

Ganado Unified School District

Nursing Services(Home Health Aid)/12th Grade Levels III, Medical Terminology, & Level IV, Direct Care Worker (DCW)

PACING Guide SY 2021-2022: The Online Course covers semester1 with iCEV and semester2 is Principles of Care Giving Levels 1, Caregiving Fundamentals, & Level 2, Aging and Physical Disabilities & the skills workbook.

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Level III <u>1st Quarter:</u> iCEV Online-Medical Terminology</p> <p>Internet, ECAP, Vocabulary, Math, English, Science, Social Studies, Guest Speakers</p>	<p><u>HOME HEALTH AIDE, 51.2602.00</u></p> <p>STANDARD 11.0 – ANALYZING CHRONIC DISEASES AND PHYSICAL DISABILITIES</p> <p>STANDARD 12.0 – EXAMINE PHYSICAL AND EMOTIONAL NEEDS OF AN INDIVIDUAL</p> <p>SEE END OF PACING GUIDE FOR COMMON CORE CROSSOVERS</p>	<p>1. Why is it important to recognize common medical prefixes, suffixes and roots?</p> <p>2. What purpose does defining medical terms and discovering their meaning have for a healthcare worker?</p> <p>3. To what end does identifying medical terminology, abbreviations and symbols provide the healthcare worker?</p>	<p>Students will learn the importance of medical terminology and evaluate common medical terms and word structures, abbreviations and symbols.</p>	<p>Lateral, Medial, Superior, Inferior , Anterior, Posterior, Proximal, Distal, Sagittal Plane, Flexion, Extension, Frontal Plane, Abduction, Adduction, Elevation, Depression, Dorsiflexion, Plantar Flexion, Inversion, Eversion, Transverse Plane</p>

<p>2nd Quarter: iCEV Online- Medical Terminology</p> <p>Internet, ECAP, Vocabulary, Math, English, Science, Social Studies, Guest Speakers</p>	<p>STANDARD 11.0 – ANALYZING CHRONIC DISEASES AND PHYSICAL DISABILITIES</p> <p>STANDARD 12.0 – EXAMINE PHYSICAL AND EMOTIONAL NEEDS OF AN INDIVIDUAL</p> <p>SEE END OF PACING GUIDE FOR COMMON CORE CROSSOVERS</p>	<ol style="list-style-type: none"> 1. Describe how to employ increasingly precise language to communicate in health science scenarios. 2. Why translate technical documents related to the health care industry? 3. Explain how to demonstrate therapeutic communication appropriate to the situation. 4. Why explore techniques for communicating with patients with sensory and language barriers. 	<p>Students will learn to explore strategies for communicating in a medical setting and translating medical terminology.</p>	<p>Human Genetics, Genes, Chromosomes, Human Genome, Anomaly, Prenatal Development, Ovulation, Ovum, Fertilization, Implantation, Zona Pellucida, Amphimixis, Zygote, Cleavage, Primitive Streak, Cephalic, Evaginations, Celom, Parturition, Labor</p> <p>Abstract Thinking, Puberty, Frontal Lobe, Occipital Lobe, Parietal Lobe, Temporal Lobe, Metacognition, Introspection, Self-Consciousness, Social Cognition, Multidimensional Thinking, Relativism, Multidimensional Thinking, Relativism, Ovary, Fallopian Tubes</p> <p>Testes, Scrotum, Epididymis, Vas Deferens, Urethra,</p>
---	--	--	--	--

				Seminal Vesicles, Prostate Gland, Penis, Luteinizing and Follicle-Stimulating Hormones, Acne, Adolescence, Whitehead, Blackhead, Pimple, Cyst, Erection, Sperm
--	--	--	--	--

<p>Level IV 3rd Quarter: Textbook 1, Caregiving Fundamentals,</p> <p>Skills Workbook- Labs: *Handwashing, *Gloving, *Fire Extinguisher Use, *Procedures for calling 911, *Procedures for moving objects (Body Mechanics)</p>	<p><u>STANDARD 1.0</u> - EXAMINE THE ROLES AND RESPONSIBILITIES OF THE HOME HEALTH CARE AGENCY</p> <p><u>STANDARD 2.0</u> - DEMONSTRATE ETHICAL AND LEGAL CONDUCT IN ALL ACTIVITIES</p> <p><u>STANDARD 3.0</u> - UTILIZING OBSERVATION, REPORTING, AND DOCUMENTATION SKILLS</p> <p><u>STANDARD 4.0</u> - DEMONSTRATE COMMUNICATION AND CULTURAL COMPETENCY</p> <p><u>STANDARD 5.0</u> - DEMONSTRATE JOB MANAGEMENT AND SELF-CARE SKILLS</p>	<p>Why is there a need for educated Direct Care Workers in the Home Health Aide field?</p> <p>What are the guidelines for avoiding legal action and methods for protecting consumer rights?</p> <p>What is the communication process?</p>	<p>Describe what direct care workers (DCWs) do and where they may work.</p> <p>The primary legal responsibility of a DCW is to avoid legal action for you and the company you work for.</p> <p>Identify and explain techniques for communicating with individuals with disabilities.</p>	<p>Activities of Daily Living (ADL), Agency, Assisted living facility, care plan, direct care, scope of practice</p> <p>Advanced directive, abuse, neglect, need to know, legal action, law, do not resuscitate order (DNR), ethics</p> <p>Assertive communication, non-verbal communication, people first language, platinum rule, bias, stereotype, culture</p>
--	--	---	--	---

	<p><u>STANDARD 6.0</u> – APPLY STANDARD PRECAUTIONS AND INFECTION CONTROL MEASURES</p> <p><u>STANDARD 7.0</u> – ANALYZING SAFETY AND EMERGENCY PROCEDURES</p> <p><u>STANDARD 8.0</u> – EXAMINE NUTRITIONAL NEEDS AND FOOD PREPARATION TECHNIQUES</p> <p><u>STANDARD 9.0</u> – FACILITATE HOME ENVIRONMENT MAINTENANCE</p> <p><u>STANDARD 10.0</u> – UTILIZE PROPER BODY MECHANICS AND BACK SAFETY TECHNIQUES</p>	<p>How are infectious diseases spread and list common preventive measures?</p> <p>What are the basic concepts of nutrition and hydration?</p> <p>Why is an emergency plan of importance?</p>	<p>Explain the purpose of infection control and techniques to control it.</p> <p>Be able to explain the importance of observing consumer rights in regard to food preference.</p> <p>Safety precautions can help prevent emergencies.</p>	<p>Bloodborne pathogens, confidentiality, standard precautions, transmission, sharps</p> <p>Fluid intake, food label, hydration, nutrients, portion, thaw law</p> <p>911, CPR, PASS, RACE, FAST, emergency, fall prevention</p>
--	---	--	---	---

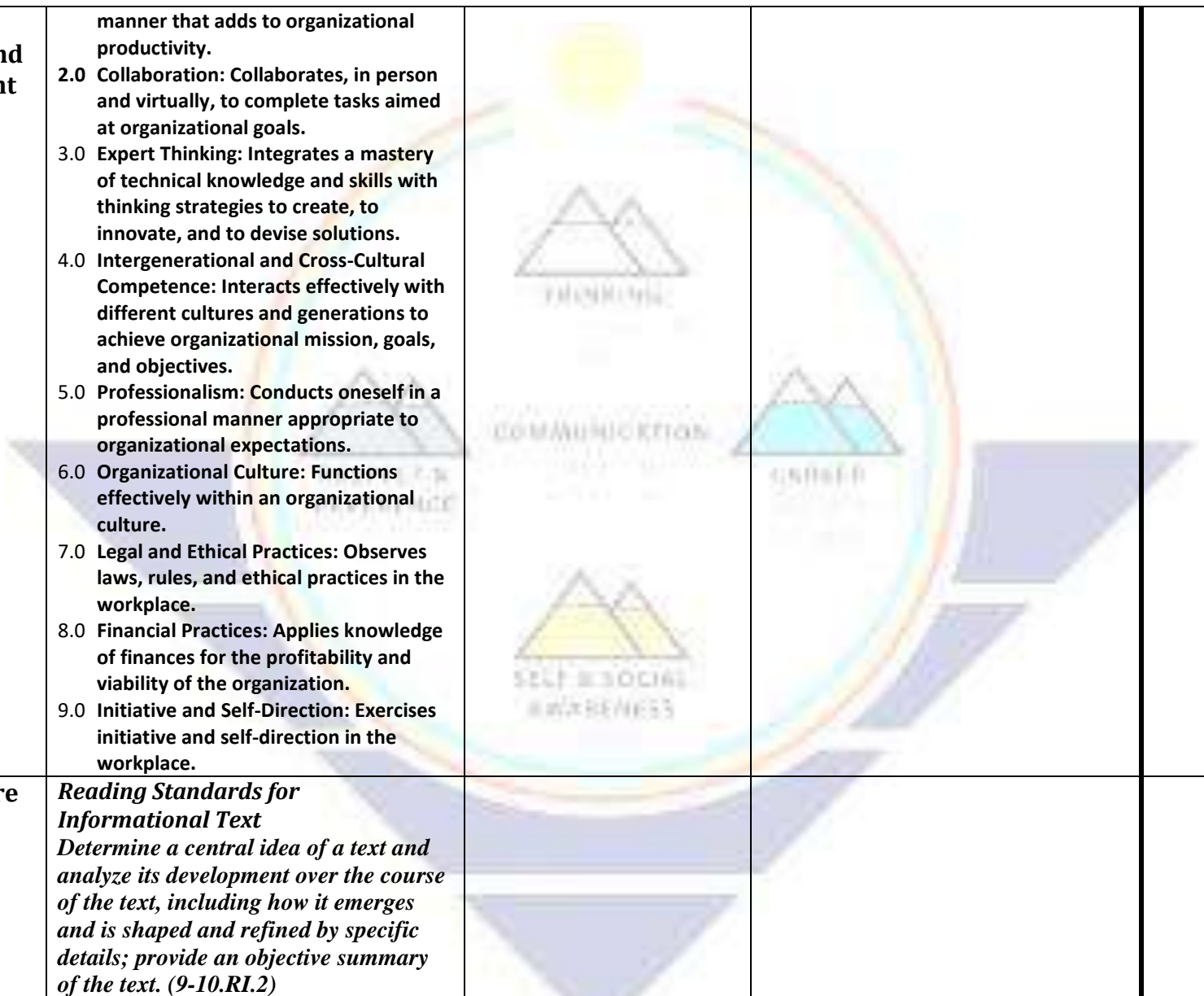
<p><u>4th Quarter:</u> Textbook 2, Aging and Physical Disabilities</p> <p>Skills Workbook- Labs: *Assistance with eating</p>	<p><u>STANDARD 11.0</u> – ANALYZING CHRONIC DISEASES AND PHYSICAL DISABILITIES</p> <p><u>STANDARD 12.0</u> – EXAMINE PHYSICAL AND EMOTIONAL NEEDS OF AN INDIVIDUAL</p> <p><u>STANDARD 13.0</u> – UTILIZE TRANSFERRING AND POSITIONING SKILLS</p> <p><u>STANDARD 14.0</u> –</p>	<p>How do common physical and cognitive conditions affect the aging client?</p>	<p>There is a powerful emotional component which contributes to a need for physical and emotional support and care.</p>	<p>Adjustment, anxiety disorder, depression, phobia, psychological, obsessive-compulsive disorder (COPD)</p>
--	--	---	---	--

<ul style="list-style-type: none"> * Positioning in wheelchair * Gait belt use and application * Positioning in a wheelchair * Transfer in/out of wheelchair * Assist with ambulation * Assist with dressing * Assist with standing from bed * Assist with positioning in bed * Redirect a Person * Assist with positioning of bedpan * Assist with bed bath * Emptying catheter bag * Assist with oral hygiene 	<p>DEMONSTRATE PERSONAL CARE WITH CONSIDERATION TO PERSONAL PREFERENCES</p> <p>STANDARD 15.0 – FACILITATE ACTIVITIES AND ACTIVITY PLANNING</p> <p>STANDARD 16.0 – DEMONSTRATE DEMENTIA-SPECIFIC CARE COMPETENCIES</p> <p>STANDARD 17.0 – ASSIST INDIVIDUALS WITH GRIEF AND THE END-OF-LIFE PROCESS</p> <p>STANDARD 18.0 – ASSIST INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES</p> <p>STANDARD 19.0 – ANALYZE COMMON DEVELOPMENTAL DISABILITIES AND THEIR CARE</p>	<p>How do the activities of daily living and instrumental activities of daily living impact the aging client?</p> <p>How are dementia specific care skills demonstrated in the client’s personal life?</p> <p>How does the grieving and dying process affect the aging client?</p>	<p>The functional ability of the individual client to perform activities will allow the client to be as independent as possible.</p> <p>With dementia, memory, reasoning and judgement will be affected.</p> <p>Grief and end-of-life processes are personal choices made by clients and their family.</p>	<p>Ambulation, aspiration, catheter, circulation, friction, grab bar, mobility, incontinence</p> <p>Dementia, sundowning, wandering, dysphagia, apraxia</p> <p>Grief, hospice, living will, orange form, advanced directive, dying process</p>
<p>Technical Standard</p>	<p>STANDARD 1.0 EXAMINE ROLES AND RESPONSIBILITIES OF THE HOME HEALTH CARE AGENCY</p>			




	<p>STANDARD 2.0 DEMONSTRATE ETHICAL AND LEGAL CONDUCT IN ALL ACTIVITIES</p> <p>STANDARD 3.0 UTILIZE OBSERVATION, REPORTING, AND DOCUMENTATION SKILLS</p> <p>STANDARD 4.0 DEMONSTRATE COMMUNICATION AND CULTURAL COMPETENCY</p> <p>STANDARD 5.0 DEMONSTRATE JOB MANAGEMENT AND SELF-CARE SKILLS</p> <p>STANDARD 6.0 APPLY STANDARD PRECAUTIONS AND INFECTION CONTROL MEASURES</p> <p>STANDARD 7.0 ANALYZE SAFETY AND EMERGENCY PROCEDURES</p> <p>STANDARD 8.0 EXAMINE NUTRITIONAL NEEDS AND FOOD PREPARATION TECHNIQUES</p> <p>STANDARD 9.0 FACILITATE HOME ENVIRONMENT MAINTENANCE</p> <p>STANDARD 10.0 UTILIZE PROPER BODY MECHANICS AND BACK SAFETY TECHNIQUES</p> <p>STANDARD 11.0 ANALYZE CHRONIC DISEASES AND PHYSICAL DISABILITIES</p> <p>STANDARD 12.0 EXAMINE PHYSICAL AND EMOTIONAL NEEDS OF AN INDIVIDUAL</p>			
--	--	---	--	--







	<p>STANDARD 13.0 UTILIZE TRANSFERRING AND POSITIONING SKILLS</p> <p>STANDARD 14.0 DEMONSTRATE PERSONAL CARE WITH CONSIDERATION TO PERSONAL PREFERENCES</p> <p>STANDARD 15.0 FACILITATE ACTIVITIES AND ACTIVITY PLANNING</p> <p>STANDARD 16.0 DEMONSTRATE DEMENTIA-SPECIFIC CARE COMPETENCIES</p> <p>STANDARD 17.0 ASSIST INDIVIDUALS WITH GRIEF AND THE END-OF LIFE PROCESS</p> <p>STANDARD 18.0 ASSIST INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES</p> <p>STANDARD 19.0 ANALYZE COMMON DEVELOPMENTAL DISABILITIES AND THEIR CARE</p>			
<p>AZ Professional Skills Standards</p>	<p>1.0 *Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.</p> <p>2.0 *COLLABORATION: Collaborates, in person and virtually, to complete tasks aimed at organizational goals.</p>			

	<p>3.0 *THINKING AND INNOVATION: Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.</p> <p>4.0 *PROFESSIONALISM: Conducts oneself in a professional manner appropriate to organizational expectations.</p> <p>5.0 * INITIATIVE AND SELF-DIRECTION: Exercises initiative and self-direction in the workplace.</p> <p>6.0 * INTERGENERATIONAL AND CROSS-CULTURAL COMPETENCE: Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.</p> <p>7.0 * ORGANIZATIONAL CULTURE: Functions effectively within an organizational culture.</p> <p>8.0 * LEGAL AND ETHICAL PRACTICES: Observes laws, rules, and ethical practices in the workplace.</p> <p>9.0 *FINANCIAL PRACTICES: Applies knowledge of finances for the profitability and viability of the organization.</p>			
<p>AZ Workplace Employability</p>	<p>1.0 Complex Communication: Employs complex communication skills in a</p>			

<p>Skills Standards and Measurement</p>	<p>manner that adds to organizational productivity.</p> <p>2.0 Collaboration: Collaborates, in person and virtually, to complete tasks aimed at organizational goals.</p> <p>3.0 Expert Thinking: Integrates a mastery of technical knowledge and skills with thinking strategies to create, to innovate, and to devise solutions.</p> <p>4.0 Intergenerational and Cross-Cultural Competence: Interacts effectively with different cultures and generations to achieve organizational mission, goals, and objectives.</p> <p>5.0 Professionalism: Conducts oneself in a professional manner appropriate to organizational expectations.</p> <p>6.0 Organizational Culture: Functions effectively within an organizational culture.</p> <p>7.0 Legal and Ethical Practices: Observes laws, rules, and ethical practices in the workplace.</p> <p>8.0 Financial Practices: Applies knowledge of finances for the profitability and viability of the organization.</p> <p>9.0 Initiative and Self-Direction: Exercises initiative and self-direction in the workplace.</p>			
<p>Common Core Reading</p>	<p><i>Reading Standards for Informational Text</i> <i>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)</i></p>			

<p><i>Reading Standards for Literacy in Science and Technical Subjects</i> <i>Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (9-10.RST.2)</i></p> <p><i>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</i> <i>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</i></p> <p><i>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</i></p> <p><i>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</i></p> <p><i>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</i></p> <p><i>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and</i></p>			
---	---	--	--

	<p><i>context as well as to the expertise of likely readers.</i></p> <p><i>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i></p> <p><i>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</i></p>			
<p>Common Core Writing</p>	<p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>			

	<p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.WHST.2)</p>			
<p>Common Core Social Studies</p>	<p><i>Social Studies HS-S2C1-06</i> <i>Apply the skills of historical analysis to current social, political, geographical, and economic issues facing the world.</i></p>			
<p>Common Core Science</p>	<p><i>Science HS-S1C1-01</i> <i>Evaluate scientific information for relevance to a given problem.</i></p> <p><i>Science HS-S1C1-02</i> <i>Develop questions from observations that transition into testable hypotheses.</i></p> <p>9-10.RL.2 <i>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is</i></p>			

	<i>shaped and refined by specific details; provide an objective summary of the text.</i>			
Common Core Math	Math HS.N-Q.1 <i>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</i>			

