

Nursing Assistant II

Unit Title: Unit I: The Nursing Assistant Role in Healthcare
Assisting with the Nursing Process (Chapter 8)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

9.3.12.H.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care .

9.4H Grade 12 CPI 06, Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.

9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.

9.3.12.H5.4 Evaluate patient client needs strengths and problems in order to determine if treatment goals are being met.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences

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9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
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<p><u>Central Idea/Enduring Understanding:</u></p> <p>Nursing assistants have a key role in the nursing process.</p>	<p><u>Essential/Guiding Question:</u></p> <p>What nursing assistant actions affect implementation of the nursing process?</p>
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<p><u>Content:</u> <u>Chapter 8</u> --Healthcare and the Nursing Process -Nursing Process Steps</p> <ul style="list-style-type: none"> o Assessment- Observations and subjective/objective data to report o Nursing Diagnosis-what are the health problems and nursing measures to treat patient/client? o Planning-Nursing Care Plan o Implementation-Steps needed for nursing interventions. o Evaluation- What are the steps to measure -accomplishment of nursing care goals. <p>-The relationship of the nursing process and promotion of personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant.</p> <p><u>Work Based Learning :</u> Guest Speakers from Medical professionals</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Explain the purpose of the nursing process - Explain the relationship between objective and subjective data. - Analyze the nursing assistant role in each step of the nursing process. - Identify the observations nursing assistants need to report to the nurse. - Describe the importance of care conferences. - Describe the effective actions of a nursing assistant to promote personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant related to the nursing process.
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<p><u>Interdisciplinary Connections:</u></p> <p>Case study incorporating knowledge of the healthcare system with the role of the nursing assistant to provide quality health care.</p> <p>WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.</p>

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p><i>Communication Skill:</i> Class discussion to identify and explain the nursing process steps related to specific patient scenarios.</p> <p><i>Writing Skill:</i> Start a learning log. Use the log to add information learned. Review log to determine what entries could be written differently to retain information. Use learning log to study for exams.</p> <p><i>Reading Skill</i></p>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> - Chapter Test - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review games
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<p><u>Pre-reading:</u> Preview the text and predict what content is about.</p> <p><u>Reading:</u> Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge.</p> <p><u>Reflection:</u> After reading the text, write down any questions to improve understanding of content.</p> <p><u>Remembering:</u> Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions.</p>	<p>- Return demonstration</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Patient Scenarios Projects Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities Health care documentaries Guest speaker(s) Out of classroom field trips Divergent thinking for elaboration and synthesis of information Evaluative thinking for rating, judging and qualifying information</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> - Sorrentino, S.A., & Leighann, N.R. (2017). <i>Nursing Assistants</i>. St. Louis, MO: Elsevier. - Stratton, R.A., & Mancari, R. (2007). <i>The Effective Nursing Assistant</i>. New York, NY: McGraw Hill/Glencoe. - Google Classroom <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation
 *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities.	Use of critical thinking activities.	Build background knowledge prior to lessons.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Alternative assignments	Alternative assignments	Highlight key words.	
Choice of assignment related to the topic	Choice of assignment related to the topic	Incorporate the use of technology.	
Independent research.	Independent research.	Provide notes.	
Use of student-researched case studies.	Use of student-researched case studies.		

ELL supports should include, but are not limited to, the following::

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		<p>Provide study guides.</p> <p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	<p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit Title: Unit 2: Health Team Communications
Communicating with the Health Team (Chapter 7)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

- 9.3.HL-HI.2 Describe the content and diverse uses of health information.
- 9.3.HL.5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
- 9.3.12.H.6 Evaluate accepted ethical practices with respect to cultural social and ethnic differences within the healthcare workplace.
- 9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
- 9.3.12.H5.4 Evaluate patient/resident needs strengths and problems in order to determine if treatment goals are being met.
- 9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

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9.3.12.J5.3 Utilize data and information to maintain electronic records of client services and make recommendations for personal care services		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: Nursing assistants communicate with health team members to give coordinated and effective patient care.		Essential/Guiding Question: What are the nursing assistant standards and actions that will support collaborative and effective patient care
Content: Chapter 7: - Communication - The Medical Record o The Admission Record o Health History o The Graphic Sheet o Progress Notes o Flow Sheets - Patient Care Summary		Skills(Objectives): - Explain why health team members need to communicate. - Describe the rules of effective communication. - Explain the purpose, parts, and information found in the medical record. - Describe the legal and ethical aspects of medical records. - Describe the purpose of a patient care summary. - Identify the information needed to report to a nurse. - Describe the rules for recording.

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<ul style="list-style-type: none"> - Reporting and Recording <ul style="list-style-type: none"> o Reporting and Recording Time o Reporting <ul style="list-style-type: none"> ▪ End-of-Shift Report o Recording <ul style="list-style-type: none"> ▪ Rules for Recording ▪ Electronic Recording - Computers and Other Electronic Devices - Phone Communications - Medical Terms and Abbreviations <ul style="list-style-type: none"> o Prefixes, Roots, and Suffixes <ul style="list-style-type: none"> ▪ Forming Medical Terms o Abdominal Regions o Directional Terms o Abbreviations o Common Terms and Phrases - The relationship of health team communication and promotion of personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant. <p>Work Based Learning : Guest Speakers from Medical professionals</p>	<ul style="list-style-type: none"> - Explain how computers and other electronic devices are used in health care. - Explain how to protect the right of privacy when using computers and other electronic devices. - Demonstrate how to answer a phone. - Apply the 24 hour clock, medical terminology, and medical abbreviations with patient scenarios. - Describe the effective actions of a nursing assistant to promote personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant related to health team communications
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Interdisciplinary Connections:

Case study incorporating knowledge of the healthcare system with the role of the nursing assistant to provide quality health care.

WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.

Stage 2: Assessment Evidence

Performance Task(s):

- **Communication Skill:** Practice active listening in teams of two using an assigned scenario. One-person role-play reading patient information and another person role-play a nursing assistant applying the relationship of past patient information to current information obtained.
- **Writing Skill:** Start a learning log. Use the log to add information learned. Review log to determine what entries should be written differently to retain information. Use learning log to study for exams.
- **Math Skill:** Practice proper recording of time for patient record documentation. Using the 24-hour

Other Evidence:

- Chapter Test
- Quizzes
- Writing projects
- Research projects
- Google Classroom assignments
- Group activities
- Classroom discussions
- Student created assessments
- Rubrics
- Review games
- Return demonstration

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<p>clock record, what is the correct time for the assigned patient scenario?</p> <p>-Reading Skill:</p> <p><u>Pre-reading:</u> Preview the text and predict what content is about.</p> <p><u>Reading:</u> Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge.</p> <p><u>Reflection:</u> After reading the text, write down any questions to improve understanding of content.</p> <p><u>Remembering:</u> Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions</p>	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Patient Scenarios</p> <p>Projects</p> <p>Team building activities</p> <p>Cooperative learning activities</p> <p>Interactive games</p> <p>Online learning websites</p> <p>Internet research</p> <p>Student driven activities</p> <p>Health care documentaries</p> <p>Guest speaker(s)</p> <p>Out of classroom field trips</p> <p>Divergent thinking for elaboration and synthesis of information</p> <p>Evaluative thinking for rating, judging and qualifying information</p>	<p><u>Resources:</u></p> <p>Stratton, R.A., & Mancari, R. (2007). <i>The Effective Nursing Assistant</i>. New York, NY: McGraw Hill/Glencoe.</p> <p>- Sorrentino, S.A., & Leighann, N.R. (2017). <i>Nursing Assistants</i>. St. Louis, MO: Elsevier.</p> <p>- Google Classroom</p> <p>- Equipment for healthcare role play</p> <p>- Classroom "clinic" setting</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Alternative assignments	Alternative assignments	Highlight key words.	
Choice of assignment related to the topic	Choice of assignment related to the topic	Incorporate the use of technology.	
Independent research.			

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<p>Use of student-researched case studies.</p>	<p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Provide notes.</p> <p>Provide study guides.</p> <p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	<p>kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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<p>Unit Title: Unit 3: Patient Care Measuring Vital Signs (Chapter 29);Fall Prevention (Chapter 14);Restraint Alternatives and Safe Restraint Use (Chapter 15);Body Mechanics (Chapter 17);Safely Moving and Transferring the Person (Chapter 18 & 19);Personal Hygiene & Grooming(Chapter 22 & 23)</p>
<p>Stage 1: Desired Results</p>
<p>Standards & Indicators:</p> <p>New Jersey Student Learning Standard 9.3-Career and Technical Education.</p> <p>9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.</p> <p>9.3.12.H.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p>9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</p> <p>9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care</p> <p>.9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services</p>

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
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9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p><u>Central Idea/Enduring Understanding:</u></p> <p>Nursing assistants are trained to measure vital signs that align with specific healthcare guidelines.</p> <p>Nursing assistants are trained to implement measures to prevent patient falls and initiate safety steps if a patient falls.</p> <p>Nursing assistants are trained to use restraints to treat medical symptoms or for immediate physical safety when all other measures have failed.</p> <p>Nursing assistants are trained to use proper body mechanics to reduce risk of injury of self and the patient.</p>		<p><u>Essential/Guiding Question:</u></p> <p>What are specific nursing assistant guidelines for measuring vital signs that will provide quality patient care?</p> <p>What are specific nursing assistant guidelines for implementation of measures to prevent patient falls and to initiate safety steps if a patient falls?</p> <p>What are specific nursing assistant guidelines for restraint use that provides quality patient care and safety?</p> <p>What are specific nursing assistant guidelines for proper use of body mechanics to prevent injury of self and the patient?</p> <p>What are specific nursing assistant guidelines for safely moving and transferring the patient to prevent injury of self and the patient?</p>

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<p>Nursing assistants are trained to safely move and transfer patients to reduce risk of injury of self and the patient.</p> <p>Nursing assistants are trained to provide personal hygiene and grooming for patients.</p>	<p>What are specific nursing assistant guidelines to provide personal hygiene and grooming for patients?</p>
<p>Content: Chapter 29 Working with Vital Signs</p> <p>-Measuring Body Temperature</p> <ul style="list-style-type: none"> o Normal o Ranges of abnormal o Value of measuring body heat o Causes of variations in body temperature o Types of thermometers o Review parts of body used in taking temperature, including when used, items required, and special precautions o Measuring temperature <ul style="list-style-type: none"> ▪ Oral ▪ Rectal ▪ Auxiliary ▪ Tympanic o Counting pulse <ul style="list-style-type: none"> ▪ Specific sites ▪ Calculations o Counting respirations <ul style="list-style-type: none"> ▪ Calculations ▪ Importance of coughing <p>-Reporting significant changes to licensed charge nurse.</p> <p>- The relationship of vital signs and promotion of personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant.</p> <p>Chapter 14</p> <p>Causes and Risk Factors for Falls</p> <ul style="list-style-type: none"> - Fall Prevention Programs - Safety Measures to Prevent Falls <ul style="list-style-type: none"> o Bed and Chair Alarms o Bed Rails o Hand Rails and Grab Bars o Wheel Locks - Transfer/Gait Belts - The Falling Person - Moving the Person from the Floor - The relationship of fall preventions and promotion of personal and professional responsibility, rights 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> - Define selected terms related to vital signs and physical measurements. - Explain the importance of measuring vital signs for patient care. - Demonstrate taking a Temporal Artery and oral temperature using a digital thermometer. - Describe how rectal and auxiliary temperatures are obtained and specify which category of patients use specific temperature methods. - Demonstrate taking a radial pulse, assessing abnormalities of rate, rhythm and volume, and recording results. - Locate seven common pulse sites. -Identify normal and abnormal pulse values. - Demonstrate counting a person's respiratory rate, assessing abnormalities of rate, rhythm and depth - Describe why respiratory rate is obtained surreptitiously. - Identify normal and abnormal respirations. - Demonstrate measuring a person's blood pressure using: <ul style="list-style-type: none"> o Aneroid sphygmomanometer o Digital blood pressure monitor - Identify normal and abnormal blood pressure values. <ul style="list-style-type: none"> - Describe the effective actions of a nursing assistant to promote personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant related to health team communications. - Describe the causes and risk factors of falls. - Describe how to use bed and chair alarms safely. - Explain how to use bed rails safely. - Describe the purpose of handrails and grab bars. - Describe how to use wheel locks safely. - Describe how to use transfer/grab belts safely. - Explain how to help the person who is falling. - Describe the risk factors related to restraint use. - Describe the purpose of restraints. - Explain the legal aspects of restraint use. - Describe restraint alternatives. - Describe how to use restraints safely. - Demonstrate the procedure for restraint use.

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and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant.

Chapter 15

History of Restraint Use

- Restraint Alternatives

- Safe Restraint Use

- o Physical and Chemical Restraints
 - Enablers
- o Risks from Restraint Use
- o Wheel Locks
- o Laws, Rules, and Guidelines
- o Safety Guidelines
- o Reporting and Recording
- o Applying Restraints

- The relationship of restraint use and promotion of personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant.

Chapter 17

Principles of Body Mechanics

- o Musculo-Skeletal System Structure and Function Review
 - o Rules for Body Mechanics
- Work-Related Injuries
- o Musculo-Skeletal Disorder (MSD) Risk Factors
 - Back Injuries
 - o Preventing MSD
 - Ergonomics

- Positioning the Person

- o Supine Position
- o Prone Position
- o Lateral Position
- o Sim's Position
- o Chair Position

- The relationship of body mechanics and the promotion of personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant.

Chapter 18 & 19

Preventing Work-Related Injuries

- o Promoting Safety and Comfort
- o Focus on Communication
- o Functional Status-Bed Mobility

- - Describe the effective actions of a nursing assistant
- Describe the risk factors for work related injuries.
- - Describe the purpose and rules of body mechanics.
- - Explain how to prevent work-related injuries.
- - Describe nursing assistant activities that are high risk for work-related injuries.
- - Describe the causes, signs, and symptoms of back injuries.
- - Demonstrate basic bed position and chair procedures.
- Describe safety and comfort measure for moving the person.
- - Describe how to prevent work-related injuries when moving a person.
- - Explain 5 functional status levels for bed mobility.
- - Describe the delegation information needed before moving the person.
- - Demonstrate procedures for safely moving a person.
- Describe the delegation information needed before transferring a patient.
- - Describe the 5 functional levels for transfers.
- - Explain how to prevent work-related injuries during transfers.
- - Identify comfort and safety measures for transferring the person.
- - Demonstrate wheelchair and stretcher safety.

Describe why personal hygiene is important.

- Describe the care given before and after breakfast, after lunch, and in the evening.

- Explain the purpose of oral hygiene.

- Describe the safety measures for giving mouth care to unconscious persons.

- Describe denture care.

- Demonstrate personal hygiene and bathing.

- Explain the purpose of perineal care.

- Identify the observations to report and record when assisting with hygiene.

Describe why grooming is important.

- Describe how to safely provide grooming measures-haircare, shaving, nail and foot care, and changing garments.

- Demonstrate grooming measures- haircare, shaving, nail and foot care, and changing garments.

- Identify the observations to report and record when assisting with grooming.

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- Children and Older Persons
- Team Work and Time Management
 - Delegation Guidelines
- Protecting the Skin
 - Friction
 - Shearing
 - Children and Older Persons
- Moving Persons in Bed
 - Guidelines to Moving Persons in Bed
 - Focus on Communication
 - Raising the Person's Head and Shoulders
 - Moving the Person Up in Bed
 - Moving the Person Up in Bed with an Assistive Device
 - Moving the Person to the Side of the Bed
 - Turning Persons
 - Logrolling
 - Sitting on the Side of the Bed (Dangling)
 - Re-positioning in a Chair or Wheelchair
- Wheelchair and Stretcher Safety
 - Promoting Safety and Comfort
 - Focus on Communication
 - Functional Status-Transfers
- Stand and Pivot Transfers
 - Transfer Belts
 - Bed to Chair or Wheelchair Transfers
 - Chair or Wheelchair to Bed Transfers
 - Transferring the Person to and from the Toilet
- Lateral Transfers
 - Protecting the Skin
 - Moving the Person to a Stretcher
- Mechanical Lifts
 - Slings
 - Using a Mechanical Lift
- The relationship of safely moving patients and the promotion of personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant.

Chapter 22 & 23

Daily Care

- Oral Hygiene
 - Flossing
 - Equipment
 - Brushing and Flossing Teeth
 - Mouth Care for the Unconscious Person
 - Denture Care
- Bathing
 - Persons with Bariatric Needs

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<ul style="list-style-type: none"> ▪ The Complete Bed Bath ▪ Towel Baths ▪ Bag Baths ▪ The Partial Bath ▪ Tub Baths and Showers <ul style="list-style-type: none"> ▪ Tub Baths ▪ Showers <p>- Perineal Care</p> <p>Hair Care</p> <ul style="list-style-type: none"> ○ Brushing and Combing Hair ○ Shampooing <p>- Shaving</p> <ul style="list-style-type: none"> ○ Caring for Mustaches and Beards ○ Shaving Legs and Underarms <p>- Nail and Foot Care</p> <p>- Changing Garments</p> <ul style="list-style-type: none"> ○ Dressing and Undressing <ul style="list-style-type: none"> ▪ Changing Patient Gowns <p>- Reporting and Recording</p> <p>- The relationship of personal hygiene and the promotion of personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant.</p> <p>Work Based Learning : Guest Speakers from Medical professionals Field trip to Deborah Hospital</p>	
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Interdisciplinary Connections:
 Case study incorporating knowledge of the healthcare system with the role of the nursing assistant to provide quality health care.
 WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.
 WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
 11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> - Communication Skill: <ul style="list-style-type: none"> ○ Practice explaining vital signs procedures in terms of patient understanding using case scenarios of varying growth and development stages. Answer questions about the procedures using clear language and sentences the patient will understand. ○ Practice safety measures to prevent falls and what to do if a patient is 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> - Chapter Test - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review games
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Nursing Assistant II

<p>falling. Demonstrate safety measures. Demonstrate how to explain safety measures to the patient. Answer questions about measures using clear language and sentences the patient will understand.</p> <ul style="list-style-type: none"> o Practice restraint use procedure. Demonstrate how to explain restraint use to the patient/family. Answer questions about measures using clear language and sentences the patient/family will understand. o In groups of two or three, practice and demonstrate procedures for personal hygiene and grooming.. Practice and demonstrate how to explain personal hygiene to the patient/family. Answer questions about measures using clear language and sentences the patient/family will understand. <p>- Writing Skill: Information in a patient's chart is a type of log. Start a learning log. Use the log to add information learned. Review log to determine what entries could be written differently to retain information. Use learning log to study for exams.</p> <p>- Math Skill: Practice counting pulse and respiratory rate according to specific periods. Practice measuring systolic and diastolic blood pressure using a sphygmomanometer.</p> <p>- Reading Skill</p> <p><u>Pre-reading:</u> Preview the text and predict what it will be about.</p> <p><u>Reading:</u> Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge.</p> <p><u>Reflection:</u> After reading the text, write down any questions to improve understanding of content.</p> <p><u>Remembering:</u> Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions.</p>	<p>- Return demonstration</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Patient Scenarios Projects Team building activities Cooperative learning activities Interactive games Online learning websites Internet research</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> - Sorrentino, S.A., & Leighann, N.R. (2017). <i>Nursing Assistants</i>. St. Louis, MO: Elsevier. - Stratton, R.A., & Mancari, R. (2007). <i>The Effective Nursing Assistant</i>. New York, NY: McGraw Hill/Glencoe. - Google Classroom - Vital signs equipment - Classroom <i>Hospital Room</i>
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<p>Student driven activities</p> <p>Health care documentaries</p> <p>Guest speaker(s)</p> <p>Out of classroom field trips</p> <p>Divergent thinking for elaboration and synthesis of information</p> <p>- Evaluative thinking for rating, judging and qualifying information</p>	<p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation
 *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Use of critical thinking activities.</p> <p>Alternative assignments</p> <p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Build background knowledge prior to lessons.</p> <p>Highlight key words.</p> <p>Incorporate the use of technology.</p> <p>Provide notes.</p> <p>Provide study guides.</p> <p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Nursing Assistant II

		Adjust timeline for assignments according to student need.	
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Unit Title: Unit 4: The Person's Environment
The Person's Unit (Chapter 20);Bedmaking (Chapter 21)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.

9.3.12.H.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.

9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care

.9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services

Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences

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	better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p>Central Idea/Enduring Understanding:</p> <p>Nursing assistants are trained to provide a clean, neat, and safe person's unit.</p> <p>Nursing assistants are trained to provide clean, dry and wrinkle free beds for patients.</p>		<p>Essential/Guiding Question:</p> <p>What are specific nursing assistant guidelines to provide a clean, neat, and safe person's unit?</p> <p>What are specific nursing assistant guidelines to provide clean, dry and wrinkle free beds for patients?</p>
<p>Content:</p> <p>Chapter 20</p> <p>Comfort</p> <ul style="list-style-type: none"> ○ Temperature and Ventilation ○ Odors ○ Noise ○ Lighting <p>– Room Furniture and Equipment</p> <ul style="list-style-type: none"> ○ The Bed <ul style="list-style-type: none"> ▪ Bed safety ▪ Bariatric beds ○ The Over-Bed Table ○ The Bedside Stand ○ Chairs ○ Privacy Curtains ○ Personal Care Items ○ The Call System <ul style="list-style-type: none"> ▪ Call System Safety ○ The Bathroom ○ Closet and Drawer Space ○ Other Equipment <p>- Reporting and Recording</p> <p>- The relationship of a person's unit and the promotion of personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant.</p> <p>Chapter 21</p> <p>Types of Beds</p> <ul style="list-style-type: none"> ○ Closed Bed ○ Open Bed ○ Occupied Bed ○ Surgical Bed <p>- Linens</p> <ul style="list-style-type: none"> ○ Draw sheets 		<p>Skills(Objectives):</p> <p>Describe how to control temperature and drafts, odors, noise, and lighting for the patient's comfort.</p> <ul style="list-style-type: none"> - Describe how to promote safety, privacy, and comfort in the person's unit. <p>Describe the basic bed positions.</p> <ul style="list-style-type: none"> –Identify the 7 hospital bed system entrapment zones. –Explain the risk for bed entrapment. –Describe how to use the furniture and equipment in the person's unit. – Demonstrate how to maintain a person's unit. -Identify the observations to report and record when maintaining a person's unit. - Describe the effective actions of a nursing assistant to promote personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant related to a person's unit. <p>Describe why a clean, dry and wrinkle free bed is important.</p> <ul style="list-style-type: none"> - Describe when to change bed linens. - Demonstrate open, closed, occupied, and surgical beds and how to use a draw sheet. - Identify the observations to report and record when making a bed. – Demonstrate how to handle linens following the rules of medical asepsis

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<ul style="list-style-type: none"> - Making Beds <ul style="list-style-type: none"> o Closed Bed o Open Bed o Occupied Bed o Surgical Bed <p>Work Based Learning : Guest Speakers from Medical professionals</p>	
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Interdisciplinary Connections:
Case study incorporating knowledge of the healthcare system with the role of the nursing assistant to provide quality health care.
WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> - Communication Skill: <ul style="list-style-type: none"> o In groups of two or three, practice and demonstrate procedures for maintaining a person's unit. o In groups of two or three, practice and demonstrate procedures for bedmaking. Practice and demonstrate how to explain bed making to the patient/family. Answer questions about measures using clear language and sentences the patient/family will understand. - Math Skills: Covert the fractions to percentages of a patient scenario describing how many beds are closed beds, complete linen changes, and occupied beds. - Writing Skill: Information in a patient's chart is a type of log. Start a learning log. Use the log to add information learned. Review log to determine what entries could be written differently to retain information. Use learning log to study for exams. - Reading Skill : <ul style="list-style-type: none"> <u>Pre-reading:</u> Preview the text and predict what it will be about. <u>Reading:</u> Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge. <u>Reflection:</u> After reading the text, write down any questions to improve understanding of content. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> - Chapter Test - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review games - Return demonstration
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<p><u>Remembering</u>: Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions.</p>	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> Patient Scenarios Projects Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities <ul style="list-style-type: none"> Health care documentaries Guest speaker(s) Out of classroom field trips Divergent thinking for elaboration and synthesis of information <ul style="list-style-type: none"> - Evaluative thinking for rating, judging and qualifying information 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> - Sorrentino, S.A., & Leighann, N.R. (2017). <i>Nursing Assistants</i>. St. Louis, MO: Elsevier. - Stratton, R.A., & Mancari, R. (2007). <i>The Effective Nursing Assistant</i>. New York, NY: McGraw Hill/Glencoe. - Google Classroom - Vital signs equipment - Classroom <i>Hospital Room</i> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation
 *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities. Alternative assignments Choice of assignment related to the topic Independent research. Use of student-researched case studies.	Use of critical thinking activities. Alternative assignments Choice of assignment related to the topic Independent research. Use of student-researched case studies.	Build background knowledge prior to lessons. Highlight key words. Incorporate the use of technology. Provide notes. Provide study guides. Pre-teaching of vocabulary for understanding of concepts.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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		<p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	
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Unit Title: Unit 5: Urination
 Urinary Elimination (Chapter 24) ; Bowel Elimination (Chapter 26)

Stage 1: Desired Results

Standards & Indicators:

New Jersey Student Learning Standard 9.3-Career and Technical Education.

- 9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.
- 9.3.12.H.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
- 9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
- 9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care
- .9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly

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		for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Nursing assistants are trained to help patients with urination and maintain urination equipment as needed.</p> <p>Nursing assistants are trained to help patients with bowel elimination and maintain bowel elimination equipment as needed.</p>	<p><u>Essential/Guiding Question:</u></p> <p>What are specific nursing assistant guidelines to help patients with urination and maintain urination equipment as needed?</p> <p>What are specific nursing assistant guidelines to help patients with bowel elimination and maintain bowel elimination equipment as needed?</p>
<p><u>Content:</u></p> <p><u>Chapter 24</u></p> <p>Normal Urination</p> <ul style="list-style-type: none"> ○ Observations ○ Bedpans ○ Urinals ○ Commodes <p>– Urinary Incontinence</p> <ul style="list-style-type: none"> ○ Types of Incontinence <ul style="list-style-type: none"> ▪ Stress Incontinence ▪ Urge Incontinence ▪ Mixed Incontinence ▪ Over-flow Incontinence ▪ Functional Incontinence ▪ Reflex Incontinence ▪ Transient Incontinence ○ Managing Incontinence ○ Applying Incontinent Products <p>– Bladder Training</p> <p>– Reporting and Recording</p> <p>- The relationship of urination and the promotion of personal and professional responsibility, rights</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Describe the guidelines for normal urination. - - Describe normal urination.. - - Demonstrate assisting patients with urination using urination equipment. - - Identify the observations to report and record when assisting a patient with urination. - – Describe urinary incontinence and the care required. - –Describe bladder-training methods. - - Describe the effective actions of a nursing assistant to promote personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant related to urination. - Describe the guidelines for normal bowel elimination. - - Describe normal bowel elimination. - - Demonstrate assisting patients with bowel elimination using bowel elimination equipment. - - Identify the observations to report and record when assisting a patient with bowel elimination.

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<p>and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant.</p> <p>Chapter 26 Normal Bowel Elimination</p> <ul style="list-style-type: none"> o Observations - Factors Affecting Bowel Movements (BMs) <ul style="list-style-type: none"> o Safety and Comfort - Common Problems <ul style="list-style-type: none"> o Constipation o Fecal Impaction o Diarrhea o Fecal Incontinence o Flatulence - Bowel Training - Suppositories - Enemas <ul style="list-style-type: none"> o The Cleansing Enema <p>Work Based Learning : Guest Speakers from Medical professionals Field Trip to Deborah Hospital</p>	<ul style="list-style-type: none"> - - Describe bowel incontinence and the care required. - -Describe bowel-training methods. - - Describe the effective actions of a nursing assistant to promote personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant related to bowel elimination.
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Interdisciplinary Connections:

Case study incorporating knowledge of the healthcare system with the role of the nursing assistant to provide quality health care.

WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.

Stage 2: Assessment Evidence

Performance Task(s):

- **Communication Skill:** In groups of two or three, practice and demonstrate procedures for urinary catheter care. Practice and demonstrate how to explain using equipment that may be needed for urinary catheterization to the patient/family. Answer questions about measures using clear language and sentences the patient/family will understand.
- **Writing Skill:** Information in a patient's chart is a type of log. Start a learning log. Use the log to add information learned. Review log to determine what entries could be written differently to retain information. Use learning log to study for exams. Write a process analysis list instructing the reader on how to use a particular type of urinary catheter.

Other Evidence:

- Chapter Test
- Quizzes
- Writing projects
- Research projects
- Google Classroom assignments
- Group activities
- Classroom discussions
- Student created assessments
- Rubrics
- Review games
- Return demonstration

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<p>- Math Skills: Calculate total urinary output of patient scenarios using cc. equation. Determine amount of urine measured from classroom urination equipment needed for a urinary catheter. Practice recording and calculating urinary output.</p> <p>- Reading Skill : <u>Pre-reading:</u> Preview the text and predict what it will be about. <u>Reading:</u> Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge. <u>Reflection:</u> After reading the text, write down any questions to improve understanding of content. <u>Remembering:</u> Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions.</p>	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Patient Scenarios Projects Team building activities Cooperative learning activities Interactive games Online learning websites Internet research Student driven activities Health care documentaries Guest speaker(s) Out of classroom field trips Divergent thinking for elaboration and synthesis of information - Evaluative thinking for rating, judging and qualifying information</p>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> - Sorrentino, S.A., & Leighann, N.R. (2017). <i>Nursing Assistants</i>. St. Louis, MO: Elsevier. - Stratton, R.A., & Mancari, R. (2007). <i>The Effective Nursing Assistant</i>. New York, NY: McGraw Hill/Glencoe. - Google Classroom - Vital signs equipment - Classroom <i>Hospital Room</i> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities.	Use of critical thinking activities.	Build background knowledge prior to lessons.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:
Alternative assignments	Alternative assignments	Highlight key words.	

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<p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Choice of assignment related to the topic</p> <p>Independent research.</p> <p>Use of student-researched case studies.</p>	<p>Incorporate the use of technology.</p> <p>Provide notes.</p> <p>Provide study guides.</p> <p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	<p>breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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<p>Unit Title: Unit 6: Nutrition Nutrition and Fluids (Chapter 27) ;Nutritional Support and IV Therapy (Chapter 28)</p>
<p>Stage 1: Desired Results</p>
<p>Standards & Indicators:</p> <p>New Jersey Student Learning Standard 9.3-Career and Technical Education.</p> <p>9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.</p> <p>9.3.12.H.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.</p> <p>9.3.12.H5.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.</p> <p>9.3.12.H5.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care</p> <p>.9.3.12.J5.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services</p>

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p>Central Idea/Enduring Understanding:</p> <p>Nursing assistants are trained to help patients with nutrition and fluid balance.</p> <p>Nursing assistants are trained to help patients with nutritional support and IV (Intravenous) Therapy.</p>		<p>Essential/Guiding Question:</p> <p>What are specific nursing assistant guidelines to help patients with nutrition and fluid balance?</p> <p>What are specific nursing assistant guidelines to help patients with nutritional support and IV Therapy?</p>
<p>Content:</p> <p>Chapter 27</p> <ul style="list-style-type: none"> - Body Structure of the Digestive System - Basic Nutrition <ul style="list-style-type: none"> o Dietary Guidelines o My Plate <ul style="list-style-type: none"> ▪ Grains Group 		<p>Skills(Objectives):</p> <p>Describe the guidelines for nutrition and fluid balance.</p> <ul style="list-style-type: none"> - Describe normal digestion. - Demonstrate assisting patients with nutrition and fluid balance.

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<ul style="list-style-type: none"> ▪ Vegetable Group ▪ Dairy Group ▪ Protein Food Group ▪ Oils ○ Nutrients ○ Food Labels – Meeting Nutritional Needs <ul style="list-style-type: none"> ○ Factors Affecting Eating and Nutrition – Special Diets <ul style="list-style-type: none"> ○ The Sodium-Controlled Diet ○ Diabetes Meal Plan ○ The Dysphagia Diet – Food Intake – Fluid Balance <ul style="list-style-type: none"> ○ Normal Fluid Requirements ○ Special Fluid Orders ○ Intake and Output Records <ul style="list-style-type: none"> ▪ Measuring Intake and Output – Meeting Food and Fluid Needs <ul style="list-style-type: none"> ○ Preparing for Meals ○ Serving Meals ○ Feeding the Person ○ Between Meal Snacks ○ Provide Drinking Water – Foodborne Illness – Height and Weight <ul style="list-style-type: none"> ○ Measuring and Recording Height ○ Measuring and Recording Weight ○ Relationship of Height/ Weight and Nutrition Reporting and Recording <ul style="list-style-type: none"> - The relationship of nutrition and fluid balance and the promotion of personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant. - Chapter 28 Enteral Nutrition <ul style="list-style-type: none"> ○ Types of Feeding tubes ○ Formulas ○ Feeding Times <ul style="list-style-type: none"> ▪ Schedules Feedings ▪ Continuous Feedings ○ Observations ○ Preventing Aspiration ○ Comfort Measures ○ Assisting with Tube Feedings – Parental Nutrition <ul style="list-style-type: none"> ○ Assisting with Total Parenteral Nutrition (TPN) –IV Therapy <ul style="list-style-type: none"> ○ IV Sites 	<ul style="list-style-type: none"> - Identify the observations to report and record when assisting a patient with nutrition and fluid balance. – Describe the functions and sources of nutrition. – Explain how to prevent foodborne illnesses. – Identify the signs, symptoms, and precautions of aspiration and regurgitation. – Describe the factors that affect eating and nutrition. – Explain how to read food labels. – Describe how to assist in measuring food intake. – Describe the purpose of intake and output records. – Demonstrate how to keep a 24- hour intake and output record. - Demonstrate measuring and recording a patient's weight using a physician's balance scale - Demonstrate measuring patient's height using the height bar on a physician's balance scale. - Describe the effective actions of a nursing assistant to promote personal and professional responsibility, rights and respect, independence and social interaction, delegation and teamwork, and ethics and law (PRIDE) in the person, family, and as a nursing assistant related to nutrition and fluid balance Describe the guidelines for nutritional support and IV Therapy. – Explain the purpose of nutritional support and IV Therapy. - Demonstrate assisting patients with nutritional and IV Therapy. - Identify the observations to report and record when assisting a patient with nutritional support and IV therapy. – Describe the functions and sources of nutritional support and IV therapy. – Explain how to prevent aspiration. – Identify the equipment used for IV therapy. – Describe the comfort measures for the person with a feeding tube. – Describe scheduled and continuous feedings. – Explain parental nutrition. – Describe how to assist in measuring fluid intake. – Describe the purpose of intake and output records. – Demonstrate how to keep a 24- hour intake and output record. - Identify safety measures for IV therapy. - Describe how to assist with the IV flow rate. - Describe IV therapy sites. - Identify the equipment to use for IV and tube feedings.
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<ul style="list-style-type: none"> ○ IV Equipment ○ Flow Rate ○ Assisting with IV Therapy <p>Work Based Learning : Guest Speakers from Medical professionals</p>	
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Interdisciplinary Connections:
Case study incorporating knowledge of the healthcare system with the role of the nursing assistant to provide quality health care.
WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> - Communication Skill: <ul style="list-style-type: none"> ○ In groups of two or three, practice and demonstrate procedures for assisting with nutrition and fluids. Practice and demonstrate how to explain assisting with nutrition and fluids to the patient/family. Answer questions about measures using clear language and sentences the patient/family will understand. ○ In groups of two or three, practice and demonstrate procedures for assisting with nutritional support and IV Therapy. Practice and demonstrate how to explain assisting with nutritional support and IV therapy to the patient/family. Answer questions about measures using clear language and sentences the patient/family will understand. ○ - Writing Skill: Information in a patient's chart is a type of log. Start a learning log. Use the log to add information learned. Review log to determine what entries could be written differently to retain information. Use learning log to study for exams. - Math Skills: Calculate and convert liquid measures using patient scenarios. Practice calculating and recording nutrition and fluid balances within a 24-hour period. - Reading Skill : 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> - Chapter Test - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review games - Return demonstration
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Pre-reading: Preview the text and predict what it will be about.

Reading: Read the text. Connect reading with ideas and prior knowledge. Think about how the text aligns with previous knowledge.

Reflection: After reading the text, write down any questions to improve understanding of content.

Remembering: Discuss ideas about the text with other people. Summarize the information and describe ideas and opinions.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Patient Scenarios
 Projects
 Team building activities
 Cooperative learning activities
 Interactive games
 Online learning websites
 Internet research
 Student driven activities
 Health care documentaries
 Guest speaker(s)
 Out of classroom field trips
 Divergent thinking for elaboration and synthesis of information
 - Evaluative thinking for rating, judging and qualifying information

Resources:

- Sorrentino, S.A., & Leighann, N.R. (2017). *Nursing Assistants*. St. Louis, MO: Elsevier.
- Stratton, R.A., & Mancari, R. (2007). *The Effective Nursing Assistant*. New York, NY: McGraw Hill/Glencoe.
- Google Classroom
- Vital signs equipment
- Classroom *Hospital Room*

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Use of critical thinking activities.	Use of critical thinking activities.	Build background knowledge prior to lessons.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Alternative assignments	Alternative assignments	Highlight key words.	
Choice of assignment related to the topic	Choice of assignment related to the topic	Incorporate the use of technology.	
Independent research.	Independent research.	Provide notes.	
		Provide study guides.	ELL supports should include, but are

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<p>Use of student-researched case studies.</p>	<p>Use of student-researched case studies.</p>	<p>Pre-teaching of vocabulary for understanding of concepts.</p> <p>Word Search or crossword puzzles for vocabulary reinforcement.</p> <p>Using alternatives to written assessments (oral reports, class discussion, and/or projects).</p> <p>Be consistent with expectations.</p> <p>Adjust timeline for assignments according to student need.</p>	<p>not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Pacing Guide

Nursing Assistant II	TextBook: Nursing Assistants	CTE Standards
<p>UNIT 1 (6 Days) Nursing Assistant Role in Healthcare</p>	<p>CHAPTERS 8: (6 Days)</p>	<p>9.3.HL-THR.3 9.3.12.H.4 9.3.12.H5.1 9.3.12.H5.2 9.3.12.H5.4</p>
<p>UNIT 2 (6 Days) Health Team Communications</p>	<p>CHAPTERS 7: (6 Days)</p>	<p>9.3.HL-HI.2 9.3.HL.5 9.3.12.H.6 9.3.12.H5.2. 9.3.12.H5.1 9.3.12.J5.3</p>

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<p>UNIT 3: (24 Days) Patient Care</p>	<p>CHAPTERS 14: (3 Days) 15: (3 Days) 17: (3 Days) 18: (3 Days) 19: (3 Days) 22: (3 Days) 23: (3 Days) 29: (3 Days)</p>	<p>9.3.HL-THR.3 9.3.12.H.4 9.3.12.H5.1 9.3.12.H5.2 9.3.12.H5.4</p>
<p>UNIT 4: (12 Days) Person's Environment</p>	<p>CHAPTERS 20: (6 Days) 21: (6 Days)</p>	<p>9.3.HL-THR.3 t 9.3.12.H.4 9.3.12.H5.2 9.3.12.H5.4</p>
<p>Unit 5: (18 Days) Urination/Elimination</p>	<p>CHAPTERS 24: (6 Days) 25: (6 Days) 26: (6 Days)</p>	<p>9.3.HL-THR.3 9.3.12.H.4 9.3.12.H5.2 9.3.12.H5.4</p>
<p>Unit 6: (12 Days) Nutrition</p>	<p>CHAPTERS 27: (6 Days) 28: (6 Days)</p>	<p>9.3.HL-THR.3 9.3.12.H.4 9.3.12.H5.2 9.3.12.H5.4</p>