

GET THERE

Florida's Workforce Education Initiative

Integrated Education and Training
Single Set of Learning Objectives

Indian River State College



Single Set of Learning Objectives Template

Team Name or Number	Indian River State College
Team Members	Winsome Glaive, Patricia Gagliano, Donna Sizemore, Armon Copeland, Kelly Amatucci
Workforce Training Program	Certified Nursing Assistants (CNA) – Articulated (H170690)

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>01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.</p> <p>01.07 Identify characteristics of effective teams</p>	<p>RLA: comprehend explicit details and main ideas in text. (R.1.a)</p> <p>Make sentence -level inferences about details that support main ideas. (R.1.C)</p> <p>RLA: Interpret words and phrases that appear frequently in texts, including determining conative and figurative meanings from context and analyzing how specific word choices shape meaning or tone. (R.3.2; L.4.2)</p>	<p>Communicate clearly, effectively and with reason.</p> <p>Critical Thinking</p> <p>Using Information</p>	<p>Evaluate various healthcare delivery systems and health occupations. Use handouts to illustrate the different systems.</p> <p>Watch a video illustrating the different components.</p> <p>Use charts to explain the components.</p> <p>Video</p> <p>Video on healthcare billing</p> <p>Mini-lesson on table formatting</p> <p>Class session on the various types of healthcare providers and the services they provide</p> <p>Video</p> <p>Identify a range of services provided to victims of domestic violence.</p> <p>Blackboard Activity</p>	<p>By way of worksheet and Quiz describe the healthcare delivery system and health occupations. For example, what are the components of a healthcare system?</p> <p>Explain vocabulary that appears frequently in the videos that is associated with the healthcare system and occupations.</p> <p>Using connotative and figurative meanings from context used in the videos show how specific word choices configure meaning and</p>

		<p>RLA: write clearly and demonstrate sufficient common standard English conventions. (W.3.)</p> <p>RLA: Make evidence-based generalizations or hypotheses based on details in PowerPoint presentation, including clarifications.</p> <p>Math: interpret and create data displays in table format (Q.6).</p>			<p>tone when interacting with patients.</p> <p>Use table format to demonstrate common methods of payment for healthcare services, i.e. use percentages to illustrate the difference in pricing.</p>
	<p>02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.</p> <p>02.06 use appropriate medical terminology and abbreviations</p>	<p>RLA: Distinguish claims that are supported by reason and evidence from claims that are not. (R.8.c.)</p> <p>Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. (R.8.e.)</p> <p>Math: Whole numbers, decimals, rates, measurement (volume), unit of measure, converting between units, MA.ABE.1: Understand that the three digits of a three-digit number represent amounts of</p>	<p>Critical Thinking</p> <p>Self-Management</p> <p>Understanding Systems</p> <p>Using Information – ADA standards</p>	<p>Show video on keys to Effective communication in the healthcare system.</p> <p>Class evaluation on communication skills</p> <p>Discuss similar scenarios.</p> <p>PowerPoint: Understanding the Patient</p> <p>Act out mock scenarios of vital signs with various members of the health team to effectively implement a patient plan.</p> <p>PowerPoint Presentation</p> <p>Class discussion on medical terminology and abbreviations</p> <p>www.quizlet.com</p> <p>Create a poster or PowerPoint Presentation on communication skills.</p>	<p>Act out mock scenarios of vital signs with various members of the health team to effectively implement a patient plan.</p> <p>Quiz: Medical terminologies and abbreviations</p> <p>Quiz: Communication skills</p> <p>Create a posterior PowerPoint presentation, illustrating the importance of communication skills in the healthcare system.</p>

		<p>hundreds, tens, and ones (2.1.a) RLA: Demonstrate command of the conventions of standard English</p> <p>Body systems (e.g., muscular endocrine, nervous systems) and how they work together to perform a function (e.g., muscular and skeletal work to move the body). (L1.a.)</p>			
	<p>03.0 Demonstrate legal and ethical responsibilities.</p> <p>03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA)</p>	<p>RLA: Draw specific comparisons between legal and ethical responsibilities of the healthcare system. Look at data summarized by HIPAA.(R.9.a/R.7.a.)</p> <p>SS: discuss patient and care workers Individual rights and civic responsibilities. (CG.2.h)</p> <p>SS: Explain the significant causes and events such as 9/11 and the introduction of the G1 Bill and its impact on healthcare Veteran workers.</p>	<p>Critical Thinking</p> <p>Understanding Systems</p> <p>Teamwork</p> <p>Using Systems</p>	<p>PowerPoint Presentation: Work Ethics Explain technical words in the presentation. Class discussion</p> <p>Group Presentations summarizing the legal and ethical responsibilities of the healthcare system.</p> <p>Video on Healthcare Procedures Class discussion</p> <p>Video on HIPAA 1 Video on HIPAA 2 Class discussion</p> <p>Handout on HIPAA</p> <p>Enforcement Results data table by Calendar Year Students will analyze and evaluate data in a class discussion.</p>	<p>Research, analyze and justify various legal cases against health institutions against the standards of HIPPA, and legal and ethical responsibilities of a nursing assistant.</p> <p>In groups of three, produce a PowerPoint presentation summarizing the legal and ethical responsibilities of healthcare occupations including scope practice legislation. Enthesis practices that could result in malpractice, liability, negligence and</p>

		<p>SP: Reconcile multiple finds, conclusions or theories. (SP.5.a)</p> <p>Math/ABE: Represent, display, and interpret data involving two variables in tables. (Q.6.c) (MA.ABE.3.1a)</p> <p>RLA: ELA: Distinguish claims that are supported by reason and evidence from claims that are not. (R.8.c)</p>			<p>abandonment, false imprisonment and fraud.</p> <p>Complete handout on HIPAA.</p> <p>Class discussion: analyze and evaluate data table on Enforcement Results.</p>
	<p>04.0 Demonstrate an understanding of and apply wellness and disease concepts.</p> <p>04.02 Identify personal health practices and environmental factors which affect optimal functions of each of the major body systems.</p>	<p>SP: Analyze and summarize data on applying wellness and disease concepts. (S.P.3.)</p> <p>SP: Cite specific textual evidence to support prevention of diseases including health screenings and examinations. (S.P.3.a)</p> <p>SP: Explain the reason for data on disease prevention. (S.P.b.)</p> <p>Use sampling techniques to answer scientific questions on</p>	<p>Critical Thinking</p> <p>Utilizing resources</p> <p>Using systems</p>	<p>Brainstorm strategies for prevention of diseases including health screenings and examinations. Discuss the scientific factors and data involved.</p> <p>PowerPoint: Preventing Infection and Disease.</p> <p>Class discussion identifying complementary and alternative health practices.</p> <p>Quiz on health and wellness</p> <p>Class exercise: table formatting and reading</p>	<p>Use flash cards to highlight different ways of preventing infections and diseases, including the scientific factors and data involved in infection and diseases.</p> <p>Students will read and analyze a patient care plan, and articulate the impact aspect of health and wellness, citing any personal practices or environmental factors affecting major body systems.</p> <p>Using a table format, devise a health</p>

		<p>health and wellness diseases. (S.P.3.d.)</p> <p>SP: understand and explain textual scientific presentations, when devising a health and wellness control plan. (S.P.1.a.)</p> <p>Identify the strengths and weaknesses of preventing infection and disease. (S.P.2.c)</p>			and wellness control plan for a patient.
	<p>07.0 Recognize and practice infection control procedures.</p> <p>07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA</p>	<p>RLA: Discuss and evaluate the argument and specific claims in the relevance of OSHA and nursing. (R.6.)</p> <p>RLA: Discuss the specific steps and arguments in recognizing the importance of practicing infection control procedures including how the argument's claims build on one another.</p> <p>SP: Read, interpret, and create a chart to include visual data to represent good</p>	<p>Communication Utilizing Resources Critical Thinking Understanding Systems</p>	<p>Video on infection control</p> <p>Video on hand-washing</p> <p>Q & A</p> <p>Watch videos on OSHA, class discussion on the relevance of OSHA and nursing</p> <p>PowerPoint: Preventing Infection</p>	<p>Group discussion using steps and arguments to highlight the importance of hand-washing and controlling infection.</p> <p>Create a chart using visual aid and other data representation to demonstrate components for effective infection control procedures.</p> <p>Take notes and Q & A on infection control procedures</p> <p>In a group activity, compile a report to Identify specific pieces of evidence including</p>

		practice in infection control procedures. (SSP.10).			supportive claims or conclusions on infection control procedures.
	<p>08.0 Demonstrate an understanding of information technology applications in healthcare.</p> <p>08.04 Interpret information from electronic medical documents</p>	<p>SS: Describe the impact the environment and societal development has on healthcare. For example: how technology is used to interpret and sustain information from electronic medical documents, and regulate patients' vital signs. (G.2 & G.2.c & G.2.b.)</p> <p>SS: Building Solution Pathways and Lines of Reasoning for healthcare applications such as, emails and fax. (MP.1)</p> <p>Math: Search for and recognize entry points for solving a problem with patient records. (1-2.b)</p> <p>Math: Plan a solution pathway or outline a line of reasoning for inaccurate information entered in an</p>	<p>Critical Thinking</p> <p>Communication</p> <p>Using Information</p> <p>Understanding Systems</p>	<p>Video</p> <p>Video</p> <p>Videos: How information technology applications are used in healthcare.</p> <p>Class discussion: the need for healthcare technology applications.</p> <p>Video: Electronic Health Records System</p> <p>Class session illustrating to students how to read, interpret and understand electronic medical documents.</p>	<p>Take notes</p> <p>Q & A: Relationships between the environment and the effects of technology in healthcare.</p> <p>Present information in a report illustrating how the impact of the environment and societal development has on healthcare. For example; how technology is used to interpret and sustain information from electronic medical records, and regulate patients' vital signs.</p> <p>Read, interpret and understand electronic medical documents.</p>

		application system. (1-3.a)			
	<p>09.0 Demonstrate employability skills.</p> <p>09.02: Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality, and behavior (i.e. telephone etiquette, courtesy and self-introductions)</p>	<p>RLA: Interpret words and phrases that appear frequently in the daily routine of a nursing assistant, including determining connotative and figurative language that can shape meaning or tone. (R.3.2; L.4.2)</p> <p>RLA: Analyze the structure of texts, including how specific sentences or paragraphs relate to each other when writing a resume and cover letter. (R.4.)</p> <p>SP: Cite specific textual evidence in the videos and job application to support findings and conclusions. Make a prediction based on your research on employability skills needed in healthcare.</p>	<p>Understanding Information</p> <p>Employment Self-Management</p>	<p>Video</p> <p>Videos: Hygiene, attitudes, basic professional standards, etiquette and courtesy etc.</p> <p>Class discussion on videos.</p> <p>Video</p> <p>Class discussion on video</p> <p>Class session: Writing a resume on the computer and conducting job search.</p> <p>Handout on job application</p> <p>Role play (mock interviews)</p>	<p>Take notes on videos</p> <p>Q & A: Brainstorm idioms</p> <p>Group discussion: identifying documents that may be required when applying for a job in healthcare, for example, job application.</p> <p>write a resume on the computer</p> <p>Group discussion on how to conduct job search on the computer.</p> <p>complete job application handout.</p> <p>Role Play (interviews)</p>
	10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.	SP: Understand and explain bloodborne pathogen diseases within a textual and	<p>Critical Thinking</p> <p>Self - Management</p>	<p>Recap on PowerPoint presentation on Preventing Infection</p> <p>Video: Bloodborne Pathogen Training</p> <p>Class discussion</p>	<p>Take notes: preventing infection PowerPoint and blood pathogen Training Video</p>

	<p>10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood pathogens and the public education necessary to combat the spread of these diseases.</p>	<p>graphical scientific presentation. (SP.1.a.)</p> <p>SP: Determine the meaning of symbols, terms and phrases used when describing bloodborne diseases. (SP.1.b)</p> <p>SP: Describe statistical data for bloodborne diseases and determine probability of the results (SP.8.a &SP.8.c))</p> <p>SP: Explain the relationship of DNA, genes, and chromosomes (e.g. description, chromosome splitting during meiosis) in heredity.</p> <p>RLA: Analyze relationships within texts, including how events are connected to people within the healthcare system. for example, communication blockers, verbal/non verbal signs/symptoms.</p>	<p>Using Information</p>	<p>Quizlet on blood borne diseases including HIV/AIDS</p> <p>Class session on community resources and services available to the individuals with diseases caused by blood borne pathogens.</p> <p>Class session on researching and PowerPoint</p>	<p>Q & A: bloodborne pathogen and preventing infection and relationship of DNA, genes, and chromosomes (e.g. description, chromosome splitting during meiosis) in heredity.</p> <p>Quizlet on blood borne diseases including HIV/AIDS and Hepatitis B.</p> <p>PowerPoint Presentation: analyze and Present statistical data, "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases for example HIV/AIDS</p>
--	---	---	--------------------------	---	--

	<p>11.0 Apply basic math and science skills.</p> <p>11.03 Make, use and convert using both traditional and metric units.</p>	<p>SS: Determine the meaning of symbols, terms and phrases as they are used in healthcare terminology, i.e., Medicaid and abbreviations etc.</p> <p>Math: when using a stethoscope to listen to a patient's heartbeat, add pulse rate per minute, for example an adult pulse rate is between 60 and 100 beats per minute. count the pulse for 30 seconds and multiply the number by 2 (Q.2.a.)</p> <p>Math: Calculate and use percentages to convert body temperatures from Fahrenheit to Celsius. Calculate from pounds to kilograms (Q.3.)</p> <p>Use units of measurements to measure a patient's urine or emesis. (Q.3.c.)</p> <p>Compute the area and circumference of</p>	<p>Communication</p> <p>Utilize Resources</p> <p>Using Information</p>	<p>PowerPoint Presentation on Measurement</p> <p>Video on Bedpan and Output</p> <p>Videos on measuring fluid intake Video 1 Video 2</p> <p>Video on Patient Weight and Height</p> <p>Mock class session on rational numbers, including those involving scientific notation.</p> <p>Class session on inference and clarifying technical words used.</p> <p>Quizlet</p>	<p>Take notes on PowerPoint Presentation and videos.</p> <p>Q & A session</p> <p>Demonstrate measurements for urine output. Convert measurement using both traditional and metric units.</p> <p>Use a glass thermometer to take temperatures and demonstrate whole numbers and decimals needed to read.</p> <p>Make estimations and approximations and judge the reasonableness of the result in written context, such as patients' vital signs. Use ratios to calculate.</p>
--	--	---	--	---	---

		circles when used to measure anti blood clot stockings before and after surgery.			
	<p>12.0 Use verbal and written communications specific to nurse assisting.</p> <p>12.02 Utilize verbal and written information to assist with the patient's plan of care.</p>	<p>SP.1.b Determine medical abbreviations, such as TPR (temperature, pulse and respirations) or BP (blood pressure) (Sp.1.b.)</p> <p>RLA: Delineate and evaluate specific details in a patient chart, including if the information is credible, as well as the relevance and sufficiency. (R.6.)</p> <p>Delineate the specific steps of a conversation with a patient regarding their vital signs and changes that have accrued over time. (R.7.1.)</p> <p>Identify specific pieces of evidence a nursing assistant uses in support of claims or conclusions, for example vital signs. (R.8.a.)</p>	<p>Understanding Systems</p> <p>Teamwork</p> <p>Self-Management</p>	<p>Presentation: Share Model Behavioral Questions</p> <p>Video: Vital Signs</p> <p>Class discussion</p> <p>Role play situations using verbal and written communication that are specific to nurse assisting.</p>	<p>Take notes: Video</p> <p>Q & A: Group discussion using verbal and written communications specific to nurses assistants, for example: medical abbreviations and terminologies such as, TPR & BP etc.</p> <p>scenario of reading a patient's vital signs and discussing their reading or measurement of Blood Glucose testing.</p>
	13.0 Demonstrate legal and ethical	RLA: Evaluate the relevance and	Understanding Systems	<p>Blackboard Activity 1</p> <p>PowerPoint Presentation on Residents Rights in Long Term Care.</p>	Take notes and Q & A

	<p>responsibilities specific to nurse assisting.</p> <p>13.04 Demonstrate safe standards of patient care including prevention and quality of care.</p>	<p>sufficiency of evidence in state law concerning rules about CNAs in Florida. For example; in-service requirements for CNAs, including additional requirements for those employed in long term care. (R.8.b.)</p> <p>Distinguish between written practice and physical practices within long term care facilities. (R.8.c)</p> <p>SSP: Describe the cause-and-effect of ill treatment of residents in long term care. (SSP.3.c.)</p>	<p>Communication</p> <p>Utilizing Resources</p>	<p>Class discussion</p> <p>Blackboard Activity 2</p> <p>PowerPoint Presentation on Residents Rights in Long Term Care. class discussion</p> <p>Blackboard Activity 3</p> <p>PowerPoint Presentation on Residents Rights in Long Term Care. Class discussion</p>	<p>Write an evaluation on the relevance of residents rights and needs in Long Term Care.</p> <p>Create a PowerPoint Presentation identifying knowledge of state law concerning rules regarding being a CNA in Florida. Explain the in-service requirements for CNAs, including additional requirements for those employed in long term care. Describe the mandatory things that must be reported to the Board of Nursing when licensed.</p>
	<p>14.0 Perform physical comfort and safety functions specific to nurse assisting.</p> <p>14.07 Demonstrate lifting, supporting and transferring patients from bed to chair, bed to bed, and bed to stretcher, including the use of the various assistive devices and</p>	<p>SS: Describe the importance of Accident Risk Factors, for example; Age, Awareness of soundings, vision loss etc. Identify the significance in preventing Equipment Accidents. (SSP.2..b)</p> <p>SSP: Present information illustrating patient safety in a variety of ways, e.g.,</p>	<p>Critical Thinking</p> <p>Self-Management</p> <p>Utilize Resources</p>	<p>PowerPoint Presentation: Safety Needs Evaluate Assisting with Safety Needs</p> <p>PowerPoint Presentation : safety needs</p> <p>Video: Transfer patient from bed to wheelchair.</p> <p>Class Session on creating a poster to illustrate patient safety.</p> <p>Presentations</p>	<p>Take notes: safety needs</p> <p>Design a poster illustrating patient safety for example transferring a patient from bed to chair. Use visual sources, such as artifacts and photographs for illustration of text.</p> <p>Present poster to class</p>

	equipment while utilizing proper body mechanics and patient safety measures.	graphic, tables and text. (SSP.6.b.) RLA: Summarize the key supporting details and ideas of the physical comfort and safety functions specific to nurse assisting. (R.1.)			
	<p>15.0 Provide personal patient care.</p> <p>15.18 Describe the relationships of body systems when providing patient care.</p>	<p>SP: Describe how to apply personal patient care whilst bathing a patient and identify the importance of the patient care practices. (L.1)</p> <p>SP: Identify body systems (e.g., muscular, endocrine, nervous systems) and how they work together to perform a function (e.g., muscular and skeletal work to move the body). (L.1.a).</p> <p>Determine the meaning of technical words and phrases used in healthcare, including determining connotative and</p>	<p>Teamwork</p> <p>Self-Management</p> <p>Communication</p>	<p>Video</p> <p>Video: Assist Patient with Dressing</p> <p>Class discussion Q & A</p> <p>Role play patient care.</p> <p>Group Quiz</p> <p>Video: Hand and Nail Care</p> <p>students will create a quiz on patient care.</p>	<p>Watch videos and identify the skills required for patient care.</p> <p>Role play personal patient care, for example, foot care and nail care, demonstrate how the (muscles, endocrine, and nervous systems) work together to perform a function (e.g. muscular and skeletal work to move the body).</p> <p>Group work: each group will create a quiz on patient care. Quizzes will identify assisting patients, demonstrate safety, grooming patients and oral hygiene.</p>

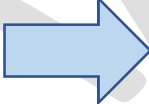
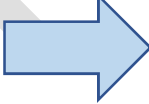
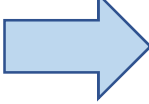
		figurative meanings for the context.			
	<p>16.0 Perform patient care procedures.</p> <p>16.11 Monitor and provide urinary catheter care and drainage systems.</p>	<p>Math: reading Measurement, scales, writing measurements, compare numbers, conventional and metric difference. (Q.3.c)</p> <p>SP: Understand and explain textual scientific presentations on sources of nutrients. (SP.I.c.)</p> <p>RLA: Discuss the specific procedures needed to take patients vital signs and the importance of patient care in the process. (R.7.1)</p>	Utilize Resources Using Information	<p>Video: Empty Urinary Drainage Bag</p> <p>Video</p> <p>Videos: Using Leg Bag and Urinary Measurements</p> <p>Video: Taking Patients Vital Signs</p> <p>Video: The Care Plan & CNA</p>	<p>Q & A discussion on safety procedures when emptying a Urinary Drainage Bag</p> <p>Demonstrate urine measurements and reading.</p> <p>Identify and explain other patient care procedures whilst watching video.</p> <p>In a written report explain the procedures needed to be taken when taking patients vital signs, for example blood pressure and pulse.</p>
	<p>17.0 Apply principles of nutrition.</p> <p>17.05 Monitor and document Nutritional Intake.</p>	<p>SP: Identify Sources of nutrients needed for a patient (e.g., foods, symbiotic organisms) and concepts in nutrition (e.g., calories, vitamins, minerals). (L.1.c)</p> <p>Math: Interpret and create data displays for a patients food plan. (Q.6)</p>	<p>Understanding Systems</p> <p>Utilizing Resources</p> <p>Using Information</p>	<p>Recap: class discussion on nutrition</p> <p>PowerPoint Presentation on nutrition</p> <p>Video: Nutrition and Hydration</p> <p>Class discussion</p> <p>Video: Fluid Intake</p> <p>Class session: percentages, measurements etc.</p>	<p>Devise a table illustrating food intake, for example: use percentages and subtraction to show the correct amount of food intake needed per patient.</p> <p>Demonstrate a food plan for a patient for a solid and thickened liquid diet. Use ratio</p>

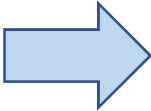
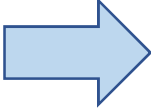


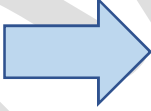
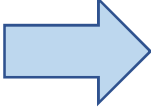
		Represent, display, and interpret categorical data for a patient food plan in a circle graph. (Q.6.a)			and unit measures proportions to illustrate. Identify the difference in regional, cultural and religious food guidelines/preferences. Additionally, explain the importance of fluid balance and food intake.
	<p>18.0 Provide care for geriatric patients.</p> <p>18.01 Identify and assist with methods and procedures to prevent pressure ulcers.</p>	<p>RLA: Highlight central ideas of how to provide care for the geriatric patient. Analyze their development, and summarize the key supporting details and ideas. (R.1)</p> <p>Comprehend explicit details and main ideas on how to assist the patient to the floor and prevent falls. in (R.1.a)</p> <p>Make sentence-level inferences about details that support positive mental and physical health for the elderly. (R.1.c)</p>	<p>Communication</p> <p>Self-Management</p> <p>Using Information</p>	<p>PowerPoint Presentation: Care of the Older Person</p> <p>Class discussion</p> <p>Video: Pressure Ulcers</p> <p>Video: Preventing Falls</p> <p>Video: Fall with Assistance to the Floor</p> <p>PowerPoint Presentation: Preventing Falls</p> <p>Videos: Fall Prevention Facts & Tips for Preventing Falls</p> <p>Q & A Discussion</p> <p>Role Play</p>	<p>Participate in class discussion.</p> <p>communicate an understanding of care of the older person identified in the Presentation. For example, discuss attitudes and living habits that promote positive mental and physical health for the elderly.</p> <p>identify ways to prevent pressure ulcers, list important factors to be considered.</p> <p>Role play: Preventing patient falls.</p>

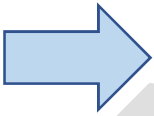
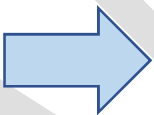

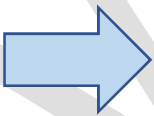
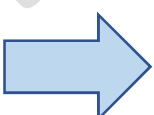
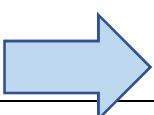
	<p>19.0 Apply the principles of infection control specific to nursing assisting</p> <p>19.02 Identify the chain of infection.</p>	<p>RLA: Comprehend explicit details and main ideas in text. (R.1.b.)</p> <p>Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations. (R.1.g.)</p> <p>SP: Cite specific textual evidence to support a finding or conclusion. (SP. 3.a)</p>	<p>Communication</p> <p>Self-Management</p> <p>Using Information</p>	<p>Brainstorming ways to prevent infection.</p> <p>PowerPoint Presentation: Preventing Infection</p> <p>Video: Hand Washing</p> <p>Chain of Infection Chart</p> <p>Present chart to the class.</p>	<p>Participate in class discussion on preventing infection</p> <p>Group discussion on how individuals can prevent infection, for example hand washing etc.</p> <p>Devise chain of infection chart, illustrating a pathogen (source), Reservoir (Carriers), Portal of exit, Method of transmission, Portal of entry and Susceptible host.</p> <p>Present chart to class.</p>
	<p>20.0 Provide biological, Psychological, and social support.</p> <p>20.1 Discuss family roles and their significance to health.</p>	<p>SS: Produce writing that develops the idea(s), claim(s) and /or arguments(s) thoroughly and logically, with well-chosen examples, facts, or details for primary and secondary source documents. (SSP: 9.a.)</p> <p>SP: Determine the meaning of symbols, terms and phrases as they are used in</p>	<p>Using Information</p> <p>Utilizing Resources</p> <p>Teamwork</p>	<p>PowerPoint Presentation: Caring for Persons with Mental Health Disorders</p> <p>Class Discussion: Family Roles and Their Significance to Health</p> <p>PowerPoint Presentation: Understanding the Patient</p> <p>Demonstrate how a nursing assistant can provide Psychological and Social support to a patient.</p>	<p>Participate in class discussion, Caring for Persons with Mental Health Disorders</p> <p>Research and write a short report on nursing assistance contribution to patient Psychological and social support.</p> <p>Role play scenario of how the family assists with a patient's biological and social needs.</p>

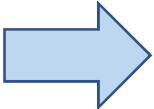
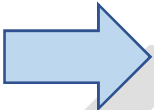
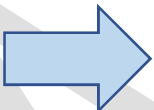

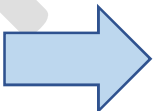
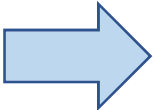
		scientific presentations. (SP.1.b) RLA: Make inferences about plot/sequence of events, characters/people, settings, or idea in texts. (R.2.b)			
	21.0 Perform supervised organizational functions, following the patient care plan 21.1 Organize and prioritize patient-care assignments	SS: Write clearly and demonstrate sufficient command of standard English conventions. (SSP.9.c) RLA: Write events in order of sequence. (R.2.a.) RLA: Draw conclusions or make generalizations that require mixing several main ideas in text. (R.1.h.) RLA: Edit to eliminate wordiness or awkward sentence construction. (L.1.h)	Teamwork Understanding Information	PowerPoint Presentation: Assisting with Personal Hygiene Class discussion Video: Provide Partial Bedbath and Backrub Identifying the Importance of Personal Hygiene by way of PowerPoint Presentations or Posters	Identifying Personal Hygiene by way of group discussion. Devise a PowerPoint Presentation or Poster demonstrating Personal Hygiene. Create a patient-care plan for an individual patient, ensure to organize and prioritize patient needs. Present PowerPoint presentation or Poster to the class.
	22.0 Assist patients with specified restorative (rehabilitation) needs. 22.01 List the purposes of a	RLA: Analyze how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the	Teamwork Understanding Information	Re-cap restoration needs PowerPoint Presentation: Assisting with Restoration Needs Class discussion Video: Restorative Care	Contribute to class discussion by way of determining what is required when assisting patients with specified restoration (rehabilitation) needs,

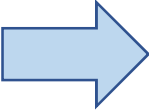
	restorative (rehabilitation) program.	<p>ideas or findings. (R.4.a.)</p> <p>RLA Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. (R.8.a.)</p> <p>RLA Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence. (W.1.)</p>	<p>www.quizlet.com</p> <p>Students will be quizzed on assisting patients with specified restorative (rehabilitation) needs</p>	<p>such as amputation or osteoporosis.</p> <p>Present findings (by way of researching and writing a short report), to support the importance of restorative care and rehabilitation needs. Use graphical and textual information to Explain your findings.</p> <p>Participate in Quizlet.</p>
--	---------------------------------------	--	---	---

IET Single Set of Learning Objectives		Competencies
Students will demonstrate knowledge of the healthcare delivery system with simulated conversations with different members of the health team.		01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
Students will explore methods for building positive team relationships.		01.07 Identify characteristics of effective teams
Students will demonstrate the ability to clearly communicate and understand a patient's vital signs with various members of the health team to effectively implement a patient care plan.		02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
Students will adhere to appropriate medical terminology and abbreviations used within healthcare.		02.06 use appropriate medical terminology and abbreviations
Students will research, analyze and justify various legal cases against health institutions against the standards of HIPAA, and legal and ethical responsibilities of a nursing assistant.		03.0 Demonstrate legal and ethical responsibilities.
		03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA)

Students will read and analyze a patient care plan, and articulate the impact aspect of health and wellness, citing any personal practices or environmental factors affecting major body systems.		04.0 Demonstrate an understanding of and apply wellness and disease concepts 04.02 Identify personal health practices and environmental factors which affect optimal functions of each of the major body systems.
students will examine and determine through data analysis the safe and unsafe working conditions found in the workplace. Through group discussion they will make a prediction when to report safety hazards in the workplace. Students will be able to show the ability to research and communicate knowledge of PPE (Personal Protective Equipment) and the significance of safely transporting and transferring of patients for both patient and staff. Students will also emphasize the impact of Covid19.		05.0 Recognize and practice safety and security procedures. 05.10 Demonstrate procedures for the safe transport and transfer of patients.
students will be able to demonstrate, measure and analyze the ability to read patient vital signs and report emergency health situations. Students will be able to recognize and communicate adverse drug related emergencies to other nursing assistant staff and acknowledge when to take appropriate first aid action.		06.0 Recognize and respond to emergency situations. 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
Students will develop a diagram or flowchart, with caption and narrative, illustrating an example of chain of infection, specifically identifying susceptible hosts. Students will be able to analyze, evaluate and communicate safety through ways of illustrating how to identify the difference between First Aid Incidents and OSHA Recordables.		07.0 Recognize and practice infection control procedures. 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA
students will be able to demonstrate the ability to read and interpret medical record documents used within the healthcare system, for example: medical record (chart), electronic health record (EHR) and electronic medical record (EMR). Students will demonstrate the understanding of the role of communicating verbally and written translation of patients' electronic medical documents.		08.0 Demonstrate an understanding of information technology applications in healthcare. 08.04 Interpret information from electronic medical documents
Students will demonstrate understanding of employability skills by performing mock scenario interviews. Students will work in teams and communicate the ability to write effectively and read job applications required for nursing assistant positions, they will productively write and review individual resumes and covering letters.		09.0 Demonstrate employability skills. 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality, and behavior (i.e. telephone etiquette, courtes and self-introductions)

Students will be able to role play scenarios demonstrating the ability to correctly perform professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).		
Students will work in teams to communicate and identify interpersonal skills used to complete job applications, write effective cover letters.		
Students will be able to demonstrate through research the ability to identify and distinguish between fact and fallacy when recognizing the causes of transmission of diseases including HIV/AIDS.		10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood pathogens and the public education necessary to combat the spread of these diseases.
Students will describe, evaluate and communicate hand washing technique which is paramount when combating the spread of diseases caused by blood pathogens.		
Students will demonstrate the ability to read, record and constructively communicate vital signs to patients and answer patient enquiry.		11.0 Apply basic math and science skills. 11.03 Make, use and convert using both traditional and metric units.
Students will be able to make use of medical terminology to demonstrate and communicate fluid measurements using both traditional and metric units.		
Students will be able to demonstrate the ability to read and effectively use verbal and written communications specific to nurse assistants, for example medical abbreviations and terminologies such as: TPR, BP and electronic medical record (EMR).		12.0 Use verbal and written communications specific to nurse assisting. 12.02 Utilize verbal and written information to assist with the patient's plan of care.
Students will analyze and evaluate an understanding of Residence Legal Rights in Long Term Care and knowledge of state law concerning rules pertaining to being a CNA in Florida. students will also communicate the ethical responsibilities relating to CNAs.		13.0 Demonstrate legal and ethical responsibilities specific to nurse assisting. 13.04 Demonstrate safe standards of patient care including prevention and quality of care.
Students will demonstrate the ability to evaluate, analyze and self-manage the sufficiency needed to demonstrate safe standards including prevention and quality of care for residents in long term care.		
Students will be able to demonstrate and communicate an understanding of patient physical comfort and safety measures when transferring patients from bed to wheelchair, and the importance of using various assistive devices and equipment while utilizing body mechanics and patient safety measures.		14.0 Perform physical comfort and safety functions specific to nurse assisting. 14.07 Demonstrate lifting, supporting and transferring patients from bed to chair, bed to bed, and bed to stretcher, including the use of the various assistive devices and equipment while utilizing proper body mechanics and patient safety measures.
Students will be able to demonstrate the ability to effectively communicate with patients whilst grooming patients, including hair, skin, foot, hand and nail care.		15.0 Provide personal patient care. 15.18 Describe the relationships of body systems when providing patient care.

Students will be able to identify and describe the significance of applying personal patient care and practices when bathing a patient.		
Students will be able to communicate and identify the effective measures needed to empty a Urinary Drainage Bag, such as monitoring when a bag needs changing. Students will communicate the significance of reading and writing urinary measurements once they have successfully emptied a Urinary Drainage Bag.		16.0 Perform patient care procedures. 16.11 Monitor and provide urinary catheter care and drainage systems.
Students will be able to self-manage, identify and understand sources of nutrients needed for a patient's food plan, for example illustrating knowledge of MyPlate food guidance system. Students will be able to demonstrate and communicate the importance of monitoring and documenting a patient's nutritional intake by identifying the difference in regional, cultural and religious food guidelines/preferences.		17.0 Apply principles of nutrition. 17.05 Monitor and document Nutritional Intake.
Students will read and make sentence-level inferences to show understanding on how to provide care for geriatric patients highlighting ways to prevent patient falls. Students will be able to identify and communicate the importance of preventing pressure ulcers/injuries by illustrating ways to adjust patients position in bed and reporting areas of redness to the nurse on site.		18.0 Provide care for geriatric patients. 18.01 Identify and assist with methods and procedures to prevent pressure ulcers.
students will be able to identify and analyze ways to apply the principles of infection control through rules of hand hygiene and the significance of disposable supplies and equipment. Students will illustrate understanding of how to identify and communicate the chain of infection by way of demonstrating methods of transmitting microbes.		19.0 Apply the principles of infection control specific to nursing assisting 19.02 Identify the chain of infection.
Students will be able to communicate understanding through role play scenarios on how to offer biological, psychological, and social support to patients. Students will be able to identify and determine the psychological and spiritual support patients receive from family roles and their significance to the patient's health. They will acknowledge how each part relates to and depends on the others.		20.0 Provide biological, Psychological, and social support. 20.1 Discuss family roles and their significance to health.
Students will be able to communicate and evaluate supervised organizational functions when demonstrating patient partial Bedbath and Backrub that must be followed EXACTLY!		21.0 Perform supervised organizational functions, following the patient care plan 21.1 Organize and prioritize patient-care assignments

Students will be able to show the ability to organize and prioritize each area of the patients-care, for example, caring for dentures, adhering to rules and safety measures for bathing and showers.		
Students will be able to Analyze and determine what is required when assisting patients with specified restoration (rehabilitation) needs such as amputation or osteoporosis. Students will be able to evaluate and identify the purpose of a restorative (rehabilitation) program that may involve measures that promote self-care, Elimination, Positioning, Mobility, Communication and Cognitive function.		22.0 Assist patients with specified restorative (rehabilitation) needs. 22.01 List the purposes of a restorative (rehabilitation) program.

DRAFT

GET THERE

Florida's Workforce Education Initiative

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.

