

2005 Mississippi Curriculum Framework

Secondary Aging Services

(Program CIP: 19.0702 – Adult Development and Aging)

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Academic Standards Mississippi Department of Education Subject Area Testing Program

Workplace Skills for the 21st Century Secretary's Commission on Achieving Necessary Skills

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Foreword

Secondary vocational-technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act III, 1998; and No Child Left Behind Act of 2001).

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80 percent of the time in the course.
- Competencies and Suggested Objectives
 - A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies.
 - The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies which reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

- Integrated Academic Topics, Workplace Skills, Technology Standards, and Occupational Standards - This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U. S. History from 1877, which are integrated into the content of the unit. It also identifies the general workplace skills as identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) report as being critical for all workers in the 21st Century. In addition, national technology standards and occupational skills standards associated with the competencies and suggested objectives for the unit are also identified.
- References - A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

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Program Description

Aging Services is an instructional program that prepares individuals to perform tasks involved in providing personal care to elderly clients under the supervision of qualified staff members. This personal care includes management of their health, home, retirement, recreational needs, dietary needs, and safety needs. A student completing this program could be employed in nursing homes, home health agencies, homemaker agencies, assisted living facilities, or adult day care centers, or as an in-home sitter. Students who complete this program are eligible to take the Homemaker examination administered through the Mississippi Department of Education, Office of Vocational and Technical Education. The curriculum references the National Health Care Skill Standards.

Course Outline

Aging Services I

Course CIP Code: 20.0602

| Unit | Title | Hours |
|---------|------------------------------------|-------|
| Unit 1: | Orientation | 30.0 |
| Unit 2: | Client's Rights | 22.5 |
| Unit 3: | Therapeutic Communication | 22.5 |
| Unit 4: | Safety | 37.5 |
| Unit 5: | Principles of Aging | 30.0 |
| Unit 6: | Nutrition and the Elderly | 45.0 |
| Unit 7: | Death and Dying | 15.0 |
| Unit 8: | Special Topics in Aging Services I | 22.5 |

Aging Services II

Course CIP Code: 20.0690

| Unit | Title | Hours |
|---------|---|-------|
| Unit 1: | Employability Skills | 22.5 |
| Unit 2: | New Roles for the Aging | 15.0 |
| Unit 3: | Victimization of the Elderly | 22.5 |
| Unit 4: | Geriatric Illnesses | 60.0 |
| Unit 5: | Recreational Opportunities for the Aged | 15.0 |
| Unit 6: | Managing Retirement | 30.0 |
| Unit 7: | Home Management Care of the Elderly | 37.5 |
| Unit 8: | Special Topics in Aging Services II | 22.5 |

Aging Services I**Unit 1: Orientation****(30 hours)**

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
|---|---|
| <p>1. Review material related to course and professional organizations.</p> <ul style="list-style-type: none"> a. Identify student and course expectations. b. Explain the importance of student leadership organizations. c. Demonstrate effective teamwork skills. | <p>Teaching:</p> <ul style="list-style-type: none"> • Provide students with a copy of the school handbook, classroom regulations, and other related material. Describe course goals including development of professional communications skills and providing work experience opportunities. • Discuss reasons that leadership organizations are important including cooperation, development of self-esteem, development of employability skills, development of leadership skills, social development, and application of occupational skills in a realistic setting. • Have students participate in class discussions and role-plays related to teamwork skills.^{E2, E5, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate participation in role-plays, including content and participation, using a rubric. |
| <p>2. Apply communication skills in aging services.</p> <ul style="list-style-type: none"> a. Identify the types of basic communication skills. b. Describe factors that affect communications. c. Demonstrate effective communication skills. | <p>Teaching:</p> <ul style="list-style-type: none"> • Identify and discuss the types of verbal and nonverbal communication that exist. Have students participate in a communication game in which they demonstrate various types of communication.^{E2, E5, E9} • Discuss factors that affect communication such as hearing or visual impairment, limited English proficiency, or aphasia, and use audio-visual materials as needed. Have students participate in role-plays demonstrating these factors.^{E2, E5, E9} • Have student demonstrate effective communication skills in the clinical setting.^{E2, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate classroom participation in communication game. • Evaluate participation in role-plays, including content and participation, using a |

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| | <p style="text-align: right;">rubric.</p> <ul style="list-style-type: none"> Assess communication skills in the clinical setting continually through observation. |
| <p>3. Recognize and use medical terminology.</p> <ol style="list-style-type: none"> Demonstrate the use of medical references to spell medical terms correctly. Define medical terms. Divide medical terms into root words, prefixes, and suffixes. Identify common medical abbreviations and their meanings. Define prefixes, suffixes, and word roots of selected medical terms. Translate medical terms and abbreviations into common language. Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting, and writing simulated medical records. | <p>Teaching:</p> <ul style="list-style-type: none"> Discuss medical terms and demonstrate the use of medical reference books to spell, divide, abbreviate, and translate medical terms. Have students use medical reference books to spell, divide, abbreviate, and translate medical terms.^{E9} Demonstrate the use of medical terms and abbreviations in reading, speaking, interpreting, and writing simulated medical records by having students complete written case studies involving these activities.^{E1, E4, E10} <p>Assessment:</p> <ul style="list-style-type: none"> Evaluate students on the use of selected medical reference books to spell, divide, abbreviate, and translate medical terms in a written assignment. Evaluate students' ability to use medical terms and abbreviations when reading, speaking, interpreting, and writing simulated medical records through their participation in case studies using a rubric for correctness and neatness. |

STANDARDS

National Health Care Skill Standards

- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.

- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools

- T5 Technology research tools
T6 Technology problem-solving and decision-making tools

Suggested References

- Eastmond, J., Taylor, E. E., & Yeh, E. (1998). *Nursing assistant fundamentals: A patient-centered approach*. New York: Glencoe.
- Health Occupations Students of America (HOSA). (2004). *HOSA handbook: Section B: National competitive events program* (Rev. ed.). Irving, TX: Author.
- Hegner, B. R., & Caldwell, E. (1991). *Geriatrics: A study of maturity* (5th ed.). Albany, NY: Delmar.
- Huber, H., & Spatz, A. (1998). *Homemaker/home health aide* (5th ed.). Albany, NY: Delmar.
- Mosby's medical, nursing, & allied health dictionary* (6th ed.). (2002). St. Louis, MO: Mosby.
- Mummah, H. R., & Smith, E. M. (1981). *The geriatric assistant*. New York: McGraw Hill.
- Robertson, B. (2001). *Nursing assistants: A basic study guide* (5th ed.). Spokane, WA: First Class Books.
- Simmers, L. (2004). *Diversified health occupations* (6th ed.). Albany, NY: Delmar.

Aging Services I**Unit 2: Client's Rights**

(22.5 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
|--|---|
| <p>1. Explain professional ethics and legal responsibility.</p> <ul style="list-style-type: none"> a. Explain professional ethics and legal responsibility. b. Define confidentiality. c. Explain rules of personal ethical behavior. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss professional ethics and legal responsibility including negligence, malpractice, and the health occupations code of conduct. Have students define negligence and malpractice in their own words.^{E10} • Discuss confidentiality as it relates to health care and clients' rights. Have students define confidentiality as they see it applied to health care and clients' rights.^{E10} • Identify and explain the rules of personal ethical behavior including good judgment, patience, honesty, listening, teamwork, punctuality, good grooming, proper dress, and reliability. Have students participate in role-plays to identify and explain rules of personal ethical behavior as applied to health care.^{E2, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate participation in class discussion and definition of terms. • Evaluate participation in role-plays, including content and participation, using a rubric, and assess explanations of ethical behavior. |
| <p>2. Explain the Patients' Bill of Rights and the Vulnerable Adult Act.</p> <ul style="list-style-type: none"> a. Explain the purpose of the Patients' Bill of Rights and the Vulnerable Adult Act. b. Identify the clients' rights in a long-term care facility as established by law. c. Identify the clients' rights in various types of health care settings. d. Explain the duty for all health care workers to report suspected abuse or neglect. | <p>Teaching:</p> <ul style="list-style-type: none"> • Explain why the Patients' Bill of Rights and the Vulnerable Adult Act were written including to make patients aware of their rights, to protect those rights, and to ensure patient safety, privacy, and general well-being. • Identify the clients' rights in a long-term care facility as established by law including dignity, safety, privacy, communications, clothing, refusal of medical care, voting privilege, and confidentiality. • Have students work in groups to research clients' rights in various types of health care settings and present their findings to the class.^{E2, E3, E5, E9} |

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| | <ul style="list-style-type: none">• Have each student practice making a report of suspected abuse or neglect.^{E1, E9} <p>Assessment:</p> <ul style="list-style-type: none">• Evaluate participation in class discussion.• Evaluate group presentations for content, clarity, length, and participation using a rubric.• Evaluate reports for grammar, neatness, and content using a rubric. |
|--|---|

STANDARDS

National Health Care Skill Standards

- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

E10 Use language and critical thinking strategies to serve as tools for learning.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools

Suggested References

Eastmond, J., Taylor, E. E., & Yeh, E. (1998). *Nursing assistant fundamentals: A patient-centered approach*. New York: Glencoe.

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Hegner, B. R., & Caldwell, E. (1991). *Geriatrics: A study of maturity* (5th ed.). Albany, NY: Delmar.

Huber, H., & Spatz, A. (1998). *Homemaker/home health aide* (5th ed.). Albany, NY: Delmar.

Mosby's medical, nursing, & allied health dictionary (6th ed.). (2002). St. Louis, MO: Mosby.

Mummah, H. R., & Smith, E. M. (1981). *The geriatric assistant*. New York: McGraw Hill.

Robertson, B. (2001). *Nursing assistants: A basic study guide* (5th ed.). Spokane, WA: First Class Books.

Simmers, L. (2004). *Diversified health occupations* (6th ed.). Albany, NY: Delmar.

Aging Services I**Unit 3: Therapeutic Communication**

(22.5 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
|---|---|
| <p>1. Discuss methods of communication with different types of clients.</p> <ul style="list-style-type: none"> a. Discuss methods of communication with a disoriented client. b. Discuss methods of communication with a limited English-proficient client. c. Discuss methods of communication with a physically disabled client with hearing/speech problem. d. Discuss methods of communication with a client mentally disabled due to mental retardation or a congenital condition. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss and demonstrate ways to communicate with disoriented clients including a plan of care for successful approaches in communicating with a particular client. Also discuss ways to verify the client's identity, methods of reality orientation, how to answer questions, how to give simple instructions, deciding whether the client has understood the message, and appropriate charting procedures. Have students research communication methods and make small group presentations to the class. <small>E2, E3, E5, E9</small> • Discuss and demonstrate ways to communicate with limited English-proficient clients. Consider a plan of care, how to verify identity, communication techniques that use appropriate senses, how to direct responses to verbal cues from the client, types of nonverbal behavior, and appropriate charting procedures. Have students participate in role-plays in which one member of the group is limited English-proficient. <small>E2, E5, E9</small> • Discuss and demonstrate ways to communicate with a physically disabled client having a speech/hearing problem. Discuss how to look at and get attention of the client, how to speak normally and to repeat information if needed, how much time to allow the client to respond, how to maintain a calm attitude toward the client, and appropriate charting procedures. Have students participate in role-plays in which one member of the group is physically disabled. <small>E2, E5, E9</small> • Discuss and demonstrate ways to communicate with a mentally disabled client including how to identify successful approaches to communicating with a particular client. Discuss why eye contact |

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| | <p>and body language are important, how to answer questions, how to verify whether the client understood the information, and charting procedures. Have students research appropriate communication methods and complete a written report.^{E1, E3, E9}</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate group presentations for content, clarity, length, and participation using a rubric. • Evaluate participation in role-plays, including content and participation, using a rubric. • Evaluate written reports for grammar, neatness, and content using a rubric. |
| 2. Use communication skills to relay messages to a client. <ol style="list-style-type: none"> a. Review the agency's procedures for methods of relaying client messages. b. Verify the client's identity. c. Use listening skills to accurately record the message into written form. d. Repeat the message to verify information. e. Direct the message to designated person. f. Report the message as required. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss various agencies' procedures for methods of relaying client messages. • Have students discuss and demonstrate ways to verify a client's identity.^{E2, E9} • Have students discuss and demonstrate proper procedures for taking a message.^{E2, E9} • Have students discuss and demonstrate how to verify that the message information is correct.^{E2, E9} • Have students discuss and demonstrate how to deliver message(s) to the correct person or place.^{E2, E9} • Have students discuss and demonstrate the proper charting procedure for a message according to the specific agency.^{E2, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate students' demonstration of techniques using appropriate rubrics. |
| 3. Assist the client by listening effectively. <ol style="list-style-type: none"> a. Practice listening skills. b. Use listening responses such as nodding and showing the client there is an understanding of what is being said. c. Look directly at the client to insure the attention of the client when speaking. d. Speak slowly but in a natural tone of | <p>Teaching:</p> <ul style="list-style-type: none"> • Lead students in discussion and demonstration of effective listening techniques.^{E2} • Discuss specific listening techniques and demonstrate responses such as nodding to show the client that you understand what is being said. Have students discuss and demonstrate effective listening responses.^{E2} |

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| <p>voice.</p> <p>e. Maintain a relaxed, calm attitude toward client.</p> | <ul style="list-style-type: none"> • Lead students in discussion and demonstration of how to get a client's attention when speaking to him/her. Have students participate in role-play situations. E2, E5, E9 • Discuss and demonstrate how to speak normally and to repeat information if needed. Have students demonstrate how to speak to a client and to repeat information whenever necessary during role-play situations. E2, E5, E9 • Discuss and demonstrate ways to maintain a relaxed, calm attitude toward a client. Have students discuss and demonstrate ways to maintain a calm attitude toward a client using role-play situations. E2, E5, E9 <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate class participation in discussions and demonstrations. • Evaluate participation in role-plays, including content and participation, using a rubric. |
| <p>4. Assist the client by providing reality orientation support.</p> <p>a. Verify the client's identity.</p> <p>b. Provide a calm, routine environment.</p> <p>c. Ask clear, simple questions of the client.</p> <p>d. Give clear and simple answers to the client.</p> <p>e. Speak clearly and directly to the client.</p> <p>f. Remind the client of the time, place, and person as often as possible during each day.</p> <p>g. Treat the client as a respected, dignified adult.</p> <p>h. Report information as needed.</p> | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss reality orientation in terms of environment, time, and the client, and discuss how to verify the client's identity. Have students discuss what reality orientation is and ways to verify a client's identity and participate in a role-play situation. E2, E5, E9 • Discuss and demonstrate ways to provide a calm, routine environment for a client. Have students demonstrate ways to provide a calm, routine environment for a client and participate in a role-play situation. E2, E5, E9 • Discuss and demonstrate how to ask a client questions in a clear, simple form. Have students demonstrate how to ask a client questions in clear, simple words and participate in a role-play situation. E2, E5, E9 • Discuss the importance of giving clear, simple answers when responding to a client. Have students explain the importance of providing clear, simple answers when responding to a client and participate in a role-play situation. E2, E5, E9 |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Discuss and demonstrate how to speak clearly and directly to the client. Have students demonstrate how to speak clearly and directly to a client and participate in a role-play situation.^{E2, E5, E9} • Discuss why reality orientation is being done as often as possible each day that you work with a client. Have students explain why reality orientation is done as often as possible each day as they work with clients and participate in a role-play situation.^{E2, E5, E9} • Discuss the need to treat a client as a respected, dignified adult. Have students discuss how to treat a client with respect and dignity and participate in a role-play situation.^{E2, E5, E9} • Discuss and demonstrate charting procedures. Have students demonstrate proper charting procedures.^{E2, E5, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate participation in class discussion and demonstrations. • Evaluate participation in role-plays, including content and participation, using a rubric. • Evaluate student charts for grammar, neatness, and content using a rubric. |
| <p>5. Identify problem behaviors and their causes.</p> <p>a. Identify problem behaviors such as repetitive actions, agitation, wandering, hallucinations, verbal noises, and catastrophic reactions.</p> <p>b. Discuss physiological or medical causes for problem behaviors.</p> <p>c. Discuss environmental causes for problem behaviors.</p> <p>d. Discuss other various causes for problem behaviors.</p> | <p>Teaching:</p> <ul style="list-style-type: none"> • Lead students in identification and discussion of problem behaviors such as repetitive actions, agitation, wandering, hallucinations, verbal noises, and catastrophic reactions.^{E2, E9} • Lead students to discuss that problem behaviors may have physiological or medical causes, environmental causes, and other causes.^{E2, E9} • Have students view a videotape of behavior problems and write a brief summary of the content.^{E1, E9, E10} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate class participation in discussions. • Evaluate written summaries for grammar, neatness, and content using a rubric. |

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| <p>6. Report observations to supervisor immediately.</p> <ul style="list-style-type: none"> a. Verify the client's identity. b. Observe the client's daily activities. c. Talk with the client noting tone of voice, facial expressions, and answers to comments. d. Compare daily behavior to see if any changes have occurred. e. Record all observations as required. f. Report any unusual conditions of behavior to the supervisor. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss and demonstrate ways to verify the client's identity. Have students demonstrate ways to identify a client. • Lead students in a class discussion on what to look for as a client proceeds with daily living activities.^{E2, E4, E9} • Have students discuss why they think communication techniques using tone of voice and facial expressions are important when working with elderly clients.^{E2, E4, E9} • Have students discuss why it is important to watch and compare a client's behavior over a specific length of time to see whether changes have occurred.^{E2, E4, E9} • Discuss and demonstrate how to record all pertinent client observation data according to facility guidelines. Have students record all pertinent client observation data according to the given facility guidelines.^{E1, E9} • Discuss and demonstrate how to chart and report unusual client behavior to the supervisor. Have students chart and report unusual client behavior to the supervisor.^{E1, E2, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate class participation in discussions. • Evaluate data recording using a rubric. • Evaluate charting and reporting behavior using a rubric. |
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STANDARDS

National Health Care Skill Standards

- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
 - T2 Social, ethical, and human issues
 - T3 Technology productivity tools
 - T5 Technology research tools
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Suggested References

- Eastmond, J., Taylor, E. E., & Yeh, E. (1998). *Nursing assistant fundamentals: A patient-centered approach*. New York: Glencoe.
- Health Occupations Students of America (HOSA). (2004). *HOSA handbook: Section B: National competitive events program* (Rev. ed.). Irving, TX: Author.
- Hegner, B. R., & Caldwell, E. (1991). *Geriatrics: A study of maturity* (5th ed.). Albany, NY: Delmar.
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- Robertson, B. (2001). *Nursing assistants: A basic study guide* (5th ed.). Spokane, WA: First Class Books.
- Simmers, L. (2004). *Diversified health occupations* (6th ed.). Albany, NY: Delmar.

Aging Services I
Unit 4: Safety

(37.5 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
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| <p>1. Recognize safety procedures and policies.</p> <ul style="list-style-type: none"> a. Describe basic safety procedures. b. Describe accident prevention methods and disaster plans. c. Explain the importance of standard precautions in life practices and health care. d. Demonstrate hand washing technique. e. Practice donning and removing disposable gloves. f. Provide a safe environment. g. Follow facility policies. | <p>Teaching:</p> <ul style="list-style-type: none"> • Describe basic safety procedures, accident prevention methods and disaster plans, and standard precautions in life practices and health care using class discussion, clinical tours, and audio-visual materials. <small>E2, E9, B3, B7</small> • Discuss and demonstrate hand washing technique. Have each student demonstrate hand washing technique. • Discuss and demonstrate donning, removing, and discarding disposable gloves. Have each student demonstrate donning, removing, and discarding disposable gloves. • Discuss and demonstrate ways to provide a safe environment for clients including good lighting, dry floors, lack of clutter, fire prevention, etc. Set up a scenario featuring unsafe factors and have students work in small groups to identify and correct these factors. <small>E4, E10</small> • Discuss and demonstrate how to follow policies used by a specific facility. <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate each student's ability to perform correct hand washing technique using procedures checklist. • Evaluate each student's ability to don, remove, and discard disposable gloves using procedures checklist. • Evaluate participation in safety scenario. |

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| <p>2. Perform basic safety procedures.</p> <ul style="list-style-type: none"> a. Assist with basic emergency procedures to include falls, seizures, fainting, etc. b. Attain Class A certification in cardiopulmonary resuscitation. c. Perform the Heimlich maneuver. d. Demonstrate body mechanics. e. Demonstrate correct procedures for transferring a client in a wheelchair. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss and demonstrate how to assist health care professionals with basic emergency procedures including falls, seizures, and fainting; cardiopulmonary resuscitation procedures for adults; and the Heimlich maneuver procedure using appropriate manikins, audio-visual materials, and guest speakers and instructors. Have each student summarize in a written report what he or she learned from the discussions and demonstrations.^{E1, E9} • Discuss and demonstrate body mechanics including: how to keep back straight, bend from the hips and knees, pivot the body instead of twisting, and how to use the strongest muscles to do the job. Have students demonstrate to the class proper body mechanics in simulation activities.^{E9} • Have students work in groups to research and demonstrate correct procedures for transferring the client in a wheelchair following agency guidelines including: inspecting equipment to ensure safety, foot rests in place, patient restraint in place as required, clothing and body parts clear of wheels, passage through doors in reverse with elbows tucked, and brakes applied when stopped.^{E2, E3, E5, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate written reports for grammar, neatness, and content using a rubric. • Evaluate participation in simulations, including content and participation, using a rubric. • Evaluate group demonstrations for content, clarity, and participation using a rubric. |
| <p>3. Describe infection control measures.</p> <ul style="list-style-type: none"> a. Adhere to universal precaution rules. b. Relate standard precautions to the transmission of infectious diseases including HIV, AIDS, HAV, HBV, TB, and MRSA. c. Describe selected standard procedures. d. Describe how to dispose of | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss the use of standard precautions as an infection control measure. Have students practice standard precautions in clinical settings.^{B3, B7} • Discuss how the use of standard precautions can help control the transmission of HIV, AIDS, HAV, HBV, |

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| contaminated materials according to approved policies. | <p>TB, and MRSA.^{B3, B7}</p> <ul style="list-style-type: none">• Lead students to discuss selected isolation procedures/precautions such as strict isolation, contact isolation, and disease-specific isolation. Have students complete a written assignment of types of isolation procedures that they have observed when touring a long-term care facility.^{E1, E9, B3, B7}• Lead students to discuss and demonstrate how to dispose of contaminated materials according to approved policies using various simulation scenarios.^{E2, E9, B3, B7} <p>Assessment:</p> <ul style="list-style-type: none">• Assess participation in class discussions.• Continually monitor students' use of standard precautions in clinical activities.• Evaluate written reports for grammar, neatness, and content using a rubric. |
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STANDARDS

National Health Care Skill Standards

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- B3 Investigate cell structures, functions, and methods of reproduction.
 - B7 Investigate the interdependence and interactions that occur within an ecosystem.
 - E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
 - E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
 - E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
 - E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
 - E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
 - E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
 - E10 Use language and critical thinking strategies to serve as tools for learning.
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Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
 - WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
 - WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
 - WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
 - WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.
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National Educational Technology Standards for Students

- T1 Basic operations and concepts
 - T2 Social, ethical, and human issues
 - T3 Technology productivity tools
 - T5 Technology research tools
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Suggested References

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Aging Services I**Unit 5: Principles of Aging****(30 hours)**

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
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| <p>1. Identify the myths and truths associated with aging.</p> <ul style="list-style-type: none"> a. Identify the myths associated with aging. b. Identify the truths associated with aging. | <p>Teaching:</p> <ul style="list-style-type: none"> • Lead students to identify and discuss the myths associated with aging including stereotypes of senility, unproductiveness, golden years, limited incomes, withdrawal, and illness.^{E2, E9} • Lead students to identify and discuss the truths associated with aging including the ability to learn, resourcefulness, ability to change, and independence.^{E2, E9} • Have students interview a client and write a report describing truths and myths observed.^{E1, E3, E4, E9, E10} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate written reports for grammar, neatness, and content using a rubric. |
| <p>2. Describe physical changes that take place during the aging process.</p> <ul style="list-style-type: none"> a. Describe the general physical changes that take place with aging. b. List specific body changes that take place in each body system. c. Differentiate between physical and chronological changes. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students research physical changes that take place during the aging process including body tissue and cell changes, sensory losses, changes in organ systems, and musculoskeletal changes and complete a written report.^{E1, E3, E9, B3} • List and discuss specific body changes that take place in each body system such as change in the heart to be larger and pump slower, slower digestion, loss of taste sensitivity, loss of joint movement, reduced exchange of oxygen and carbon dioxide, and change in the bladder to hold smaller quantities of urine.^{B3} • Have students research and differentiate between physical and chronological changes and present findings to the class.^{E2, E3, E5} • Have students tour a health care facility and interview clients about their choices throughout their lives (e.g., diet, smoking, exercise). Have students work in groups to compare and contrast differences in clients based on earlier lifestyle choices.^{E2, E4} |

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| | <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate written reports for grammar, neatness, and content using a rubric. • Assess participation in class discussions. • Evaluate group presentations for content, clarity, length, and participation using a rubric. • Evaluate lifestyle choices written assignment for grammar, neatness, and content using a rubric. |
| 3. Describe psychological changes that take place during the aging process. <ol style="list-style-type: none"> a. Describe the psychological changes that take place during the aging process. b. Describe the psychological needs shared by all human beings. c. Describe actions that can be taken to meet the basic needs of the client and his/her family. d. Describe behavior that results when basic human needs are not met. | <p>Teaching:</p> <ul style="list-style-type: none"> • Describe psychological changes that take place during the aging process including anxiety, depression, isolation, embarrassment, loneliness, anger, and frustration. • List and discuss the psychological needs shared by all human beings including the need to be loved, sense of self-worth, sense of achievement/recognition, and economic security. • Describe actions that can be taken to meet the basic needs of a client and his/her family such as treating the client with respect, being courteous to family members, accepting clients for who they are, etc. • Discuss the types of behavior that may result when basic human needs are not being met, such as anxiety, aggression, depression, crying, etc. • Have students complete a case study of a client experiencing psychological changes and complete a report of results.^{E1, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate participation in class discussion. • Evaluate the case study. |
| 4. Describe social changes that take place during the aging process. <ol style="list-style-type: none"> a. Discuss the social changes that take place during the aging process. b. Discuss the effect of loss on the elderly. c. Discuss the social changes that occur when the aged person is institutionalized. | <p>Teaching:</p> <ul style="list-style-type: none"> • Describe social changes that take place during the aging process including living arrangements, financial resources, retirement, status, and role changes. • Discuss how loss of spouse, friends, job, and home may affect the elderly. • Discuss the social changes that occur when an elderly client is institutionalized such as |

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| | <p>living in an unfamiliar environment, less freedom, no choice about when or what to eat, lack of privacy, and fewer social contacts.</p> <ul style="list-style-type: none">• Have students survey clients about social changes that have occurred to them during the aging process and work as a group to summarize and report results. <small>E2, E4, E5, E9</small> <p>Assessment:</p> <ul style="list-style-type: none">• Evaluate participation in class discussion.• Evaluate written reports for grammar, neatness, and content using a rubric. |
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STANDARDS

National Health Care Skill Standards

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
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- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- B3 Investigate cell structures, functions, and methods of reproduction.

Secondary Aging Services

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

Suggested References

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Aging Services I**Unit 6: Nutrition and the Elderly**

(45 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
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| <p>1. Describe basic food groups and nutrients needed in the human diet.</p> <ul style="list-style-type: none"> a. List examples of each of the food groups. b. Identify nutrients needed in the human diet. | <p>Teaching:</p> <ul style="list-style-type: none"> • Identify and describe the food groups required in the human diet according to the Food Pyramid such as meats, vegetables, fruits, milk, bread/pasta, and fats. • Identify and describe the various nutrients needed in the human diet including proteins, carbohydrates, fats, vitamins, minerals, and water. • Have students complete a food diary for three days, analyze their nutrient intake, and write a brief summary of what they found and changes they should make. E1, E4, E9, E10 <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate completion of food diary activities. |
| <p>2. Describe the types of therapeutic diets.</p> <ul style="list-style-type: none"> a. Define the types of therapeutic diets. b. Plan a week of menus for a specific diet. | <p>Teaching:</p> <ul style="list-style-type: none"> • Define and discuss the types of therapeutic diets such as clear liquid, low sodium, low fat, etc. • Discuss how to plan a week of menus for a specific therapeutic diet, and have each student plan a week of menus for a client needing a therapeutic diet. E4 <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate menu plan. |
| <p>3. Provide nourishment and fluids as instructed.</p> <ul style="list-style-type: none"> a. Distribute oral fluids as ordered. b. Demonstrate how to assist/feed a client with a disability. c. Provide between-meal nourishment as instructed. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss and have students demonstrate the procedure for distributing oral fluids as ordered. • Discuss and have students demonstrate how to assist/feed a client with a disability. • Discuss between-meal nourishment as instructed in the diet plan. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate student performance of tasks. • Assess participation in class discussions. |

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| <p>4. Describe problems affecting the nutrition of the elderly.</p> <ul style="list-style-type: none"> a. List factors which may contribute to malnutrition in the elderly. b. List age-related physical changes which inhibit adequate nutrition. c. Discuss ways to encourage client to eat adequate amounts of food. d. Discuss common but abnormal conditions/diseases which are food related in both cause and treatment. e. Describe how to improve nutrition of the elderly. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students research and present factors which may contribute to malnutrition in the elderly such as loss of teeth, decreased saliva, diminished taste and smell, eating alone, etc.^{E2, E3, E5, E9} • Have students research and present age-related physical changes which inhibit nutrition such as diminished sense of taste and smell, loss of muscle tone, etc.^{E2, E3, E5, E9} • Discuss ways to encourage a client to eat until the meal has been consumed or the client no longer wants to eat. • Discuss common but abnormal conditions/diseases which are food related in cause and treatment, such as heart disease, diabetes, etc. • Describe how to improve nutrition of the elderly including nutritional services, nutritional assistance, and nutritional education. • Have students research ways to meet nutritional needs on a given budget and present ideas to the class.^{E2, E3, E4, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate participation in class discussion. • Evaluate class presentations for content, clarity, and length, using a rubric. |
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STANDARDS

National Health Care Skill Standards

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- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
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- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
 - T2 Social, ethical, and human issues
 - T3 Technology productivity tools
 - T5 Technology research tools
 - T6 Technology problem-solving and decision-making tools
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Suggested References

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Aging Services I**Unit 7: Death and Dying**

(15 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
|---|---|
| <p>1. Explain physical and emotional needs throughout the life span.</p> <ul style="list-style-type: none"> a. Identify a client's basic physical and emotional needs using Maslow's hierarchy. b. Recognize actions to meet a client's physical and emotional needs. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students research the five levels of needs including physical (food, water, sleep, etc.), safety (security, stability, etc.), psychosocial (to love and be loved), psychological (respect for self and others), and self-actualization. Have each student write a report about the levels.^{E1, E3, E9} • Have each student recognize and perform actions to meet a client's physical and emotional needs such as being in a comfortable, secure environment; receiving caring support; and receiving spiritual support.^{E4} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate written reports for grammar, neatness, and content using a rubric. • Assess each student's performance of actions throughout the clinical experience. |
| <p>2. Recognize the psychological effects of death.</p> <ul style="list-style-type: none"> a. Discuss various reactions of people to the thought of death. b. Describe the steps of the grieving process. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss various reactions people have about the progression of life including acceptance of the terminally ill, response of the family and staff, and acceptance versus denial. • Have students work in groups to research and present the five steps of the grieving process including denial, anger, bargaining, depression, and acceptance.^{E2, E3, E5, E9} • Have students visit a funeral home and collect information to plan a funeral for various price ranges. Have students work in groups to present plans to the class and discuss how the funeral will contribute to the grieving process.^{E2, E3, E4, E5, E9, E10} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate group presentations for content, clarity, length, and participation using a rubric. |

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| <p>3. Explain the physical changes that occur with approaching death.</p> <ul style="list-style-type: none"> a. Describe the signs of approaching death. b. Describe the attendant's responsibilities to a dying patient. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss the physical signs of approaching death such as less responsiveness, slowing down of body functions, loss of muscle control, dropping of the jaw, shallow and irregular breathing, slowing of circulation, rapid and weak pulse rate, paling of the skin, and staring eyes that do not respond to light. • Describe the attendant's responsibilities to a dying patient including continued quality of care, awareness of signs of approaching death, and professional decisions. <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. |
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STANDARDS

National Health Care Skill Standards

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- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
 - E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
 - E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
 - E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
 - E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
 - E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
 - E10 Use language and critical thinking strategies to serve as tools for learning.
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Workplace Skills for the 21st Century

- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
 - WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
 - WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
 - WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
 - WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.
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National Educational Technology Standards for Students

- T1 Basic operations and concepts
 - T2 Social, ethical, and human issues
 - T3 Technology productivity tools
 - T5 Technology research tools
 - T6 Technology problem-solving and decision-making tools
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Suggested References

Eastmond, J., Taylor, E. E., & Yeh, E. (1998). *Nursing assistant fundamentals: A patient-centered approach*. New York: Glencoe.

Health Occupations Students of America (HOSA). (2004). *HOSA handbook: Section B: National competitive events program* (Rev. ed.). Irving, TX: Author.

Hegner, B. R., & Caldwell, E. (1991). *Geriatrics: A study of maturity* (5th ed.). Albany, NY: Delmar.

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Mosby's medical, nursing, & allied health dictionary (6th ed.). (2002). St. Louis, MO: Mosby.

Mummah, H. R., & Smith, E. M. (1981). *The geriatric assistant*. New York: McGraw Hill.

Robertson, B. (2001). *Nursing assistants: A basic study guide* (5th ed.). Spokane, WA: First Class Books.

Simmers, L. (2004). *Diversified health occupations* (6th ed.). Albany, NY: Delmar.

Aging Services I**Unit 8: Special Topics in Aging Services I**

(22.5 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
|---|---|
| <p>1. Describe new and emerging technologies, practices, trends, and issues associated with aging services.</p> <ul style="list-style-type: none"> a. Prepare a report on a new and emerging technology associated with aging services. b. Using the Internet as a resource, prepare a report on a current trend or issue associated with aging services. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students conduct research and prepare a report on a new or emerging technology associated with aging services.^{E1, E3, E9} • Have students work in groups to conduct research and present information on a current trend or issue associated with aging services.^{E2, E3, E5, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate written reports for grammar, neatness, and content using a rubric. • Evaluate group presentations for content, clarity, length, and participation using a rubric. |
| <p>2. Participate in school-to-careers activities related to aging services.</p> <ul style="list-style-type: none"> a. Participate in a school-to-careers activity (shadowing, mentoring, career fair, etc.) related to aging services. b. Investigate educational opportunities related to aging services at the postsecondary level. c. Describe national standards and certification/licensing procedures related to aging services. d. Describe the role of trade organizations, associations, and unions as related to aging services. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students participate in a school-to-careers activity such as a shadowing or mentoring experience, or a career fair. • Have students investigate postsecondary educational opportunities at the community/junior college, four-year college, and apprenticeship levels.^{E3} • Have students investigate any national standards that apply to aging services and report to the class national or regional certification or licensure programs or agencies.^{E2, E3, E5, E9} • Discuss trade associations, professional organizations, and unions associated with aging. <p>Assessment:</p> <ul style="list-style-type: none"> • Assess student participation in school-to-careers activity. • Assess student investigation of postsecondary educational opportunities. • Evaluate presentations for content, clarity, and length using a rubric. • Assess participation in class discussions. |

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| <p>3. Explain related academic skills and workplace skills associated with aging services.</p> <ul style="list-style-type: none"> a. Complete a cooperative project (paper, presentation, or demonstration) associated with an academic subject and aging services. b. Practice human relations skills (team participation, client/customer service, leadership, negotiation, working with culturally diverse groups, etc.) related to aging services. c. Research work ethics and employer expectations of employees in aging services. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students complete a cooperative project such as a paper, presentation, or demonstration associated with a related academic subject.^{E4, E10} • Have students practice human relations skills such as team participation, client/customer service, negotiation, etc. related to aging services. • Have students research acceptable work ethics and determine employer expectations for persons employed in aging services by interviewing employers, supervisors, and employees. Have students report results to the class.^{E2, E3, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in cooperative project. • Assess practice of human relations skills. • Evaluate presentations for content, clarity, and length using a rubric. |
| <p>4. Describe the concepts of quality assurance as related to aging services.</p> <ul style="list-style-type: none"> a. Describe quality concepts and methods for measuring quality related to aging services. b. Apply quality concepts in the aging services laboratory. | <p>Teaching:</p> <ul style="list-style-type: none"> • Lead a discussion of the concepts of quality assurance and the methods that can be used to measure quality and gauge quality improvement as related to aging services. • Have students apply quality concepts in the aging services by measuring the quality of their work and charting the increase in quality over time.^{E4, E10} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Assess each student's charting quality increase over time in school laboratory or work experience. |

STANDARDS

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Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
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- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
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- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.

- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
 - WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
 - WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.
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National Educational Technology Standards for Students

- T1 Basic operations and concepts
 - T2 Social, ethical, and human issues
 - T3 Technology productivity tools
 - T5 Technology research tools
 - T6 Technology problem-solving and decision-making tools
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Suggested References

Current articles from newspapers, magazines, Internet, and television broadcasts on emerging technologies and practices, current trends and issues, global economics, and quality assurance

High School Career Centers

Aging Services II**Unit 1: Employability Skills**

(22.5 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
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| <p>1. Demonstrate job seeking and job keeping skills.</p> <ul style="list-style-type: none"> a. Describe job opportunities available in the geriatric-related professions. b. Describe the process of finding the right job. c. Explain procedures for job interviews. d. Describe job interview etiquette. e. Participate in a mock role-play of an interview. f. Identify characteristics that help on the job success. g. Write a letter of resignation. | <p>Teaching:</p> <ul style="list-style-type: none"> • Describe various job opportunities using the resources of the high school career center and other resources available in the geriatric profession including nursing, geriatric aide, physical therapist, social worker, dietician, recreational therapist, and activity director. • Discuss the process of finding the right job including job satisfaction, career goals, interest, and abilities. • Discuss the steps of getting a job interview and what should be done up to the time of the interview. Have students participate in mock interviews to highlight the different aspects of interviewing.^{E2, E9} • Describe proper interview etiquette. Use small groups to perform skits the students develop for proper and improper interview etiquette.^{E2, E4, E5, E9} • Identify and discuss characteristics that help on-the-job success including communication skills and problem solving skills. • Discuss the importance of providing the proper resignation. Have students write a letter of resignation.^{E1, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate the job interview for the applicant's grooming, promptness, knowledge of the job, appropriate manners, poise, and correct grammar. • Assess participation in class skits. • Evaluate letters for grammar, neatness, and content using a rubric. |
| <p>2. Compile a portfolio.</p> <ul style="list-style-type: none"> a. Prepare an effective resumé containing essential information. b. Write an effective cover letter. c. Fill out a job application form. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss and have students prepare an effective resumé. • Discuss and have students write an effective cover letter. • Discuss and have students fill out a job |

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| | <p>application form.</p> <p>Assessment:</p> <ul style="list-style-type: none">• Evaluate resumé for inclusion of essential information, spelling accuracy, grammatical correctness, and neat appearance using a rubric.• Evaluate cover letter for grammar, accuracy, form, and content using a rubric.• Evaluate job application for accuracy, neatness, correct spelling, and punctuation using a rubric. |
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STANDARDS

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Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.

Secondary Aging Services

- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
 - E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
 - E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
 - E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
-

Workplace Skills for the 21st Century

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 - WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
 - WP5 Selects, applies, and maintains/troubleshoots technology.
 - WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
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-

National Educational Technology Standards for Students

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 - T2 Social, ethical, and human issues
 - T3 Technology productivity tools
 - T4 Technology communications tools
 - T5 Technology research tools
 - T6 Technology problem-solving and decision-making tools
-

Suggested References

Choices [Computer software]. Ogdensburg, NY: Careerware, IMS Information Systems Management.

Eastmond, J., Taylor, E. E., & Yeh, E. (1998). *Nursing assistant fundamentals: A patient-centered approach*. New York: Glencoe.

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Aging Services II**Unit 2: New Roles for the Aging****(15 hours)**

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
|---|---|
| <p>1. Identify new roles for the aged population.</p> <ul style="list-style-type: none"> a. Describe new roles for the aged population. b. Describe four common periods of stress and major adjustments faced by persons in later life. | <p>Teaching:</p> <ul style="list-style-type: none"> • Describe new roles for the aged population including political action, community service, education, leisure, employment, social league activities, and church-related activities. • Have students research and write a report about common periods of stress and major adjustments faced by persons in later life including adjustments at different life stages, decreased physical ability, retirement, loss of a partner, loss of independence, and acceptance of mortality.^{E1, E3, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate written report for grammar, neatness, and content using a rubric. |
| <p>2. Describe organizations and social legislation related to aging.</p> <ul style="list-style-type: none"> a. Research organizations related to the aging population. b. Research social legislation related to the aging population. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students research several organizations related to aging including The American Geriatrics Society and National Council on Aging and write a brief report.^{E1, E3, E9} • Have students research social legislation related to the aging population such as The Social Security Act of 1935 with Amendments and work in groups to present their findings to the class.^{E2, E3, E5, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate written report for grammar, neatness, and content using a rubric. • Evaluate group presentations for content, clarity, length, and participation using a rubric. |

STANDARDS*National Health Care Skill Standards*

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Secondary Aging Services

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- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

Workplace Skills for the 21st Century

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- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.

- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
 - WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
 - WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.
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National Educational Technology Standards for Students

- T1 Basic operations and concepts
 - T2 Social, ethical, and human issues
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Aging Services II**Unit 3: Victimization of the Elderly**

(22.5 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
|--|---|
| <p>1. Describe types of fraud that affect the elderly.</p> <ul style="list-style-type: none"> a. Define fraud. b. Explain why the elderly are easily victimized. c. Identify types of fraud that affect the elderly. | <p>Teaching:</p> <ul style="list-style-type: none"> • Give a definition of fraud and have students put the definition into their own words and explain their definition. <small>E2, E9, E10</small> • Discuss victimization and identify reasons that the elderly are easily victimized. • Identify and discuss types of fraud to which the elderly fall victim (e.g., medical quackery, retirement land deals, confidence games, “get rich quick” schemes, loneliness industry, insurance fraud, and working at home schemes). • Have students work in groups to research the latest frauds and present their findings to the class. <small>E2, E3, E5, E9</small> <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate definition of term. • Assess participation in class discussions. • Evaluate group presentations for content, clarity, length, and participation using a rubric. |
| <p>2. Identify types of security programs designed to help protect the elderly.</p> <ul style="list-style-type: none"> a. Name security programs designed to help protect the elderly. b. List the reasons that the elderly don’t want to report a crime. c. Explain factors that expose the elderly to attack. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students research and write a report on security programs to help protect the elderly (e.g., operation identification, self-defense programs, neighborhood watch, operation good morning, and volunteer escort service). <small>E1, E3, E9</small> • List and discuss reasons that elderly people do not want to report crimes (e.g., fear, embarrassment, etc.). • Identify and discuss factors that make the elderly more vulnerable to attack. Have students participate in role-plays to demonstrate the reasons. <small>E2, E4, E9, E10</small> <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate written report for grammar, neatness, and content using a rubric. • Assess participation in class discussions. • Evaluate participation in role-plays, including content and participation, using a rubric. |

STANDARDS

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- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
 - WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
 - WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
 - WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
 - WP5 Selects, applies, and maintains/troubleshoots technology.
 - WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
 - WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
 - WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.
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National Educational Technology Standards for Students

- T1 Basic operations and concepts
 - T2 Social, ethical, and human issues
 - T3 Technology productivity tools
 - T4 Technology communications tools
 - T5 Technology research tools
 - T6 Technology problem-solving and decision-making tools
-

Suggested References

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Aging Services II**Unit 4: Geriatric Illnesses****(60 hours)**

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
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| <p>1. Describe common diseases and abnormal conditions prevalent with the elderly.</p> <ul style="list-style-type: none"> a. Identify common diseases prevalent in the elderly. b. Identify characteristics of geriatric illnesses including diabetes, Alzheimer's disease, arthritis, fractures, and heart disease. c. Describe treatments and procedures for normalizing the lives of aged patients suffering from geriatric diseases. | <p>Teaching:</p> <ul style="list-style-type: none"> • Identify and discuss common diseases prevalent in the elderly such as cancer, arterio/atherosclerosis, Alzheimer's disease, arthritis, cardiovascular disease, congestive obstructive pulmonary disease, dementia, diabetes, Parkinson's disease, stroke, and tuberculosis. • Have students work in groups to research the latest information about common diseases, such as Alzheimer's disease, and present their finding to the class.^{E2, E3, E5, E9} • Identify and discuss characteristics of geriatric illnesses including diabetes, Alzheimer's disease, arthritis, fractures, and heart disease. • Describe procedures for normalizing the lives of aged patients suffering from geriatric diseases including diabetes, Alzheimer's disease, and arthritis. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate participation in class discussion. • Evaluate group presentations for content, clarity, length, and participation using a rubric. |
| <p>2. Assist client with personal care skills.</p> <ul style="list-style-type: none"> a. Provide client with privacy. b. Assist with dressing and undressing client. c. Assist with nail care. d. Assist with hair care. e. Assist client with oral hygiene. f. Assist with prosthesis care. g. Assist with skin care. h. Practice back rub procedure. i. Report pertinent observations. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss privacy, why it is important, and how it can be accomplished. Have students interview clients about additional ways to provide privacy.^{E4} • Discuss and demonstrate the proper way to assist with dressing and undressing. Include the procedure used when a person has one side of the body either weak or paralyzed. • Discuss nail care and its importance. Have students use a manikin to demonstrate how they can help with nail care. • Discuss hair care. Demonstrate combing and brushing of hair properly. Demonstrate the procedure, do a return demonstration, give guided practice, let student practice |

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| | <p>independently, and check procedure.^{E4}</p> <ul style="list-style-type: none">• Discuss and demonstrate proper oral hygiene and explain the steps of the procedure so students can assist the client.• Explain prosthesis care and the procedure used by the nurse to put a prosthesis on a client. Have students visit a prosthesis manufacturing facility and write a brief summary.^{E1, E9}• Discuss skin care and how it can be maintained. Explain what the student can do to assist with skin care.• Explain and demonstrate how to do a back rub and do a return demonstration; allow time for guided practice, independent practice, and check-off of the procedure.• Identify what pertinent information is, demonstrate how to record information, and have students practice charting. <p>Assessment:</p> <ul style="list-style-type: none">• Monitor student interviews.• Assess participation in class discussions and demonstrations.• Evaluate written report and chart for grammar, neatness, and content using a rubric. |
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STANDARDS

National Health Care Skill Standards

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.

- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
 - T2 Social, ethical, and human issues
 - T3 Technology productivity tools
 - T4 Technology communications tools
 - T5 Technology research tools
 - T6 Technology problem-solving and decision-making tools
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Suggested References

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Aging Service II**Unit 5: Recreational Opportunities for the Aged**

(15 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
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| <p>1. Describe various types of recreational opportunities for the aged in independent living settings.</p> <ul style="list-style-type: none"> a. Describe factors influencing the choices of leisure time activity. b. Identify activities that the elderly person can enjoy independently and which require little money. c. Describe types of recreational programs offered. | <p>Teaching:</p> <ul style="list-style-type: none"> • Describe factors influencing the choices of leisure time activity including lifestyle patterns, current plans, and importance to the individual. • Have students research activities that the elderly person can enjoy independently and which require little money including reading, talking on telephone, sewing, baking, and card playing. Have each student present a report to the class.^{E2, E3, E9} • Describe types of recreational programs offered including families and friends, social sources, individual opportunities, volunteer work, organization work, adult education, and senior citizens' centers. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate participation in class discussion. • Evaluate presentations for content, clarity, and length using a rubric. |
| <p>2. Describe types of recreational opportunities for the aged in institutionalized settings.</p> <ul style="list-style-type: none"> a. Complete an exercise activity by planning and participating in the activity. b. Complete a craft activity such as drawing, painting, coloring, quilting, ceramics, seasonal crafts, etc. c. Complete group activities such as singing, skits, Bible studies, tours, etc. d. Complete activities such as games, bingo, puzzles, storytelling, etc. e. Participate in individual activities such as letter writing, reading, puzzles, etc. | <p>Teaching:</p> <ul style="list-style-type: none"> • Explain exercise activities, have the class work in small groups to plan exercise activities for different levels of nursing home clients, and work with the Activity Director of the nursing home to have the activities used with clients led by students.^{E4} • Discuss craft activities. Have students work in small groups to develop an activity each group can do. Use the activity with the clients at the nursing home.^{E4} • Discuss different activities such as singing, skits, Bible studies, and tours. Use small groups to have students develop programs for singing and a skit to perform at the nursing home.^{E4} • Discuss, plan, and develop small group activities to be done with clients such as games, puzzles, and storytelling.^{E4} • Discuss activities that can be done one-on-one with clients such as letter writing, |

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| | <p>reading, and puzzles. Have student show evidence of doing at least one activity with a client or clients.^{E4}</p> <p>Assessment:</p> <ul style="list-style-type: none">• Assess participation in class discussions.• Evaluate student performance of activities using a rubric. |
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STANDARDS

National Health Care Skill Standards

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- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.

- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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Aging Service II**Unit 6: Managing Retirement**

(30 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
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| <p>1. Examine ways for the elderly to manage their retirement years.</p> <ul style="list-style-type: none"> a. Identify sources of equity and support. b. Budget financial resources for the elderly. c. Identify career possibilities (potentials) after retirement. d. Describe legal services for the elderly. | <p>Teaching:</p> <ul style="list-style-type: none"> • Identify and discuss sources of equity and support including home ownership, individual savings, pension plans, and non-cash benefits. • Discuss how to budget financial resources for the elderly. Have students develop a mock budget with specified income, health requirements, and physical limitations.^{A1} • Have students work in groups to research and present career possibilities after retirement including community services, civic and advisory groups, hobby business development, professional careers, voluntary activities, and investment services.^{E2, E3, E5, E9} • Describe legal services for the elderly including patient rights, wills, insurance, social security, welfare benefits, Medicare/Medicaid, trusts, and legal options. <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate budget for neatness and accuracy using a rubric. • Evaluate group presentations for content, clarity, length, and participation using a rubric. |
| <p>2. Describe living arrangements for the elderly.</p> <ul style="list-style-type: none"> a. Describe independent living arrangements available to the elderly. b. List care facilities available to the elderly. c. Identify community services available to the elderly. | <p>Teaching:</p> <ul style="list-style-type: none"> • Describe living arrangements for the elderly, such as independent, independent in older adult apartments, retirement community, assisted living, and nursing homes. • Have each student research the care facilities available to the elderly in their area and write a report about what each type has to offer.^{E1, E3, E9} • Explain community services available to the elderly, such as meals on wheels, senior citizens' centers, day care centers for the elderly, Homemaker services, Home Health |

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| | <p>Aide services, and Home Health services.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate written report for grammar, neatness, and content using a rubric. |
| <p>3. Describe categories of leisure time activities that would be beneficial to the elderly.</p> <p>a. Describe categories of leisure time activities that would be beneficial to the elderly.</p> <p>b. Name factors influencing the choice of leisure time activities.</p> <p>c. Describe types of recreational programs offered and types of recreational and care centers.</p> | <p>Teaching:</p> <ul style="list-style-type: none"> • Describe categories of leisure time activities that would be beneficial to the elderly including social groups, hobbies, religious activities, and community activities. • Name and explain the factors influencing the choice of leisure time activities for older adults such as health, finances, and community access. • Discuss recreational programs for the elderly, such as senior citizens, church organized, community organized, and day care. <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. |

STANDARDS

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- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
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- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- A1 Recognize, classify, and use real numbers and their properties.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
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Aging Service II**Unit 7: Home Management Care of the Elderly**

(37.5 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
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| <p>1. Identify services provided in caring for the elderly at home.</p> <ul style="list-style-type: none"> a. Identify nursing care services for the elderly at home. b. Identify transportation services available to the elderly at home. c. Discuss how to maintain a clean environment in the home. d. Describe the Mississippi Protective Laws. | <p>Teaching:</p> <ul style="list-style-type: none"> • Identify and discuss services provided in caring for the elderly at home including equipment, nursing care, food service, transportation, and home cleaning. • Explain transportation possibilities for the elderly, such as city buses, Human Services transportation, cabs, friends, and relatives. • Discuss ways to maintain a clean environment including supplies, times, organization, and adaptive devices. • Explain the Mississippi Protective Laws and how they affect the elderly. <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate participation in class discussion. |
| <p>2. Perform household management activities including budgeting, shopping, cooking, and laundry.</p> <ul style="list-style-type: none"> a. Plan a weekly budget and shopping list. b. Perform shopping trip for food items needed for one week. c. Plan nutritious meals for one week. d. Prepare meals for one week. e. Perform various laundry duties including sorting, washing, drying, and folding. | <p>Teaching:</p> <ul style="list-style-type: none"> • Explain what a budget is. Assign a given amount of money to each student and have him/her set up the budget and shopping list that will keep the student within the food budget.^{A1} • Discuss a grocery shopping trip, and have each student go to a grocery store and price the items on their shopping list.^{A1} • Use the Food Pyramid to discuss nutrition. Have students plan one week's worth of nutritious meals that they would eat. • Discuss food preparation. Give the students menus for one week and have each one write and discuss everything that will be needed to prepare these meals.^{E1, E4, E9} • Discuss clothes washing. Discuss what types of clothes should be washed together. Give the students a basket of clothes to sort, wash, dry, and fold. <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate budget and planning activities for neatness and content using a rubric. |

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| <p>3. Perform basic first-aid procedures.</p> <ul style="list-style-type: none"> a. Describe basic first-aid procedures. b. Demonstrate procedures for taking blood pressure, respiration rate, and pulse. c. Demonstrate how to take the oral temperature of a patient. d. Obtain recertification of one man adult cardiopulmonary resuscitation. e. Describe procedures for storage, handling, and disposal of drugs and hazardous waste materials. | <p>Teaching:</p> <ul style="list-style-type: none"> • Describe basic first-aid procedures including those for sprains, burns, bruises, choking, bleeding and cuts, and insect bites. Discuss writing accident reports. • Discuss and demonstrate procedures for taking blood pressure, respiration, and pulse including technique and selecting required equipment. • Discuss and demonstrate procedures for taking a client's oral temperature. • Demonstrate procedures to obtain recertification in one man adult cardiopulmonary resuscitation. • Using simulation scenarios, describe and practice procedures for storage, handling, and disposal of drugs and hazardous waste materials including safety procedures, protective clothing or devices, record keeping and reporting procedures, security requirements, labeling, and treatment in the event of contamination. <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate participation in simulations using a rubric. |
| <p>4. Recognize safety precautions in the home.</p> <ul style="list-style-type: none"> a. Identify safety precautions and hazards. b. Identify methods to correct safety hazards. c. Identify signs and symptoms of client abuse and neglect. d. Identify how to report client abuse and neglect. | <p>Teaching:</p> <ul style="list-style-type: none"> • Identify and discuss causes of accidents around the house. • Name conditions in aging which may contribute to the incidence of accidents. Discuss how to eliminate hazards in the home. • Discuss how to recognize signs and symptoms of client abuse and neglect. • Discuss how to report suspected abuses. • Have students identify safety hazards in a simulated situation and prepare a group presentation.^{E2, E5} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate group presentations for content, clarity, length, and participation using a rubric. |

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| <p>5. Use communication and observation skills in the home care environment.</p> <ul style="list-style-type: none"> a. Utilize communication skills. b. Identify communication techniques with special needs clients. c. Explain the importance of responding to client's request for assistance in a timely manner. d. Assist client with reality orientation support. e. Report pertinent client observations. | <p>Teaching:</p> <ul style="list-style-type: none"> • Discuss verbal and nonverbal communication. Have students form small groups to compare verbal and nonverbal communication in role-play situations. • Identify and discuss communication techniques to use with special needs clients. • Explain why it is important to respond to a client's request for assistance in a timely manner. • Discuss ways to assist a client with reality orientation support. • Identify and discuss ways to recognize, report, and record client observations. <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Evaluate participation in role-plays, including content and participation, using a rubric. |
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STANDARDS

National Health Care Skill Standards

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
- HCS2 Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.
- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.
- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- A1 Recognize, classify, and use real numbers and their properties.
- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools

T6 Technology problem-solving and decision-making tools

Suggested References

Eastmond, J., Taylor, E. E., & Yeh, E. (1998). *Nursing assistant fundamentals: A patient-centered approach*. New York: Glencoe.

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Hegner, B. R., & Caldwell, E. (1991). *Geriatrics: A study of maturity* (5th ed.). Albany, NY: Delmar.

Huber, H., & Spatz, A. (1998). *Homemaker/home health aide* (5th ed.). Albany, NY: Delmar.

Mosby's medical, nursing, & allied health dictionary (6th ed.). (2002). St. Louis, MO: Mosby.

Mummah, H. R., & Smith, E. M. (1981). *The geriatric assistant*. New York: McGraw Hill.

Robertson, B. (2001). *Nursing assistants: A basic study guide* (5th ed.). Spokane, WA: First Class Books.

Simmers, L. (2004). *Diversified health occupations* (6th ed.). Albany, NY: Delmar.

Aging Service II**Unit 8: Special Topics in Aging Service II**

(22.5 hours)

| Competencies and Suggested Objectives | Suggested Strategies for Competencies |
|---|---|
| <p>1. Describe new and emerging technologies, practices, trends, and issues associated with aging services.</p> <ul style="list-style-type: none"> a. Prepare a report on a new and emerging technology associated with aging services. b. Using the Internet as a resource, prepare a report on a current trend or issue associated with aging services. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students conduct research and prepare a report on a new or emerging technology associated with aging services.^{E1, E3, E9} • Have students work in groups to conduct research and present information on a current trend or issue associated with aging services.^{E2, E3, E5, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Evaluate written reports for grammar, neatness, and content using a rubric. • Evaluate group presentations for content, clarity, length, and participation using a rubric. |
| <p>2. Participate in school-to-careers activities related to aging services.</p> <ul style="list-style-type: none"> a. Participate in a school-to-careers activity (shadowing, mentoring, career fair, etc.) related to aging services. b. Investigate educational opportunities related to aging services at the postsecondary level. c. Describe national standards and certification/licensing procedures related to aging services. d. Describe the role of trade organizations, associations, and unions as related to aging services. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students participate in a school-to-careers activity such as a shadowing or mentoring experience, or a career fair. • Have students investigate postsecondary educational opportunities at the community/junior college, four-year college, and apprenticeship levels.^{E3} • Have students investigate any national standards that apply to aging services and report to the class national or regional certification or licensure programs or agencies.^{E2, E3, E5, E9} • Discuss trade associations, professional organizations, and unions associated with aging. <p>Assessment:</p> <ul style="list-style-type: none"> • Assess student participation in school-to-careers activity. • Assess student investigation of postsecondary educational opportunities. • Evaluate presentations for content, clarity, and length using a rubric. • Assess participation in class discussions. |

| | |
|---|--|
| <p>3. Explain related academic skills and workplace skills associated with aging services.</p> <ul style="list-style-type: none"> a. Complete a cooperative project (paper, presentation, or demonstration) associated with an academic subject and aging services. b. Practice human relations skills (team participation, client/customer service, leadership, negotiation, working with culturally diverse groups, etc.) related to aging services. c. Research work ethics and employer expectations of employees in aging services. | <p>Teaching:</p> <ul style="list-style-type: none"> • Have students complete a cooperative project such as a paper, presentation, or demonstration associated with a related academic subject.^{E4, E10} • Have students practice human relations skills such as team participation, client/customer service, negotiation, etc. related to aging services. • Have students research acceptable work ethics and determine employer expectations for persons employed in aging services by interviewing employers, supervisors, and employees. Have students report results to the class.^{E2, E3, E9} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in cooperative project. • Assess practice of human relations skills. • Evaluate presentations for content, clarity, and length using a rubric. |
| <p>4. Describe the concepts of quality assurance as related to aging services.</p> <ul style="list-style-type: none"> a. Describe quality concepts and methods for measuring quality related to aging services. b. Apply quality concepts in the aging services laboratory. | <p>Teaching:</p> <ul style="list-style-type: none"> • Lead a discussion of the concepts of quality assurance and the methods that can be used to measure quality and gauge quality improvement as related to aging services. • Have students apply quality concepts in the aging services by measuring the quality of their work and charting the increase in quality over time.^{E4, E10} <p>Assessment:</p> <ul style="list-style-type: none"> • Assess participation in class discussions. • Assess each student's charting quality increase over time in school laboratory or work experience. |

STANDARDS

National Health Care Skill Standards

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
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- HCS3 Health care workers will understand how their role fits into their department, their organizations, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.

- HCS4 Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.
- HCS5 Health care workers will understand their legal responsibilities, limitations, and implications of their actions within the health care delivery setting. They will perform their duties according to regulations, policies, laws, and legislated rights of clients.
- HCS6 Health care workers will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the health care environment. They will perform quality health care delivery.
- HCS7 Health care workers will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.
- HCS8 Health care workers will understand the roles and responsibilities of individual members as part of a health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Academic Standards

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.

Workplace Skills for the 21st Century

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
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- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.

- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
 - WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
 - WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.
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National Educational Technology Standards for Students

- T1 Basic operations and concepts
 - T2 Social, ethical, and human issues
 - T3 Technology productivity tools
 - T5 Technology research tools
 - T6 Technology problem-solving and decision-making tools
-

Suggested References

Current articles from newspapers, magazines, Internet, and television broadcasts on emerging technologies and practices, current trends and issues, global economics, and quality assurance

High School Career Centers

Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Computer (1 per 4 students)
2. Printer (1 per 2 computers)
3. Switch boxes (1 per 2 computers)
4. TV monitor, color, 27" (1 per program)
5. Hi-Low bed, electric (1 per program)

NON-CAPITALIZED ITEMS

1. Wheelchair (1 per program)
2. Walker (2 per program)
3. Canes, variety (1 of each variety)
4. CPR manikin
5. Scales (1 per program)
6. Food trays (6 per program)
7. Feeding utensils (6 place settings)
8. Dishes (6 place settings)
9. Glasses, drinking (6 per program)
10. Games
11. Puzzles
12. Exercise balls, large
13. Weights, light in weight

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors access to the following items:

1. Portable CD player
2. Data video projector
3. VCR

Student Competency Profile for Aging Services I

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation

- _____ 1. Review material related to course and professional organizations.
- _____ 2. Apply communication skills in aging services.
- _____ 3. Recognize and use medical terminology.

Unit 2: Client's Rights

- _____ 1. Explain professional ethics and legal responsibility.
- _____ 2. Explain the Patients' Bill of Rights and the Vulnerable Adult Act.

Unit 3: Therapeutic Communication

- _____ 1. Discuss methods of communication with different types of clients.
- _____ 2. Use communication skills to relay messages to client.
- _____ 3. Assist the client by listening effectively.
- _____ 4. Assist the client by providing reality orientation support.
- _____ 5. Identify problem behaviors and their causes.
- _____ 6. Report observations to the supervisor immediately.

Unit 4: Safety

- _____ 1. Recognize safety procedures and policies.
- _____ 2. Perform basic safety procedures.
- _____ 3. Describe infection control measures.

Unit 5: Principles of Aging

- _____ 1. Identify the myths and truths associated with aging.
- _____ 2. Describe physical changes that take place during the aging process.
- _____ 3. Describe psychological changes that take place during the aging process.
- _____ 4. Describe social changes that take place during the aging process.

Unit 6: Nutrition and the Elderly

- 1. Describe basic food groups and nutrients needed in the human diet.
- 2. Describe the types of therapeutic diets.
- 3. Provide nourishment and fluids as instructed.
- 4. Describe problems affecting the nutrition of the elderly.

Unit 7: Death and Dying

- 1. Explain physical and emotional needs throughout the life span.
- 2. Recognize the psychological effects of death.
- 3. Explain the physical changes that occur with approaching death.

Unit 8: Special Topics in Aging Services I

- 1. Describe new and emerging technologies, practices, trends, and issues associated with aging services.
- 2. Participate in school-to-careers activities related to aging services.
- 3. Explain related academic skills and workplace skills associated with aging services.
- 4. Describe the concepts of quality assurance as related to aging services.

Student Competency Profile for Aging Services II

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Employability Skills

- _____ 1. Demonstrate job seeking and job keeping skills.
- _____ 2. Compile a portfolio.

Unit 2: New Roles for the Aging

- _____ 1. Identify new roles for the aged population.
- _____ 2. Describe organizations and social legislation related to aging.

Unit 3: Victimization of the Elderly

- _____ 1. Describe types of fraud that affect the elderly.
- _____ 2. Identify types of security programs designed to help protect the elderly.

Unit 4: Geriatric Illnesses

- _____ 1. Describe common diseases and abnormal conditions prevalent with the elderly.
- _____ 2. Assist client with personal care skills.

Unit 5: Recreational Opportunities for the Aged

- _____ 1. Describe various types of recreational opportunities for the aged in independent living settings.
- _____ 2. Describe types of recreational opportunities for the aged in institutionalized settings.

Unit 6: Managing Retirement

- _____ 1. Examine ways for the elderly to manage their retirement years.
- _____ 2. Describe living arrangements for the elderly.
- _____ 3. Describe categories of leisure time activities that would be beneficial to the elderly.

Unit 7: Home Management Care of the Elderly

- _____ 1. Identify services provided in caring for the elderly at home.

- 2. Perform household management activities including budgeting, shopping, cooking, and laundry.
- 3. Perform basic first aid procedures.
- 4. Recognize safety precautions in the home.
- 5. Use communication and observation skills in the home care environment.

Unit 8: Special Topics in Aging Services II

- 1. Investigate new and emerging technologies, practices, trends, and issues associated with aging services.
- 2. Participate in school-to-careers activities related to aging services.
- 3. Explain related academic skills and workplace skills associated with aging services.
- 4. Describe the concepts of quality assurance as related to aging services.

Appendix A: National Health Care Skill Standards¹

- HCS1 Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.
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¹ National health care skill standards. Retrieved July 14, 2004, from <http://www.wested.org/nhcssp/nhcindex.htm>

Appendix B: Academic Standards

Algebra I²

Competencies and Suggested Objective(s)

- A1 Recognize, classify, and use real numbers and their properties.
- Describe the real number system using a diagram to show the relationships of component sets of numbers that compose the set of real numbers.
 - Model properties and equivalence relationships of real numbers.
 - Demonstrate and apply properties of real numbers to algebraic expressions.
 - Perform basic operations on square roots excluding rationalizing denominators.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- Analyze relationships between two variables, identify domain and range, and determine whether a relation is a function.
 - Explain and illustrate how change in one variable may result in a change in another variable.
 - Determine the rule that describes a pattern and determine the pattern given the rule.
 - Apply patterns to graphs and use appropriate technology.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities and systems in one and two variables.
- Solve, check, and graph linear equations and inequalities in one variable, including rational coefficients.
 - Graph and check linear equations and inequalities in two variables.
 - Solve and graph absolute value equations and inequalities in one variable.
 - Use algebraic and graphical methods to solve systems of linear equations and inequalities.
 - Translate problem-solving situations into algebraic sentences and determine solutions.
- A4 Explore and communicate the characteristics and operations of polynomials.
- Classify polynomials and determine the degree.
 - Add, subtract, multiply, and divide polynomial expressions.
 - Factor polynomials using algebraic methods and geometric models.
 - Investigate and apply real-number solutions to quadratic equations algebraically and graphically.
 - Use convincing arguments to justify unfactorable polynomials.
 - Apply polynomial operations to problems involving perimeter and area.
- A5 Utilize various formulas in problem-solving situations.
- Evaluate and apply formulas (e.g., circumference, perimeter, area, volume, Pythagorean Theorem, interest, distance, rate, and time).
 - Reinforce formulas experimentally to verify solutions.
 - Given a literal equation, solve for any variable of degree one.

² Mississippi mathematics framework—Algebra I. (2003). Retrieved September 10, 2003, from http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma_algebra_i.html

- d. Using the appropriate formula, determine the length, midpoint, and slope of a segment in a coordinate plane.
 - e. Use formulas (e.g., point-slope and slope-intercept) to write equations of lines.
- A6 Communicate using the language of algebra.
- a. Recognize and demonstrate the appropriate use of terms, symbols, and notations.
 - b. Distinguish between linear and non-linear equations.
 - c. Translate between verbal expressions and algebraic expressions.
 - d. Apply the operations of addition, subtraction, and scalar multiplication to matrices.
 - e. Use scientific notation to solve problems.
 - f. Use appropriate algebraic language to justify solutions and processes used in solving problems.
- A7 Interpret and apply slope as a rate of change.
- a. Define slope as a rate of change using algebraic and geometric representations.
 - b. Interpret and apply slope as a rate of change in problem-solving situations.
 - c. Use ratio and proportion to solve problems including direct variation ($y'kx$).
 - d. Apply the concept of slope to parallel and perpendicular lines.
- A8 Analyze data and apply concepts of probability.
- a. Collect, organize, graph, and interpret data sets, draw conclusions, and make predictions from the analysis of data.
 - b. Define event and sample spaces and apply to simple probability problems.
 - c. Use counting techniques, permutations, and combinations to solve probability problems.

Biology I³

Competencies and Suggested Objective(s)

- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- a. Demonstrate the proper use and care for scientific equipment used in biology.
 - b. Observe and practice safe procedures in the classroom and laboratory.
 - c. Apply the components of scientific processes and methods in the classroom and laboratory investigations.
 - d. Communicate results of scientific investigations in oral, written, and graphic form.
- B2 Investigate the biochemical basis of life.
- a. Identify the characteristics of living things.
 - b. Describe and differentiate between covalent and ionic bonds using examples of each.
 - c. Describe the unique bonding and characteristics of water that makes it an essential component of living systems.
 - d. Classify solutions using the pH scale and relate the importance of pH to organism survival.

³ Mississippi science framework—Biology I. (2003). Retrieved September 10, 2003, from http://marcopolo.mde.k12.ms.us/frameworks/science/sci_biology_I.html

- e. Compare the structure, properties and functions of carbohydrates, lipids, proteins and nucleic acids in living organisms.
 - f. Explain how enzymes work and identify factors that can affect enzyme action.
- B3 Investigate cell structures, functions, and methods of reproduction.
- a. Differentiate between prokaryotic and eukaryotic cells.
 - b. Distinguish between plant and animal (eukaryotic) cell structures.
 - c. Identify and describe the structure and basic functions of the major eukaryotic organelles.
 - d. Describe the way in which cells are organized in multicellular organisms.
 - e. Relate cell membrane structure to its function in passive and active transport.
 - f. Describe the main events in the cell cycle and cell mitosis including differences in plant and animal cell divisions.
 - g. Relate the importance of meiosis to sexual reproduction and the maintenance of chromosome number.
 - h. Identify and distinguish among forms of asexual and sexual reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- a. Describe the structure of ATP and its importance in life processes.
 - b. Examine, compare, and contrast the basic processes of photosynthesis and cellular respiration.
 - c. Compare and contrast aerobic and anaerobic respiration.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- a. Compare and contrast the molecular structures of DNA and RNA as they relate to replication, transcription, and translation.
 - b. Identify and illustrate how changes in DNA cause mutations and evaluate the significance of these changes.
 - c. Analyze the applications of DNA technology (forensics, medicine, agriculture).
 - d. Discuss the significant contributions of well-known scientists to the historical progression of classical and molecular genetics.
 - e. Apply genetic principles to solve simple inheritance problems including monohybrid crosses, sex linkage, multiple alleles, incomplete dominance, and codominance.
 - f. Examine inheritance patterns using current technology (gel electrophoresis, pedigrees, karyotypes).
- B6 Investigate concepts of natural selection as they relate to diversity of life.
- a. Analyze how organisms are classified into a hierarchy of groups and subgroups based on similarities and differences.
 - b. Identify characteristics of kingdoms including monerans, protists, fungi, plants and animals.
 - c. Differentiate among major divisions of the plant and animal kingdoms (vascular/non-vascular; vertebrate/invertebrate).
 - d. Compare the structures and functions of viruses and bacteria relating their impact on other living organisms.
 - e. Identify evidence of change in species using fossils, DNA sequences, anatomical and physiological similarities, and embryology.

- f. Analyze the results of natural selection in speciation, diversity, adaptation, behavior and extinction.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- a. Analyze the flow of energy and matter through various cycles including carbon, oxygen, nitrogen and water cycles.
 - b. Interpret interactions among organisms in an ecosystem (producer/consumer/decomposer, predator/prey, symbiotic relationships and competitive relationships).
 - c. Compare variations, tolerances, and adaptations of plants and animals in major biomes.
 - d. Investigate and explain the transfer of energy in an ecosystem including food chains, food webs, and food pyramids.
 - e. Examine long and short-term changes to the environment as a result of natural events and human actions.

English II⁴

Competencies and Suggested Objective(s)

- E1 Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.
- a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain or justify an action or event, inform, entertain, etc.
 - b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses; etc.
 - c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.
 - d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.
 - b. Speak with appropriate intonation, articulation, gestures, and facial expression.
 - c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- a. Read, view, and listen to distinguish fact from opinions and to recognize persuasive and manipulative techniques.
 - b. Access both print and non-print sources to produce an I-Search paper, research paper, or project.

⁴ Mississippi language arts framework—English II. (2003). Retrieved September 10, 2003, from http://marcopolo.mde.k12.ms.us/frameworks/language_arts/la_10.html

- c. Use computers and audio-visual technology to access and organize information for purposes such as resumes, career search projects, and analytical writings, etc.
 - d. Use reference sources, indices, electronic card catalog, and appropriate research procedures to gather and synthesize information.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking.
- a. Interact with peers to examine real world and literary issues and ideas.
 - b. Show growth in critical thinking, leadership skills, consensus building, and self-confidence by assuming a role in a group, negotiating compromise, and reflecting on individual or group work.
- E5 Complete oral and written presentations which exhibit interaction and consensus within a group.
- a. Share, critique, and evaluate works in progress and completed works through a process approach.
 - b. Communicate effectively in a group to present completed projects and/or compositions.
 - c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.
- E6 Explore cultural contributions to the history of the English language and its literature.
- a. Explore a variety of works from various historical periods, geographical locations, and cultures, recognizing their influence on language and literature.
 - b. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.
 - c. Recognize root words, prefixes, suffixes, and cognates.
 - d. Relate how vocabulary and spelling have changed over time.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- a. Listen to and read aloud selected works to recognize and respond to the rhythm and power of language to convey a message.
 - b. Read aloud with fluency and expression.
 - c. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that make a passage achieve a certain effect.
 - d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.
 - e. Analyze how grammatical structure or style helps to create a certain effect.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- a. Read and explore increasingly complete works, both classic and contemporary, for oral discussion and written analysis.
 - b. Read, discuss, and interpret literature to make connections to life.
 - c. Read from a variety of genres to understand how the literary elements contribute to the overall quality of the work.
 - d. Identify qualities in increasingly complex literature that have produced a lasting impact on society.

- e. Read for enjoyment, appreciation, and comprehension of plot, style, vocabulary, etc.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- a. Infuse the study of grammar and vocabulary into written and oral communication.
 - b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, and dangling and misplaced modifiers.
 - c. Give oral presentations to reinforce the use of standard English.
 - d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.
 - b. Interpret visual material orally and in writing.

U. S. History from 1877⁵

Competencies and Suggested Objective(s)

- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
 - b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal, etc.).
 - c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
 - d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).
 - b. Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).
 - c. Describe the effects of transportation and communication advances since 1877.

⁵ Mississippi social studies framework—U.S. History from 1877. (2003). Retrieved September 10, 2003, from http://marcopolo.mde.k12.ms.us/frameworks/social_studies/ss_us_history.html

- H3 Describe the relationship of people, places, and environments through time.
- a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).
 - b. Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- a. Interpret special purpose maps, primary/secondary sources, and political cartoons.
 - b. Analyze technological information on graphs, charts, and timelines.
 - c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.
- a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).
 - b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).
 - c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964).
 - d. Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

Appendix C: Workplace Skills for the 21st Century⁶

- WP1 Allocates resources (time, money, materials and facilities, and human resources).
- WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
- WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
- WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.
- WP5 Selects, applies, and maintains/troubleshoots technology.
- WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
- WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
- WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

⁶ Secretary's commission on achieving necessary skills. Retrieved July 13, 2004, from <http://wdr.doleta.gov/SCANS/>

Appendix D: National Educational Technology Standards for Students⁷

- T1 Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- T2 Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- T3 Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- T4 Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- T5 Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- T6 Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

⁷ ISTE: National educational technology standards (NETS). Retrieved July 13, 2004, from <http://cnets.iste.org/>