Department of College and Career Readiness

Patient Care Assistant I

Curriculum

5.0 Credits

Unit Three
Patient Care Assistant I

Course Description

The Patient Care Assisting I course is the first part of a two year program. The PCA I course will introduce the students to the field of medicine through study and hands-on application. During PCA Level I and II the student will learn how to provide medical care to patients. They will learn the typical duties of a PCA like: taking a patient’s temperature, blood pressure, pulse, and respiration; assisting the patient with basic tasks, such as bathing, dressing, and eating; preparing and administering some medications; collecting specimens for lab test; monitoring patients; preparing patients for EKG’s; performing glucose monitoring tests; and recording treatments throughout this two year program. Specifically in the PCA I course the student will: (1) learn to develop effective oral and written communication skills necessary to interpret information and data incorporating medical terminology, critical thinking, and problem solving skills; (2) understand the roles of various healthcare professionals and their impact both individually and as a team; (3) health and environmental safety guidelines; (4) legal and ethical responsibilities, issues, and concerns (5) age specific healthcare modalities; (6) infection control; and (7) how to provide personal care for example helping a patient in and out of bed, use of assistive devices, and bed making.

Successfully passing Medical terminology is a prerequisite for this course.
## Patient Care Assistant I

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>The Health Care System, Role of a PCA, Effective communication</td>
<td>approx. 8 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Health and Environmental Safety/Infection Control</td>
<td>approx. 10 weeks</td>
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<tr>
<td>Unit 3</td>
<td>Patient Personal and Emergency Care</td>
<td>approx. 10 week</td>
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<tr>
<td>Unit 4</td>
<td>Human Body and Growth and Development</td>
<td>approx. 7 weeks</td>
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</table>
## Educational Technology Standards


- **Technology Operations and Concepts**
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Research and Informational Fluency**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
**Career Ready Practices**

*Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
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</table>

<table>
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<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
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<tr>
<td>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals</td>
</tr>
</tbody>
</table>
think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply...
insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback/return demonstration</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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</tbody>
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### Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

• Adaption of Material and Requirements
• Evaluate Vocabulary and use of Medical Terminology
• Elevated Text Complexity
• Additional Projects
• Independent Student Options
• Projects completed individual or with Partners
• Self Selection of Research
• Tiered/Multilevel Activities
• Learning Centers
• Individual Response Board
• Independent Book Studies
• Open-ended activities
• Community/Subject expert mentorships
# Assessments

## Suggested Formative/Summative Classroom Assessments

- Timelines, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Gallery Walks, Kahoot!
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create a Public Service Announcement
- Glogster to make Electronic Posters
- Kahoot to create a test reviews
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<th>Interdisciplinary Connections</th>
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<td><strong>English Language Arts</strong></td>
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<tr>
<td>• Development of a written patient care plan</td>
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<tr>
<td>• Close reading of health/medical journals, articles, and text</td>
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<td>• Create a brochure/power point for a specific medical professions</td>
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<tr>
<td>• Keep a notebook of medical terminology</td>
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<tr>
<td><strong>Math</strong></td>
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<tr>
<td>• Research industry salaries for a geographic area and juxtapose against local cost of living</td>
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<tr>
<td>• Develop charts and graph of medical/health researched data</td>
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<tr>
<td>• Use medical math for equivalent apothecary and metric measurements</td>
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<tr>
<td>• Track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers</td>
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<td><strong>Social Studies</strong></td>
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<td>• Research the history medicine and a given health or medical profession</td>
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<td>• Research prominent historical individuals, disease or health issue in medicine or health</td>
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<td>• Use historical medical references, discoveries to solve problems</td>
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<tr>
<td><strong>Fine &amp; Performing Arts</strong></td>
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<tr>
<td>• Create a poster/brochure/Public Service Announcement recruiting young people to focus their studies on a specific health career or health issues</td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td>• Research the environmental impact of a given career or industry</td>
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<tr>
<td>• Research latest developments in health/medical technology</td>
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<tr>
<td>• Investigate applicable-careers in STEM fields</td>
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</table>
New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Health Science (HL)

- 9.3.12.HL.2: Explain the healthcare workers’ role within their department, their organization and the overall healthcare system.
- 9.3.12.HL.3: Identify existing and potential hazards to clients, coworkers, visitors and self in the healthcare workplace.
- 9.3.12.HL.4: Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.12.HL.5: Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
- 9.3.12.HL.6: Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

Pathway: Health Science

- 9.3.12.HL-THR.1: Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals
- 9.3.12.HL-THR.2: Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
- 9.3.12.HL-THR.4: Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.
Common Career Technical Core (CCTC)

Career Cluster Health Science

HL-THR 01 – Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

- HL-THR 01.1. Employ effective oral communication techniques when responding to patient questions and concerns.
- HL-THR.01.2. Employ effective written communication techniques when responding to patient questions and concerns.

HL-THR.02 - Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.

- HL- THR 02.1 –Utilize facility protocol and regulatory guidelines for collecting patient/client health care needs, strengths and problems.
- HL-THR 02.2. - Analyze team interactions that identify effective patterns of communication among team members.

HL-THR.03 - Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

- HL-THR.03.1.- Monitor patient/client using protocols for assessing, monitoring and reporting health status.
- HL-THR.02.2 - Utilize strategies that support patient/client goals when developing treatment plans.
- HL-THR.02.3 - Implement treatment plans that adhere to facility protocols, regulatory guidelines and scope of practice.

HL-THR.04 - Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

- HL-THR.04.1 - Employ accepted protocols for evaluating patient/client needs, strengths and problems during treatment.
Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure:

- CCSS.ELA-LITERACY.RL.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RL.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

- CCSS.ELA-LITERACY.W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.11 – 12 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- CCSS.ELA-LITERACY.W.11 -12. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Comprehension and Collaboration:

- CCSS.ELA-LITERACY.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY-SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Conventions of Standard English:

- CCSS.ELA-LITERACY.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- CCSS.ELA-LITERACY.L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA_LITERACY.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Common Core State Standards (CCSS)

CCSS - Mathematics

Summarize, represent, and interpret data on a single count or measurement variable:

- CCSS.MATH.CONTENT.HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- CCSS.MATH.CONTENT.HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- CCSS.MATH.CONTENT.HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables:

- CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.
**Unit Overview:**
Student will learn to assist the patient with oral hygiene, bathing, perineal care, care of nails, feet, and hair, and elimination in a skillful manner that will help increase their comfort and well being. The student will also learn how to recognize common emergencies and the guidelines to follow for situations requiring immediate action. These situations include shock, heart attack, chest pain, cardiopulmonary resuscitation, stroke, seizures, hemorrhage, burns and poisoning.


**Common Career Technical Core (CCTC):** HL-THR.01, HL-THR.02, HL-THR.03, HL-THR.04.

**Common Core State Standards (CCSS):**
- RL.11-12.1
- RL.11-12.2
- SL.11-12.1
- SL.11-12.2
- L.11-12.1
- L.11-12.2
- W.11-12.2
- W.11-12.7
- SL.11-12.1
- SL.11-12.2
- L.11-12.1
- L.11-12.2
- L.11-12.3
- W.11-12.2

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<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Assess, provide, and evaluate the patient’s need for personal care.</td>
<td>What activities of daily living (ADL) are documented on the activities of daily living flow sheet?</td>
<td>• Create a schedule of personal care for a patient.</td>
<td><strong>Graphic Organizer</strong> Properly document administration on patient chart/flowsheet</td>
<td><strong>Educational Video:</strong> “Providing personal care for a patient”</td>
</tr>
<tr>
<td><strong>NJSLS:</strong> 9.3.12.HL.2, 9.3.12.HL.4</td>
<td>What ADL’s are done during A.M. care?</td>
<td>• Define what activities that are included in ADL’S</td>
<td><strong>Kahoot!</strong> Computer knowledge game on providing patient care</td>
<td><strong>Text:</strong> “Being a Nursing Assistant” by Francine Wolgin, 9th Edition</td>
</tr>
<tr>
<td><strong>CCTC:</strong> HL-THR.01, HL-THR.02, HL-THR.03, HL-THR.04</td>
<td>What ADL’S are done during afternoon care?</td>
<td>• Identify age specific ADL’S</td>
<td><strong>Journal</strong> Write a journal entry new</td>
<td><strong>Educational Video:</strong> “Preparing a Patient’s...”</td>
</tr>
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<tr>
<td><strong>CCSS:</strong> RL11-12.1; RL.11-12.4; RL.11-12.7, W.11-12.2, W.11-12.4, W.11-12.7, SL.11-12.1, SL.11-12.2, L.11-12.1, L.11-12.2, L.11-12.3</td>
<td>What ADL’s are done during P.M. care?</td>
<td>§ Proper documentation of procedure, outcome and any patient response to ADL’S. § Use language, medical terminology and complexity accurately and effectively</td>
<td>vocabulary</td>
<td>room for personal Care</td>
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**Skills Lab:** Simulation of administering special patient positioning when preparing a patient for ADL’S using classroom manikin. **Skills Lab:** Use of patient equipment needed
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| Assess, provide and evaluate patient’s response to oral hygiene. | What is the purpose of providing oral hygiene to patients?  
What specific considerations do you give to small children and an unconscious patient when providing oral hygiene?  
What supplies and equipment are needed to provide oral hygiene? | ▪ Use language, medical terminology and complexity accurately and effectively.  
▪ Accurately identify and follow oral hygiene procedure when providing mouth care.  
▪ Accurately document oral care procedures and patient response to mouth care. | Kahoot!  
Computer knowledge games on oral hygiene care of a patient  
Journal  
Write a journal entry new vocabulary and medical term.  
Skills Lab: Demonstrate how to properly administer oral hygiene using the classroom manikin.  
Skills Lab: Proper utilization of supplies and equipment of administering oral hygiene. | Text:  
**Being a Nursing Assistant** by Francis Wolgin 9th edition  
Educational Video:  
“Oral Hygiene” by Medcom  
Guest Speaker:  
Presentation by a Dental Assistant or Hygienist. |
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| Assess, provide and evaluate patient’s response to personal care. | What are the 4 types of ways to bathe a patient?  
What is perineal care?  
What is the protocol for care of nails and feet?  
How do you shampoo the hair of a bedridden patient? | ▪ Define complete bed bath procedure.  
▪ Define Partial bed bath procedure.  
▪ Define patient tub bath procure.  
▪ Define the protocol for assisting a patient with a shower.  
▪ Define perineal care procedure.  
▪ Describe how to shampoo the hair of a bedridden patient | **Kahoot!**  
Computer game knowledge on patient response to personal care games | **Text:**  
*Being a Nursing Assistant* by Francis Wolgin 9th edition |
| **NJSLS:** 9.3.12.HL.2, 9.3.12.HL.4 | | | | |
| **CCTC:** HL-THR.01, HL-THR.02, HL-THR.03, HL-THR.04 | | | | **Educational Video:**  
"Patient Personal Care" |
| **CCSS:** RL11-12.1; RL11-12.4; RL11-12.7, W.11-12.2., W.11-12.4, SL.11-12.2, L.11-12.1, W.11-12.7, SL.11-12.1, L.11-12.2, L.11-12.3 | | | | **Educational Video:**  
"Patient Education Assist with Tub Bath", [www.youtube.com](http://www.youtube.com), Dec. 17, 2009 |
| | | | **Educational Video:**  
"Bed Bath procedure", YouTube, Jan. 15, 2014 | **Educational Video:**  
"Patient Turning in Bed" YouTube, Aug.3, 2015 |
| | | | **Educational Video:**  
"Patient Education Assist with Shower", [www.youtube.com](http://www.youtube.com), Dec. 17, 2009 |
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<td>Describe different types of burns and how to treat them. Describe the four different ways an individual can be poisoned.</td>
<td>Skills Lab: Simulate treating a patient who is in shock using the classroom manikin. SkillsLab: Simulate assisting a choking patient using the Heimlich maneuver using the classroom manikin.</td>
<td>Basic First Aid Training and how to treat burns and scolds, <a href="http://www.youtube.com">www.youtube.com</a>, Sep. 6, 2014</td>
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<tr>
<td>Student Learning Objectives (SLOs)</td>
<td>Essential Questions</td>
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| Demonstrate how to properly admit or transfer a patient to a nursing care unit. | What is the procedure for admitting a patient to a nursing unit? What is the procedure for transferring a patient? What is the role of a patient care plan? | • Identify the procedure for preparing a patient for admission. • Identify the 7 steps used to admit a patient care • Define patient assessment, planning of care, implementation of the plan of care, and evaluation • Define | • Write a sample plan of care using a admission checklist • **Skills Lab:** Demonstrate how to obtain a patient weight and other measurements on admission • **Journal:** Write key words and terminology for admitting and transferring a patient | Text: *Being a Nursing Assistant* by Francis Wolgin 9th edition
**Educational Video:** Hospital Admission Video – Introduction by c2kmedical on [www.Youtube.com](http://www.Youtube.com)
**Educational Video:** “Safe Intrahospital transport” by Medicars on [www.Youtube.com](http://www.Youtube.com) |
<p>| <strong>NJSLS:</strong> 9.3.12.HL.2, 9.3.12.HL-4, | | | | |
| <strong>CCTC:</strong> HL-THR.01, HL-THR.02, HL-THR.03, HL-THR.04 | | | | |</p>
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</table>
| Demonstrate understanding on the procedure for discharging a patient when leaving a health care institution. | Who is responsible for teaching a patient how to care for themselves once discharged? Who are the four important factors included in the discharge and health teachings? What is the definition of a holistic approach? | ▪ Define the four dimensions that are reflected in the holistic approach: physiological, psychological, sociocultural, and spiritual needs  
▪ Identify the 17 steps to discharging a patient  
▪ Describe the dynamic of the health care team in planning a patients discharge. | Care plan development: write a discharge plan for a patient  
Journal: Write key terms regarding discharging a patient  
Venn diagram: Create a venn diagram that shows the relationship of the 4 dimensions of the holistic approach | Text: Being a Nursing Assistant by Francis Wolgin 9th edition  
Educational Video: Discharge Teaching” by Carna Video on www.Youtube.com |
<table>
<thead>
<tr>
<th>Unit 3 Vocabulary</th>
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<tr>
<td>Activities of daily living</td>
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<tr>
<td>Bedpan</td>
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<td>Dentures</td>
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<td>Eliminate</td>
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<td>Incontinence</td>
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<td>Oral Hygiene</td>
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<td>Perineum</td>
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<td>Urinate</td>
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## Suggested Unit Projects

*Choose At Least One*

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<tr>
<th>Attendance at least one Health Occupations Students of America (H.O.S.A.) conference/competition.</th>
<th>In a group create an action plan for your school that will enhance the student body knowledge of health care issues. For example create health displays on healthy eating habits.</th>
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<tbody>
<tr>
<td>Participate in community health fairs.</td>
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</table>

## Suggested Structured Learning Experiences

| St. Joseph’s Hospital and Medical Center  
700 Main Street  
Paterson, New Jersey, 07503  
973-754-2000 | Northern New Jersey Maternal Child Health Consortium Healthy Mothers Healthy Babies  
One Ottillio Terrace  
Paterson, New Jersey, 07502  
973-942-3630  
PASSAICResourceNET.org |
|---|---|
| Paterson Division of Health  
176 Broadway  
Paterson, New Jersey  
973-321-1277 |  |