NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Medical Technology

October 2013

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Medical Technology

This junior/senior elective course enable students interested in the health field to learn entry-level skills for nurse assistants and gain experience providing patient care. The coursework includes classroom instruction, basic nursing skills, medical terminology and basic anatomy and physiology. Students complete a mandatory thirty hours of practical training in a local nursing home during after school hours. This experience, in addition to classroom skills training, affords students an opportunity to take the State Certified Nursing Assistant test.

Medical Technology Pacing Guide

Unit #	Title	Week(s)	Pages
1	Team Building/Communication	3	7-8
2	Safety/Body Mechanics	3	9-11
3	Infection Control	1	12-13
4	Resident Rights/Legal Issues	2	14-16
5	Basic Nursing Skills: Vital Signs, CPR for Professional Rescuer, and Bed- Making	5	17-19
6	Personal Care Skills	5	20-22
7	Behavioral Issues	3	23-25
8	Body Systems	5	26-28
9	Death and Dying	4	29-31
	Clinical Practice for State Exam	4	

KEY FOR STANDARDS

CCTE MCE = Connecticut Career and Technical Education, Medical Careers Education

CCRA-R = English Language Arts Standards – College and Career Readiness Anchor Standards for Reading

CCRA-W = English Language Arts Standards – College and Career Readiness Anchor Standards for Writing

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Committee Member(s): Denise Duggan, Kris Kaczka Unit 1: Team Building/Communication	Course/Subject: Medical Technology Grade Level: 11/12 # of Weeks: 3

Identify Desired Results

Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011)

- **CCTE MCE F**: Explain the various methods of giving and obtaining information; communicate effectively, both orally and in writing.
- **CCTE MCE N**: Understand the role and responsibilities of individual members as part of the health care team, including the ability to promote the delivery of quality health care; interact effectively and sensitively with all members of the health care team.
- **CCTE MCE P**: Demonstrate client interaction skills by explaining planned procedures and goals to clients/patients
- **CCTE MCE Q**: Understand how to communicate client information within a team; convey information to appropriate team members in a timely manner.
- **CCRA-R 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Communication skills are integral to the effective functioning of a health care team - Effective communication, both verbal and nonverbal, is essential in a health care setting	- How does one relate to coworkers in order to implement patent care plans? - What are effective verbal and nonverbal techniques for communicating with residents?

Expected Performances What students should know and be able to do

Students will know the following:
- Effective communication techniques
- How to read a patient care plan to provide effective care

Students will be able to do the following:
- Read assigned textbook chapters on communication and complete workbook questions.
- Interact with patients in a health care setting
- Communicate with health care staff to provide appropriate care for residents

Character Attribute(s)
• Responsibility, Respect, Cooperation, and Compassion

K-8 Technology Competencies
• Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher prepares scenarios of typical resident situations for student role play
- Teacher discusses/reviews packets of sample health care written communication tools, such as care plans, meal sheets and vital signs record sheets

Learning Activities:
- Students role play scenarios to demonstrate effective communication skills
- Students critique roles plays for effective and ineffective techniques
- Students read sample care plans and discuss needed care for residents
- Students complete meal chart after feeding resident in clinical experience

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Use effective verbal and nonverbal communication in a health care facility **Role**: nurse assistant trainee **Audience**: nursing home residents **Situation**: nursing home **Product or Performance:** Clinical experience in nursing home **Standards for Success**: State prepared rubric for effective communication	• Responses to workbook questions after textbook reading • Participation in communication role plays • Peer evaluation and discussion of communication role plays • Teacher prepared unit test

Resources

- Alvares, Dugan and Fuzy. *Nurse Assistant Care*. Hartman Publishing, Albuquerque, NM, 2005. Print
- Alvares, Dugan and Fuzy. *Nurse Assistant Care Student Workbook*. Hartman Publishing, Albuquerque, NM, 2005. Print
- Prometric skill sheets and rubrics. Available online at www.prometric/nurseaide/CT

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Committee Member(s): Denise Duggan, Kris Kaczka Unit 2: Safety/Body Mechanics	Course/Subject: Medical Technology Grade Level: 11/12 # of Weeks: 3

Identify Desired Results

Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011)

- **CCTE MCE L**: Analyze the existing and potential hazards to clients, co-workers and self; prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- **CCTE MCE S**: Understand the principles of body mechanics for positioning, transferring and transporting clients; perform these activities efficiently and without injury to clients or self.
- **CCRA-R 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- OSHA (Occupational Safety and Health Administration) has established guidelines that govern safety in a health care setting - Effective body mechanics protect both residents and employees in a health care facility	- How do OSHA safety guidelines protect the safety of residents and staff in a health care setting? - How does the use of body mechanics relate to safe care of residents and staff?

Expected Performances
What students should know and be able to do

Students will know the following:
- RACE and PASS, the acronyms for fire emergencies in health care facilities
- The responsibilities of a nurse assistant in a fire emergency
- Proper body mechanics for transfer and positioning of a resident

Students will be able to do the following:
- Read assigned chapters on safety and body mechanics in textbook and complete assigned workbook questions
- Demonstrate proper body mechanics for transfer, lifting, and positioning of a resident

Character Attribute(s)
• Responsibility, Cooperation

K-8 Technology Competencies
• Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher assigns Safety and Body Mechanics chapter readings and workbook questions
- Teacher shows training videos on moving, turning, positioning and transfer/ambulation
- Teacher demonstrates above skills according to Prometric guidelines
- Teacher conducts practice sessions of transfer/positioning skills

Learning Activities:
- Student completes textbook reading on Safety and Body Mechanics and completes assigned workbook questions
- Students view videos on positioning, moving and turning, and transfer and ambulation
- Student participates in skill practice sessions for transfer and positioning
- Student performs skills accurately according to Prometric rubrics

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Perform transfer/positioning skills competently in a clinical setting **Role**: nurse assistant **Audience**: nursing home residents **Situation**: nursing home clinical experience **Product or Performance**: ambulate with a gait belt, change position, transfer from bed to wheelchair **Standards for Success:** Prometric rubric	• Completed textbook reading and workbook pages on Safety and Body Mechanics • Effective participation in classroom practice sessions on positioning/transfer skills • Teacher prepared quizzes and test

Resources
• Alvares, Dugan and Fuzy. *Nurse Assistant Care*. Hartman Publishing, Albuquerque, NM, 2005. Print • Alvares, Dugan and Fuzy. *Nurse Assistant Care Student workbook*. Hartman • Publishing, Albuquerque, NM, 2005. Print • Prometric skill sheets and rubrics. Available online at www.prometric/nurseaide/CT • "Moving and Turning, Transfer and Ambulation, Positioning". *The New Nursing Assistant, 2008.* Medcom Trainex, Cypress, CA. Videos

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Committee Member(s): Denise Duggan, Kris Kaczka Unit 3: Infection Control	Course/Subject: Medical Technology Grade Level: 11/12 # of Weeks: 1

Identify Desired Results

Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011)

- **CCTE MCE L**: Analyze the existing and potential hazards to clients, co-workers and self; prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- **CCRA-R 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- It is important to the health and well-being of residents, visitors and staff to practice infection control procedures	- How can one use infection-control vocabulary and skills to limit the spread of diseases in a health care facility?

Expected Performances
What students should know and be able to do

Students will know the following:
- The vocabulary associated with infection control standards
- The proper use of PPE (personal protective equipment) in a health care setting
- The proper technique for hand washing and gloving

Students will be able to do the following:
- Demonstrate hand washing and gloving skills according to rubric
- Demonstrate proper use of PPE for isolation residents

Character Attribute(s)

- Responsibility
- Respect

K-8 Technology Competencies

- Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher assigns textbook reading on Infection Control and assigns vocabulary and workbook questions on Infection Control
- Teacher reviews OSHA guidelines for handling biomedical wastes
- Teacher shows video on infection control skills
- Teacher demonstrates proper hand washing and gloving skills
- Teacher demonstrates proper techniques for PPE in an isolation room
- Teacher conducts skill practice sessions for hand washing, gloving and PPE in an isolation room

Learning Activities:
- Students complete reading, vocabulary and workbook pages on infection control from textbook and workbook
- Students view videos and demonstrations on infection control skills
- Students participate in skill practice sessions for infection control skills

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Demonstrate proper technique of hand washing and gloving in a clinical setting **Role**: nurse assistant **Audience**: residents in nursing home Situation: clinical experience in nursing home **Product or Performance**: Proper hand washing and gloving with each resident contact in a clinical experience **Standards for Success**: Prometric rubrics	- Demonstrate proper glove, gown and mask use for an isolation room - Completion of assigned reading on infection control and vocabulary and workbook pages/worksheets

Resources

- Alvares, Dugan and Fuzy. *Nurse Assistant Care*. Hartman Publishing. Albuquerque, NM, 2005. Print
- Alvares, Dugan and Fuzy. *Nurse Assistant Care Workbook*. Hartman Publishing. Albuquerque, NM, 2005. Print
- Prometric skill sheets and rubrics. Available online at www.prometric/nurseaide/CT
- "Infection Control Skills for Care Provider". *The New Nursing Assistant, 2008.* Medco Trained, Cypress, CA. Video

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Committee Member(s): Denise Duggan, Kris Kaczka Unit 4: Resident Rights/Legal Issues	Course/Subject: Medical Technology Grade Level: 11/12 # of Weeks: 2

Identify Desired Results

Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011)

- **CCTE MCE J**: Evaluate legal responsibilities, limitations and implications of actions within the health care delivery system; perform duties according to regulations, policies, laws and rights of clients.
- **CCTE MCE K**: Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the health care environment.
- **CCRA-R 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
• Ethics is an important part of the health care setting and includes confidentiality and resident rights • The Patient Bill of Rights governs care provided to residents/patients in a health care facility • Patient records are legal documents and must be maintained according to guidelines.	• What is ethical behavior in a health care setting? • How do you manage patient charts accurately and confidentially? • How do you behave and support resident rights in a health care facility?

Expected Performances
What students should know and be able to do

Students will know the following:
- The definitions of law and ethics and ethical behavior in a health care facility
- Correct procedure for charting on resident care in a health care facility
- Resident rights in a health care facility

Students will be able to do the following:
- Read textbook chapter on legal and ethical issues and complete workbook questions.
- View videos on resident abuse and neglect
- Complete role plays on ethical behavior for resident care
- Practice correct charting procedures for resident care

Character Attribute(s)
• Responsibility, Respect, Integrity

K-8 Technology Competencies
• Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher prepares scenarios on instances of patient contact and resident rights
- Teacher conducts role plays for practice of ethical behavior for resident care
- Teacher presents charting samples to practice correct charting on resident care
- Teacher shows videos on resident abuse and neglect and conducts discussions of these issues

Learning Activities:
- Students will read textbook chapter on legal and ethical issues and complete assigned workbook pages.
- Students fill out blank charts to practice correct procedures for documenting resident care.
- Students will view videos on abuse and neglect and participate in discussion questions.
- Students will participate in role plays to practice ethical behavior for resident care.

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: practice ethical behavior in a health care setting **Role**: nurse assistant **Audience**: nursing home resident **Situation**: nursing home **Product or Performance**: clinical experience in nursing home **Standards for Success**: successful completion of clinical experience in a nursing home	• Completed reading and assigned workbook pages • Participation in role plays according to teacher-prepared rubric • Accurately completed charts documenting resident care • Teacher prepared quizzes and tests

Resources
- Alvares, Dugan and Fuzy. *Nurse Assistant Care*. Albuquerque, NM: Hartman Publishing, 2005. Print   - Alvares, Dugan and Fuzy. *Nurse Assistant Care Student Workbook*. Albuquerque, NM: Hartman Publishing, 2005. Print   "The Geriatric Nursing Assistant – The Most Important Eyes", "Becoming an Extended Family Member." University of Maryland School of Medicine. Baltimore, MD: Video Press. Videos   "Elder Abuse the Real Definition – Neglect," "Abusive Physical Interactions." "Abusive Verbal Interactions." University of Maryland School of Medicine. Baltimore, MD: Video Press. Videos   - Prometric skill sheets and rubrics. Available online at www.prometric/nurseaide/ct

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Committee Member(s): Denise Duggan, Kris Kaczka Unit 5: Basic Nursing Skills: Vital Signs, CPR for Professional Rescuer, and Bed-Making	Course/Subject: Medical Technology Grade Level: 11/12 # of Weeks: 5

Identify Desired Results

Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011)

- **CCTE MCE R**: Monitor client status and plan, implement, and analyze the care provided based on age, physical, and psychosocial needs.
- **CCTE MCE T**: Perform classroom laboratory activities and apply knowledge and skills in a health care clinical setting.
- **CCRA-R 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
• Accurate vital signs measurement is essential for proper patient care • CPR and emergency care saves lives • Bed making is an essential skill for a nurse assistant	• What are the responsibilities of a nurse assistant for vital signs measurement and emergency care, and why are they important? • How is proper bed making related to patient wellness?

Expected Performances
What students should know and be able to do

Students will know the following:
- Accurate measurements for vital signs, including blood pressure, respiration and pulse oximetry
- The correct steps to provide care in emergencies, including CPR and AED use
- How to make an occupied and unoccupied bed

Students will be able to do the following:
- Read assigned textbook chapter on bed making and complete assigned workbook pages
- Take accurate vital signs measurements on a resident
- Perform Red Cross CPR and AED skills
- Make an occupied and unoccupied bed

Character Attribute(s)
• Responsibility, Respect, Cooperation

K-8 Technology Competencies
• Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher shows video on vital signs measurement and demonstrates proper technique
- Teacher conducts practice sessions for vital signs measurement
- Teacher creates worksheets for review of pulse and blood pressure readings
- Teacher shows video on CPR and AED use and demonstrates proper technique
- Teacher conducts practice sessions for CPR/AED skills
- Teacher shows video on bed making skills and demonstrates proper technique
- Teacher conducts practice sessions for bed making—occupied and unoccupied

Learning Activities:
- Students read textbook chapters on vital signs and bed making and complete assigned workbook pages
- Students view videos on vital signs, CPR/AED and bed making and complete practice sessions on all skills
- Students participate in a clinical experience at a nursing home where they demonstrate proper procedures for vital signs measurement and bed making.

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Accurately measure vital signs and demonstrate proper bed making technique **Role**: nurse assistant **Audience:** residents in nursing home **Situation:** clinical experience **Product or Performance:** proper measurement of vital signs and bed making skills according to Prometric rubric **Standards for Success:** Prometric rubric and CPR Professional Rescuer certification	• Completed reading and response to workbook questions • Effective participation in classroom practice sessions • Unit test on vital signs • American Red Cross CPR/AED Professional Rescuer written test – 80 or above • Accurate demonstration of CPR/AED Professional Rescuer skills

Resources
• Alvares, Dugan and Fuzy. *Nurse Assistant Care.* Albuquerque, NM: Hartman Publishing, 2005. Print
• Alvares, Dugan and Fuzy, *Nurse Assistant Care Student Workbook.* Albuquerque, NM: Hartman Publishing, 2005.
• *CPR/AED for Professional Rescuers and Health Care providers.* American National Red Cross. Stay Well Health and Safety Solutions, 2011. Print
• "Vital Signs Measurement," "Bed Making." *The New Nursing Assistant, 2008.* Cypress, CA: Medcom Trainex. Videos
• *CPR/AED for Professional Rescuers and Health Care Providers.* American Red Cross, 2011. DVD
• Prometric skill sheets and rubrics. Available online at www.prometric/nurseaide/CT

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 6: Personal Care Skills	Course/Subject: Medical Technology Grade Level: 11/12 # of Weeks: 5

Identify Desired Results

Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011)

- **CCTE MCE R**: Monitor client status and plan, implement, and analyze the care provided based on age, physical, and psychosocial needs.
- **CCTE MCE T**: Perform classroom laboratory activities and apply knowledge and skills in a health care clinical setting.
- **CCRA-R 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
• Understanding the role and responsibilities of a nurse assistant is important to the quality of life for residents in a health care facility	• How does the health care worker's role fit into the overall health care environment? • How does proper care promote physical, mental and emotional well-being of a resident in a health care facility?

Expected Performances
What students should know and be able to do

Students will know the following:
- The proper techniques of personal care skills, including bathing, oral care, dressing, toileting, feeding, nail care, foot care and range of motion.

Students will be able to do the following:
- Read textbook chapter on personal care skills and complete assigned workbook questions
- Demonstrate personal care skills on manikins and partners in the classroom setting
- Provide personal care to residents during clinical experience in a nursing home

Character Attribute(s)
• Responsibility • Respect • Cooperation

K-8 Technology Competencies
• Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher assigns textbook reading and workbook assignments and conducts discussion of proper techniques for each skill
- Teacher shows videos on the various personal care skills and demonstrates proper technique
- Teacher conducts practice sessions of all skills according to Prometric guidelines

Learning Activities:
- Students read assigned chapter and complete workbook pages; participate in discussion of proper technique
- Students view videos on various personal care skills and practice techniques on manikins and partners in the classroom according to guidelines
- Students participate in clinical experience in a nursing home and provide personal care to residents

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: properly demonstrate all personal care skills according to Prometric guidelines **Role**: nurse assistant **Audience**: nursing home resident **Situation**: nursing home **Product or Performance:** clinical experience in a nursing home **Standards for Success**: Prometric rubric	• Reading and workbook completion • Participation in classroom practice sessions according to guidelines • Teacher prepared unit test

Resources
• Alvares, Dugan and Fuzy. *Nurse Assistant Care.* Albuquerque, NM: Hartman Publishing, 2005. Print
• Alvares, Dugan and Fuzy. *Nurse Assistant Care Student Workbook.* Albuquerque, NM: Hartman Publishing, 2005. Print
• *The New Nursing Assistant, 2008.* "Bed making." "Personal Care." "Providing oral Care." "Techniques in Bathing." "Techniques in Toileting and Incontinent Care." "Range of Motion Exercises." Cypress, CA: Medcom Trainex. Videos
• Prometric skill sheets and rubrics. Available online at www.prometric/nurseaide/CT

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 7: Behavioral Issues	Course/Subject: Medical Technology Grade Level: 11/12 # of Weeks: 3

Identify Desired Results
Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011)

- **CCTE MCE K:** Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the health care environment.
- **CCTE MCE R:** monitor client status and plan, implement, and analyze the care provided based on age, physical, and psychosocial needs.
- **CCRA-R 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- Awareness of the mental health of the resident promotes successful aging and ensures resident dignity.	- How do you identify developmental tasks necessary for successful aging? - What is appropriate cognitive behavior for the resident? - What are the special needs of residents with Alzheimer's and dementia?

Expected Performances What students should know and be able to do

Students will know the following:
- How to approach care for a resident who is exhibiting inappropriate behavior
- Methods of behavior modification when dealing with Alzheimer patients
- Communication techniques for dealing with residents who are cognitively impaired (Alzheimer, dementia, stroke)

Students will be able to do the following:
- Recognize the inappropriate behavior of residents and effective techniques to deal with them in order to give resident care
- Demonstrate communication skills for residents with impairments such as Alzheimer's, dementia, and stroke.

Character Attribute(s)
• Responsibility, Respect, Cooperation

K-8 Technology Competencies
• Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher presents scenarios dealing with cognitive impairment and discusses techniques of care.
- Teacher shows videos of residents who are affected with Alzheimer's to expose students to "real life" situations
- Teacher evaluates student role plays of providing care to an impaired resident
- Teacher invites guest speaker from a local nursing home to discuss proper care techniques for residents who are cognitively impaired

Learning Activities:
- Students read textbook chapter on behavioral issues that may affect nursing home residents and complete assigned workbook questions
- Students view videos of situations in which residents are cognitively impaired and participate in a discussion of how to care for these residents
- Students role play in pairs the care for a resident with dementia, Alzheimer's and stroke
- Students participate in an interactive lecture with the head of recreation at the local nursing home to gain insight into the behaviors of the cognitively impaired resident
- Students practice techniques such as story reading, "hand message" therapy and exit techniques for agitated residents

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Demonstrate care for residents with cognitive impairments in the nursing home **Role**: nurse assistant trainee **Audience**: nursing home residents **Situation**: nursing home **Product or Performance**: clinical experience in nursing home **Standards for Success:** completion of nursing home clinical experience	• Response to assigned workbook questions • Participation in role plays and guest speaker activities • Peer evaluation and discussion of role plays • Teacher prepared unit test

Resources
• Alvares, Dugan and Fuzy. *Nurse Assistant Care*. Albuquerque, NM: Hartman Publishing, 2005. Print • Alvares, Dugan and Fuzy. *Nurse Assistant Care Workbook*. Albuquerque, NM: Hartman Publishing, 2005. Print • *The Geriatric Nursing Assistant "The Most Important Eyes".* University of Maryland School of Medicine. Baltimore, MD: Video Press. Video • Prometric skill sheets and rubrics. Available online at www.prometric/nurseaide/CT • Local nursing home Director of Recreation for presentation on cognitively impaired residents

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit Title: Body Systems	Course/Subject: Medical Technology Grade Level: 11/12 # of Weeks: 5

Identify Desired Results

Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011)

- **CCTE MCE B:** Demonstrate the concepts of basic disease processes
- **CCTE MCE C:** Illustrate the effects of abnormal factors such as immobility, stress, pain, substance abuse and environmental hazards on the normal functioning of the body
- **CCTE MCE D 18:** Interpret significant physiologic changes with aging relative to specific body systems
- **CCTE MCE E 21:** Compare normal and abnormal functions of body systems
- **CCTE MCE E 22:** Define and use medical terminology related to each body system, including root words, prefixes, suffixes and abbreviations
- **CCRA-R 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
• Aging is a normal process with many changes to the systems of the body • Medical professionals understand and use terms and abbreviations for health conditions that are better understood through study of root words, prefixes and suffixes.	• How does the knowledge of the structure and function of body systems affect one's ability to provide care to aging patients? • How do the changes in body systems affect the care one gives to geriatric residents?

Expected Performances What students should know and be able to do

Students will know the following:
- Basic anatomy for the following body systems: integumentary, musculoskeletal, nervous, cardiovascular, respiratory, urinary, gastrointestinal, endocrine, and immune
- Disease processes associated with aging for the various body systems
- Resident care techniques used to care for those afflicted with diseases
- Medical terminology to understand information about resident disease and to read charts containing medical information about a resident's condition

Students will be able to do the following:
- Read assigned textbook chapters and completed assigned workbook questions
- Complete a body system project that includes a presentation to the class on a body system, including the anatomy, effects of aging on the system, and care for a resident with the various conditions affecting the system
- Complete worksheets, quizzes and practice drills in medical terminology
- Competently read patient care plans

Character Attribute(s)

- Cooperation

K-8 Technology Competencies

- Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher prepares notes, handouts and facilitates discussion of the various body systems
- Teacher provides worksheets and quizzes on body system anatomy
- Teacher facilitates discussion of the aging process as related to body systems
- Teacher creates situations concerning the care for residents with conditions pertaining to aging
- Teacher conducts practice sessions for students to care for "geriatric patients" with disease
- Teacher brings students to the library media center to research and prepare body system presentations
- Teacher prepares medical terminology packets with practice worksheets and sample care plans

Learning Activities:
- Students take notes and complete worksheets, quizzes and tests on the anatomy of the body systems
- Students research and prepare a class presentation on an assigned body system according to a teacher-prepared rubric
- Students practice reading medical terminology using sample care plans, skill drills, quizzes and tests and medical literature

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Understand the anatomy of the assigned body systems as related to the aging process and resident care **Role**: Presenter **Audience**: peers – classroom **Situation**: medical forum on aging and the effects on the body **Product or Performance:** Body System Presentation **Standards for Success:** Acceptable or above performance on teacher-made and school-wide oral presentation rubric	- Correct reading of patient charts - Quizzes and tests on medical terminology - Completed worksheets, quizzes and tests on anatomy of body systems

Resources
- Alvares, Dugan and Fuzy. *Nurse Assistant Care*, Albuquerque, NM: Hartman Publishing, 2005. Print   - Alvares, Dugan and Fuzy. *Nurse Assistant Care Workbook*. Albuquerque, NM: Hartman Publishing, 2005. Print   - Davis, P, Dennerll, J., Smith, G. *Medical Terminology – A Programmed Text*, 7 ed. Delmar Publishers, Inc., 1995. Print   - NMHS Oral presentation rubric and teacher-prepared presentation rubric   - Teacher-prepared worksheets on anatomy and body systems, and medical terminology

New Milford Public Schools

Committee Member(s): Denise Duggan, Kris Kaczka Unit 9: Death and Dying	Course/Subject: Medical Technology Grade Level: 11/12 # of Weeks: 4

Identify Desired Results

Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011)

- **CCTE MCE D18:** Interpret significant physiologic changes with aging relative to specific body systems.
- **CCTE MCE K42:** Describe and demonstrate the process for respecting a client's rights and self-determination.
- **CCTE MCE K44:** Describe the importance of client need over other considerations.
- **CCRA-R 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCRA-W 9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
• Death is a part of the life cycle and residents and their families have emotional, physical, spiritual and psychological needs during this time.	• How can you identify specific physical changes associated with the dying process? • What are nursing care measures to comfort the dying resident and their families? • Why is it important to have knowledge of the stages of death and dying when providing care in a nursing home setting?

Expected Performances
What students should know and be able to do

Students will know the following:
- The signs and symptoms of imminent death
- Proper care for a dying resident and post-mortem care
- Physical and emotional nursing comfort measures for a resident and his/her family
- The five stages of death and dying

Students will be able to do the following:
- Recognize abnormal changes in body function associated with death
  Perform care for a resident associated with end of life, including post mortem

care
- Discuss the five stages of death and dying and relate them to the emotional needs of the dying resident and his/her family

| Character Attribute(s) |
- Responsibility, Respect, Compassion

| K-8 Technology Competencies |
- Students access and apply digital tools to gather, evaluate and use information

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher assigns readings in textbook and questions in workbook
- Teacher prepares and distributes scenarios on patient's behavior as related to the five stages of death and dying
- Teacher facilitates a discussion of the signs and symptoms of imminent death for a resident
- Teacher assigns the book *Tuesdays with Morrie* and accompanying discussion questions
- Teacher exposes students to residents who are in the last stages of dying while on the nursing home experience
- Teacher instructs and demonstrates end of life care skills: turning, positioning, mouth care, and comfort measures.
- Teacher delivers notes on Dr. Kubler Ross' five stages of death and dying
- Teacher facilitates a class discussion on the emotional impact of dealing with a dying resident—for the nurse assistant, the resident and the resident' family
- Teacher presents video *Tuesdays with Morrie* to the class

Learning Activities:
- Students complete textbook readings and workbook questions as assigned
- Students take lecture notes on the five stages of death and dying and participate in subsequent discussions regarding these stages and their clinical experience
- Students review prepared teacher scenarios and relate these scenarios to the five stages of death and dying
- Students participate in class discussions on the emotional needs for the nurse assistant, the resident and his/her family
- Students read book and view video *Tuesdays with Morrie* and participate in discussion from the assigned questions
- Students perform end of life care in the nursing home clinical experience
- If applicable, students perform post mortem care in the nursing home during the clinical experience

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Understand and perform the care needed for the dying resident and his/her family **Role**: nurse assistant **Audience**: nursing home residents **Situation**: classroom/nursing home clinical experience **Product or Performance**: proper care for death and dying **Standards for Success:** State prepared rubric	• Completed textbook readings and assigned workbook questions • Completed reading of book *Tuesdays with Morrie* and assigned discussion questions • Completion of journal entries on the clinical experience related to: caring for a dying resident, discussion of stages of death and dying seen in the nursing home, personal feelings about the process of dying and giving care to a dying resident, and handling the families of a dying patient.

Resources

- Albom, Mitch. *Tuesdays with Morrie*. Random House, 1997. Print and Video
- Alvares, Dugan and Fuzy. *Nurse Assistant Care*, Albuquerque, NM: Hartman Publishing, 2005. Print
- Alvares, Dugan and Fuzy. *Nurse Assistant Care Workbook*. Albuquerque, NM: Hartman Publishing, 2005. Print
- Kubler-Ross, Elisabeth. *On Death & Dying*. Simon & Schuster/Touchstone, 1969. Print
- Prometric skill sheets and rubrics. Available online at www.prometric/nurseaide/CT