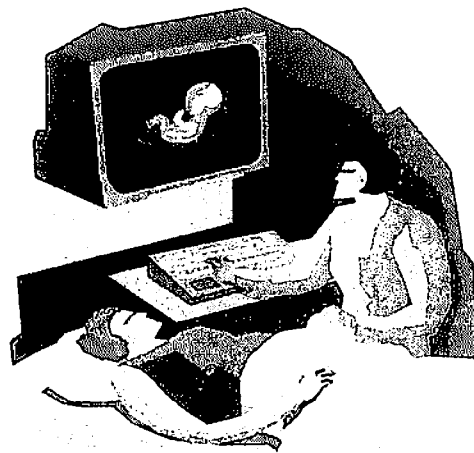


Lewis & Clark Career Center

Curriculum Guide

Health Occupations



Curriculum Guide For Health Occupations

Course Rationale, Course Description, Units of Study

Competencies

Crosswalk to Show Me Standards

Articulation Agreements

Employer Survey / Advisory Board Minutes

Instructional Methods

Integrated Lesson Sample

Work Experience Program

SkillsUSA Officers

Teacher Certification

School and Program Policies and Procedures

Inventory

Program Enrollment Data

Placement Data

Program Evaluation

Program Brochures/Enrollment Packet

Miscellaneous

HEALTH OCCUPATIONS

1 year course; 3 units of credit

The Health Occupations course offers learning experiences for juniors and seniors in high school designed to create or further stimulate their interest in the many career opportunities available in the health field. This course is designed to be challenging and is taught similarly to a junior college level course. The student will learn beginning skills and the basic procedures needed for an entry-level job and a sound basis for continuing their education in the medical field.

The first semester involves classroom theory including 1,000 word terminology, basic anatomy and physiology, medical abbreviations and First Aid and CPR certifications, demonstrations and practice. During fourth quarter, students begin to draw upon previously acquired knowledge and basic skills by applying them to various health services through supervised clinical observations and experiences. Students must maintain a 75% average, 90% attendance, and pass a drug test to remain in the program second semester and be placed in clinical rotations. Students are placed in clinical rotations Monday through Thursday and continue classroom work on Fridays.

LEWIS & CLARK CAREER CENTER

HEALTH OCCUPATIONS UNITS OF STUDY

- Work Ethics, Effective Communication and Goal Setting
- Introduction to Health Careers
- Body Structure and Function
- Infection Control
- Body Mechanics, Exercise and Activity
- Safety
- Measuring and Recording Vital Signs
- Bed Making and Personal Measures
- Nutrition
- Basic First Aid and CPR
- Medical Terminology
- Medical Abbreviations
- Common Health Problems
- Care of Mothers and Newborns
- Employability Skills
- SkillsUSA
- **Articulated with: Vatterott College**

GRADING PROCEDURE

30% Employability

- **Students who are absent will not be able to earn or make-up these points.**

30% Test

- unit test will announced 1-2 weeks prior to the day it will be given
- if the student is absent on the day of the test they will be required to take it the day they return. Absence must be excused to earn credit.

10% Quizzes

- if the student is absent on the day of the test they will be required to take it the day they return. Absence must be excused to earn credit.

20% Homework

- all work is expected to be turned in at the beginning of class on the date that it is due. No work will be accepted late.

10% Community Project

- We will host 2 blood drives. 1 in the fall and 1 in the spring.
- Students will be responsible for obtaining donations of food and prizes for the donors.

LEWIS AND CLARK CAREER CENTER



HEALTH OCCUPATIONS COMPETENCIES

STUDENT:

ID NO:

Rating Scale: 3 Performance Demonstrated
 2 Knowledge Demonstrated
 1 Unsuccessful Attempt
 N No Exposure

3	2	1	N	A. INTRODUCTION TO HEALTH CARE AGENCIES
				1. Describe the key terms listed for health care
				2. Explain the purposes and services of health care agencies
				3. Identify the members of the health team
				4. Explore many different fields in health care

3	2	1	N	B. COMMUNICATION AND OBSERVATION SKILLS
				1. Define the key terms in understanding communications skills with the health team
				2. Describe the rules for effective communications
				3. List the basic rules for recording/documentation
				4. Describe the rules for answering the telephone
				5. Explain how to deal with conflict
				6. Explain the purpose, parts, and information in medical records
				7. Utilize medical terminology
				8. Utilize medical abbreviations
				9. Explain and understand HIPPA
				10. Explain and understand the purpose of confidentiality

3	2	1	N	C. SAFETY
				1. Define the key terms related to safety
				2. Describe accident risk factors
				3. Describe safety measures for preventing falls, burns, poisoning and suffocation
				4. Explain why a person is identified before receiving care and how to accurately identify a person
				5. Explain how to prevent equipment accidents
				6. Explain the purpose and complications of restraints and how to use them safely
				7. Identify restraint alternatives
				8. Explain how to handle hazardous substances
				9. Describe the safety measures related to fire prevention and the use of oxygen
				10. Explain what to do if a fire occurs
				11. Explain how to correctly use a fire extinguisher
				12. Define the terms related to body mechanics
				13. Explain the purpose and rules of good body mechanics
				14. Demonstrate the use of good body mechanics
				15. Identify comfort and safety measures for lifting, turning and positioning persons in bed
				16. Demonstrate the use of the EZ stand mechanical lift
				17. Know the basic body positions
				18. Explain the purpose of transfer/gait belt
				19. Demonstrate the proper application and use of a transfer/gait belt
				20. Position persons in the basic bed positions and in a chair
				21. Demonstrate how to move the person to the side of bed
				22. Demonstrate how to turn, logroll, dangle a person
				23. Demonstrate how to transfer using wheelchair and stretcher

**Lewis and Clark Career Center
Health Occupations Competencies**

				24. Explain why good body alignments and position changes are important
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3	2	1	N	D. CONCEPTS OF INFECTION CONTROL
				1. Define the key terms related to infection control
				2. Identify what microbes need to live and grow
				3. List the sign and symptoms of infection
				4. Explain the chain of infection
				5. Know definition and prevention of common communicable diseases
				6. Describe nosocomial infection and the persons at risk
				7. Explain the principles and practices of medical asepsis
				8. Demonstrate proper handwashing
				9. Know the importance of Standard and Transmission-Based precautions
				10. Demonstrate how to care for patients on transmission-based precautions
				11. Explain the Bloodborne Pathogen Standard
				12. Explain the principles and practices of surgical asepsis
				13. Demonstrate donning and removing gown, gloves and mask
				14. Explain the purpose of double bagging

3	2	1	N	E. ANATOMY AND PHYSIOLOGY
				1. Describe the body anatomically
				2. Identify the structure of the skin and its appendages
				3. Explain the functions of the skin and its appendages
				4. Identify the structures of the digestive system
				5. Explain the functions of the digestive system
				6. Identify the structures of the musculoskeletal system
				7. Explain the functions of the musculoskeletal system
				8. Identify the structures of the cardiovascular system
				9. Explain the functions of the cardiovascular system
				10. Identify the structures of the respiratory system
				11. Explain the functions of the respiratory system
				12. Identify the structures of the nervous system
				13. Explain the functions of the nervous system
				14. Identify the structures of the sensory system
				15. Explain the functions of the sensory system
				16. Identify the structures of the endocrine system
				17. Explain the functions of the endocrine system
				18. Identify the structures of the urinary system
				19. Explain the functions of the urinary system
				20. Identify the structures of the reproductive system
				21. Explain the functions of the reproductive system
				22. Explain the aging process that occurs in each system
				23. Explain the health problems related to each system

3	2	1	N	F. PERSONAL HYGIENE, CARE AND GROOMING
				1. Define terms related to personal hygiene, care and grooming
				2. Explain the importance of cleanliness and skin care
				3. Describe the routine care given before and after breakfast, lunch, and in the evening
				4. Describe the importance of oral hygiene and the observations to report
				5. Demonstrate assisting a person in brushing and flossing their teeth
				6. Demonstrate mouth care on a unconscious person
				7. Identify the safety precautions for persons taking tub baths or shower
				8. Demonstrate giving bed bath
				9. Explain the purpose of a back massage
				10. Explain how to give a back massage

**Lewis and Clark Career Center
Health Occupations Competencies**

				11. Identify the purposes of perineal care
				12. Explain how to give perineal care
				13. Explain the importance of hair care and shaving
				14. Explain how to care for and shampoo hair
				15. Describe the measures that are practiced when shaving a person
				16. Demonstrate how to shave a person
				17. Explain why nail and foot care are important
				18. Describe the rules for changing hospital gowns and clothing
				19. Demonstrate how to change a hospital gown

3	2	1	N	G. MEASURING VITAL SIGNS
				1. Define the key terms related to vital signs
				2. Explain why vital signs are measured
				3. List the factors affecting vital signs
				4. Know and understand how to recognize abnormal s/s
				5. Identify the normal ranges for temperature, pulse, respiration's, blood pressure and pain
				6. Demonstrate how to take a oral, rectal, axillary and tympanic membrane temperature
				7. Know when to take oral, rectal, axillary and tympanic membrane temperatures
				8. Identify the sites for taking a pulse
				9. Demonstrate how to take a pulse
				10. Describe normal respiration's
				11. Demonstrate how to count a person's respiration
				12. Describe the factors affecting blood pressure
				13. Describe the practices that are followed when measuring blood pressure
				14. Demonstrate how to take a blood pressure correctly and accurately
				15. Demonstrate use of pulse oximeter
				16. Explain how to assess pain
				17. Demonstrate how to measure height and weight
				18. Know the admission, transfer and discharge process

3	2	1	N	H. EXERCISE AND ACTIVITY
				1. Define terms related to exercise and activity
				2. Explain the purpose of exercise and ambulation
				3. Describe bedrest
				4. Describe the complications of bedrest and how to prevent them
				5. Describe the devices used to support and maintain body alignment
				6. Describe the purpose of range-of-motion exercises
				7. Demonstrate range-of-motion exercises
				8. Explain how to help a falling person
				9. Demonstrate how to assist a person with walking
				10. Describe three walking aids
				11. Explain the purpose of walking aides
				12. Demonstrate how to use walkers, canes, crutches
				13. Demonstrate how to apply TEDS

3	2	1	N	I. BEDMAKING
				1. Define key terms related to bedmaking
				2. Describe the difference between open, closed and occupied beds
				3. Explain the purposes of plastic drawsheets and cotton drawsheets
				4. Handle linens according to the rules of medical asepsis
				5. Demonstrate making a close bed
				6. Demonstrate making an open bed
				7. Demonstrate making an occupied bed

**Lewis and Clark Career Center
Health Occupations Competencies**

3	2	1	N	J. NUTRITION AND FLUIDS
				1. Defines terms related to nutrition
				2. Demonstrates how to feed a helpless patient
				3. Demonstrates how to serve a food tray
				4. Explains the importance of aspirations precautions
				5. Explains how to distribute drinking water
				6. Demonstrates how to measure intake and output
				7. Calculates intake and output in ml/cc's
				8. Describes the special diets and between meal nourishment
				9. Describe the purpose, methods and comfort measures for enteral nutrition and IV therapy
				10. Describe how to change a drainage bag
				11. Demonstrate how to empty a drainage bag
				12. Describe how to assist a patient in using a urinal
				13. Demonstrate how to assist a patient in using the bedpan
				14. Describe how to care for a person with an ostomy

Rating scale: 1-Excellent; 2-Good; 3-Satisfactory; 4-Fair; 5-Unsatisfactory

3	2	1	N	K. PERSONAL CHARACTERISTICS
				15. Communicates well with others, is courteous
				16. Practices good personal hygiene
				17. Wears appropriate clothes and accessories
				18. Exhibits professional behavior
				19. Works well with others
				20. Understands limitations; request assistance when appropriate
				21. Performs routine and undesirable jobs
				22. Shows interest, takes initiative
				23. Maintains confidentiality
				24. Demonstrates effectiveness in oral and written communication
				25. Is conscious about safety
				26. Reports to school/work on time
				27. Follows procedure for absenteeism

*** Highlighted items indicate essential skills**

CERTIFICATIONS RECEIVED:

**American Red Cross 1st Aid
American Heart Association BLS for adult, children and infant**

Nurse Assistant (51.2601)**Cross Reference to Show-Me standards (main report)**

Measurable Learner Objective and Task Statement	Knowledge (Content)	Performance (Goals)	National Standards
A. Identify & demonstrate professional behavior and roles and functions of nursing professionals	HP 2	2.6, 3.4, 4.3, 4.4, 4.5, 4.8	3.31, 4.12, 4.13, 4.31, 4.32, 4.33, 5.24, 6.13, 6.21, 6.22, 8.13, 8.26
1. Define the role of a nurse assistant in acute, long-term and home health care			
2. Identify health care team members and each of their roles			
3. Organize workload and prioritize tasks			
4. Follow a chain of command			
5. Exhibit professionalism			
B. Demonstrate career management skills	HP 2	1.10, 4.3	4.14
1. Practice within the Job Description and Training of the Nurse Assistant			
2. Implement techniques to manage stress			
C. Demonstrate professional interpersonal & communication skills	CA 1, CA 4, SS 6	2.6, 2.7, 3.1, 4.4, 4.6	4.14, 4.15, 4.16, 4.17, 4.21, 4.22, 4.23, 5.14, 5.15, 5.16, 6.31, 6.32, 8.11, 8.12, 8.21, 8.22, 8.23, 8.24, 8.25, 8.27, 8.29
1. Participate as a team member			
2. Provide quality health care			
3. Exhibit sensitivity to the diversity of others			
4. Exhibit tolerance to challenging clients and/or families			
5. Exhibit sensitivity to clients' and/families' pain and loss			
6. Communicate pertinent information at the shift change			

CA = Communication Arts
MA = Math
HP = Health/Physical Education

SS = Social Studies
SC = Science
FA = Fine Arts

Measurable Learner Objective are bold font.

Nurse Assistant (51.2601)**Cross Reference to Show-Me standards (main report)**

Measurable Learner Objective and Task Statement	Knowledge (Content)	Performance (Goals)	National Standards
7. Chart observations and procedures			
8. Recognize and report incidents			
9. Complete incident reports			
10. Reinforce client teaching identified on the care plan			
11. Maintain client confidentiality			
D. Identify and demonstrate safety and sanitation procedures	HP 3, HP 6, HP 7	3.2, 3.3, 4.7	5.21, 5.27, 7.11, 7.12, 7.32, 7.51, 7.53, 7.54, 7.55
1. Follow OSHA guidelines			
2. Respond appropriately to emergencies in a health care delivery setting (e.g., hospital, long-term care, home, office)			
3. Wash hands			
4. Put on and remove daily care non-sterile gloves			
5. Put on and remove mask			
6. Put on and remove non-sterile gown			
E. Demonstrate providing personal care and comfort measures	N/A	1.10	5.21
1. Maintain hearing aids			
2. Maintain eyeglasses			
3. Place and remove eyeglasses			
4. Assist clients to dress			
5. Assist clients to undress			

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Measurable Learner Objective are bold font.

Nurse Assistant (51.2601)**Cross Reference to Show-Me standards (main report)**

Measurable Learner Objective and Task Statement	Knowledge (Content)	Performance (Goals)	National Standards
6. Give a complete bed bath			
7. Give a tub bath			
8. Give a shower bath			
9. Shave client with a disposable razor			
10. Shave the client with an electric razor			
11. Comb or brush hair			
12. Give a shampoo during a tub bath or shower bath			
13. Give a bed shampoo			
14. Assist with oral hygiene for a conscious client			
15. Administer oral hygiene to helpless or unconscious clients			
16. Provide denture care			
17. Give fingernail care			
18. Give toenail care			
19. Give perineal care to a female client			
20. Give perineal care to a male client			
21. Give perineal care to a client with a catheter			
22. Give backrub			
23. Apply and remove elastic stockings			
24. Make an unoccupied bed			

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Measurable Learner Objective are bold font.

Nurse Assistant (51.2601)**Cross Reference to Show-Me standards (main report)**

Measurable Learner Objective and Task Statement	Knowledge (Content)	Performance (Goals)	National Standards
25. Make an occupied bed			
F. Demonstrate restorative nursing care	HP 4, HP 5	1.10	5.21, 7.23
1. Move a client to head of bed (two-person assist)			
2. Turn a client to one side (3/4 turn)			
3. Demonstrate one-person pivot transfer from bed to chair			
4. Demonstrate one-person pivot transfer from chair to bed			
5. Demonstrate two-person transfer with a mechanical lift			
6. Demonstrate two-person pivot transfer from chair to bed			
7. Transfer a client from bed to stretcher			
8. Ambulate client with a gait belt			
9. Ambulate client who is using a walker			
10. Ambulate a client who is using a cane			
11. Ambulate a client who is using crutches			
12. Perform passive range of motion exercises			
13. Assist with active range of motion exercises			
14. Give stage one pressure ulcer care			

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Measurable Learner Objective are bold font.

Nurse Assistant (51.2601)**Cross Reference to Show-Me standards (main report)**

Measurable Learner Objective and Task Statement	Knowledge (Content)	Performance (Goals)	National Standards
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G. Demonstrate assisting with feeding and nutrition-related tasks	MA 1	1.10, 3.2, 3.3	5.21
1. Prepare a client for a meal			
2. Distribute trays, assisting with tray set-up			
3. Feed a helpless client			
4. Modify feeding techniques as appropriately for a client's condition			
5. Distribute drinking water			
6. Measure and record intake and output			
7. Convert household measurements to metric equivalents			
8. Convert between pounds and kilograms			
9. Convert inches to feet and inches			
10. Measure client's weight and height			
11. Measure weight and length of infant			
12. Thicken liquids			
H. Demonstrate assisting with special care procedures	N/A	1.10	5.21
1. Assist client with a urinal			
2. Assist client with bedpan			
3. Change urinary drainage bag			
4. Change adult incontinent brief			

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Measurable Learner Objective are bold font.

Nurse Assistant (51.2601)***Cross Reference to Show-Me standards (main report)***

Measurable Learner Objective and Task Statement	Knowledge (Content)	Performance (Goals)	National Standards
5. Empty urinary drainage bag			
6. Give care of an uncomplicated established colostomy			
7. Collect a midstream clean-catch urine specimen			
8. Collect a 24-hour urine specimen			
9. Collect a sterile urine specimen from a catheter			
10. Collect a stool specimen			
11. Collect a sputum specimen			
12. Apply warm, moist compress			
13. Apply aquathermia pad			
14. Apply ice bag or ice cap			
15. Perform post-mortem care			

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*SS = Social Studies
SC = Science
FA = Fine Arts*

Measurable Learner Objective are bold font.

Fall 2008 Advisory Committee Meeting

Due to the difference in schedules we have not been able to have an official meeting. Each member has given us suggestion on improving our program

1. We are able to have our students challenge the CNA exam once by going through the state. Two students from HRO class of 2007 did this. One passed all areas and the other did make 100% on written but had trouble with the equipment during skills part.
2. There are new changes with the CPR and First Aide material. Recommendation is for us to be sure our books are up to date. Kelly keeps updated through AHA and Michael through American Red Cross.
3. CNA is for students who want to work in long-term care. A student can become certified and it will help them in obtaining a job at the hospital.
4. Our hospitals prefer that the students apply for jobs in dietary and housekeeping and then will be available to apply for techs in hospital. They must be 18 years of age.
5. Students need to understand they must take pre-requisite classes before enrolling in a Nursing Program. They should check with the school they are interested in to find out what these classes are.
6. Those interested in Fire Fighting, EMT or Paramedic programs should check with district they are interested in before applying to a class to see if there will be an opening and what the requirements should be.
7. Students are doing well with behavior on rotation sites. Need to remind students that no cell phones are allowed in the facilities and proper uniform should be worn (clean and pressed). Students must have proper ID and must be visible.

Thanks,
Gerry Barter, HRO
Kelly Allman HO

Advisory Committee for Health Occupations and Health Related Occupations

Bill Hayes
7540 Lovella
St. Louis 63117

Farrah Bess

Rebecca Montellano
5837 Wellington Farms Dr.
St. Charles 63304

Taura Fudge
300 First Capitol
St. Charles 63303

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St. Charles 63303

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63301

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3520 Brookwood Circle
St. Charles, MO 63301

Kathryn Daughtery
Barnes St. Peters Hospital

Crystal Fortman

MISSION STATEMENT

It is our mission to provide quality career and vocational training programs, in partnership with area hospitals and health related businesses, which will equip our students with the appropriate technical and academic skills needed to enter the workforce and/or post-secondary programs to be successful

The Health Occupations program goal is to prepare students to function in role as assistants in various health occupations in hospitals and medical facilities that have similar job opportunities and/or prepare them for post secondary education in the field of their choice.

1. Student will be aware of and understand their work environment and the individuals in that environment including work ethics, personal health, and appearance.
2. Student will know how to safely function within the legal limits of any health field and be able to do so when placed on rotation.
3. Students will know and explain the purpose of healthcare agencies and know federal and state laws and agency policies combined to define the roles and functions of each health team member.
4. Student will identify the structures and know the functions of each body system, plus understand how the body structure works.
5. Student will know what infection control is and how to practice medical asepsis and carry out the universal precautions and transmission-based precautions.
6. Students will know the importance of good body mechanics and exercise, for themselves as well as the patient, and the procedures related.
7. Students will know the principles of bed making, and how to assist the person with personal care, hygiene and comfort measures.
8. Students will recognize accidental risk factors and implement appropriate safety measures.
9. Students will understand basic nutrition, factors that affect eating and nutrition, and special diets.
10. Students will understand the general rules for taking vital signs and giving basic life support.
11. Students will know medical terminology and abbreviations related to the health field.
12. Students will be able to perform efficiently when placed on rotation.

RATIONALES

The rational for Health Occupations in the School District of St. Charles is to create or further stimulate student's interest in the many career opportunities available in the heath field. They will also develop beginning skills and the basic procedures needed for an entry-level job and a sound bases for continuing their education in the medical field. The program is designed to give students classroom theory, demonstrations and practice during the first semester. During the second semester, the student begins to draw upon previous acquired knowledge and basic skills by applying them to various health services through supervised clinical observations and experiences.

**LEWIS AND CLARK CAREER CENTER
HEALTH OCCUPATIONS
KELLY ALLMAN, R.N., B.S.N., INSTRUCTOR**

COURSE DESCRIPTION

1 year course; 3 units of credit

The health occupations course offers learning experiences for juniors and seniors in high school designed to create or further stimulate their interest in the many career opportunities available in the health field. This course is designed to be challenging and is taught similarly to a junior college level course. The student will learn beginning skills and the basic procedures needed for an entry-level job and a sound bases for continuing their education in the medical field.

The first semester includes classroom theory, demonstrations and practice. During the second semester, students begin to draw upon previously acquired knowledge and basic skills by applying them to various health services through supervised clinical observations and experiences. Students must maintain a "C" average and 90% attendance to remain in the program and be placed in clinical rotations. Students are placed in clinical rotations Monday through Thursday and continue classroom work on Fridays.

COURSE OBJECTIVES

- 1. Students will be aware of and understand their work environment and the individuals in that environment including work ethics, personal health and appearance.**
- 2. Students will know how to safely function within legal limits of any health field and be able to do so when placed on rotation.**
- 3. Students will recognize accidental risk factors and implement appropriate safety measures.**
- 4. Students will know and explain the purpose of healthcare agencies and know the federal and state laws and agency policies combined to define the roles and functions of each health team member.**
- 5. Students will identify the structures and know the functions of each body system, plus understand how the body structure works.**
- 6. Student will know what infection control is and how to practice medical asepsis and carry out the universal precautions and transmission-based precautions.**
- 7. Students will know the importance of good body mechanics and exercise, for themselves as well as the patient, and the procedures related.**
- 8. Students will know the principles of bed making, and how to assist the person with personal care, hygiene and comfort measures.**
- 9. Students will understand basic nutrition, factors that effect eating and nutrition, and special diets.**
- 10. Students will understand general rules for taking vital signs and giving basic life support.**
- 11. Students will know medical terminology and abbreviations related to the health field.**
- 12. Students will be able to perform efficiently when placed on rotations.**

COURSE CONTENT

Work Ethics, Effective Communication and Goal Setting

- Describe the rules for effective communication
- Explain how to deal with conflict
- relations with others
- dependability
- work attitudes

Introduction to health careers

- Explain the purposes and services of health care agencies
- Identify members of the health care team

Body structure and function

- Describe the body anatomically
- Explain functions of all body systems
- Identify the basic structures of the body systems

Infection Control

- Explain the chain of infection
- Know the importance of Standard and Transmission-Based Precautions
- Demonstrate donning and removing gown, glove and mask

Body Mechanics, Exercise and Activity

- Explain the purpose and rules of good body mechanics
- Identify comfort and safety measures for lifting, turning and moving persons in bed
- Demonstrate how to properly position persons in bed
- Perform ROM exercises

Safety

- Describe accident risk factors
- Describe the safety measures for preventing
- Explain what to do if a fire occurs
- Demonstrate how to apply restraints correctly

Measuring and Recording Vital Signs

- Explain why vital signs are measured
- Demonstrate how to take vital signs

Bed Making and Personal Comfort Measures

- Explain the importance of personal hygiene
- Demonstrate mouth care, giving a bed bath and bed making

Basic First Aid and CPR

- Administer cardiopulmonary resuscitation and Heimlich maneuver
- Describe the safety measures for preventing burns, poisoning and suffocation
- Demonstrate basic first aid techniques

Medical Terminology

- Utilize medical terminology

Medical Abbreviations

- Know 150 approved medical abbreviations

Common Health Problems

- Identify common health problems for each body system

Care of Mothers and Newborns

- Explain the care of the mother during labor and delivery
- Explain postpartum care
- Explain the care of newborns and infants

INSTRUCTIONAL METHODS

Lecture

Lectures are used to bring the books to life and to fill in the knowledge gained by reading. These are often intermingled with demonstrations of theories or points of understanding. Often they are used to lead in to lab or other hands on type activities.

Demonstrations

In the classroom, demonstrations provide needed lessons to round out the learning of important theories and concepts. Some examples of our usual demonstrations include hand washing, bed making, oral hygiene.

Lab Activities

Extensive use of lab facilities such as; hospital beds, manikins, wheelchairs and stretchers, provide hands-on learning activities that are some of the most valuable parts of the curriculum. Important theories and concepts are put into action.

Co-operative/Team Instruction

Many of the learning activities involve small group and/ or team efforts. Teams are rotated on a regular basis and the students will work with all others during the year. The students will critique their own work as well as that of the other team members. Valuable experience is gained in both leadership and in working with others toward common goals.

Audio-Visual Productions

Audio and videotapes, as well as overhead projection are used to provide training for the students. For example, videotapes may be used to teach special techniques and procedures or as a visual demonstration of the body's function. Audio-Visuals are also used in the instruction of Terminology and Basic Anatomy. Overhead projection is used to emphasize and assist when lecturing.

Computer Based Instruction

Computers are used as another way to reinforce learned material. Students can do lessons, take and review test and get interactive feedback. Computers are also used as a way to keep up with the ever changing health field. Students can search the Web for information on diseases and the latest information on treatment and prevention. They may also research different fields of medicine and career opportunities, information on schools and financial aid.

LEARNING ACTIVITIES

Field Trips

Field trips are used to introduce rotations sites and explore different areas available in the health field.

Guest Speakers

Guest speakers provide valuable experiences for the students. Guest speakers are asked to speak about their fields as well as lecture or demonstrate on material in which they are highly trained. Speakers provide motivation for students and add variety and realism to the material being presented.

Clinical Rotations

Second semester students begin to draw upon previously acquired knowledge and basic skills by applying them to various health services through supervised clinical observations and experiences.

COURSE EVALUATION

Daily Grade= 40% of total grade

- punctual=5 pts
- Behavior/Attitude=5 pts
- Prepared=5 pts
- Participation=5 pts
- *Total points=20/day

Test=20%

Quizzes=5%

Procedures=20%

Homework/Binder=10%

Community Project=5%

MATERIALS NEEDED

2" White three ring binder with clear covering for insert

2 packages of dividers for binder

Pencil pouch to fit three ring binder

1 package of loose leaf paper- no spiral notebooks accepted

White shoes- no canvas, must be closed toe and closed heel

Watch with a second hand or digital marker

Several **Black** ink pens- no work will be accepted in any other color

Several pencils for testing purposes

1st semester- scrubs, any color(one pair provided) scrubs will be worn daily, students may wish to purchase an additional pair.

2nd semester- khaki scrub pants(elastic waist), shirt to be purchased through instructor- approximate cost \$23.00.

Workbook, to be purchased from instructor, \$23.00

Skills USA membership-\$10.50. Fundraiser; entertainment books, if student sells 5 or more books their membership is covered at no additional cost.

Immunizations- proof of all up- to- date immunizations, Hepatitis B(three part series), PPD(must be current this school year).

CERTIFICATION

CPR

Basic first aid

Thank you for your interest in the Health Occupations program.



Together, we can save a life

This recognizes that
[REDACTED]
has completed the requirements for
STANDARD FIRST AID

conducted by
ST. LOUIS AREA CHAPTER

Date completed 1-21-04
The American Red Cross recognizes this certificate
as valid for 3 year(s) from completion date.



Heartsaver CPR

This card certifies that the above individual has successfully completed the national cognitive and skills evaluations in accordance with the curriculum of the AHA for the Heartsaver CPR Program. Adult CPR / Pediatric CPR / Adult CPR & AED

Issue Date

Recommended Renewal Date

INFECTION CONTROL

Chapter 10

Assign homework: Read Chapter

Complete workbook pages 72-80

Give 2 weeks to complete

Anatomy Lesson 12- Reference text with assignment

Video-Mech. of defense

Review terms

See lesson plan

Hep A,B,C video- give note sheets

TB video

AIDS- give note sheet for lecture material then show video-Caring for the caregiver

Bloodborne Safety video with test to follow

Medical Asepsis video

See lesson plan

Demo with Glo Germ

Handwashing lesson plan

Demo

Allow time to practice

Isolation -- standard and transmission based

Demo how to apply PPE and removal of

Collect a specimen,transport,food tray, chart, double bag, VS

Surgical Asepsis(sterile gloves, scrub)

Surgical Dress

I. PRELIMINARY INFORMATION:

A. CLASS: Health Occupations
 B. TITLE OF UNIT: Preventing Infection
 C. TITLE OF LESSON: Preventing Infection
 D. COMPETENCIES ADDRESSED: Handwashing, removing gloves, donning and removing PPE, surgical scrub, surgical dress
 E. DATE & TIME: 8/27/03-9/11/03 - AM PM Classes
 F. WEEK OF INSTRUCTION: Week 1
 G. INSTRUCTOR: Allman

II. OBJECTIVES:

Psychomotor:

Students will be able to demonstrate Handwashing, removing gloves, donning and removing PPE, collection of a specimen in isolation, obtaining vital signs on the patient in isolation, transporting the patient in isolation, surgical scrub, and surgical dress. These procedures will be performed with 100% accuracy as outlined on the competency check sheet.

Affective:

Students will exhibit the importance of standards of infection control on a continuous basis in all procedures carried out.

Cognitive:

Identify what microbes need to live and grow
 List signs and symptoms of infection
 Explain the chain of infection
 Describe nosocomial infection and the persons at risk
 Describe the practices of medical asepsis
 Describe common disinfection and sterilization methods
 Explain how to care for equipment and supplies
 Explain the difference between Standard and Transmission-based Precautions
 Explain the Bloodborne pathogen Standard
 Explain the principles and practices of surgical asepsis

III. TEACHING METHODS AND TECHNIQUES:

Demonstration

Lecture

Peer/Group Interaction Discussion
Visual Illustration Independent Study
Other: In class practice, game, handouts

IV. RESOURCES REQUIRED:

Text Book VCR/Tape

Other: Sink, water, soap, paper towels, scrub brush,
gloves, gown, mask, surgical scrub brush, cover gown,
booties, hair bonnet, wheelchair, two sheets, specimen
cup, biohazard bag, gloves, paper towels

V. INTRODUCTION:

Infection is a major safety and health hazard.
Some infections can cause death.

V. CONTENT:

I. MICROORGANISMS(microbes)

- A. A microbe is a small living plant or animal seen only with a microscope
 - 1. microbes are everywhere
- B. Pathogens are microbes that are harmful and cause infection
- C. Nonpathogens are microbes that do not usually cause infection
- D. Types of microbes
 - 1. Bacteria- often called germs
 - 2. Fungi-plants that live on other plants or animals
 - 3. Protoza- microscopic one-celled animals
 - 4. Rickettsia-microscopic forms of life found in insects
 - a. transmitted to humans by insect bites
 - 5. Viruses-extremely small microscopic organisms that live in living cells
- E. Requirements of microbes
 - 1. A reservoir or host -the environment where a microbe lives and grows
 - a. Microbes get water and nourishment from the reservoir
 - b. Most microbes need oxygen to live
 - c. A warm, dark environment is needed

d. Most microbes are destroyed by heat and light

F. Normal flora

1. Microbes that usually live and grow in a certain area

2. When a non-pathogen is transmitted from its natural site to another site or host, it becomes a pathogen

II. INFECTION

A. A disease state resulting from the invasion and the growth of microbes in the body

B. A local infection is in a part of the body

C. A systemic infection involves the whole body

D. Signs and symptoms of infection(refer to box 10-1)

The development of infections depend on many factors.

E. The chain of infection

1. Infection is a process involving:

a. A source-a pathogen

b. A reservoir-a place for a pathogen to grow and multiply(carriers do not have signs and symptoms of infection but can pass the infection on

c. A portal of exit-an exit for the pathogen to leave the reservoir (respiratory, GI, urinary, and reproductive tract; breaks in the skin; and blood)

d. Methods of transmission-include direct contact, air, food, water, animals, and insects(refer to figure 10-2)

e. A portal of entry-an entrance into the reservoir for the pathogen(same as portal of exit)

f. A susceptible host-a person at risk for infection is needed for the microbe to grow and multiply

2. A person's ability to resist infection relates to age, nutritional status, stress, fatigue, general health, medications, and presence of disease or injury

F. Nosocomial infection

1. An infection acquired during a stay in a health care agency

2. Caused by normal flora or by pathogens transmitted from another source

3. Microbes can enter the body through equipment used in treatments, therapies, and diagnostic tests

4. Staff can transfer microbes

5. The health team must prevent the spread of

- nosocomial infection by practicing:
- a. Medical and surgical asepsis
 - b. Isolation precautions
 - c. The bloodborne Pathogen standard(show video and give post test)

IV. MEDICAL ASEPSIS

- A. Asepsis is being free of disease-producing microbes
- B. Medical asepsis (clean technique)
 1. Practices used to remove or destroy pathogens and prevent their spread
 2. The number of pathogens is reduced
- C. Surgical asepsis (sterile technique)
 1. Practices that keep equipment and supplies free of all microbes
 2. Sterile means the absence of all microbes
 3. Sterilization is the process that destroys all microbes
 4. Both pathogens and non-pathogens are destroyed
- D. Contamination is the process of becoming unclean
 1. An item or area is clean when it is free or pathogens
- E. Common aseptic practices
 1. Aseptic practices break the chain of infection
- F. Focus on home care (refer to overhead)
- G. Handwashing (refer to other lesson plan)
- H. Care of supplies and equipment
 1. Supply departments disinfect, sterilize, and distribute equipment
 2. Single use, disposable items are discarded after use
 3. The same person uses multi-use disposable items many times
 4. Large and costly equipment is not disposable; it is disinfected or sterilized before reuse
 5. Cleaning, Disinfection, and Sterilization (refer to video)

V. ISOLATION PRECAUTIONS

- A. Sometimes barriers are needed to prevent the escape of pathogens
- B. The Centers for Disease Control and Prevention(CDC) has guidelines for isolation precautions
 1. They recognize that all body fluids including blood, secretions, and excretions can transmit

pathogens

2. Two tiers are practiced-Standard precautions and Transmission-based precautions

3. Standard precautions and Transmission-based precautions prevent the spread of communicable or contagious diseases

C. Isolation precautions are based on clean and dirty

1. Clean areas or objects are not contaminated

2. Dirty areas or objects are contaminated

3. If a clean area or object has contact with something dirty, it is contaminated

4. Clean and dirty also depend on how the pathogen is spread

D. Standard precautions

1. (refer to box 10-4)

2. Used in care of all persons

3. They prevent the spread of infection from:

a. Blood

b. All body fluids, secretions, and excretions (except sweat)

c. Nonintact skin

d. Mucous membranes

E. Transmission-based precautions

1. Depend on how the pathogen is spread

2. (refer to table 10-1) Airborne, Droplet, and contact

a. Understanding how infections are spread, helps you understand the types of transmission-based precautions

F. Protective measures

1. Rules for giving safe care when isolation precautions are used (refer to box 10-5)

2. Wearing gloves, mask, gowns, eye protection and face shields (refer to other lesson plan)

3. Bagging items

a. Contaminated items are bagged to remove them from the person's room

b. leakproof plastic bags are used

1. They are labeled with the biohazardous symbol

c. Biohazardous waste is items contaminated with blood, body fluids, secretions, or excretions

d. Follow agency policy for bagging and transporting linen

(1) Do not overfill bags

- (2) Tie the bag securely
- e. Trash is also placed in a container labeled with the biohazardous symbol
 - (1) Follow agency policy for bagging and transporting trash, equipment and supplies
- f. One bag is usually adequate
- g. Double bagging
 - 1. May be necessary for excessive soilage or leakage
- 4. Collecting Specimens(refer to handout)
- 5. Transporting persons(refer to handout)
- G. Psychological impact of isolation precautions
 - 1. Love, belonging, and self-esteem needs are often unmet
 - 2. Visitors and staff often avoid the person
 - a. wearing protective apparel takes extra effort
 - b. Fears about getting the disease are common
 - 3. Self-esteem easily suffers
 - 4. Sometimes visitors and the staff unknowingly make the person feel ashamed and guilty about the contagious disease
 - 5. How to help:
 - a. Remember that the pathogen is undesirable, not the patient
 - b. Treat the patient with respect, kindness, and dignity
 - c. Provide reading material
 - d. Provide hobby materials if possible
 - e. Place a clock in the room
 - f. Encourage use of telephone
 - g. Provide a current TV guide
 - h. Organize your work so you have time to visit
 - 7. Focus on children
 - a. Infants and children do not understand isolation
 - b. Simple explanations are given to the child
 - c. Let the child see your face before putting on the mask and goggles
 - d. Say hello and tell the child your name
 - 8. Focus on older persons
 - a. Personal protective equipment may increase confusion in persons with confusion and dementia
- (1) Let the person see your face when possible
- (2) Tell the person who you are and what

you are doing

(3) Report signs and symptoms of confusion

9. Focus on home care

a. Standard precautions are always practiced

b. Sometimes transmission-based precautions are needed

(1) You will be told when

VI. BLOODBORNE PATHOGEN STANDARD

(refer to video and post test)

VII. SURGICAL ASEPSIS(sterile technique)

A. Sterile technique is the practices that keep equipment and supplies free of all microbes

B. Is required any time the skin or sterile tissues are penetrate

C. Do not perform any sterile procedure unless:

1. Your state allows assistive personnel to perform the procedure

2. The procedure is in your job description

3. You have received the necessary education and training

4. You review the procedure with trained personnel

5. A trained personnel is available for questions and guidance

D. Principles of surgical asepsis(refer to video)

E. Donning and removing sterile gloves(refer to lesson plan)

VI. SUMMARY:

Infection is a major safety and health hazard. Some infections are minor and some cause short illnesses. Others are serious and can cause death. Infections are serious for infants and older persons. The health team protects patients, residents, visitors, and themselves from infection. They prevent the cause of the infection from spreading.

VII. EVALUATION:

Psychomotor:

Students will perform with 100% accuracy the procedures by return demonstration as outlined on the competency check sheet.

Cognitive:

Students will be evaluated by written quizzes and

test. Students will obtain a 70% or above.

Affective:

Students will carry out infection control measures in the classroom, the lab, and on rotations and will be evaluated on a daily bases. Students will perform with 100% accuracy at all times.

VIII. ASSIGNMENTS:

Reading:	Chapter 10 in text
Homework:	Define all key terms
	Complete workbook
	pages 72-80
(select)	

IX. Relevance to Future Lessons:

Infection control procedures are carried out in all aspects of the health field and should be practiced in order to prevent the spread of infection to others as well as ourselves.

I. PRELIMINARY INFORMATION:

- A. CLASS: Health Occupations
B. TITLE OF UNIT: Preventing Infection
C. TITLE OF LESSON: Handwashing
D. COMPETENCIES ADDRESSED: Handwashing
E. DATE & TIME 8/29/03 AM PM Classes
F. WEEK OF INSTRUCTION: Week 1

G. INSTRUCTOR: Allman

II. OBJECTIVES:

Psychomotor:

Student will demonstrate proper handwashing with 100% accuracy as outlined on the competency check sheet.

Affective:

Student will appreciate importance of proper handwashing on a continuous bases in all procedures carried out.

Cognitive:

Student will identify important times when handwashing is essential with 100% accuracy.

III. TEACHING METHODS AND TECHNIQUES:

Lecture

Demonstration

Other: Return demonstration

IV. RESOURCES REQUIRED:

Text Book

VCR/Tape

Other: sink, soap, paper towels, trashcan

V. INTRODUCTION:

Handwashing with soap and water is the easiest and

most important way to prevent the spread of infection.

V. CONTENT:

1. Common Aseptic Practices(when to wash).
 - a. After using the bathroom.
 - b. After contact with blood, body fluids, secretions or excretions.
 - c. Wash hands before and after handling, preparing or eating food.
 - d. Before and after direct contact with a patient.
 - e. Before and after any procedure with a patient.
 - f. After removing gloves (gloves never take the place of handwashing)
2. Rules of Handwashing
 - a. Wash your hands under warm running water. Not hot water.
 - b. Wet hands before applying soap.
 - c. Stand away from the sink. The sink is contaminated. Do not let your hands touch the sink.
 - d. Apply a small amount of antiseptic soap.
 - e. Work your palms together to work up a good lather.
 - f. Hold your hands and forarms lower than your elbows throughout the procedure.
 - g. Pay special attention to the areas often missed during handwashing (thumbs, knuckles, sides of hands, nails).
 - h. Clean fingernails by rubbing tips against your palms.
 - i. Wash hands for at least 10-15 seconds or as requied by your agency policy.
 - j. Dry hands starting at the fingertips and working up to your forarms.
 - k. Use a clean paper towel for each focet to turn the water off.
 - l. Discard paper towel in trash receptacle.
 - m. Use hospital provided hand cream often to prevent skin from drying and chapping. Do not use vaseline or petroleum based creams.
 - n. Change gloves frequently to keep hands dry.
 - o. Healthy intact skin is your body's natural barrier against microorganisms.

- p. May use hand foam in place of soap and water.

3. Procedure

- A. Gather all supplies.
- B. Push your watch up 4-5 inches or remove. Push up sleeves.
- C. Stand away from sink so your clothes do not touch.
- D. Turn on faucet and adjust water temperature.
- E. Wet your wrist and hands thoroughly under water.
- F. Apply a small amount of soap to your hands.
- G. Rub palms together and interlace fingers to work up a good lather. This step should last 10-15 seconds.
- H. Wash each hand and wrist thoroughly. Clean under fingernails.
- I. Rinse your hands and wrist well.
- J. Repeat steps for heavy soil.
- K. Dry your wrist and hands well with a paper towel. Start drying at your fingertips.
- L. Turn off faucet with clean paper towels.
- M. Discard paper towel.

VI. SUMMARY:

Following the rules of hand washing and the proper handwashing protocol is important in preventing the spread of infection.

VII. EVALUATION:

Psychomotor:

Student will demonstrate proper hand washing technique with 100% accuracy according to the procedure check sheet.

Cognitive:

Students will verbalize all six times when hand washing is essential.

Affective:

Students will realize the importance of hand washing to prevent the spread of infection. Students will carry out this procedure with 100% accuracy in future procedures.

VIII. ASSIGNMENTS:

handwashing Lesson Plan

Read chapter 10 in text
Complete all Key Terms
Complete workbook pages 72-80
Practice procedure according to procedure outline

IX. Relevance to Future Lessons:

Hand washing should be performed before and after
every procedure in order to cut down on the spread
of infection.

Preventing Infection

└ Microorganisms └ (microbes)

A small living plant or animal
seen only with a microscope
Pathogens are microbes that
are harmful and cause infection
Nonpathogens are microbes
that do not usually cause
infection

Types of microbes

└ Bacteria

└ Fungi

└ Protozoa

└ Rickettsiae

└ Viruses

└ Often called germs

└ plants that live on other plants or animals

└ microscopic one-celled animals

└ extremely small microscopic organisms that live in living cells

Requirements of microbes

- Reservoir or host

- Water and

- Nourishment

- Oxygen

- A warm, dark environment is needed

The environment where a microbe lives and grows

Microbes get this from the reservoir

Most microbes need oxygen to live

Most microbes are destroyed by heat and light

Normal Flora

- Microbes that usually live and grow in a certain area
- found in the respiratory tract, in the intestines, and on the skin

- They are nonpathogens when in or on a natural reservoir

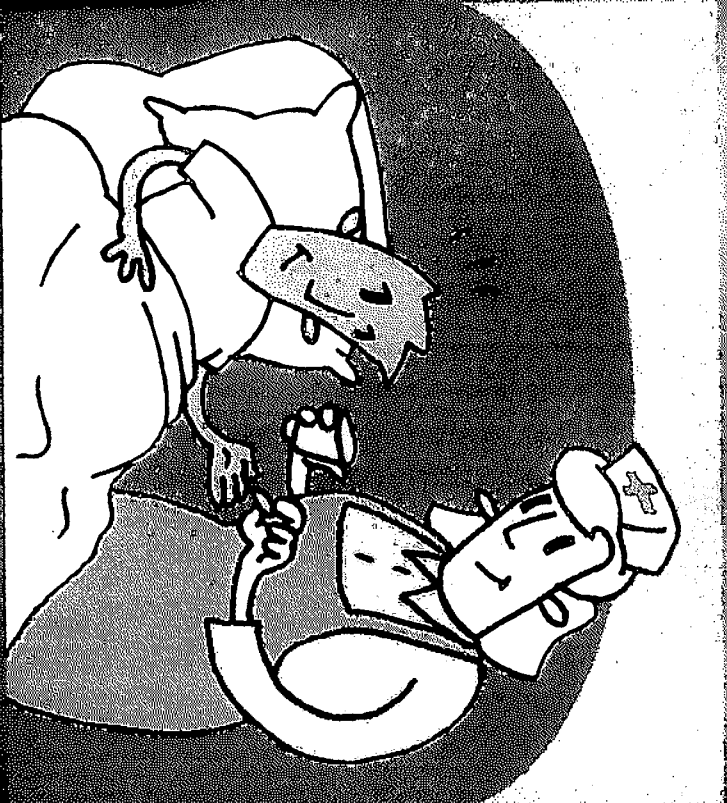
When a nonpathogen is transmitted from its natural site to another site or host, it becomes a pathogen

- *E. coli* is normally found in the large intestine. If *E. coli* enters the urinary system it can cause infection

Infection

- A disease state resulting from the invasion and the growth of microbes in the body
- A local infection is in a part of the body
- A systemic infection involves the whole body

Signs and Symptoms



Fever

- └ Increase pulse and respiratory rates
- └ Pain and tenderness
- └ Fatigue and loss of energy
- └ Loss of appetite
- └ Nausea
- └ Vomiting
- └ Diarrhea
- └ Rash
- └ Sores on mucous membranes
- └ Redness and swelling of a body part
- └ Discharge or drainage from infected area

Development of infection

Depends on many factors

Chain of Infection

Infectious

Reservoir

Portal of

Agent

Mode of

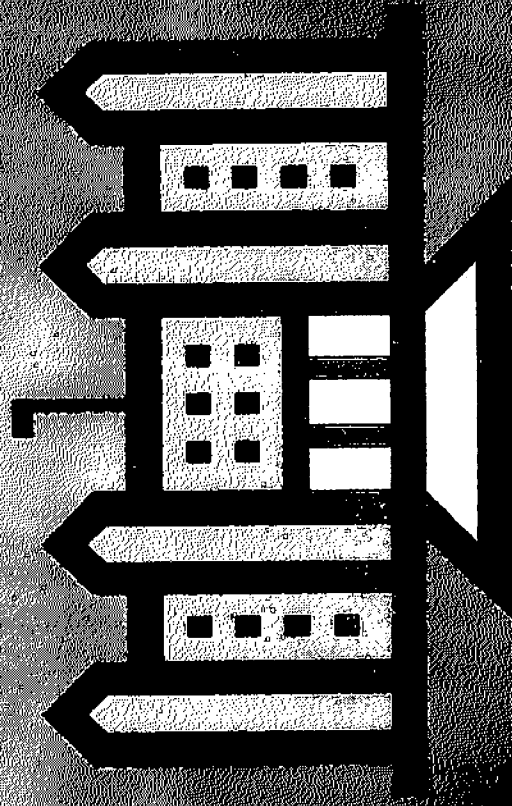
Portal of

Entry

Transmission entry

Nosocomial Infection

— An infection
acquired during a
stay in a health care
agency



Break that Chain

The health
team must
prevent the
spread of
infection





Handwashing

Name: _____

Date: _____

Procedure

1. Made sure to have soap, paper towels, orange stick or nail file, and wastebasket.
2. Pushed watch up 4 to 5 inches; pushed up uniform sleeves.
3. Stood away from the sink so clothes did not touch sink. Stood so soap and faucet were easy to reach.
4. Turned on the faucet. Adjusted the water temperature.
5. Wet wrists and hands. Kept hands lower than elbows.
6. Applied soap.
7. Worked up lather for 10 to 15 seconds.
8. Washed each hand and wrist thoroughly. Cleaned under fingernails.
9. Used a nail file or orange stick to clean under fingernails.
10. Rinsed wrists and hands well. Water flowed from arms to hands.
11. Repeated steps 6 through 10 as needed.
12. Dried wrists and hands with paper towels, patting dry.
13. Discarded paper towels.
14. Turned off faucet with clean paper towels. Used a clean paper towel for each faucet.
15. Discarded paper towels.

S U Comments

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

date

name

the
**DEAN VAUGHN
LEARNING SYSTEM**
applied to
**MEDICAL
TERMINOLOGY**

***100% AWARD
FINAL TEST***

POSSIBLE SCORE: _____

NUMBER CORRECT: _____

PERCENT CORRECT: _____%

Lesson 1 — Worksheet

Complete the following:

ELEMENT	AUDIONYM	MEANING
gastr-	_____	_____
cardi-	_____	_____
megal-	_____	_____
-itis	_____	_____
dermat-	_____	_____
plast-	_____	_____
cerebr-	_____	_____
path-	_____	_____
-ectomy	_____	_____
enter-	_____	_____
-osis	_____	_____
-otomy	_____	_____
aden-	_____	_____
angi-	_____	_____
-oma	_____	_____
nephr-	_____	_____
hepat-	_____	_____
arthr-	_____	_____
blephar-	_____	_____
-ologist	_____	_____
rhin-	_____	_____
gingiv-	_____	_____
-malacia	_____	_____
-ology	_____	_____
spasm	_____	_____

Lesson 1 — Element Recognition Exercise

Separate the elements, connecting vowels, and word terminals of the following medical words by inserting a slash mark (/) between them.

Example: hepatonephromegaly — hepat/o/nephr/o/megal/y

gastrohepatitis	hepatonephromegaly
adenopathy	blepharoplasty
cardiomegaly	rhinologist
enteroplasty	gingivectomy
dermatologist	arthritis
pathosis	enterogastritis
cerebromalacia	pathology
angiopathology	dermatoma
nephrologist	cardiomalacia
hepatitis	adenotomy
arthrectomy	arthroplasty
blepharospasm	angiology
rhinology	blepharotomy
gingivosis	gastritis
angiomegaly	pathologist
nephromalacia	adenectomy
hepatoma	gingivitis
cerebroopathy	nephrotomy
gastrectomy	cerebritis
enteromegaly	rhinopathy
cardiology	dermatitis

Anatomy

Lesson 12 Circulatory system: Watch video

Complete worksheet

In text: Read chapter 11

Complete review questions 2,3,4

Complete workbook pages 108-110 and 114

Lesson 2 Skeletal system: Watch video

Complete worksheet

In Text: Read chapter 13 pgs.196-199

Complete review questions #2

Complete workbook page 139

Lesson 5 Muscular system: Watch video

Complete worksheet

In Text: Read chapter 14

Complete review question #2

Complete workbook pages 144-146 and 150

Lesson 6 Integumentary system: Watch video

Complete worksheet

In Text: Read chapter 9

Complete review question # 2

Complete workbook pages 90-92,95(applying your knowledge),96
and 97

Lesson 8 Nervous system: Watch video

Complete worksheet

In Text: Read chapter 18

Complete review questions #2,5,6

Complete workbook pages 187-189 and 192- top of 193

Lesson 11 Cardiovascular system: Watch video

Complete worksheet

In Text: Read chapter 10

Complete review #2

Complete workbook pages 98-100,104-105(3-5)

Lesson 7 Respiratory System: Watch video

Complete worksheet

In Text: Read chapter 12

Complete review question #1

Complete workbook pages 118-120 and 123

Lesson 9&10 Sensory system: Watch video

In Text: Read chapter 19

Complete review questions 2,4,6

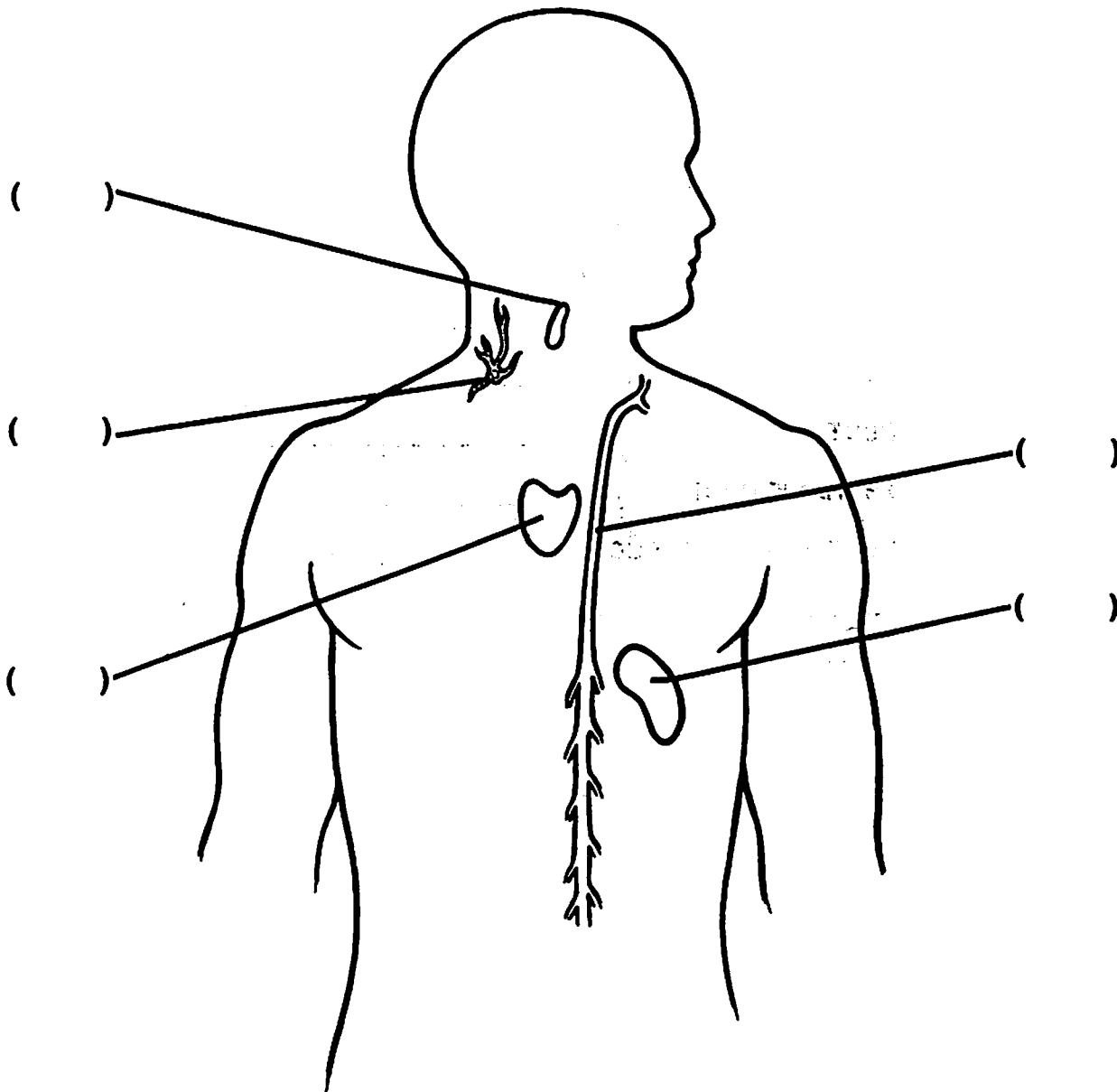
Complete workbook pages 200-207

LESSON 12 — WORKSHEET

THE LYMPHATIC SYSTEM

ORGANS OF THE LYMPHATIC SYSTEM

PRINT THE CORRECT LETTER WITHIN THE PARENTHESES



A - SPLEEN

B - RIGHT LYMPHATIC DUCT

C - THYMUS

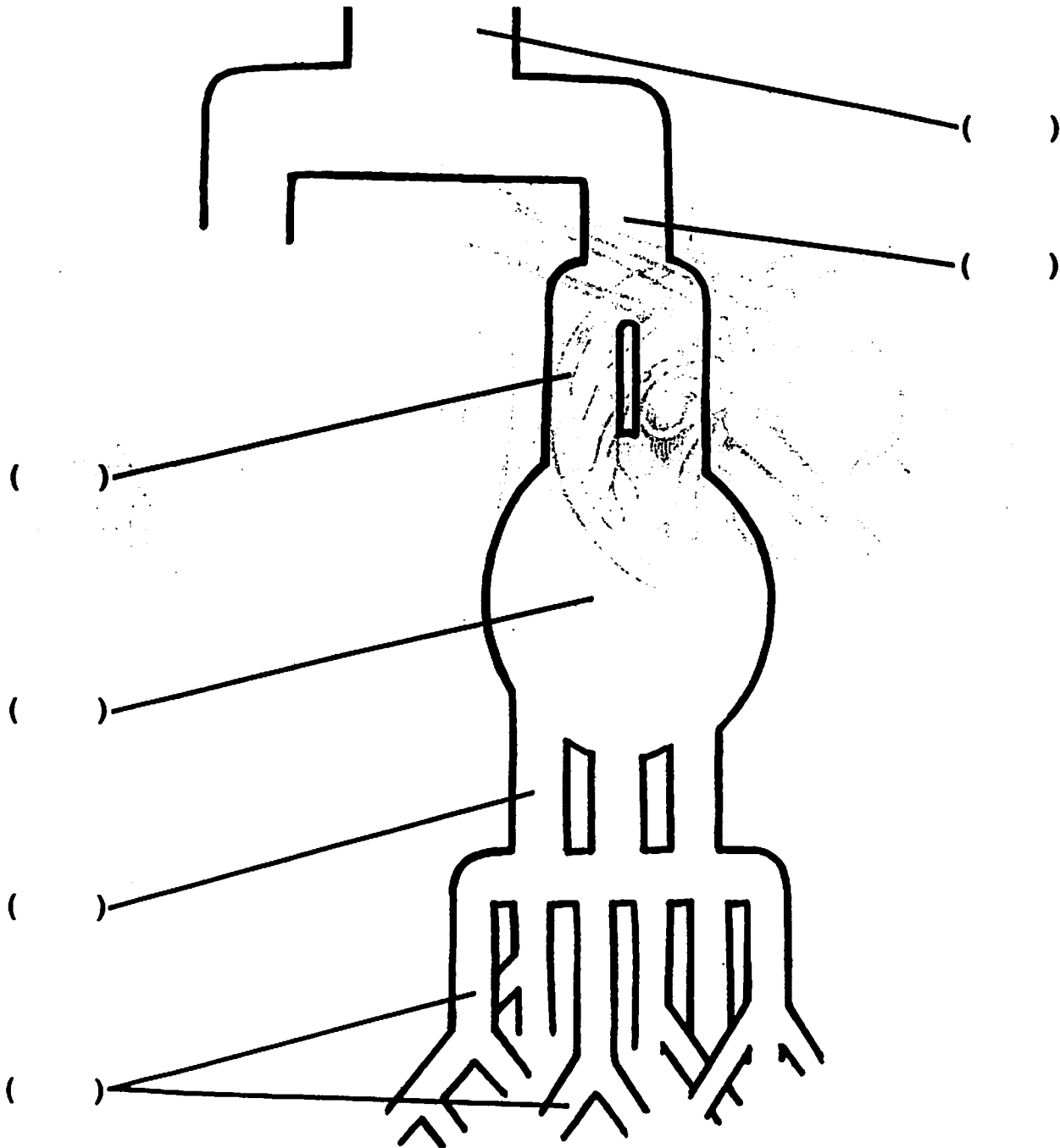
D - THORACIC DUCT

E - TONSILS

LESSON 12 — WORKSHEET

THE LYMPHATIC SYSTEM
STRUCTURAL RELATIONSHIPS OF LYMPHATIC VESSELS

PRINT THE CORRECT LETTER WITHIN THE PARENTHESES



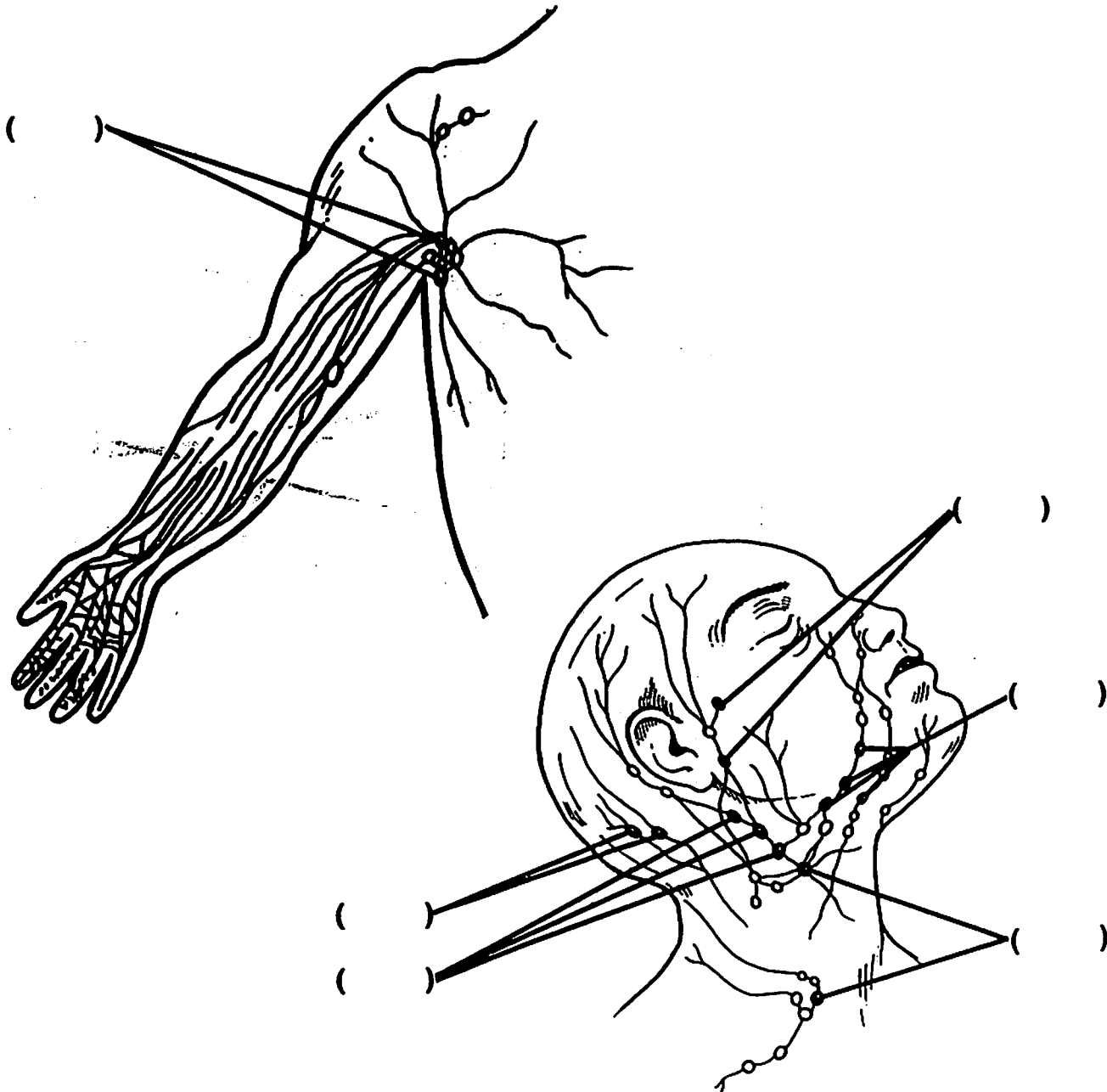
A - (LYMPH) TRUNK
B - (LYMPH) CAPILLARIES
C - (LYMPH) VESSELS
D - (LYMPHATIC) DUCT
(EITHER THORACIC OR RIGHT
LYMPHATIC)
E - (LYMPH) NODE
F - (LYMPH) VESSELS

LESSON 12 — WORKSHEET

THE LYMPHATIC SYSTEM

LYMPH NODES

PRINT THE CORRECT LETTER WITHIN THE PARENTHESES



A - DEEP CERVICAL LYMPH NODES

B - OCCIPITAL LYMPH NODES

C - PAROTID LYMPH NODES

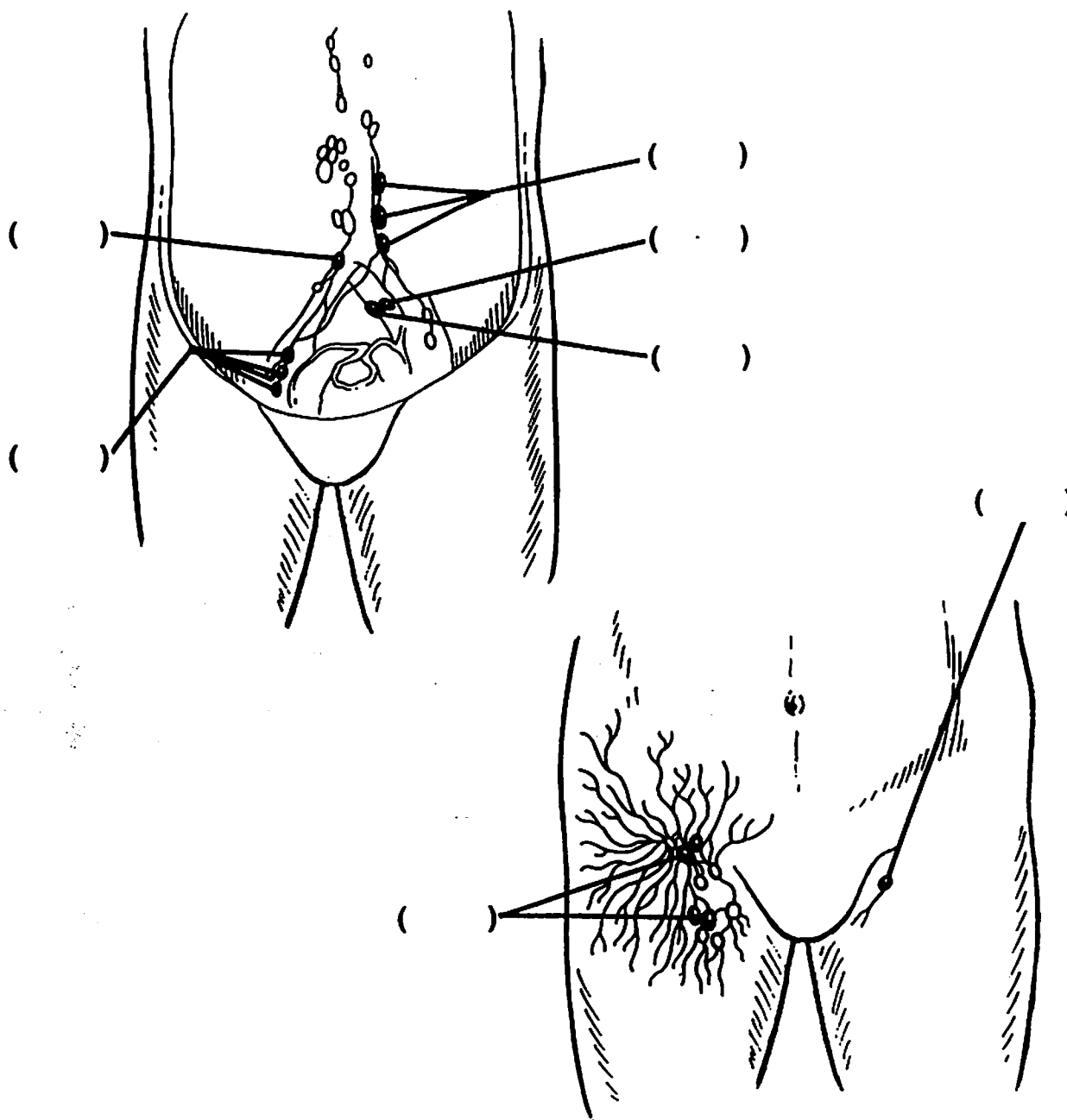
**D - SUPERFICIAL CERVICAL LYMPH
NODES**

**E - SUBMANDIBULAR CERVICAL LYMPH
NODES**

F - AXILLARY LYMPH NODES

LESSON 12 — WORKSHEET **THE LYMPHATIC SYSTEM** **LYMPH NODES**

PRINT THE CORRECT LETTER WITHIN THE PARENTHESES



A - EXTERNAL ILIAC LYMPH NODES

E - LUMBAR LYMPH NODES

B - SACRAL LYMPH NODE

F - SUPERFICIAL INGUINAL LYMPH NODES

C - DEEP INGUINAL LYMPH NODES

G - INTERNAL ILIAC LYMPH NODE

D - COMMON ILIAC LYMPH NODE

CARDIOVASCULAR SYSTEM

Organs:

Heart
Blood vessels
Blood

Functions of the cardiovascular system:

1. Carries nutrients and oxygen to the cells
2. Removes waste products from cells

Aging process:

1. Decreased ability of the heart to act as a pump
2. Pulse rate decreases
3. Decreased ability of the cardiovascular system to respond to position changes or increased demand for blood supply
4. Narrowing of blood vessels and loss of elasticity in vessel wall, which results in poor circulation and elevated blood pressure

Related health problems:

1. HTN (hypertension)- high blood pressure
2. Heart attack/myocardial infarction- a blockage or clot occurring in an artery in the heart, resulting in chest pain due to tissue damage
3. CHF (Congestive heart failure)- the inability of the heart to pump an adequate quantity of blood
4. Need for a pacemaker- produces an electrical impulse which initiates the heart to beat
5. Atherosclerosis- accumulation of fat deposits inside of arteries, making them more narrow
6. Arteriosclerosis- loss of elasticity in the walls of the blood vessels

NERVOUS SYSTEM

Main Function: controls and coordinates the body activities.

Organs and functions:

A. BRAIN-

Cerebrum- controls sensory, motor and associated areas of mental activities

Cerebellum- coordination of voluntary movement, balance

Brainstem- a. pons-breathing, relaying impulses between cerebellum and medulla

b. medulla- control of involuntary movements, heartbeat, blood pressure, respiration, and swallowing

c. midbrain- vision and hearing

Thalamus- relays sensory information(excluding smell), translated impulses of pain or pleasure

Hypothalamus- controls body temperature, sleep, appetite, emotions, and water balance

B. SPINAL CORD-

C. NERVES-

Cranial (12 pairs)

I olfactory-smell

II optic-vision

III oculomotor- movement of the eye

IV trochlear- rotate eyes

V trigeminal- facial and head sensation, muscles of the mouth for chewing

VI abducens- Move eyes from side to side

VII facial- taste in front of the mouth

VIII acoustic- hearing and balance

IX glossopharyngeal- taste and swallowing

X vagus- controls speech and swallowing and feeling from pharynx, larynx and trachea

X spinal accessory- move neck and back muscles

XII hypoglossal- move tongue

AGING PROCESS

1. Normal aging results in loss of brain cells, which cause some shrinkage of the brain.
 - a. Memory- increased difficulty recalling names of people and things
 - b. Slowness- more time required to learn new information and to state facts previously learned
 - c. Mild sensory impairment- decreased sensation in lower legs; vision and hearing may be less acute
 - d. Sleep- fewer hours of sleep required per night; may not sleep as soundly
 - e. Urinary changes- frequency of urination and slight incontinence may result from weakened bladder muscles
2. Major difficulty in any of the above functions is the result of disease, not normal aging.

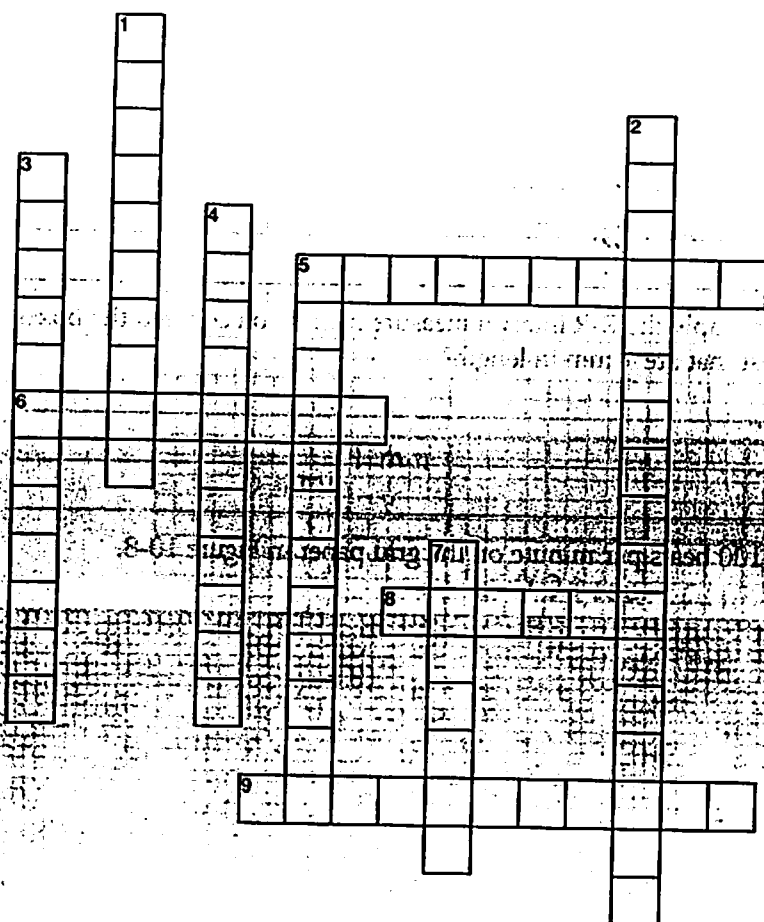
DISORDERS OF THE NERVOUS SYSTEM

1. Alzheimers
2. Cerebrovascular accidents(stroke)
3. Guillian-Barre
4. Headache/Migraines
5. Multiple sclerosis(MS)
6. Parkinsons
7. Seizure

11 Circulatory System

Vapid Vocabulary

Before reading the chapter, challenge your knowledge of words used in the chapter by completing the crossword puzzle of glossary terms.



ACROSS

- 5 Machine that separates lighter portions of a solution, mixture, or suspension by centrifugal force
- 6 Group of signs and symptoms that characterize a condition or disease
- 8 Lack of color, paleness
- 9 Disturbance, impairment, or abnormality in functioning of an organ

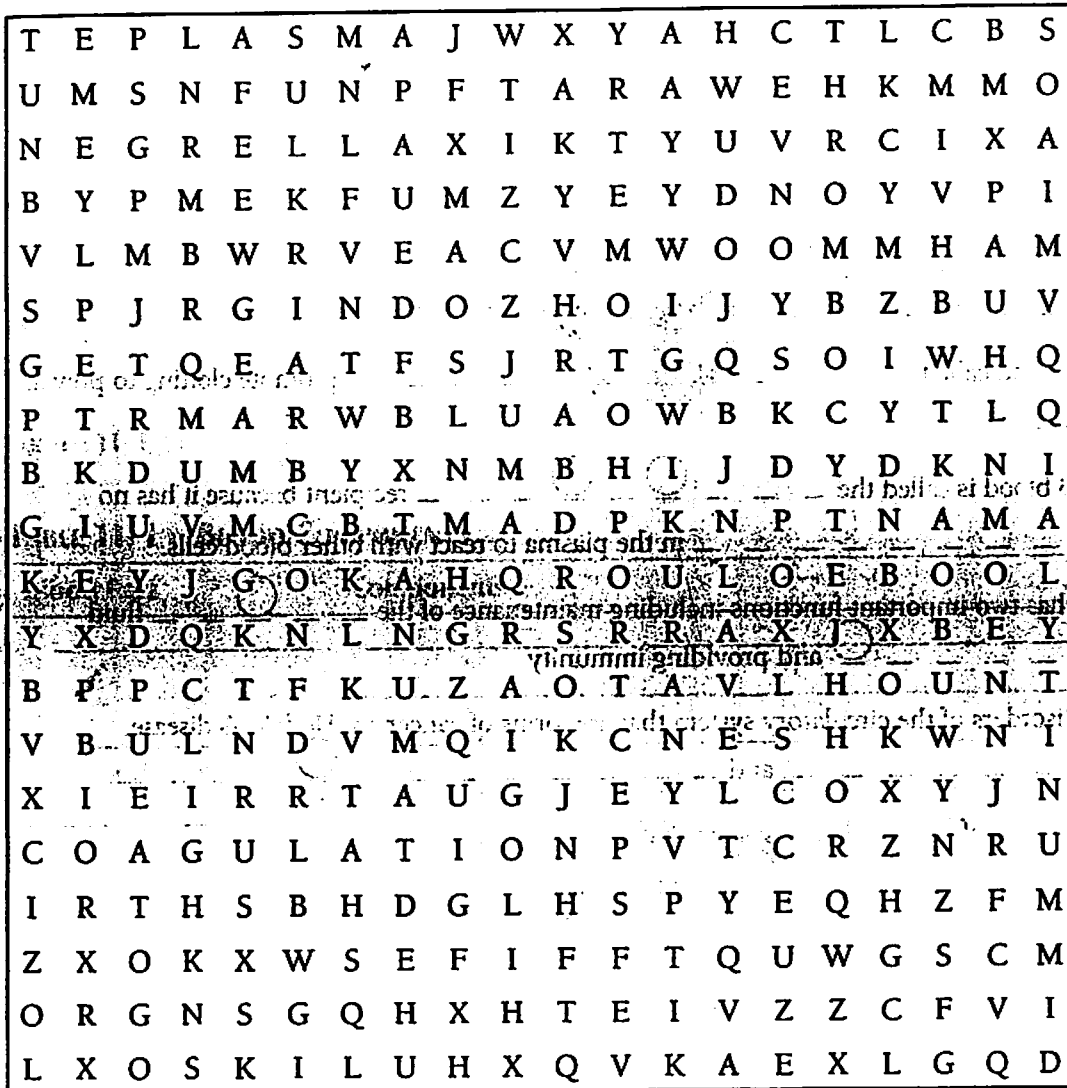
DOWN

- 1 Directed against the body's own tissue
- 2 Prevention or diminution of immune response

- 3 Placed between, usually referring to between tissues
- 4 Enlargement or overgrowth of an organ or part caused by an increase in its cells
- 5 Treatment of disease by chemical agent
- 7 Increased discomfort and decreased efficiency caused by prolonged or excessive exertion; exhaustion

Key Search

Find the Key Terms from the chapter in the word search puzzle below. Define each of the terms in the space provided.



1. Allergen- _____
2. Anemia- _____
3. Antibody- _____
4. Coagulation- _____
5. Erythrocyte- _____

6. Immunity- _____
7. Inflammation- _____
8. Leukocyte- _____
9. Plasma- _____
10. Serum- _____
11. Spectrophotometry- _____
12. Thrombocyte- _____

Just the Facts

1. _____ is the study of blood.
2. Erythrocytes contain a protein called _____ that carries oxygen to all cells and removes carbon dioxide.
3. _____ fight disease and infection.
4. Platelets; also called _____, promote clotting to prevent blood loss.
5. Type AB blood is called the _____ recipient because it has no _____ in the plasma to react with other blood cells.
6. Lymph has two important functions including maintenance of the _____ fluid and providing immunity.
7. Three disorders of the circulatory system that are forms of cancer are Hodgkin's disease, _____, and _____.
8. Two disorders of the circulatory system that are genetic are _____ and sickle cell _____.
9. _____ transfusion is the collection and transfusion of a person's own blood.
10. _____ may be donated through a process called apheresis.

Use the circled letters to form the answer to this jumble. Clue: What is the person that can donate blood to all people called?

Identifying Disorders of the Circulatory System

Use the textbook to complete the missing information about circulatory disorders in Table 11-5. Note the etiology (causing factor), signs and symptoms, and treatment and method of prevention (if any).

TABLE 11-5

Disorder	Etiology	Signs and Symptoms	Treatment and Prevention
	Sex-linked genetic defect of blood coagulation		
		Fatigue, shortness of breath, pallor, rapid heart rate	
	Acute infection such as scarlet fever		
		Painless enlargement of lymph nodes, appears most often in men	
			Elevation of the affected part, anticoagulants, surgery
		Body's immune system turns against itself, Hashimoto's disease is one example	
	Blood cancer		

Applying Your Knowledge

1. Malformed blood cells characterize the inherited blood disorder known as _____.
2. A condition that results in an abnormal increase in the number of red blood cells is called _____.
3. Hodgkin's disease results in cancer of the _____ system and often is found in people _____ to _____ years of age.
4. Myasthenia gravis and systemic lupus are both examples of conditions that are considered to be _____ because the body's cells turn against themselves.
5. Bone marrow transplantation and isolation to prevent infection are just two treatments used for the condition of _____, which is often called _____.

Field Trips

United Services

Emmaus Home

Barnes-St. Peters Hospital

St. Joseph Health Center

Baue Funeral Home

St. Charles Community College

APPROVED MEDICAL ABBREVIATIONS

Abd	abdomen or abdominal
ac	before meals
ADL's	activities of daily living
ad lib	as desired
adm	admission
AKA	above the knee amputation
AM	morning
Amb or amb.	ambulatory, ambulate
Amt or amt.	amount
AP	apical pulse
ax.	axillary
Ba Enema	Barium enema
b.i.d. or BID	twice daily
BKA	below the knee amputation
BM	bowel movement
BP	blood pressure
BRP	bathroom privileges
BSC	bedside commode
Bx	biopsy
c	with
cath or cath.	catheter
CBC	complete blood count

CBI	continuous bladder irrigation
	change
CHF	congestive heart failure
CI	chloride/clear
c/o	complaint of
CxR	chest x-ray
CVA	cerebrovascular accident
Cysto	cystoscopy
DC or D/C	discontinue
D & C	dilatation and curettage
DNR	do not resuscitate
Dx	diagnosis
ECG or EKG	electrocardiogram
EEG	electroencephalograms
ED	Emergency Department
exam	examination
FBS	fasting blood sugar
FUO	fever of unknown origin
Fx	fracture
GB	gallbladder
G/C	geri-chair
GI	gastrointestinal
G- tube	gastrostomy tube

gt	drop
gtt	drops
GU	genitourinary
H or hr	hour
HOB or H.O.B.	head of bed
HOH	hard of hearing
H ₂ O	water
hosp	hospital
HS	bedtime
ht.	height
ICU	intensive care unit
I & D	incision and drainage
I & O	intake and output
IV	intravenous
IVP	intravenous pyelogram
lg	large
L or l	left
LAB	laboratory
lb.	pound
liq.	Liquid
LOA	leave of absence
LP	lumbar puncture
MDS	minimum data sheets

MI	myocardial infarction/mitral insuff.
min.	minute
ml	milliliter
mod.	moderate
MRSA	methicillin- resistant staphylococcus aureus
Na	sodium
NAS	no added salt
NG	naso-gastric
NPO	nothing by mouth
NS	normal saline
O	oxygen
OB	obstetrics
OOB	out of bed
OT	occupational therapy
p.	pulse
p	after
pc	after meals
Peds	pediatrics
PM	afternoon
po	per os or by mouth
PO	post operative
Prep	preparation
PRN	as necessary

pt.	patient
PT	Physical Therapy
Px	prognosis
q	every
q.i.d.or QID	four times daily
qod	every other day
qh	every hour
q2h	every two hours
q3h	every three hours
q4h	every four hours
qam	every morning
qt.	quart
R.	rectal
R or r	Right
RBC	Red Blood Count
ROM	range of motion
resp.	respirations
Rx	prescription
s	without
sm.	Small
SOB	shortness of breath
sol.	Solution
Spec.	specimen

stat	immediately
TB	tuberculosis
TCDB	turn, cough, deep breath
temp	temperature
t.i.d.or TID	three times daily
TIA	trans ischemic attack
tol.	tolerate
TPN	total parenteral nutrition
TPR	temperature, pulse, respirations
Tx	treatment
UA	urinalysis
URI	upper respiratory infection
UTI	urinary tract infection
VRE	vancomycin resistant enterococci
vs or VS	vital signs
wt.	weight
WBC	White Blood Count
W/C	wheel chair

Titles:

LPN	Licensed Practical Nurse
NA	Nurse Assistant
RN	Registered Nurse

Course: Health Occupations
Teacher: Allman
Instructional Methods Used;

Lecture:

Lectures are used to bring the books to life and to fill in the knowledge gains by reading. These are often intermingled with demonstrations of theories or points of understanding. Often they are used to lead in to lab or other hands on type work activities.

Demonstrations:

In the classroom, demonstrations provide needed lessons to round out the learning of important theories and concepts. Some examples of our usual demonstrations include hand washing, bedmaking, oral hygiene.

Lab Activities:

Extensive use of lab facilities such as; hospital beds, manikins, wheelchairs, stretchers, provide Hands-on learning activities that are some of the most valuable parts of the curriculum. Important theories and concepts are put into action.

Co-Operative/Team Instruction:

Many of the learning activities involve small group and / or team efforts. Teams are rotated on a regular basis and students will work with all others during the year. The students will critique their own work as well as that of

the other team members. Valuable experience is gained in both leadership and in working with others toward common goals.

Audio- Visual Products:

Audio and Videotapes, as well as overhead projection are used to provide training for the students. For example, videotapes may be used to teach special techniques and procedures or as a visual demonstration of the body's function. Audio-Visuals are also used in the instruction of Terminology and Basic Anatomy. Overhead projection is used to emphasize and assist when lecturing.

Computer Based Instruction:

Computers are used as another way to reinforce learned material. Students can do lessons, take and review test and get interactive feedback. Computers are also used as a way to keep up with the ever changing health field. Students can search the Web for information on diseases and the latest information on treatment and prevention, they may also research different fields of medicine and career opportunities, information on schools and financial aid.

Field Trips:

Field trips are used to introduce rotation sites and explore different areas available in the healthfield.

		VIDEOS
YEAR PURCHASED		NAME OF VIDEO
2003		CONFIDENTIALITY WHO NEEDS TO KNOW
2003		HIPPA A GUIDE FOR HEALTHCARE WORKERS
2003		BASIC CLINICAL SKILLS: URETHREAL CATHERIZATION
2003		BLOODBORNE SAFETY: UNIVERSAL PRECAUTIONS
		STANDARD PRECAUTIONS, AND NEEDLESTICK
		PREVENTION IN ACUTE CARE
2003		RESTRAINTS AND SECULUSIONS: EASY DOES IT!
2003		NURSING NEGLIGENCE: PROTECT YOURSELF
		PROTECT YOUR PATIENTS
2003		PATIENT SAFETY YOUR FIRST CONCER
2003		MEASURING VITAL SIGNS PART1
		TEMPERATURE, PULSE AND RESPIRATIONS
2003		MEASURING VITAL SIGNS PART2
		BLOOD PRESSURE AND PAIN
2003		BEDMAKING THE RIGHT WAY

RMI Media Productions	Dental Assistant, Medical Assistant, Office Occ., etc.		
	ortho. Assist., medical record tech., dental laboratory		
Carle Medical Communications	Bulima: The binge purge obsession		
Carle Medical Communications	Infection control: aids update		
Fanlight Productions	Ethical Dilemmas in Nursing	1983	
Creative Educational Video	Nursing skills Pt. Movement: safety device		
Cambridge Career Products	Vocational Visions: Career Series	1989	
Cambridge Career Products	Nutrition Food Labels		
Cambridge Educational	Basic Parenting Skills		
West Glenn Films	Straight Talk about herpes		
Nimco, Inc	Careers in the real world, x-ray, physical therapy		
	physicians assistant, pharmacist & pharm. Assist.		
Nimco, Inc	Careers in the real world, occupat. Assist. Social w.		
American College of Midwives	A Career in nurse-midwifery		
Mosby's	Legal and Ethical Issues in Nursing	1995	
Mosby's	Charge Nurse Survival Skills part2		
Mosby's	Critical Care Nursing Oxygenation		
	Clinical Assessment and Evaluation	1995	
Mosby's	Introduction To Critical Care Nursing	1994	
Mosby's	Respiratory Care Mechanical Ventilation		
Mosby's	Community Health Nursing Family Assessment	1995	
Mosby's	Nursing Skills Artificial Airways	1994	
Mosby's	Nursing Skills Vital Signs	1993	
Mosby's	Pharmacology and Drug Administration II	1994	
Mosby's	Caring for persons with dementia	1994	
Mosby's	Physical Examination Female Genitalia		

	Reproductive Tract, and Rectum	1994	
Mosby's	Sterilization and Disinfection Procedures	1994	
Mosby's	IV Procedures	1992	
Mosby's	Critical Care Nursing Ethical Issues I	1995	
Mosby's	Vital signs	1993	
Mosby's	Nursing skills medical asepsis &		
	infection prevention		
Mosby's	Surgical Asepsis Sterile Technique,	1994	
	Minor surgery & Bandages		
Mosby's	Transfer Techniques, Ambulation,	1992	
	Measuring, Height and weight		
The Media Center	Direct health Care Careers, Community Health		
	Therapeutic/restorative health care careers		
The Media Center	Diagnostic Health Care Careers		
Medcom	Evacuation Procedures	1986	
Medcom	Evacuation Procedures	1986	
Medcom	Aids: Caring for the Caregiver	1995	
Medcom	Standards for infection control		
	An update for health Care Workers		
Medcom	Orthopedic Traction	1983	
Medcom	Nursing Assistant Techniques:Transfers		
Medcom	Basic Clinical Skills Lifting and Moving Pts	1985	
Medcom	Decubitus ulcers cleaning & debridement	1984	
Medcom	Range of Motion exercises	1984	
Medcom	Decubitus ulcers principles of prevention	1984	
Medcom	~~urethral Catheterization surgical care~~	1988	

MANUFACTOR	NAME OF VIDEO	YEAR	REPLACED
American Journal of Nursing	Total Knee Replacment-kickback to motion	1988	
American Journal of Nursing	Total hip replacement	1988	
American Journal of Nursing	Safety and Accident Prevention		
Films for Humanities &Science	Rehabilitation: Road to Recovery		
Films for Humanities &Science	Cancers that Affect Women	1991	
Films for Humanities &Science	The Living Body Breakdown		
Films for Humanities &Science	Fetal Alcohol Syndrome & Other Drug Use	2000	
Films for Humanities &Science	Fetal Alcohol Syndrome & Other Drug Use	2000	
Films for Humanities &Science	The Living Body Moving Parts		
Films for Humanities &Science	Hepatitis A	1997	
Films for Humanities &Science	Hepatitis B The enemy within	2000	
Films for Humanities &Science	Hepatitis C The silent source	1996	
Films for Humanities &Science	The Living Body Mechanisms of Defense	1991	
Films for Humanities &Science	Heart Surgery	1987	
Films for Humanities &Science	Two Hearts that beat as one Living Body		
Films for Humanities &Science	Windows of The Body	1991	
Films for Humanities &Science	The Bionic Man	1991	
Films for Humanities &Science	The Special Child Maximizing Limited Potential	1991	
Films for Humanities &Science	Sexually Transmitted Diseases	1991	
Films for Humanities &Science	The Operation Open heart Surgery	1993	
Films for Humanities &Science	The Operation Colon Resection	1995	
Films for Humanities &Science	Microsugery	1991	
RMI Media Productions	Aids and Transmitted Disease		
RMI Media Productions	Occupational Therapy Assistant		
RMI Media Productions	Nursing RN LPN		
RMI Media Productions	Respiratory Therapist		

Medcom	~~Nursing Assistant Techniques: Temperatures~~	~~replaced~~	
Medcom	~~Nursing Assistant Tech. Pulse, respir. B/P~~		
Medcom	Basic Care: Intake & Output	1985	
Medcom	~~Basic Clinical Skills Blood Pressure~~	~~replaced~~ 1985	
Medcom	Basic Care Oxygen Administration	1985	
Medcom	Nursing Assistant Tech. Abnormal signs and sympt.		
Medcom	Isolation Procedures		
Medcom	Nursing Assist. Tech. Lifting and Moving		
Medcom	Nursing Assist. Tech. Bedmaking		
Medcom	Basic Clinical Skills Medical Asepsis	1988	
Medcom	Universal Precautions; Aids and Hepitis B		
	Prevention for Health Care Workers	1992	
Medcom	Current Infection Control Guidelines for		
	Health Care Professionals	1988	
Medcom	Nursing Assist. Tech. Infection Control		
Medcom	Tuberculosis: prevention for health care work	1993	
Medcom	Infection control: a Training program for		
	Health Care Professionals	1994	
Medcom	Ostomy Care: GI Nursing Care	1993	
Medcom	Nursing Assist Tech. Exercise Techniques		
Medcom	Nursing Assist Tech. Oral Care Techniques		
Medcom	Basic Clinical Skills: Uminary Care	1988	
Medcom	Nursing Assist. Tech. Elimination, Specimen		
	Collection, urinary care x2		
Medcom	Nursing Assist. Tech. Toileting and		
	Incontinent Care		

Medcom	Basic Clinical Skills: Urinary Care	1988	
Medcom	Nursing Assistant Tech. Warm and		
	cold application		
Medcom	Nursing Assistant Tech. Feeding		
Medcom	Developing Alternative to Restraints	1991	
Medcom	Restraints: The Last Resort	1990	
Medcom	Preventing, assessment and treatment		
	of pressure ulcers in long term care	1996	
Medcom	Nursing Assist. Tech. Bathing		
Medcom	Nursing Assist. Tech. Personal Care		
Medcom	Nursing Assist Tech. Bathing		
Medcom	Having your baby labor & delivery	1988	
Medcom	Postpartum	1988	
Medcom	Having your baby newborn care	1988	
Medcom	Having your baby cesarean birth	1988	
Medcom	Tracheostomy care	2000	
Medcom	Oral/naso tracheal suctioning	2000	
Snowbabies, Inc.	The Innocent Victim Caring for Patients with dementia		
The Center for Learning	Teens and Chasity	1994	
Jeremiah Films, Inc.	No Second Chance	1991	
Astrazeneca (2)	On the upbeat Living with heart failure	2001	
Formerly home hospital equip.	EZ Training Video	2002	
Terra Nova Films, Inc.	Dealing with Alzheimer's Disease		
	A common sense approach		
Nova	Miracle of Life	1986	
Injoy Videos	The Miracle of Birth	1998	

Human Care, Inc.	Pregnancy Mom and the Unborn Baby	1991	
David Garing's Video & Films	Cesarean Birth: The Inside Story	1998	
David Garing's Video & Films	Circumcision	1999	
The Baby Care Workshop	TheBaby Care Home Video		
Family Experience Prod. (2)	Having healthy babies and mom's		
	First 90 days	1999	
Pdy Health Media	Baby Talk the Video Guide For New Parents	1997	
Meridan Educational Prod.	Sudden Infant Death Syndrom:		
	Blame without cause		
Dean Vaughn(Purchased2002)	Medical Terminology (11 Lessons)		
Dean Vaughn	Basic Human Anatomy		
	Introduction Anatomical Terms & Location		
	Skeletal System: Skull		
(Needs to be replaced)	Skeletal System: Ear, Neck, Trunk		
	Skeletal System Upper and Lower Extre.		
	The Muscular System		
	The Integumentary System		
	The Respiratory System		
	The Nervous System		
	The Eye		
	The Ear		
	The Cardiovascular System		
	The Lymphatic System		
	The Endocrine System		
	The Urinary System		
	The Digestive System		

	The Reproductive System	
Mosby's	Personal Hygeine and Grooming	2002
Mosby's	Basic Principles	2002
Mosby's	Preventing and Treating Pressure Ulcers	2002
Mosby's	Body Mechanics and Exercising	2002
Mosby's	Safety and restraints	2002
Mosby's	Bathing	2002
Mosby's	Bedmaking	2002
Mosby's	Normal elimination	2002
Mosby's	Nutrition and fluid	2002
Mosby's	Measurements	2002

ROTATION SITES

NAME: _____

AREA of INTEREST: _____

Choose 4 of the following areas:

Nursing Unit (this may be up to 4 choices)

Emerg. Rm.

Operating Rm./Surgery Center

Radiology

*Physical Therapy (may be 2 choices)

* Occupational Therapy

Respiratory Therapy

Cardiology (heart studies) Cardiac Services

Labor & Delivery

OB Ultrasound, Prenatal Testing

Senior Center

*Dental Office

Vet Office

Emmaus Home

United Services

*Pediatric MD Office

Pharmacy

Psychiatric Area

Ambulance ride along (must be able to schedule after school hrs.
for at least 2 hrs.)

Other

*I am available after school hrs. (PM students)

___ I will provide my own transportation.

___ I will need transportation.

DAILY CLINICAL ROTATION REPORT

Rotation Assignment _____

Date: _____

Student Name _____

Supervisor _____

1. Summarize your responsibilities today.

2. Describe new information or skills you learned or procedures you observed.

3. What was the best thing that happened today?

4. Describe the worst thing that happened today.

5. If #4 was a mistake, how was it handled or corrected?

6. Today was (circle one)...

Excellent

Good

Fair

Bad

Disastrous

Why?

Medical Assistant Assignment

Week 1: Read chapter 14.

Complete Discussion Questions and Critical Thinking Questions.

Week 2: Read chapter 15.

Complete Discussion Questions and Critical Thinking Questions.

Week 3: Read chapter 16.

Complete Discussion Questions and Critical Thinking Questions.

Week 4: Read chapter 17.

Complete Discussion Questions and Critical Thinking Questions.

Due each Friday of rotation:

- Daily Rotation report
- Time card
- Weekly Assignment

Rotation Evaluation due Friday of week # 4

Emmaus Home Assignment

For each week on rotation write a 3 page report on topic of choice specialized to your rotation. Ask coordinator if you need help choosing a topic.

Due each Friday of rotation:

- Daily Rotation report
- Time card
- Weekly Assignment

Rotation Evaluation due Friday of week # 4

**LEWIS & CLARK CAREER CENTER
HEALTH OCCUPATIONS
STUDENT EVALUATION**

Student: _____

Clinical Rotation & Facility: _____

Date of Clinical Rotation: _____

Please place in a sealed envelope & either give back to student or to instructor.

Scale: 3. Needs Improvement
 2. Satisfactory
 1. Above Average

Rating of Student

1. Appearance

(Neat, polo shirt and khaki pants, hair up off the collar, no artificial nails or colored polish, no piercing)

2. Attitude

(Open minded, friendly, positive, co-operative respectful, accepts authority)

3. Initiative

(Eager to perform tasks, aware of area and assists when needed)

4. Responsible

(Tasks assigned are completed safely as instructed)

5. Knowledgeable

(Asked questions, acquainted with tasks assigned to them, follows instructions)

COMMENTS: _____

Thank you for your time

Signature: _____

Date: _____

LEWIS & CLARK CAREER CENTER
Health Occupations/Health Related Occupations
Immunization Record

Student Name _____ Sending School _____

Immunizations required for participation in program and placement in rotations 2nd semester:

- PPD/TB - Student must receive or have received this school year. If positive, what treatment has been given? _____
- Hepatitis B: 3 injection series – **Student must have received 2 out of 3 injections prior to Nov. 1st**. 2nd injection will be given at least 1 month after the 1st injection.
- Copy of all immunizations given to date. This may be obtained from sending school nurse or physician.
- Student has had chicken pox _____ Yes _____ No
If yes, date _____
- Student has had chicken pox vaccine _____ Yes _____ No
If yes, date received _____

Recommended Immunizations:

- Influenza (should be current this year)
- DPT/Tetanus (Should be current within last 10 years)

**RETURN DOCUMENTATION OF COMPLETED
IMMUNIZATIONS BY NOVEMBER 1, 2003**

**LEWIS AND CLARK CAREER CENTER
HEALTH OCCUPATIONS
IMMUNIZATION RECORD**

NAME _____

AM/PM

Immunization	Date
PPD/TB Results Positive Negative	Given: Read:
Hepatitis B: 1 st injection 2 nd injection 3 rd injection	
Tetanus	
Influenza	

Instructor Signature

Date Complete

Lewis and Clark Career Center Student Agreement for Health Occupations/Health Related Occupations

Student Name

Name of Sending School

This agreement is to be strictly observed at all times.

1. I will maintain a minimum of 70 % academic average and a 90% attendance record in order to be placed on rotation second semester. Those students who do not meet these standards will return to their home school second semester for a full schedule.
2. During the first semester a parent or guardian must call the attendance secretary of student absence the day of absence. Student must bring a note to school the day he/she returns in order to be excused. Excessive absence will result in grade deduction. (See attendance policy).
3. I will notify **BOTH** the assigned unit care team coordinator and my instructor immediately if I will be unavoidably tardy or absent for my assigned rotation. A no call, no show will result in possible disciplinary action or letter grade deduction. I understand that repeated absences will result in probation and ultimate dismissal from the program. The school policy on tardiness will apply.
4. I will comply with the requirements for immunizations necessary for second semester placement on rotation site.
5. I will comply with the rules and regulations of the program including dress standards as set by Lewis and Clark and the work rotation. The rules are as follows:
 - a. I will wear the uniform required by the health care facility and school. This garment is to be clean, neatly pressed, and appropriately buttoned at all times.
 - b. I will wear my name tag at all times.
 - c. I will not wear blue jeans while on rotation.
 - d. I will wear low-heeled shoes with closed toes and socks.
 - e. I will wear a watch with a second hand or a digital marker.
 - f. I will have a black pen at all times.
 - g. I will not wear jewelry.
 - h. No visible piercing or tattoos allowed.
 - i. Hair will be of collar length or shorter, or neatly pulled back and secured. Extreme hairstyles are not acceptable.
 - j. I will use cosmetics only in moderation.
 - k. I will keep my nails clean, neatly trimmed, and short in length and wear clear polish only. Absolutely no false nails allowed.
 - l. If a clinical area requires specific apparel (scrub Suits), I will comply with clinic policy.
 - m. No cell phones permitted in classroom or rotation area

6. I will report any accident that occurs in the lab or clinical area to my instructor and file the required incident report.
7. I will respect and properly care for all equipment and supplies.
8. I will observe strict infection control measures and policies.
9. **In addition, during second semester :**
 - a. I will make it my responsibility to know, understand, and adhere to the guidelines and procedures of each clinical rotation. These protect the patients, co-workers and me.
 - b. I will make every effort to be courteous, efficient, and accurate in all the tasks to which I am assigned and seek work when not assigned a specific tasks when I am in contact with patients and staff.
 - c. I will not discuss any information about any patient, including disease diagnosis, prognosis, history, or treatment, with anyone not authorized to receive such information. I will maintain total confidentiality of all professional information.
 - d. I will perform all duties on rotation in a manner that will reflect honorably on me, my school, and my instructor.
 - e. I will provide documentation of rotation hours worked each week to my instructor. These hours will be documented on time sheet supplied by school in order to receive credit. Falsification of hours will result in possible termination from the program.
 - f. I will not visit other units, nor will I leave the unit I am assigned until scheduled to do so or prior approval from instructor has been given.
 - g. I will report off to the unit care team coordinator prior to leaving a rotation area.
 - h. I will conform to any direction from the instructor or unit care team coordinator immediately and without question. Any questions will be discussed later and in private.
 - i. I will not discuss my private life in the presence of patients.
 - j. I will not make personal telephone calls, nor answer the telephone in the clinical area unless directed to-do so. No cell phones permitted at any time.
 - k. I will follow all facility safety rules.
 - l. I will not eat, drink, or chew gum while in the clinical area.
 - m. I will not use tobacco in any form while on rotation.
10. I understand that any violation of this agreement will result in grade point deductions a may result in termination from program. If this occurs, I realize that I will lose credits.
11. I understand that while on rotations the St. Charles City School District student code conduct will apply.

Parent Signature

Date

Student Signature

Date

SUPPLIES NEEDED FOR HEALTH OCCUPATIONS AND HEALTH RELATED OCCUPATIONS

2" White three ring binder

1 package dividers for binder

Pencil pouch to fit three ring binder

1 package loose leaf paper- no spiral notebooks

White shoes—no canvas, must be closed toe and closed heel

Watch with second hand or digital marker

Several **black** ink pens-no work will be accepted in any other color

Several pencils-used for testing purposes

1st semester-scrubs(one pair provided) scrubs will be worn daily, students may wish to purchase an additional pair.

2nd semester-(khaki scrub pants-elastic waist-no ties; Shirt to be purchased thru instructor)

Workbook \$23.00 purchased from Instructor

Skills USA membership-\$10.50-Fundraiser: entertainment books, if student sells 5 or more books their membership is covered at no additional cost

ALL SUPPLIES DUE BY SEPTEMBER 2ND, 2003

FIRST SEMESTER GRADES

Daily Grade = 40% of total grade

- Punctual = 5 pts.
- Behavior/ Attitude = 5 pts.
- Prepared= 5pts.
- Participation= 5 pts

Total points = 20/day

Test/Quizzes= 25% of total grade

Procedures= 20% of total grade

- Each procedure worth 5 pts

Homework/Binder = 10% of total grade

Community Project= 5% of total grade

DAILY ACTIVITY REPORT

NAME _____

DATE	ACTIVITY/PROCEDURE	DESCRIPTION OF DAY

REMARKS: