift and move emergency patie efficiently and safely.	ent		Х
15.	Identify the psychological aspects of emergency care (e.g., communication ski stress, crisis intervention, disruptive patients/bystanders, sudden death, etc.	•		х
16.	Extricate, stabilize, package and trans an emergency patient.	sport		Х
17.	Maintain and operate emergency vehicles	S.		Х
	Special Procedures			
ecia	l Procedures Related to Admission, Trans	sfer, Discharge		
1.	Perform initial patient assessment and evaluation (primary and secondary surveusing diagnosis signs and symptoms (i.e determine level of consciousness; assessirway, breathing and circulation; measand record vitals; assess pupil reaction and assess neurological status).	e., ss sure		х



ecial Procedures Related to Respiratory Care	Principles <u>for First Aid</u>	First Responder	EMT-A
1. Demonstrate the use of mechanical provide effective ventilation (i.e adjuncts, oral suctioning and admittion of oxygen by proper delivery	., airway nistra-		Х
Leadership			
1. Follow directions.	х	х	х
2. Participate in a discussion.	x	Х	х
3. Utilize time effectively.	х	х	x
4. Prioritize series of tasks.	х	х	x
5. Define goals.	х	х	х
6. Work effectively with others.	х	х	х
7. Listen effectively.	X	х	Х
8. Adapt to environment/situation.	Х	х	Х
9. Delegate duties.	Х	х	X
10. Recognize and handle conflict.	х	х	Х
Job Getting, Job Keeping			
1. Identify requirements for a job.	х	х	Х



	Job Getting, Job Keeping	Principles for First Aid	First Responder	EMT-A
2.	Complete required forms.	X	X	х
3.	Write application letter.	Х	X.	х
4.	Evaluate job offer.	Х	Х	Х
5.	Interact with others in a courteous and tactful manner.	х	х	х
6.	Cooperate with others.	Х	х	х
7.	Accept individual differences.	х	х	х
8.	Respect the property of others.	Х	х	х
9.	Organize thoughts and clearly express point of view.	Х	Х	х
10.	Organize thoughts and writes clearly.	х	х	х
11.	Exhibit dependability.	х	х	х
12.	Demonstrate punctuality.	х	х	х
13.	Ask for help when needed.	Х	х	X
14.	Accept new challenges.	·X	х	X
15.	Accept supervision willingly.	Х	Х	X



Job Getting, Job Keeping	Principles for First Aid	First Responder	_EMT -A
16. Discuss the necessity of flexibility related to change.	X	Х	x
17. Manage time effectively.	х	Х	x
18. Follow rules and regulations.	х	Х	x
19. Produce quality work.	x	х	х
20. Work within guidelines.	X	Х	х
21. Take responsibility for mistakes and/or good work.	X	Х	х
22. Comply with safety and health rules.	x	Х	х
23. Utilize equipment correctly.	x	х	х
24. Maintain clean and orderly work area.	x	х	х
25. Demonstrate personal hygiene and clean- liness.	х	Х	х
26. Adapt to change/demonstrates flexibility	y. X	x	х
27. Follow policies and procedures.	х	х	х



# HEALTH OCCUPATIONS PROGRAM

EMERGENCY CARE Model 2

Secondary

PRINCIPLES OF

HEALTH

FIRST

RESPONDER

EMT-A

Post-Secondary

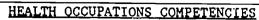
ANY PATIENT

CARE PROGRAM

**PARAMEDIC** 



		Principles of Health	First Responder	EMT-A
	Health Careers			
1.	Define the role and responsibility of the EMT-A.			х
	Body Structure and Function (Anatomy and Physiology)			
1.	Identify and define basic body structure, function and related medical terminology.	X	X	X
	Communication			
1.	Record and report patient information systematically.	х	Х	х
2.	Report suspected dependent adult and child abuse.	d		x
	Emergency Services			
1.	Perform basic life support according to America Heart Standards/Red Cross (Module C).	х	x	x
2.	Assess bleeding (external and/or internal and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).	)		х
3.	Assess, prevent and provide basic emergency care to the shock patient.			х





### Emergency Care Model 2

	Emergency Services	Principles of Health	First Responder	EMT-A
4.	Assess and provide basic emergency car to patient with open and closed soft tinjuries (i.e., application of sterile dressings, stabilization of impaled objects).	issue		x
5.	Assess and provide basic emergency car a person suspected of having open and closed fractures (i.e., application of immobilization devices).			х
6.	Assess and provide basic emergency car the patient with head, neck and/or spi injuries (i.e., immobilization devices	.ne		х
7.	Assess and provide basic emergency car the patient with injuries of the chest abdomen and/or genitalia.			х
8.	Assess and provide basic emergency can the patient with medical emergencies (heart, abdominal, neurological, respir tory, diabetes, communicable diseases, poisoning, stings and bites, substance abuse, and emotional problems).	(i.e., ca-		X
9.	Evaluate the pregnant women and provide assistance for emergency birth.	ie	Х	X
10.	Adapt assessment and provide basic emergency care to infants and children	n.	х	X
11.	Assess and provide basic emergency can patients with an environmental emergence.g., heat, cold and water).			х

#### HEALTH OCCUPATIONS COMPETENCIES



Emergency Services	Principles of Health	First Responder	EMT-A
12. Assess and provide basic emergency care patients involved in farm accidents.	to		Х
13. Provide triage in emergency situations/ disasters and prioritize for transport.	,		Х
14. Position, lift and move emergency patie efficiently and safely.	nt		х х
15. Identify the psychological aspects of emergency care (e.g., communication ski stress, crisis intervention, disruptive patients/bystanders, sudden death, etc.	<b>1</b>		Х
16. Extricate, stabilize, package and trans an emergency patient.	port		Х
17. Maintain and operate emergency vehicles			Х
Special Procedures .  Special Procedures Related to Admission, Trans	fer, Discharge		
<ol> <li>Perform initial patient assessment and evaluation (primary and secondary surve using diagnosis signs and symptoms (i.e determine level of consciousness; asses airway, breathing and circulation; meas and record vitals; assess pupil reactio and assess neurological status).</li> </ol>	e., ss sure		х



Special Procedures	Principles of Health	First Responder	EMT-A
Special Procedures Related to Respiratory Ca	are		
1. Demonstrate the use of mechanical aid provide effective ventilation (i.e., adjuncts, oral suctioning and administion of oxygen by proper delivery sys	airway stra-		X
Leadership			
1. Follow directions.	х	х	х
2. Participate in a discussion.	Х	Х	х
3. Utilize time effectively.	Х	х	х
4. Prioritize series of tasks.	х	х	х
5. Define goals.	Х	х	х
6. Work effectively with others.	Х	х	x
7. Listen effectively.	х	х	х
8. Adapt to environment/situation.	Х	х	Х
9. Delegate duties.	Х	х	Х
10. Recognize and handle conflict.	Х	х	х



	Job Getting, Job Keeping	Principles of <u>Health</u>	First Responder	EMT-A
1.	Identify requirements for a job.	X	X	х
2.	Complete required forms.	x	х	х
3.	Write application letter.	х	х	х
4.	Evaluate job offer.	х	х	х
5.	Interact with others in a courteous and tactful manner,	Х	x	х
6.	Cooperate with others.	х	х	Х
7.	Accept individual differences.	х	х	Х
8.	Respect the property of others.	х	х	х
9.	Organize thoughts and clearly express point of view.	x.	x	х
10.	Organize thoughts and writes clearly.	х	х	Х
11.	Exhibit dependability.	х	х	Х
12.	Demonstrate punctuality.	х	х	Х
13.	Ask for help when needed.	х	х	Х
14.	Accept new challenges.	х	х	Х



Job Getting, Job Keeping	Principles of Health	First Responder	EMT-A
15. Accept supervision willingly.	Х .	х	X
16. Discuss the necessity of flexibility related to change.	х	X	x
17. Manage time effectively.	Х	x	x
18. Follow rules and regulations.	Х	x	x
19. Produce quality work.	х	X	Х
20. Work within guidelines.	'X	Х	х
21. Take responsibility for mistakes and/or good work.	Х	х	х
22. Comply with safety and health rules.	Х	х	х
23. Utilize equipment correctly.	Х	Х	х
24. Maintain clean and orderly work area.	х	Х	Х
25. Demonstrate personal hygiene and clean- liness.	Х	х	х
26. Adapt to change/demonstrates flexibility	y. X	Х	х
27. Follow policies and procedures.	x	Х	х



# PRACTICAL NURSING PROGRAM

# COMPETENCIES



		Fundamentals of Pt Care	Body Structure and Function	Geriatrie Nursing
	Health Care Delivery System			
1.	Assist in referral of patients/ residents/clients to other health care staff or related agencies.			
	Health Promotion and Wellness			
1.	Demonstrate awareness of wellness and promote these concepts in providing input into the nursing care plan.	Х		x
	Ethical/Legal			
1.	Demonstrate ethical and legal practices when performing all aspects of nursing ca	X re.		Х
2.	Respects the resident/patient rights and does procedures/interactions in compliance with these rights.	X e		х
3.	Identifies own potential and limitations and accepts responsibility for own action	X as.		Х
4.	Follow policies of the employing institution.			х
	Body Structure and Function			
1	L. List the body systems and the major functions of each.	х	х	Х



Body Structure and Function	Fundamentals of Pt Care	Body Structure and Function	Geriatri Nursing
<ol> <li>Differentiate between cell, tissue, organ and systems and the common diseases that affect each.</li> </ol>	X	х	х
3. Describe the body's line of defense against disease.	Х	х	X
4. Define, pronounce, and spell common medical abbreviations.			
Safety			
1. Perform treatments per physician/nursing orders, CDC precautions.	. <b>x</b>		Х
<ol> <li>Provide and maintain a safe environment for patient/resident.</li> </ol>	x		X
3. Perform hand washing and gloving as prescribed in CDC guidelines.	x		Х
4. Use resident/patient siderails/restraint to protect the resident/patient as order			Х
<ol> <li>Protect self and patient/resident/client by using proper body mechanics during delivery of nursing care.</li> </ol>	X		x
Communication			
1. Utilize effective verbal communication skills.	х		х



	Communication	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
2.	Demonstrates the ability to report and record accurately, concisely and within legal guidelines the observations made and the actions taken.	X		x
3.	Transcribe physician orders.			х
4.	Using basic nursing concepts and communications with the health care team to update patient/resident's current care plan.	-		х
5.	Provide patient/resident nursing care by utilizing the formulated care plan.			х
	Interactions			
1	. Use nursing procedures/skills as an opportunity to interact with patients/ residents/clients and health care team.	X		
2	. Values cultural identity of self and others.			х
3	. Assist in assessing the patients/clients resident's physical mental/emotional/psychological condition.	/ x		
4	. Use observational skills to assist in identifying changes in patients/resident physical/mental health status.	X		
5	. Assist in planning for nursing care.	х		



Interactions _	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
6. Utilize information from the inter- disciplinary team in providing input into the health care plan.			х
7. Support and reinforce the established education plan for the patient/resident/family.	х		
8. Collaborate with the health care team or other agencies in modifying care plans recognizing client/patient/resident responses to treatment.	<b>x</b>	/	
Emergency Services			
1. Perform CPR	х		х
2. Identify and treat obstructed airway.			Х
3. Use seizure precautions when caring for potential seizure patients//residents.			х
4. Assess and administer first aid in an emergency.	х		х
Personal Hygiene			
1. Assist the resident/patient with personal care/hygiene.	. x		x



Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Special Procedures Related to Admission, Transf	er, Discharge		
1. Admit, transfer and discharge resident/ patient/clients.	X	· 	Х
Special Procedures Related to Hygiene			
1. Apply elastic stockings.	X		X
<ol> <li>Provide pressure sore care (examples, decubitus pads, alternating pressure mattress, sheepskin, bed cradle).</li> </ol>	X		Х
Special Procedures Related to Mobility/Immobility	ity		
1. Provide activity level as prescribed.			X
2. Care for patients/residents with casts, in traction, on specially ordered beds.			х
3. Ambulate patient/resident as prescribed	. x		x
Special Procedures Related to Nutrition			
1. Provide tube feedings.		-	Х
2. Irrigate NG tubes (use precautions).			Х
3. Restrict or encourage fluids.			Х



Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
ecial Procedures Related to Elimination			
<ol> <li>Measure, describe and record fluid inta and output.</li> </ol>	ke	Х	Х
2. Insert, irrigate and remove foley cathe	ters.		х
3. Administer cleansing, retention and diagnostic enemas.			x
4. Maintain drainage devices and systems.			X
5. Irrigate colostomies and provide ostomy care as needed.	,		x
ecial Procedures Related to Specimen Collect	cion		
1. Collect and label body specimen.		х	X
ecial Procedures Related to Diagnostic Test	ing		
1. Obtain and record vitalsincluding appulse.	ical X	x	х
2. Obtain and record height and weight.	x	X	x
3. Perform a blood glucose (capillary).			Х
4. Prepare patient/resident for diagnosti procedures (for example radiographs, laboratory tests, proctoscopy, lumbar puncture, bone marrow, EKG).	c		х



Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Special Procedures Related to Diagnostic Procedu	ıres		
l. Assist the physician with the physical examination.			X
Special Procedures Related to Administration of	Medications		
<ol> <li>Administer medications safely, utilizing knowledge and skills, according to the physician's order.</li> </ol>		x	x
2. Accurately calculate drug dosages.			X
3. Administer liquid and solid medications, orally, rectally, topically interdermall, IM, Sub Q, in the eye, ear and nose.			х
4. Add non-medicated IV solutions, regulate and discontinue IVs.			X
Special Procedures Related to Wound Care			
l. Provide wound care, irrigation, change sterile and unsterile dressings.			Х
Special Procedures Related to Hot and Cold			
<ol> <li>Apply hot and cold therapies, sterile and unsterile, including sitz baths.</li> </ol>	Х		х
2. Assist the resident/patient with whirlpotent.	ool		Х



	Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Specia	al Procedures Related to Respiratory C	are		
1.	. Administer oxygen.			X
2.	. Provide tracheostomy care including suctioning as needed.			x
3.	. Perform nasopharyngeal suctioning as	s needed.		X
4	. Implement restorative treatment as p	prescribed.		X
5	. Provide pre and post operative care according to care plan.			x
6	. Utilize the appropriate resources to evaluate client/resident/ patient reto nursing care, treatments and medi	esponses		х
	Leadership			
1	. Follow directions.	Х	Х	X
2	Participate in a discussion.	х	Х	X
3	3. Utilize time effectively.	х	х	X
4	. Prioritize series of tasks.	Х	Х	Х
5	5. Define goals.	x	х	Х
	6. Work effectively with others.	х	x	Х



Leadership	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
7. Listen effectively.	Х	Х	Х
8. Facilitate group interaction.	Х	х	X
9. Adapt to environment/situation.	X	Х	X
10. Speak efficiently in front of others.	х	X	Ž,
11. Lead a discussion.	х	X	Х
12. Organize an event.	х	х	х
13. Delegate duties.	х	х	X
14. Deal with conflict.	Х	х	X
15. Recognize and handle conflict.	х	Х	X
Job Getting, Job Keeping			11
1. Identify requirements for a job.	х	Х	Х
2. Complete required forms.	Х	Х	х
3. Write application letter.	Х	х	х
4. Evaluate job offer.	Х	х	x
3. Interact with others in a courteous and tactful manner.	Х	х	Х



Job Getting, Job Keeping	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
6. Cooperate with others.	x	Х	х
7. Accept individual differences.	х	Х	X
8. Respect the property of others.	х	Х	X
9. Organize thoughts and clearly express point of view.	х	х	Х
10. Organize thoughts and writes clearly.	Х	х	х
11. Exhibit dependability.	х	Х	Х
12. Demonstrate punctuality.	х	х	х
13. Ask for help when needed.	Х	х	Х
14. Accept new challenges.	х	х	х
15. Accept supervision willingly.	х	х	· X
16. Discuss the necessity of flexibility related to change.	X	Х	Х.
17. Manage time effectively.	х	Х	x
18. Follow rules and regulations.	х	х	Х
19. Produce quality work.	х	х	X
20. Work within guidelines.	х	х	х
			-



,	Job Getting, Job Keeping	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
21.	Take responsibility for mistakes and/or good work.	Х	Х	х
22.	Comply with safety and health rules.	х	Х	X
23.	Utilize equipment correctly.	Х	Х	X
24.	Maintain clean and orderly work area.	х	Х	Х
25.	Demonstrate personal hygiene and clean- liness.	х	Х	Х
26.	Adapt to change/demonstrates flexibility.	х	х	х
77.	Follow policies and procedures.	х	Х	Х
28.	Explain the purpose of performance evaluations.	Х	х	х
29.	Manage time and regulations.	X	Х	х
	Entrepreneurship			
1.	Explain the relationship of the government and health care industry.	nt X	Х	Х
2.	Analyze the concept of supply and demand for health care industry.	х	Х	х
3.	Explain the concept of organized labor are the health care industry.	nd X	X	Х
	<u> </u>			



Job Getting, Job Keeping	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
4. Explain the concept of profit as it relato health care industry.	tes X	x	X



 $<sup>^{\</sup>star}$ Identifies competencies not validated by TAC Committee but required

# SAMPLE STUDENT PROFILES

**GENERAL HOE** 

**NURSE AIDE** 

**EMERGENCY CARE** 

PRACTICAL NURSING



#### General HOE

Evaluate the student by checking the appropriate number to indicate the degree of Directions: competence.

- 4 Prepared to perform competency independently
- 3 Prepared to perform competency with supervision/assistance 2 Not prepared to perform competency
- 1 No exposure no clinical experience or knowledge in this area

Health Care Delivery System	4	3	2	1
1. Identify the basic components of the health care delivery system.				
<ol> <li>Explain the types of health care and identify the major types of health care facilities.</li> </ol>				
3. Explain the major advances that transformed health care in the 19th and 20th centuries.				
4. Identify new developments which affect future health care.				
5. Define health and wellness.				
<ol> <li>Define illness and its impact on the whole person/family.</li> </ol>				
7. Explain the organizational structure of typical community health care delivery systems.				
8. Identify criteria useful in choosing health care products or services.				
9. Define the concept of hospice treatment.				



# General HOE

Health Careers	4	3	2	1
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.				
				<del></del>
Entrepreneurship				
<ol> <li>List health care planning agencies and services available at local, state, national and international levels.</li> </ol>				
<ol> <li>Identify the opportunities for entrepre- neurship in the health care delivery system.</li> </ol>				
	<u>,</u>		·	
Instructor				
Student				
Gender Ethnic		_		
Date				



#### Nurse Aide

Directions: Evaluate the student by checking the appropriate number to indicate the degree of competence.

- 4 Prepared to perform competency independently
- 3 Prepared to perform competency with supervision/assistance
- 2 Not prepared to perform competency
- 1 No exposure no clinical experience or knowledge in this area

Health Care Delivery Syste	em	4	3	2	1
1. Describes various types of ca	are facilites.				
<ol> <li>Differentiates between various health care facilities and the administrative structure.</li> </ol>					
3. Identifies the relationship warious governmental and printhat provide guidelines for patient care.	vate agencies				
4. Identifies roles of various personnel within facilities the role of the nurse aide.					
<ol><li>Compares the organization of with long term care.</li></ol>	acute care				
6. Compares the health professi in acute care setting with t long term care.					
Health Promotion and Wellr	ess				
1. Identify basic human emotion	nal needs.				
2. Encourage resident/patients independent as possible	to be as				



#### Nurse Aide

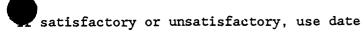
	4	3	2	1
<ol> <li>Identify basic changes in normal growth and development and apply in care situations.</li> </ol>				
4. Identify ways of meeting emotional needs of the resident.				
Entrepreneurship				
1. Explain types of health care business organizations.				
2. Recognize relevant, legal and ethical issues in the health care industry.				
	•			
structor	_			
udent	_			
nder Ethnic				
te				



#### Health Occupations Education Nurse Aide Competencies

Summary Sheet - Skills Checklist

Skills*		Return I	emonstration	
	Date	Needs		Instruc-
•	Satis-	More	No	tor's
	factory	Practice	Opportunity	Initials
1. Handwashing Technique	-			
2. Making Closed and Open Bed				
3. Making Occupied Bed				
4. Safely Applying Restraints				
5. Safely Using Mechanical Lifts				
6. Lifting/Moving a Resident in Bed				
7. Moving Resident from Bed to Chair				
8 Positioning Resident in Bed				
Ambulation				
10. Range of Motion				
11. Assisting with Oral Hygiene Needs				
A. Conscious Resident				
B. Denture Care				
C. Unconscious Resident				
12. Complete Bed Bath				
13. Providing Perineal Care				
14. Whirlpool Bath				
15. Tub Bath				
16. Nail Care				
17. Shampooing Hair				





	Skills*		Return l	Demonstration	
		Date Satis- factory	Needs More Practice	No Opportunity	Instruc- tor's Initials
18.	Shaving a Resident With an Electric Razor				
19.	Giving Male Resident Urinal				
20.	Assisting Resident with Bedpan/ Commode				
21.	Feeding a Resident				-
22.	Conscious/Unconscious Choking Victim		-		
23.	Vital- TPR				
	A. Mercury Thermometeroral				
	B. Mercury Thermometerrectal				
	C. Electronic Thermometeroral				
	D. Electronic Thermometerrectal				
	E. Pulse and Respiration	,			
24.	Blood Pressure				
25.	Obtain Height and Weight		_		
26.	Intake/Output				
27.	Routine Urine Sample				
28.	Routine Stool Specimen				
29.	Enemas				
30.	Catheter Care/Emptying Drainage Bag				
31.	Hot/Cold Application				
32.	Postmortem Care				
Ins	tructor		<u> </u>	<u>+_</u>	
Dat	e				
Gen	der Ethn	ic			



irections:	Evaluate the student by checking the app competence.	ropriate n	umber to	indica	te the de	egree of
	4 Prepared to perform competency			/ <del></del> - +		
	<ul><li>3 Prepared to perform competency</li><li>2 Not prepared to perform compet</li></ul>	ency				
	1 No exposure - no clinical expe	rience or	knowled	ge in th	is area	
**	1.1 0					
ne	alth Care Delivery System	4	3	2	1	
-						
	Health Careers					
			1	<del></del>	<del></del> .	
	ne the role and responsibility of					
the E	EMT-A.					
•		<u> </u>	•			
	ly Structure and Function	•				
	(Anatomy and Physiology)					
l. Ident	rify and define basic body structure,					
	cion and related medical terminology.					
	Communication					
			<u> </u>	1	<del></del>	
	ed and report patient information					
2. Repor	ct suspected dependent adult and child					
abuse	e.					
_			<u> </u>			
•	Emergency Services					
<u></u>			<u> </u>		<del>                                     </del>	
	orm basic life support according to ica Heart Standards/Red Cross (Module					
C).	To heart beamouras, hed oross (module					
			<u>l</u>		<u> </u>	



# Emergency Care

	4	3	2	1
<ol> <li>Assess bleeding (external and/or internal) and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).</li> </ol>				
3. Assess, prevent and provide basic emergency care to the shock patient.				
4. Assess and provide basic emergency care to patient with open and closed soft tissue injuries (i.e., application of sterile dressings, stabilization of impaled objects).				
5. Assess and provide basic emergency care to a person suspected of having open and closed fractures (i.e., application of immobilization devices).				
25. Demonstrate personal hygiene and clean- liness.				
26. Adapt to change/demonstrates flexibility.				
27. Follow policies and procedures.				
structor				
ident				
nder Ethnic		_		
te				



#### Practical Nursing

Directions: Evaluate the student by checking the appropriate number to indicate the competence.  4 Prepared to perform competency independently 3 Prepared to perform competency with supervision/assistance 2 Not prepared to perform competency 1 No exposure - no clinical experience or knowledge in this area							
Нє	ealth Care Delivery System	4	3	2	1		
resid	st in referral of patients/ dents/clients to other health care f or related agencies.						
	Health Promotion and Wellness				-i		
prom	onstrate awareness of wellness and note these concepts in providing input the nursing care plan.						
	Ethical/Legal				<del></del> _		
1. Demo	onstrate ethical and legal practices n performing all aspects of nursing care.						
doe	pects the resident/patient rights and s procedures/interactions in compliance h these rights.						
3. Ide	entifies own potential and limitations						

and accepts responsibility for own actions.

4. Follow policies of the employing

institution.



# Practical Nursing

	4	3	2	1
Body Structure and Function				_
<ol> <li>List the body systems and the major functions of each.</li> </ol>				
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.				
Entrepreneurship				
<ol> <li>Explain the relationship of the government and health care industry.</li> </ol>				
<ol> <li>Analyze the concept of supply and demand for health care industry.</li> </ol>				
<ol> <li>Explain the concept of organized labor and the health care industry.</li> </ol>				
4. Explain the concept of profit as it relates to health care industry.				
Co nealth care industry.				
cructor				
lent				
ler Ethnic				

214



Date \_