

# Ganado Unified School District

## Fundamentals of Home Health Aid I/10<sup>th</sup> Grade

### PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>1<sup>st</sup> Quarter:</b> <b>Textbook, Workbook, Internet, Ppt, ECAP, Posters, Vocabulary, Math, Guest Speakers</b>  <b>Unit 1:</b> <b>Chapter 1:</b> Introduction to Healthcare Systems	CTE Nursing Services 1.0 Examine The Healthcare Community and the Roles and Responsibilities of the Healthcare Team 1.1 Identify essential functions, similarities, and difference of healthcare facilities 1.2 Explain the organizational structure and essential duties, including the delegation process, of the healthcare team within a healthcare facility 1.3 Explain the role of the nursing assistant as outlined in regulatory and professional guidelines	Why is it important for health care workers to learn all of the complicated health care procedures and maintain confidentiality?	I will survey health care procedures and hypothesize the importance of maintaining and incorporating confidentiality.	Affordable Care Act (ACA), anesthesia, caduceus, Centers for Disease Control and Prevention (CDC), copayment, deductible, epidemic, Food and Drug Administration (FDA), genomic medicine, Hippocratic Oath, health maintenance organization (HMO), hospice, managed care, Medicare, Medicaid, microscope, National Institute of Health (NIH), Occupational Safety and Health Administration (OSHA), pathogens, preferred provider organizations (PPO), premium, psychoanalysis, self-advocacy, United States Public Health Service, worker's compensation, World Health Organization (WHO), vaccination
<b>Chapter 2:</b> Exploring Healthcare Careers	CTE Nursing Services 1.0 Examine The Healthcare Community and the Roles and Responsibilities of the Healthcare Team 1.1 Identify essential functions, similarities, and difference of healthcare facilities	What alternative would you suggest to the patient/client concerning health care availability?	I will analyze the types of Health Care Providers and Health Care Systems available and generate a	Associate's degree, bachelor's degree, biotechnology research and development, career ladder, certification, diagnostic-related groups (DRGs), diagnostic services,

	<p>1.2 Explain the organizational structure and essential duties, including the delegation process, of the healthcare team within a healthcare facility</p> <p>1.3 Explain the role of the nursing assistant as outlined in regulatory and professional guidelines</p>		<p>directory for patient/clients.</p>	<p>doctorate, electronic health record (EHR), health informatics services, job shadowing, licensure, master's degree, support services, therapeutic services</p>
<p><b>Chapter 3:</b> Healthcare Laws and Ethics</p>	<p>CTE Nursing Services</p> <p>2.0 Demonstrate Ethical and Legal Conduct in all Nursing Activities</p> <p>2.1 Examine ethical and legal issues and the standards for healthcare professions</p> <p>2.2 Examine the effect of personal ethics, morals, and values in nursing services</p> <p>2.3 Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence</p>	<p>Why is it important for health care workers to understand the Patient's/Client's Bill of Rights?</p>	<p>I will explain the importance of establishing the patient/client's bill of rights.</p>	<p>Advanced directive (AD), arbitration, assault, battery, civil law, confidentiality, criminal law, defamation, discrimination, do not resuscitate (DNR) document, durable power of attorney, emancipated minor, Good Samaritan Laws, guardian, Health Insurance Portability and Accountability Act (HIPAA), invasion of privacy, libel, malpractice, medical ethics, guardian libel, medical law, negligence, ombudsman, Patient's Bill of Rights, Patient Self-Determination Act, scope of practice, reasonable care, scope of practice, sexual harassment, slander, statute of limitations, values</p>
<p><b>Chapter 4:</b> Safety and Infection Control</p>	<p>CTE Nursing Services</p> <p>3.0 Apply Standard Precautions and Infection Control Measures</p> <p>3.1 Explain the infectious process and modes of disease transmission</p>	<p>What is meant by the chain of infection and identify the six parts of the chain?</p>	<p>I will assess and identify chain of infection and the first step in helping to control infection.</p>	<p>Aerobe, anaerobe, antisepsis, asepsis, bloodborne pathogens, body mechanics, chain of infection, direct contact, disinfection, ergonomics, fire triangle, fungi, hand hygiene,</p>

	<p>3.2 Examine the Center for Disease Control (CDC) and Prevention guidelines related to body substances and Standard Precautions</p> <p>3.3 Examine the Occupational Safety and Health Administration (OSHA) guidelines related to body substance and Standard Precautions</p> <p>3.4 Explain the general principles of asepsis</p> <p>3.5 Demonstrate the principles of hand hygiene</p> <p>3.6 Explain the isolation procedures</p> <p>3.7 Explain and demonstrate the use of Personal Protective Equipment (PPE)</p>			<p>indirect contact, infection control, isolation rooms, material safety data sheet (MSDS), morphology, nonsocomial infection, OSHA Bloodborne Pathogens Standards, OSHA Hazard Communication Standard, parasites, personal protective equipment (PPE), potentially infectious materials (PIM), protozoa, sanitation, sharps, standard precautions, sterilization, viruses</p>
<p><b>2nd Quarter:</b></p> <p><b>Unit 2:</b></p> <p><b>Chapter 5:</b> Medical Terminology <b>Textbook, Workbook, Internet, Ppt, ECAP, Posters, Vocabulary, Math, Guest Speakers</b></p>	<p>CTE Nursing Services</p> <p>7.0 Communicate and Report Medical Information Using Medical Terminology</p> <p>7.1 Use medical terminology as it relates to body systems and their functions</p> <p>7.2 Use medical terminology to interpret and communicate information, data, and observations</p> <p>7.3 Use common symbols, roots, abbreviations, prefixes, and suffixes</p> <p>7.4 Use specific vocabulary, procedures, abbreviations, and word elements for defined work areas</p>	<p>You have several co-workers who have English as their second language. They are having problems learning and understanding medical terminology. They cannot interpret certain terms. Explain how you would go about helping your co-workers to be more productive?</p>	<p>I will define roots, prefixes, and suffixes in order to create new medical terminology and analyze terminology to infer meaning commonly used by health care workers.</p>	<p>Abdominal quadrants, acronyms, anatomical position, body cavities, body planes, combining form, combining vowel, dorsal recumbent position, Fowler's position, knee-chest position, lateral position, lithotomy position, prefix, prone position, semi-Fowler's position, Sim's position, suffix, supine position, Trendelenburg position, word elements, word root</p>
<p><b>Chapter 6:</b> <b>Anatomy and Physiology</b></p>	<p>CTE Nursing Services</p> <p>6.0 Analyze Human Body Systems for Common Conditions, Disorders, and Care</p>	<p>Why is "how your body functions" a significant element</p>	<p>I will explain the body systems discussed in this</p>	<p>Anatomy, antibody, antigen, bone marrow, cell membrane, central nervous system (CNS),</p>

	<p>6.1 Describe the characteristics of homeostasis</p> <p>6.2 Identify the function, structure, common health problems, and age-related changes of the integumentary system</p> <p>6.3 Identify the function, structure, common health problems, and age-related changes of the musculoskeletal system</p> <p>6.4 Identify the function, structure, common health problems, and age-related changes of the nervous system</p> <p>6.5 Identify the function, structure, common health problems, and age-related changes of the sensory system</p> <p>6.6 Identify the function, structure, common health problems, and age-related changes of the circulatory system</p> <p>6.7 Identify the function, structure, common health problems, and age-related changes of the respiratory system</p> <p>6.8 Identify the function, structure, common health problems, and age-related changes of the gastrointestinal system</p> <p>6.9 Identify the function, structure, common health problems, and age-related changes of the urinary system</p> <p>6.10 Identify the function, structure, common health problems, and age-related changes of the endocrine system</p> <p>6.11 Identify the function, structure, common health problems, and age-related changes of the reproductive system</p>	<p>every health care worker should know?</p>	<p>chapter, including their main organs and associated diseases.</p>	<p>chromosome, cytoplasm, deoxyribonucleic acid (DNA), differentiated, endocrine glands, exocrine glands, formed elements, homeostasis, hormones, human reproduction, immunity, joint, ligaments, lymph, lymphocytes, lymph, menstrual cycle, metabolism, nucleus, organs, peripheral nervous system (PNS), pH scale, phagocytes, plasma, physiology, platelets, puberty, red blood cells, respiration, sexually transmitted infection (STI), stem cells, tendons, tissues, white blood cells</p>
<p><b>Chapter 7:</b> Disease</p>	<p><b>CTE Nursing Services</b></p>	<p>Explain how a diagnosis of a</p>	<p>I will identify four diseases that can be</p>	<p>PTSD, atherosclerosis, autism, BMI, cancer, carcinoma,</p>

	<p>6.0 Analyze Human Body Systems for Common Conditions, Disorders, and Care</p> <p>6.1 Describe the characteristics of homeostasis</p> <p>6.2 Identify the function, structure, common health problems, and age-related changes of the integumentary system</p> <p>6.3 Identify the function, structure, common health problems, and age-related changes of the musculoskeletal system</p> <p>6.4 Identify the function, structure, common health problems, and age-related changes of the nervous system</p> <p>6.5 Identify the function, structure, common health problems, and age-related changes of the sensory system</p> <p>6.6 Identify the function, structure, common health problems, and age-related changes of the circulatory system</p> <p>6.7 Identify the function, structure, common health problems, and age-related changes of the respiratory system</p> <p>6.8 Identify the function, structure, common health problems, and age-related changes of the gastrointestinal system</p> <p>6.9 Identify the function, structure, common health problems, and age-related changes of the urinary system</p> <p>6.10 Identify the function, structure, common health problems, and age-related changes of the endocrine system</p> <p>6.11 Identify the function, structure, common health problems, and age-related changes of the reproductive system</p>	<p>disease is made and classified.</p>	<p>avoided by vaccination.</p>	<p>chemotherapy, chronic disease, communicable disease, dementia, diabetes mellitus, disorder, disease, hepatitis, inflammation, malignant, metastasis, monogenic disease, myocardial infarction, neoplasm, non-communicable disease, proteomics, stroke, syndrome, terminal disease</p>
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<p><b>Chapter 8:</b> Health and Wellness</p>	<p><b>CTE/Nursing Services State Standards</b>  <b>10.0 Assist The Resident/Patient in Meeting Nutritional Needs</b>  <b>10.1</b> - Explain optimal nutritional status for the resident/patient across the life span  <b>10.2</b> - Recognize personal, cultural and religious variations in diet  <b>10.3</b> - Examine therapeutic diets  <b>10.4</b> - Demonstrate procedure for ensuring resident/patient receives the diet as ordered and appropriate actions for inaccuracies  <b>10.10</b> - Demonstrate use of assistive eating devices  <b>10.11</b> - Measure and record appropriate nutritional data, including meal percentage, intake and output</p>	<p>Justify why the statement “All people are alike; they are human” is or is not wrong in terms of cultural awareness?</p>	<p>I will explain why wellness and preventive care are essential to the psychological and physiological needs of multi-cultural health care facilities.</p>	<p>Addiction, aerobic exercise, anorexia nervosa, bipolar image, body image, bulimia nervosa, CAM, depression, endorphins, euphoria, holistic health, self-esteem, stress, substance abuse, suicide, suicide cluster, suicide contagion</p>
<p><b>Chapter 9</b> Lifespan Development</p>	<p><b>CTE Nursing Services</b>  <b>11.8 Identify personal, cultural, religious, and medical conditions leading to variations in the diet.</b>  <b>21.Care for resident/patients from special populations and those with special needs</b>  <b>21.1 Describe special needs and developmental tasks of residents/patients across the life span.</b></p>	<p>Describe the following human life stages: prenatal; infancy; early, middle, and late childhood; adolescence; early, middle, and late adulthood; and death.</p>	<p>Explain the significance of Maslow’s hierarchy of needs and concerning the four types of growth and development that occur in every life stage.</p>	<p>Adolescence, bonding, FAS, geriatrics, gerontology, gestation, infant, Maslow’s Hierarchy of needs, neonate, prenatal, preschoolers, preteens, rooting reflex, startle reflex, SIDS, toddlers</p>

<p><b>3<sup>rd</sup> Quarter:</b></p> <p><b>Chapter 10:</b> Healthcare Technologies</p>	<p><b>CTE Nursing Services</b>  <b>17.0 Assist With Admission, Transfer, and Discharge</b>  <b>17.1 Explain the procedure for admitting a resident/patient</b>  <b>17.2 Explain the procedure for transferring a resident/patient</b>  <b>17.3 Explain the procedure for discharging a resident/patient</b></p>	<p>Discuss ways of keeping patient information confidential in healthcare computer systems.</p>	<p>Identify healthcare developments made possible by biotechnology and technologies used in diagnostic services.</p>	<p>Biopharmaceuticals, biotechnology, cloning, COW, EMR, genetic engineering, handoff reports, healthcare simulation, HITECH Act, prosthesis, telemedicine</p>
<p><b>Chapter 11:</b> Vital Signs</p>	<p><b>CTE Nursing Services</b>  <b>8.0 Measure and Record Vital Signs</b>        8.1 Analyze purpose, influencing factors (e.g., confused patient, infant, child), and procedures (e.g., digital, electronic, oral, rectal, axillary, tympanic) for measuring and recording temperature        8.2 Analyze purpose, influencing factors, and procedures for measuring and recording pulse rate (e.g., radial, apical, carotid, brachial)        8.3 Analyze purpose, influencing factors, and procedures for measuring and recording respirations        8.4 Analyze purpose, influencing factors, and procedures for measuring and recording blood pressure        8.5 Analyze purpose, influencing factors, and procedures for measuring and recording height and weight (e.g., upright/standing, bed, chair scale)</p>	<p>Identify the normal and abnormal range for each vital sign.</p>	<p>Identify the types of equipment to take each vital sign.</p>	<p>Anus, apical pulse, apnea, aural, axillary temperature, bradycardia, bradypnea, carotid pulse, Celsius, diastolic pressure, digital, dyspnea, edema, Fahrenheit, hypertension, hyperventilation, hypotension, hypothermia, hypoxia, IBW, inhalation, intravenous, probe, pulse oximeter, radial pulse, systolic pressure, tachycardia, tachypnea, tympanic temperature</p>

	8.6 Analyze purpose, influencing factors, and procedures for measuring and recording oxygen saturation using an oximeter			
<b>Chapter 12:</b> First Aid	<b>CTE Nursing Services</b> <b>5.0 Provide Basic Emergency Care</b> 5.1 Recognize emergency situations/ changes in condition and notify appropriate personnel following protocol (e.g., asphyxia, stroke/TIA, anaphylaxis, seizure, poisonings, fainting, hemorrhage) 5.2 Demonstrate basic life support (CPR minimum accepted standard of practice (e.g., compression, AED, breathing techniques) 5.3 Perform standard first aid skills (e.g., hemorrhage, shock, fainting, burns) 5.4 Perform abdominal thrusts for the choking victim	Describe the healthcare worker's role during medical emergencies.	Explain the proper use and application of an AED.	Allergen, anaphylaxis, antihistamine, asphyxia, AED, CPR, cyanotic, fibrillation, gran mal seizure, Heimlich maneuver, hemorrhage, petit mal seizure, shock, syncope
<b>Chapter 13:</b> Assisting with Mobility	<b>CTE/Nursing Services State Standards</b> <b>4.0 Apply Principles of Body Mechanics When Positioning, Transporting, Transferring, and Ambulating Residents/Patients</b> 4.4 Identify and use assistive devices and techniques to aid in ambulating residents/patients Assist residents/patients to transfer from bed to chair and chair to bed using pivot and ambulatory techniques.	Explain why exercise and ambulation are important.	Identify the benefits of proper posture and good body alignment.	Ambulation, ankyloses, atony, atrophy, body alignment, contracture, decubitus ulcer, embolus, foot drop, gait belt, immobility, necrotic, posture, thrombus, traction, trochanter roll, activities of daily living (ADL)



	<p>4.7 Assist residents/patients to ambulate with and without a gait belt.</p> <p>4.8 Demonstrate proper positioning of the resident/patient in a wheelchair.</p> <p>4.9 Assist and care for the resident/patient who is falling or has fallen.</p> <p>4.11 Determine the purpose and procedure for active and passive range of motion exercises.</p>			
<p><b>Chapter 14:</b> Working in Healthcare</p>	<p><b>CTE/Nursing Services State Standards</b> <b>17.0 Assist With Admission, Transfer, and Discharge</b></p> <p>17.1 Explain the procedure for admitting a resident/patient</p> <p>17.2 Explain the procedure for transferring a resident/patient</p> <p>17.3 Explain the procedure for discharging a resident/patient</p>	<p>Explain the roles, responsibilities, and required education and training of selected healthcare careers.</p>	<p>Gather the equipment and perform the steps needed to instruct a person on proper oral hygiene.</p>	<p>Delegate, discharge plan, laryngeal mirror, ophthalmoscope, oral prophylaxis, otoscope, plaque, speculum</p>
<p><b>4th Quarter:</b> <b>Chapter 15:</b> Communication Skills</p>	<p><b>CTE/Nursing Services State Standards</b> <b>7.0 Communicate and report medical information using medical terminology.</b></p> <p><b>7.4 Use specific vocabulary, procedures, abbreviations, and word elements for defined work areas.</b></p> <p><b>Technology Standard:</b> <b>Strand 1: Creativity and Innovation</b> This strand requires that students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p><b>Arizona Workplace Employability Skills Project 2010-2011 3</b></p>	<p>Describe the role that verbal communication skills play in the workplace.</p>	<p>Explain the importance of active listening and the barriers that can occur.</p>	<p>Active listening, aphasia, nonverbal communication, proxemics, sender-receiver communication model, stereotype, subjective writing, verbal communication</p>

	<p><b>WORKPLACE EMPLOYABILITY SKILLS STANDARDS AND MEASUREMENT CRITERIA</b> presented to the Arizona Skill Standards Commission for acceptance (5/24/11) and adoption (7/17/11)</p> <p><b>3.0 THINKING AND INNOVATION: Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.</b></p>			
<p><b>Chapter 16:</b> Medical Math Skills</p>	<p><b>CTE/Nursing Services State Standards Standard 10.0 Assist the Resident/Patient in Meeting Nutritional Needs</b></p> <p><b>10.1</b> - Explain optimal nutritional status for the resident/patient across the life span</p> <p><b>10.2</b> - Recognize personal, cultural and religious variations in diet</p> <p><b>10.3</b> - Examine therapeutic diets</p> <p><b>10.4</b> - Demonstrate procedure for ensuring resident/patient receives the diet as ordered and appropriate actions for inaccuracies</p> <p><b>10.9</b> - Assist the resident/patient with eating using effective feeding techniques</p> <p><b>10.10</b> - Demonstrate use of assistive eating devices</p> <p><b>10.11</b> - Measure and record appropriate nutritional data, including meal percentage, intake and output</p>	<p>A patient comes to the clinic complaining of a digestive disorder. Why would having knowledge of nutrition be important in identifying a diet appropriate for this patient?</p>	<ol style="list-style-type: none"> <li>1. Identify the five basic nutrients and explain how they maintain body function.</li> <li>2. Perform volume conversions.</li> <li>3. Examine and explain the USDA food pyramid.</li> <li>4. Compare your diet with the recommendations in the USDA food pyramid.</li> <li>5. Select a correct therapeutic diet for physical disorders.</li> <li>6. Identify four commonly abused substances and their negative impacts on the human body.</li> </ol>	<p>Vitality, resistance, regulate, essential, cellulose, malnutrition, metabolize, calorie, protein, amino acids, lipids, minerals, vitamins, digestion, cholesterol, absorption, excreted, metabolism, hemoglobin, bingeing, purging, obesity, metabolic, deficient, gastrointestinal, colitis, ileitis, diabetes mellitus, soluble, atherosclerosis, anorexia nervosa, hypertension, lactation</p>

<p><b>Chapter 18:</b> Employability Skills</p>	<p><b>Technology Standard:</b> <b>Strand 1: Creativity and Innovation</b> This strand requires that students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p><b>Arizona Workplace Employability Skills Project 2010-2011 3</b> <b>WORKPLACE EMPLOYABILITY SKILLS STANDARDS AND MEASUREMENT CRITERIA</b> presented to the Arizona Skill Standards Commission for acceptance (5/24/11) and adoption (7/17/11) <b>5. Professionalism: Conducts oneself in a professional manner appropriate to organizational expectations.</b></p> <ul style="list-style-type: none"> <li>• Adheres to organizational protocol, such as behavior, appearance, and communication.</li> <li>• Manages time in accordance with organizational expectations, including punctuality, productivity, and time on task.</li> <li>• Represents the organization in a positive manner that reflects its mission and goals accurately.</li> <li>• Performs assigned tasks with a “can do” attitude.</li> <li>• Makes appropriate distinctions between personal and work-related matters.</li> <li>• Produces work that reflects professional pride.</li> </ul> <p><b>Arizona Workplace Employability Skills Project 2010-2011 4</b></p>	<p>Identify characteristics of professionalism in the workplace.</p>	<p>Create a career portfolio and AZCIS-ECAP</p>	<p>Career portfolio, chain of command, compassion, competence, compromise, conflict resolution, cover letter, empathy, enthusiasm, flexibility, integrity, letter of introduction, multitasking, networking, patience, prioritizing, professionalism, punctuality, resume, soft skills, tact</p>
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