Medical Technology

October 2013

Approved by the Board of Education
November 12, 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

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<th>Week(s)</th>
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<td>Safety/Body Mechanics</td>
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<td>Infection Control</td>
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<td>Clinical Practice for State Exam</td>
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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
New Milford Public Schools

<table>
<thead>
<tr>
<th>Committee Member(s):</th>
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<tbody>
<tr>
<td>Denise Duggan, Kris Kaczka</td>
<td>Grade Level: 11/12</td>
</tr>
<tr>
<td>Unit 1: Team Building/Communication</td>
<td># of Weeks: 3</td>
</tr>
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</table>

### 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 …)*

- 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

### Essential Questions

**Inquiry used to explore generalizations**

- 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

<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
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<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
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</table>

**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
- Prometric skill sheets and rubrics. Available online at [www.prometric/nurseaide/CT](http://www.prometric/nurseaide/CT)
New Milford Public Schools

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

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<tr>
<th>Common Core State Standards and Connecticut Career and Technical Education Standards, Medical Careers Education (CCTE MCE 2011)</th>
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<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
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<tr>
<td>• 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.</td>
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### Enduring Understandings

<table>
<thead>
<tr>
<th>Generalizations of desired understanding via essential questions Students will understand that ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• OSHA (Occupational Safety and Health Administration) has established guidelines that govern safety in a health care setting</td>
</tr>
<tr>
<td>• Effective body mechanics protect both residents and employees in a health care facility</td>
</tr>
</tbody>
</table>

### Essential Questions

<table>
<thead>
<tr>
<th>Inquiry used to explore generalizations</th>
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<tbody>
<tr>
<td>• How do OSHA safety guidelines protect the safety of residents and staff in a health care setting?</td>
</tr>
<tr>
<td>• How does the use of body mechanics relate to safe care of residents and staff?</td>
</tr>
</tbody>
</table>

### Expected Performances

<table>
<thead>
<tr>
<th>What students should know and be able to do</th>
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<tr>
<td>Students will know the following:</td>
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<tr>
<td>• RACE and PASS, the acronyms for fire emergencies in health care facilities</td>
</tr>
<tr>
<td>• The responsibilities of a nurse assistant in a fire emergency</td>
</tr>
<tr>
<td>• Proper body mechanics for transfer and positioning of a resident</td>
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</table>

<table>
<thead>
<tr>
<th>Students will be able to do the following:</th>
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</thead>
<tbody>
<tr>
<td>• Read assigned chapters on safety and body mechanics in textbook and complete assigned workbook questions</td>
</tr>
<tr>
<td>• Demonstrate proper body mechanics for transfer, lifting, and positioning of a resident</td>
</tr>
<tr>
<td>Character Attribute(s)</td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td>• Responsibility, Cooperation</td>
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<table>
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<th>K-8 Technology Competencies</th>
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<tr>
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### 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

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<thead>
<tr>
<th>Performance Task(s)</th>
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<tr>
<td><strong>Goals</strong></td>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
</tr>
<tr>
<td><strong>Role:</strong> nurse assistant</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
<tr>
<td><strong>Audience:</strong> nursing home residents</td>
<td></td>
</tr>
<tr>
<td><strong>Situation:</strong> nursing home clinical experience</td>
<td></td>
</tr>
<tr>
<td><strong>Product or Performance:</strong> ambulate with a gait belt, change position, transfer from bed to wheelchair</td>
<td></td>
</tr>
<tr>
<td><strong>Standards for Success:</strong> Prometric rubric</td>
<td></td>
</tr>
</tbody>
</table>

- 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
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<td>Denise Duggan, Kris Kaczka</td>
<td>Grade Level: 11/12</td>
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<tr>
<td>Unit 3: Infection Control</td>
<td># of Weeks: 1</td>
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### Identify Desired Results

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### Enduring Understandings

**Generalizations of desired understanding via essential questions**

(Students will understand that …)

- It is important to the health and well-being of residents, visitors and staff to practice infection control procedures

### Essential Questions

**Inquiry used to explore generalizations**

- 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

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</table>

**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

**Other Evidence**
- 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

- Prometric skill sheets and rubrics. Available online at [www.prometric/nurseaide/CT](http://www.prometric/nurseaide/CT)
# 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
(Student will understand that …)

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>Ethics is an important part of the health care setting and includes confidentiality and</td>
<td>What is ethical behavior in a health care setting?</td>
</tr>
<tr>
<td>resident rights</td>
<td>How do you manage patient charts accurately and confidentially?</td>
</tr>
<tr>
<td>The Patient Bill of Rights governs care provided to residents/patients in a health</td>
<td>How do you behave and support resident rights in a health care facility?</td>
</tr>
<tr>
<td>care facility</td>
<td></td>
</tr>
<tr>
<td>Patient records are legal documents and must be maintained according to guidelines.</td>
<td></td>
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</tbody>
</table>

## 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

<table>
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<tbody>
<tr>
<td>Achievement Task(s)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
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</tbody>
</table>

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

- Prometric skill sheets and rubrics. Available online at [www.prometric/nurseaide/ct](http://www.prometric/nurseaide/ct)
## 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

- 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

### Essential Questions

- 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

- 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

### What 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
<table>
<thead>
<tr>
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<td>• Responsibility, Respect, Cooperation</td>
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### 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.

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**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
<table>
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<tr>
<td>• <em>CPR/AED for Professional Rescuers and Health Care providers</em>. American National Red Cross. Stay Well Health and Safety Solutions, 2011. Print</td>
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### Enduring Understandings

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<th>Generalizations of desired understanding via essential questions (Students will understand that …)</th>
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<tbody>
<tr>
<td>• Understanding the role and responsibilities of a nurse assistant is important to the quality of life for residents in a health care facility</td>
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### Essential Questions

<table>
<thead>
<tr>
<th>Inquiry used to explore generalizations</th>
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<tbody>
<tr>
<td>• How does the health care worker’s role fit into the overall health care environment?</td>
</tr>
<tr>
<td>• How does proper care promote physical, mental and emotional well-being of a resident in a health care facility?</td>
</tr>
</tbody>
</table>

### Expected Performances

**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

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**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

- Prometric skill sheets and rubrics. Available online at [www.prometric/nurseaide/CT](http://www.prometric/nurseaide/CT)
### 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 …)

- Awareness of the mental health of the resident promotes successful aging and ensures resident dignity.

### Essential Questions

**Inquiry used to explore generalizations**

- 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

<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
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</table>

**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
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><em>The Geriatric Nursing Assistant “The Most Important Eyes”</em>. University of Maryland School of Medicine. Baltimore, MD: Video Press. Video</td>
</tr>
<tr>
<td>Prometric skill sheets and rubrics. Available online at <a href="http://www.prometric/nurseaide/CT">www.prometric/nurseaide/CT</a></td>
</tr>
<tr>
<td>Local nursing home Director of Recreation for presentation on cognitively impaired residents</td>
</tr>
</tbody>
</table>
# Bachelor of Science in Medical Technology

## New Milford Public Schools

<table>
<thead>
<tr>
<th>Committee Member(s):</th>
<th>Denise Duggan, Kris Kaczka</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Title:</strong> Body Systems</td>
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<tr>
<td><strong>Course/Subject:</strong> Medical Technology</td>
<td></td>
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<tr>
<td><strong>Grade Level:</strong> 11/12</td>
<td></td>
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<tr>
<td><strong># of Weeks:</strong> 5</td>
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</table>

## Identify Desired Results

**Common Core State Standards**

- **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 …)

- 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.

## Essential Questions

**Inquiry used to explore generalizations**

- 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

<table>
<thead>
<tr>
<th>Character Attribute(s)</th>
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</thead>
<tbody>
<tr>
<td>Cooperation</td>
</tr>
</tbody>
</table>

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<tr>
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</table>

### 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
| 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 |

## Resources
- NMHS Oral presentation rubric and teacher-prepared presentation rubric
- Teacher-prepared worksheets on anatomy and body systems, and medical terminology

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<tr>
<td>• Correct reading of patient charts</td>
<td></td>
</tr>
<tr>
<td>• Quizzes and tests on medical terminology</td>
<td></td>
</tr>
<tr>
<td>• Completed worksheets, quizzes and tests on anatomy of body systems</td>
<td></td>
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</tbody>
</table>
# Death and Dying

## Identify Desired Results

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td><strong>CCTE MCE D18:</strong> Interpret significant physiologic changes with aging relative to specific body systems.</td>
</tr>
<tr>
<td><strong>CCTE MCE K42:</strong> Describe and demonstrate the process for respecting a client’s rights and self-determination.</td>
</tr>
<tr>
<td><strong>CCTE MCE K44:</strong> Describe the importance of client need over other considerations.</td>
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<tr>
<td><strong>CCRA-R 1:</strong> 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.</td>
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## Enduring Understandings

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<th>Generalizations of desired understanding via essential questions (Students will understand that …)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death is a part of the life cycle and residents and their families have emotional, physical, spiritual and psychological needs during this time.</td>
</tr>
</tbody>
</table>

## Essential Questions

<table>
<thead>
<tr>
<th>Inquiry used to explore generalizations</th>
</tr>
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<tbody>
<tr>
<td>How can you identify specific physical changes associated with the dying process?</td>
</tr>
<tr>
<td>What are nursing care measures to comfort the dying resident and their families?</td>
</tr>
<tr>
<td>Why is it important to have knowledge of the stages of death and dying when providing care in a nursing home setting?</td>
</tr>
</tbody>
</table>

## Expected Performances

**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

<table>
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### 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

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**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

- Prometric skill sheets and rubrics. Available online at [www.prometric/nurseaide/CT](http://www.prometric/nurseaide/CT)