

GET THERE

Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Objectives

Collier County Public Schools



Single Set of Learning Objectives Template

Team Name or Number	Collier County Public Schools
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Workforce Training Program	Home Health Aide

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies					
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
	<p>3.0 Demonstrate legal and ethical responsibilities</p> <p>13.0 Demonstrate legal and ethical responsibilities specific to HHA.</p>	<p>R.1 Interpret words and phrases as they are used in a text</p> <p>R.10 Read and comprehend complex informational texts independently and proficiently.</p> <p>SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>- critical thinking</p> <p>- problem solving</p> <p>- navigating systems</p> <p>- self-awareness</p>	<p>- Brittany Maynard's story: https://www.youtube.com/watch?v=Dy6QJsV60_k Assignment: Watch video and answer questions pertaining to the DNR</p> <p>- Patient's Bill of rights: file:///H:/Downloads/Patient+Rights+and+Responsibilities%20(1)%20(1).pdf</p> <p>- Ethical dilemmas https://youtu.be/zPsoFhUDLuU Assignment: Group activity - Discussion of ethical dilemmas</p> <p>- Demonstrate professional behavior through role plays exhibiting legal and ethical behavior in the home.</p> <p>Role play ethical scenarios:</p> <ol style="list-style-type: none"> 1. A client offers an HHA a piece of family jewelry as a gift 2. A client does not speak English, but the HHA wants to gain his trust 3. A client requests that an HHA come on her day off to have lunch with her 4. An HHA must telephone the supervisor to report a client's temperature of 103 (F) 5. An HHA suspects that the client's family is not providing proper nutrition, but he is not certain at this point 6. An HHA realizes she has been documenting her information on the wrong patient chart 	<p>Demonstrate knowledge of the advance directives through formative and summative assessments. Ex. living will, healthcare surrogate, DNR. Oral presentation of Ethical dilemmas.</p>

	<p>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p>	<p>R.1 Read closely to determine what the text says explicitly.</p> <p>R.2 Summarize the key supporting details and ideas.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly.</p> <p>SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> - Communication - Navigate systems - Processing & analyzing information - Respecting differences & diversity 	<p>- Investigate and present career paths and requirements within the healthcare industry. (https://www.burlingtonenglish.com/)</p> <p>- Students will build and maintain a portfolio of their resume, certificates, references and activities that will support their experience and knowledge within the Home Health Aide industry.)</p> <p>- List at least five essential qualities that should be demonstrated by all health care professionals.</p> <p>- Describe ways that you can begin to develop and practice the qualities needed by health care professionals while you are in school.</p> <p>-Do a web search and find two other types of Healthcare workers (NOT HHA)</p> <ol style="list-style-type: none"> 1. Define the title 2. Define their roles in patient care 3. Tell us if you would ever consider this type of role and why? 4. Tell us about this role and how they impact the patient, family and community 	Matching of health occupation versus responsibility, role or task
	<p>2.0 Demonstrate the ability to communicate and use interpersonal skills effectively</p> <p>12.0 Use verbal and written communications specific to HHA.</p>	<p>R.1 Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>W.2 Write informative/explanatory texts to examine and convey</p>	<ul style="list-style-type: none"> - Interpersonal skills - communication 	<p>- In pairs, role play the following situations as assigned:</p> <ol style="list-style-type: none"> 1. A client offers an HHA a piece of family jewelry as a gift 2. A client does not speak English, but the HHA wants to gain his trust 3. A client requests that an HAA come on her day off to have lunch with her 4. An HHA must telephone the supervisor to report a client's temperature of 103 (F) 5. An HHA suspects that the client's family is not providing proper nutrition, but he is not certain at this point 6. An HHA realizes she has been documenting her information on the wrong patient chart <p>Create a "shift report" about a patient you cared for. Be sure to include any changes in condition, ongoing orders, new orders, incidents, and any events for which the next shift will need to be prepared. In addition to shift report, make a list of at least 10 situations that require an immediate oral report in addition to your normal documentation.</p>	

		<p>complex ideas and information clearly.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>M.3 Convert like measurement units within a given measurement system.</p>			
	<p>4.0 Demonstrate an understanding of and apply wellness and disease concepts</p>	<p>R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,</p>	<p>- Processing and Analyzing Information</p> <p>- Navigating Systems</p>	<p>Discuss the meaning of the statement: "All human beings have the same basic needs". Then answer the question:</p> <p>How can you as a HHA help the patient meet those needs?</p>	

		<p>organization, and analysis of content.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>MA.8 Explain ratio concepts and use ratio reasoning to solve problems.</p>			
	5.0 Recognize and practice safety and security procedures	<p>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.</p> <p>R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>W.2 Write informative/explanatory texts to examine and convey</p>	<p>- Processing and Analyzing Information</p> <p>- Navigating Systems</p>	<p>Demonstrate safe transport and transfer of patients</p> <ol style="list-style-type: none"> 1. Explain the procedure of the Hoyer Lift to the patient 2. Prepare the supplies to use the Hoyer lift 3. Position the Hoyer lift and move the patient from the bed to the chair and then return them to the bed 4. Position the patient to comfort once they are in the bed <p>Body Mechanics Oral Presentation</p> <p>Pick a correct way to perform body mechanics and show the class how to do the movement. Explain to the class why you are doing what you are doing and what damage to the body could happen if you did not do it properly.</p> <p>Choose from or (they may be assigned) one of the following to demonstrate correct body mechanics:</p> <ol style="list-style-type: none"> 1. moving a heavy box from the floor to a shelf 2. moving a patient from a chair to standing 3. sitting at a desk with a computer 4. perform an exercise that promotes good body mechanics 5. show how to correctly move an object from a table across the room 6. demonstrate how to stand for a long period of time; how should you prevent injury when standing for a long time 	<p>List the steps in order on demonstrating how to use the Hoyer Lift.</p> <p>Grading Rubric for Body Mechanics</p>

		<p>complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			
	6.0 Recognize and respond to emergency situations	<p>R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and</p>	<p>- Adaptability and Willingness to Learn</p> <p>- Problem solving</p>	<p>1. What kind of emergencies can happen in the home? List two.</p> <p>2. Explain the steps to manage those emergencies. Tell me what you would do in the order that you would do it. Include if you will need other people to help you. Add supplies that may be needed for you to perform those duties. Include any psychological needs for the patient or family.</p> <p>3. Give report to the nurse. What will you include in this report? Script this for me.</p> <p>https://www.youtube.com/watch?v=mZkdBdhnuos</p> <p>(Links to an external site.)</p> <p>Minimize Video</p> <p>Watch video</p> <p>What are the things that can go wrong? What do you do if you find that the numbers don't make sense or you question the readings???</p> <p>1. List two things that could cause abnormal vital signs</p> <p>2. Complete at least three readings of other students' vital signs and document them on the form provided. Were there any concerns or issues during this activity? Hand in the form to the instructor for initials.</p> <p>3. What is the best method for counting the respirations to insure the correct rate?</p>	<p>Students will identify emergency situations and describe appropriate procedures.</p> <p>Students will provide detailed documentation based on the incident.</p> <p>Students will describe the emergency situation and articulate their reasoning for their response.</p>

		the organization, development, and style are appropriate to task, purpose, and audience.			
	<p>7.0 Recognize and practice infection control procedures</p> <p>19.0 Apply the principles of infection control specific to home health aide</p>	<p>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.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>- Processing and Analyzing Information</p> <p>- Communication</p>	<p>Use a graphic organizer to help analyze the infection control information.</p> <p>Document on Infection Control procedures and Blood borne Diseases https://collierschools.instructure.com/courses/162615/files/15614648?wrap=1</p> <p>Infection Control Procedures PowerPoint https://collierschools.instructure.com/courses/162615/files/15469601?wrap=1</p>	
	9.0 Demonstrate employability skills.	<p>R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>W.4 Produce clear and coherent writing in</p>	<p>- Adaptability and Willingness to Learn</p> <p>- Navigating systems</p> <p>- Communication</p>	<p>Create a video answering the interview question: "Tell me about yourself." or "why do you want to work for us? ". The employer is looking for you to tell him/her how you would fit into the team and what skills you bring to this job. What makes you a good team member in the healthcare field?</p> <p>Choose a resume template. Search samples that are specific for the job you are applying for. Include: objective, work experience, qualifications, and references.</p> <p>Use bullet points to convey information and strive to be clear and concise when writing the rest of your resume. Study job qualifications and highlight any skills that meet those requirements.</p> <p>If you lack experience, focus on how your education has prepared you for the position for which you are applying.</p>	Grading Rubric for Resume

		<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach</p> <p>SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>		<p>Highlight your strengths by putting the most relevant points where they can be viewed quickly.</p>	
	<p>8.0 Demonstrate an understanding of information technology applications in healthcare.</p>	<p>R.7 Evaluate content presented in diverse media.</p> <p>SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>- Navigating Systems</p>	<p>Student is required to participate in a group assignment and give an oral presentation on a topic assigned by the instructor. This project must include:</p> <ul style="list-style-type: none">• Communication to the school about the HHA program• Decision for the board contents must be agreed by the group• Details about the career for HHA• Each student will provide an oral presentation to the class about their involvement in the project• Each student will provide a written explanation of the board in their own words.	<p>Grading Rubric of “Mini” Research Assignment</p>

	11.0 Apply basic math and science skills.	<p>M.3 Convert like measurement units within a given measurement system.</p> <p>M.3 Represent and interpret data</p> <p>M.1 Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>- Applied Academic Skills</p> <p>- Communication</p> <p>- Problem-Solving</p>	<p>Practicing Bar Graphs: Link to External Sitev</p> <p>Basic math and science skills resource: https://collierschools.instructure.com/courses/162615/files/14518150/download?wrap=1</p>	
	10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.	R.2 Determine central ideas or themes of a text and analyze their development; summarize the key	<p>- Navigating Systems</p> <p>- Critical Thinking</p>	<p>Project Based learning activity- Choose a Blood borne disease. Research important specifics of the disease including: diagnosis, infection prevention, and cure. Create a presentation platform of your choice. Use presentation to teach others the important specifics of the disease.</p>	

		<p>supporting details and ideas.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>			
	14.0 Perform physical comfort and safety functions specific to home health aide.	<p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>- Communication</p> <p>- Information Use</p>	<p>In video format, how you would clean your patients' bathroom. Using the routine cleaning products: explain the purpose of the product and how it is used in the bathroom.</p> <p>Clean the sink, toilet and shower or tub according to how it should be done in the clients' home.</p>	Students will demonstrate procedures for cleaning and articulate the products used.
	15.0 Provide personal patient care.	<p>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</p>	- Communication	<p>Documentation Resource: Reporting Documenting Client Care</p> <p>Practice with a partner explaining to the patient the procedure on giving a complete bed bath.</p>	

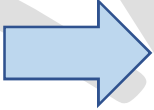
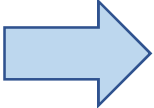
		<p>support conclusions drawn from the text.</p> <p>SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>			
	16.0 Perform patient care procedures	<p>R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	- Communication	<p>In video format, describe how you would be cleaning your patients' bathroom by demonstrating <i>how you clean your</i> bathroom. Using the routine cleaning products: explain the purpose of the product and how it is used in the bathroom.</p> <p>Clean the sink, toilet and shower or tub according to how it should be done in the clients' home.</p> <p>Review samples:</p> <p>An example would be: https://www.thespruce.com/how-to-clean-a-shower-4580788</p> <p>(Links to an external site.)</p> <p>or</p> <p>https://www.youtube.com/watch?v=IHZTcRqSOhc</p> <p>(Links to an external site.)</p> <p>https://www.youtube.com/watch?v=IHZTcRqSOhc</p>	

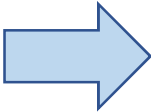
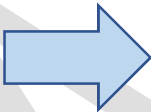
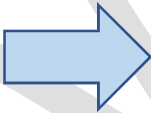
		<p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>M.3 Convert like measurement units within a given measurement system.</p>		<p>(Links to an external site.)</p>	
	17.0 Apply principles of nutrition.	<p>R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal</p>	<p>- Communication - Navigating Systems</p>	<p>Prepare 3 menus for your residents based on the special diets. our menu will need to include</p> <p>Breakfast- 10 points Lunch- 10 points Dinner- 10 Points Two snack options- 10 Points</p> <p>Remember to include beverages on your menu as well. (10 points)</p> <ul style="list-style-type: none"> • Incorporate basic healthy principles learned in this unit (for example: lean meats, healthy fats, veggies, fruits, etc.) • Complete 3 separate menus. Please make each menu unique as this will help you as you prepare for clinical. 	<p>1. Students will create a menu incorporating basic healthy principles targeting special diets.</p> <p>2.Students will describe the special diet and explain how their menu meets their patients' needs.</p>

		English when indicated or appropriate. M.8 Explain ratio concepts and use ratio reasoning to solve problems.			
	18.0 Provide care for geriatric patients	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. SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	- Communication - Interpersonal Skills	1. With given scenarios to complete either individually or in a group of three. You will be asked to contribute your feelings and how you believe you can make in your patient's lives. Visual disturbances, skeletal conditions and stamina will be identified by you and your classmates. 2. This assignment is designed to have the learner gain a better understanding about older adults that have found success later in life. "Not everyone is sitting around in rocking chairs and living in nursing homes. There are many vibrant, healthy, active seniors still doing amazing things. For example, Diana Nyad, at age 64, became the first person confirmed to swim from Cuba to Florida without the aid of a shark cage, swimming from Havana to Key West (110 miles). Information that needs to be included in this assignment is: <i>Name of the person</i> <i>Age of accomplishment</i> <i>Photo if available</i> <i>Major accomplishment as an older adult</i> <i>Interesting facts</i> 14 Inspiring People Who Found Crazy Success Later in Life	Rubric on delivery, understanding the particular needs and problems of the elderly.,
	20.0 Provide bio-psycho-social support.	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. W.2 Write informative/explanatory texts to examine and convey complex ideas	- Communication - Interpersonal Skills - Navigating systems	Pick one of the following disabilities: Autism Down's Syndrome Spina Bifida Cerebral Palsy State the resource you used to research this disability 1. Define the disability 2. List the age at which the disability usually occurs 3. List the symptoms that can occur with this disability 4. Define the problems that these patients may have and discuss the need for family involvement in the care of these patients. 5. List at least 2 resources that are available to these patients and their families 6. List the six basic skills that the HHA can apply in caring for a disabled patient	Role play the caregiver and the family member Prepare a brochure for the family with the information you gathered from research on disabilities.

		<p>and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>			
	<p>21.0 Prioritize and perform functions following the patient care plan.</p>	<p>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.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>M.3 Convert like measurement units within a given measurement system</p>	<p>- Communication</p>	<p>Watch the interactive video and complete a 3-2-1 Activity.</p> <ul style="list-style-type: none">• How to Take a Manual Blood Pressure	<p>Quiz for BP</p>

	22.0 Assist with rehabilitative activities.		- Communication	Role Play: Rehabilitative and Restorative Care with a client concern. Answer the questions below and then write a short script for the phone call to the supervisor You need to think about and answer the following questions: 1. Define the problem is, 2. What could be a potential cause? 3. What you should do immediately for the client? 4. What will you need to do at a later time? 5. Call the supervisor and discuss your concerns and the need for assistance from you, the HHA.	
	23.0 Perform home health-care services.	SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	- Communication - Interpersonal Skills	Students will identify how to assist a client with self-administered medications by presenting these guidelines as a scope of practice warning label.	

IET Single Set of Learning Objectives		Competencies	
Students will demonstrate understanding of legal and ethical responsibilities through a range of conversations and collaborations with diverse partners specific to HIPPA.		<ul style="list-style-type: none"> • Discuss the legal framework of the healthcare occupations including scope of practice legislation. • Describe the code of ethics consistent with healthcare occupations. • Interpret healthcare facility policies and procedures. 	
Students will process and analyze the healthcare delivery system and explore the various occupations within the healthcare industry.		<ul style="list-style-type: none"> • Identify the basic components of the healthcare delivery system • Demonstrate factors that influence the current delivery system of healthcare • Conduct a job search • Complete a job application form correctly 	

		<ul style="list-style-type: none">• Identify documents that may be required when applying for a job.• Exemplify basic professional standards of healthcare workers.
Students will use effective verbal and written communication to assess, monitor, and record data as prescribed in the patient care plan.		<ul style="list-style-type: none">• Obtain specified data from patient and family• Demonstrate basic observational skills and related documentation strategies in written and oral form.• Identify characteristics of successful and unsuccessful communication including communication styles and barriers• Demonstrate the ability to communicate and use interpersonal skills effectively.
Students will effectively sequence how to perform and document personal patient care procedures while providing physical comfort, maintaining safety and infection control practices.		<ul style="list-style-type: none">• Demonstrate safe and unsafe working conditions and be able to report safety hazards• Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations including standard precautions.
Students will differentiate and provide age specific care to the principles of nutrition while applying critical math and science skills.		<ul style="list-style-type: none">• Demonstrate and differentiate appropriate nutrients and food groups for patients.• Define terms and demonstrate basic computer skills.• Draw, read and report on graphs, charts and tables.• Conversion, estimations and approximations of mathematical skills.• Demonstrate ability to evaluate and draw conclusions.

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This resource is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of sample IET Single Set of Learning Outcomes.

