

**Unit 1: Demonstrating Personal Qualities and Abilities
Competencies 1-5**

Unit Focus	
Students will make use of course related professional knowledge and skills for the workplace. Suggested Duration: 36 weeks	
Stage 1 – Desired Outcomes	
Established Goals	
Virginia Career and Technology Education (CTE) Competencies <ol style="list-style-type: none"> 1. Demonstrate creativity and innovation 2. Demonstrate critical thinking and problem solving. 3. Demonstrate initiative and self-direction. 4. Demonstrate integrity. 5. Demonstrate work ethic. 	
Enduring Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p>U1 in preparation for the workplace, students will understand the need for effective speaking, listening, reading, writing, critical-thinking, problem-solving, healthy behaviors, safety, lifelong-learning, job-acquisition, job-advancement, job-specific mathematics and customer-service skills and how they are used in workplace organizations, systems, and climates.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How can miscommunication interfere with a student’s performance in the workplace and how could this be change in other workplace organizations, systems and climates?</p> <p>Q2 What reading and writing skills would be needed in higher level jobs, such as a manager and a vice president in a business?</p> <p>Q3 What are some examples of problem-solving and decision-making, and how are they alike and different?</p> <p>Q4 How do personal health, life-long learning skills, job-acquisition skills and advancement skills relate to each other?</p> <p>Q5 What mathematics skills are required to attain an entry-level job in a chosen field and higher-level jobs in that field?</p>

	Q6 Why do employers put a premium on employees having a positive attitude?
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 how to demonstrate a form of public speaking.</p> <p>K2 how to demonstrate customer service qualities, the use of gaining details, oratory listening, repeating information and self-response with a good attitude.</p> <p>K3 how to demonstrate personal safety, organization, planning and equipment maintenance.</p> <p>K4 how to demonstrate technological career skill training search and education research.</p> <p>Key vocabulary All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	<p><i>The student will be able to...</i></p> <p>S1 communicate effectively and exhibit large and small group speaking skills.</p> <p>S2 comprehend details, repeat directions or requests to insure understanding of effective listening and follow directions during a task.</p> <p>S3 recognize, analyze and solve a problem in completing an assigned task.</p> <p>S4 adhere to safety guidelines during a task.</p> <p>S5 explore avenues to improve professional skills and education for personal growth.</p> <p>S6 maintain equipment, organize and plan during a task.</p> <p>S7 make calculations related to their field.</p> <p>S8 provide a constructive attitude to imitate customer service.</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
P1 Use digital memory storage or a course binder to create a reference library to show student organization of file groups.	O1 Quizzes
P2 Demonstrate listening and speaking skills by completing a given task in a group.	O2 Test
P3 Participate in lab maintenance and organization.	O3 Observations
P4 Make mathematical calculations as they pertain to the practice of nursing.	O4 Teacher rubrics
	O5 Self-evaluation
	O6 Peer evaluations

Stage 3 – Learning Plan

Recommended Learning Experiences

L1 Learning Experience 1

L2 Learning Experience 2

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

**Unit 2: Demonstrating Interpersonal Skills
Competencies 6-10**

Unit Focus	
Students will make use of course related professional knowledge and skills for the workplace.	
Suggested Duration: 36 weeks	
Stage 1 – Desired Outcomes	
Established Goals	
Virginia Career and Technology Education (CTE) Competencies	
<ul style="list-style-type: none"> 6. Demonstrate conflict-resolution skills. 7. Demonstrate listening and speaking skills. 8. Demonstrate respect for diversity. 9. Demonstrate customer service skills. 10. Collaborate with team members. 	
Enduring Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p>U2 in preparation for the workplace, students will understand the need for effective speaking, listening, reading, writing, critical-thinking, problem-solving, healthy behaviors, safety, lifelong-learning, job-acquisition, job-advancement, job-specific mathematics and customer-service skills and how they are used in workplace organizations, systems, and climates.</p>	<p><i>Students will keep considering...</i></p> <p>Q7 How can miscommunication interfere with performance in the workplace and how could this be change in other workplace organizations, systems and climates?</p> <p>Q8 What reading and writing skills would be needed in higher level jobs, such as a manager and a vice president in a business?</p> <p>Q9 What are some examples of problem-solving and decision-making, and how are they alike and different?</p> <p>Q10 How do personal health, life-long learning skills, job-acquisition skills and advancement skills relate to each other?</p> <p>Q11 What mathematics skills are required to attain an entry-level job in a chosen field and higher-level jobs in that field?</p>

	Q12 Why do employers put a premium on employees having a positive attitude?
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K5 how to demonstrate a form of public speaking.</p> <p>K6 how to demonstrate customer service qualities, the use of gaining details, oratory listening, repeating information and self-response with a good attitude.</p> <p>K7 how to demonstrate personal safety, organization, planning and equipment maintenance.</p> <p>K8 how to demonstrate technological career skill training search and education research.</p> <p>Key vocabulary All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	<p><i>The student will be able to...</i></p> <p>S9 communicate effectively and exhibit large and small group speaking skills.</p> <p>S10 comprehend details, repeat directions or requests to insure understanding of effective listening and follow directions during a task.</p> <p>S11 recognize, analyze and solve a problem in completing an assigned task.</p> <p>S12 adhere to safety guidelines during a task.</p> <p>S13 explore avenues to improve professional skills and education for personal growth.</p> <p>S14 maintain equipment, organize and plan during a task.</p> <p>S15 make calculations related to their field.</p> <p>S16 provide a constructive attitude to imitate customer service.</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P5 Use digital memory storage or a course binder to create a reference library to show student organization of file groups.</p> <p>P6 Demonstrate listening and speaking skills by completing a given task in a group.</p> <p>P7 Participate in lab maintenance and organization.</p> <p>P8 Make mathematical calculations as they pertain to the practice nursing.</p>	<p>O7 Quizzes</p> <p>O8 Test</p> <p>O9 Observations</p> <p>O10 Teacher rubrics</p> <p>O11 Self-evaluation</p> <p>O12 Peer evaluations</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

L3 Learning Experience 1

L4 Learning Experience 2

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Unit 3: Demonstrating Professional Competencies Competencies 11-22

Unit Focus

Students will learn to use technology safely, efficiently, and ethically in the workplace.

Suggested Duration: 36 Weeks

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

11. Demonstrate big-picture thinking.
12. Demonstrate career- and life-management skills.
13. Demonstrate continuous learning and adaptability.
14. Manage time and resources.
15. Demonstrate information-literacy skills.
16. Demonstrate an understanding of information security.
17. Maintain working knowledge of current information technology (IT) systems.
18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
19. Apply mathematical skills to job-specific tasks.
20. Demonstrate professionalism.
21. Demonstrate reading and writing skills.
22. Demonstrate workplace safety.

WIDA English Language Development Standard

English language learners communicate information, ideas and concepts necessary for academic success in the content area.

Enduring Understandings

Students will understand...

to select and safely use technological resources (tools, machines, and electronics).

how to work with hardware, file-management techniques, and IT software/programs effectively and on various operating systems.

Essential Questions

Students will keep considering...

1. What basic level of computer literacy is required for the world of work?
2. goals in terms of computer literacy? What resources are available to meet these goals?

<p>Enduring Understandings <i>(continued)</i> Students will understand that ... how to work with equipment and software specific to practical nursing. how to seek additional technology to improve work processes and products. how to use the internet efficiently and ethically for work. how to be able to identify the risks of posting personal and work information on the internet. how to take measures to avoid Internet security risks. how to select and use telecommunication devices, services, and web-based applications appropriate to work assignments.</p>	<p>Essential Questions <i>(continued)</i> Students will keep considering...</p> <ol style="list-style-type: none"> 3. Is the information provided through the use of technology more reliable and relevant than information obtained in other ways?. 4. How can privacy and personal safety be protected while using computer technology?
<p>Knowledge</p>	<p>Skills</p>
<p>Students will know... the appropriate software and hardware for the course. how to use the internet in a secure manner in the workplace. various telecommunication devices and services available for their course. How to access and utilize the LMS for the course.</p> <p>Key vocabulary All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	<p>The student will be able to... use the internet for topic specific research. use the internet without creating a security risk for their employer or themselves. use smart devices and web-based applications to enhance their productivity. Appropriately utilize technology in the clinical setting Use the LMS to access and submit assignments</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
Use the computer to research a topic online. Save files and recover them as needed. Submit assignments through LMS Use a smart device to transmit information.	L5 Quizzes and Tests L6 Observations

Stage 3 – Learning Plan

Recommended Learning Experiences

- Q13 Learning Experience 1
- Q14 Learning Experience 2

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction. Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

**Unit 4: Examining All Aspects of an Industry
Competencies 23-30**

Unit Focus	
<p>Student will be able to examine all aspects of the industry; to include organization, management, financial responsibility, technical and production skills, principles of technology, labor issues, community issues, and health, safety, and environmental issues.</p> <p>Suggested Duration:</p>	
Stage 1 – Desired Outcomes	
Established Goals	
<p>Virginia Career and Technology Education (CTE) Competencies</p> <p>23. Examine aspects of planning within an industry/organization. 24. Examine aspects of management within an industry/organization. 25. Examine aspects of financial responsibility within an industry/organization. 26. Examine technical and production skills required of workers within an industry/organization. 27. Examine principles of technology that underlie an industry/organization. 28. Examine labor issues related to an industry/organization. 29. Examine community issues related to an industry/organization. 30. Examine health, safety, and environmental issues related to an industry/organization.</p> <p>WIDA English Language Development Standard</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area.</p>	
Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U3 all aspects of planning within an industry/organization. U4 all aspects of management within an industry/organization. U5 aspects of financial responsibility within an industry/organization.</p>	<p><i>Students will keep considering...</i></p> <p>Q15 Reasons to examine aspects of planning within the industry? Q16 What basic level of management understanding is required to be proficient in the working world?</p>

<p><i>Students will understand (continued)...</i></p> <p>U6 technical and production skills required of workers within an industry/organization.</p> <p>U7 principles of technology that underlie an industry/organization.</p> <p>U8 labor issues related to an industry/organization.</p> <p>U9 community issues related to an industry/organization.</p> <p>U10 all health, safety, and environmental issues related to an industry/organization.</p>	<p><i>Students will keep considering (continued)...</i></p> <p>Q17 How can goals be set to obtain financial responsibility within the industry?</p> <p>Q18 Technical and production skills essential to work place readiness?</p> <p>Q19 How does technology play a role in the industry?</p> <p>Q20 Examine and explain labor issues related to the industry?</p> <p>Q21 What community issues could arise based on the industry?</p> <p>Q22 Explain what environmental concerns should the industry address?</p> <p>Q23 What can be used to motivate employees to become involved in effective health, safety, and environmental practices?</p>
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Knowledge	Skills
<p><i>Students will know...</i></p> <p>K9 how to plan within an industry/organization.</p> <p>K10 how to understand aspects of management within an industry/organization.</p> <p>K11 how to utilize all aspects of financial responsibility within an industry/organization.</p> <p>K12 how to use technical and production skills requires of workers within an industry/organization.</p> <p>K13 how to utilize principles of technology that underline an industry/organization.</p> <p>K14 how to examine labor issues related to an industry/organization.</p> <p>K15 how to look at community issues and how they are related to an industry/organization.</p> <p>K16 how to examine health, safety, and environmental issues related to an industry/organization.</p>	<p><i>The student will be able to...</i></p> <p>S17 practice teamwork skills.</p> <p>S18 demonstrate proficiency in nursing skills.</p> <p>S19 demonstrate how to communicate with employer, co-workers, and clients in a way that leads to understanding.</p> <p>S20 demonstrate health and safety processes and hazards.</p>

<p>Key vocabulary All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	
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Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P9 Through the usage of a simulation patient environment student will be able to demonstrate their knowledge of therapeutic communication, data collection, patient assessment, planning care, teamwork skills, and leadership skills.</p>	<p>O13 Observations</p>
<p>P10 Demonstrate the technical skills required through skill check off sheets.</p>	<p>O14 Self-evaluation</p> <p>O15 Peer evaluation</p>
<p>P11 Through research within the nursing industry student will be able to explain labor and community issues and was to improve them.</p>	<p>O16 Quizzes and test</p>
<p>P12 The student will demonstrate their understanding or health, safety,</p>	<p>O17 Teacher generated rubrics</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

L7 Learning Experience 1

L8 Learning Experience 2

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

**Unit 5: Addressing Elements of Student Life
Competencies 31-34**

Unit Focus	
<p>Student will be able to understand the purpose and goals surrounding student organizations to include leadership skills through participation in organized activities, meetings, programs, and projects as well as professional/civic organizations as an adult.</p> <p>Suggested Duration:</p>	
Stage 1 – Desired Outcomes	
Established Goals	
<p>Virginia Career and Technology Education (CTE) Competencies</p> <p>31. Identify the purposes and goals of the student organization. 32. Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult. 33. Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects. 34. Identify Internet safety issues and procedures for complying with acceptable use standards.</p> <p>WIDA English Language Development Standard</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area.</p>	
Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U11 the goals and purposes of the Health Occupations Student Association (HOSA). U12 student organizations and be able to explain the benefits and responsibilities of HOSA and how they relate to professional organizations as an adult. U13 that through participation in HOSA, they will be able to demonstrate leadership skills.</p>	<p><i>Students will keep considering...</i></p> <p>Q24 The importance of evidence of participation in student organizations for future employment recruiters? Q25 Why are student organizations important to professional growth? Q26 What are the benefits and responsibilities of membership in student organizations as a student and as a professional adult? Q27 How to demonstrate leadership skills learned through participation in student organizations?</p>

<i>Students will understand that (continued) ...</i> U14 Student will be able to identify internet safety issues and procedures for complying with acceptable use standards.	<i>Students will keep considering (continued)...</i> Q28 In what role does internet safety play in student organizations? Q29 How to protect privacy and personal safety while using the Internet?
Knowledge	Skills
<i>Students will know...</i> K17 the purposes and goals of the student organization, Health Occupations Student Association (HOSA). K18 the benefits and responsibilities of membership in HOSA as a student and in professional/civic organizations as an adult. K19 how to demonstrate leadership skills through participation in HOSA activities, such as meetings, programs, or projects. K20 internet safety issues and procedures for complying with acceptable use standards.	<i>The student will be able to...</i> S21 explain the benefits and responsibilities of being a member of HOSA S22 organize and assist in leadership of civic programs and projects. S23 put leadership skills to practice. S24 be aware of the safe way to use the internet.

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
P13 Active participation in HOSA organizational meetings, programs, and projects. P14 Demonstrate leadership skills. P15 Completing online Internet safety simulations/modules.	O18 Observation O19 Meeting attendance records O20 Self-evaluation O21 Peer evaluation

Stage 3 – Learning Plan

Recommended Learning Experiences

- L9** Bi-monthly planning meetings will be run by student class officers, with faculty sponsor/instructor to facilitate.
- L10** Students will actively participate in bi-monthly HOSA meetings.
- L11** Students will plan and carry out community service projects with a minimum of three (3) community service hours.
- L12** Class secretary or designee will record minutes and submit to faculty sponsor.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Virginia’s All Aspects of Industry, Virginia Department of Education.
 Code of Ethics for Nurses with Interpretive Statements, American Nurses Association.
 Virginia’s Workplace Readiness Skills. Virginia Department of Education.
 Microsoft Word Documents Office Minutes Template

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools
(*EL Tools*)

Academic Literacy Tools
(*vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing*)

Differentiation Tools
(*cooperative learning, co-teaching*)

Unit 6: Mastering Nursing Competencies/Skills in the Clinical Setting Competencies 35-52

Unit Focus

The student will form focused assessment procedures as outlined in Board of Nursing Regulations 18VAC 90-27-90.B.2.
The student will be able to master nursing competencies / skills within the clinical setting.

Suggested Duration: 36 weeks

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

35. Identify the types of work-based learning (WBL) opportunities.
36. Reflect on lessons learned during the WBL experience.
37. Explore career opportunities related to the WBL experience.
38. Participate in a WBL experience, when appropriate.
39. Perform procedures related to the muscular and skeletal systems.
40. Perform procedures related to the cardiovascular system.
41. Perform procedures related to the respiratory system.
42. Perform procedures related to the gastrointestinal system.
43. Perform procedures related to the endocrine system.
44. Perform procedures related to the reproductive system.
45. Perform procedures related to the urinary system.
46. Perform procedures related to the integumentary system.
47. Perform procedures related to the neurosensory system.
48. Perform procedures related to wound care.
49. Perform procedures related to pain management.
50. Perform procedures related to first aid and emergency care.
51. Implement a plan of care using the nursing process.
52. Apply principles of communication in establishing therapeutic relationships.
53. Apply principles of conflict resolution with clients and co-workers.
54. Apply the rights of clients.

- 55. Demonstrate respect for client rights.
- 56. Promote client's rights to be free from abuse, mistreatment, neglect, and abandonment.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U15 How to correctly perform focused assessment procedures as outlined in Board of Nursing Regulations 18VAC 90-27-90.B.2.</p> <p>U16 The rationale for performing procedures/diagnostics related to all body systems.</p> <p>U17 The rationale for performing procedures related to wound care and pain management.</p> <p>U18 The rationale for performing procedures related to first aid and emergency care.</p> <p>U19 Implement a plan of care using the nursing process within the clinical judgment measurement model.</p> <p>U20 How to apply principles of communication in establishing therapeutic relationships.</p> <p>U21 How to apply principles of conflict resolution with clients and co-workers.</p> <p>U22 How to apply the rights of clients, demonstrate respect for client rights, and promote client's rights to be free from abuse, mistreatment, neglect, and abandonment.</p> <p>U23 How to be culturally competent.</p> <p>U24 Prevention and appropriate response to bioterrorism, natural and man-made disasters, and intimate partner and family violence.</p> <p>U25 Application of evidence-based practice in performing of skills/procedures.</p>	<p><i>Students will keep considering...</i></p> <p>Q30 Why is it important to perform a focused nursing assessment?</p> <p>Q31 Why is it important to be aware of the Virginia Nurse Practice Act and the facility standards of care when performing nursing skills?</p> <p>Q32 What are the consequences of poorly performed wound care?</p> <p>Q33 Why is it important to evaluate and manage pain?</p> <p>Q34 How to modify and apply the clinical judgement measurement model to abnormal assessment findings?</p> <p>Q35 Why is it important to establish a therapeutic relationship with clients and co-workers?</p> <p>Q36 How do unresolved conflicts affect the relationships between nurses and their clients or co-workers?</p> <p>Q37 What resources are available to inform the student of the client's rights?</p> <p>Q38 What steps can be taken to provide privacy and confidentiality for the client?</p> <p>Q39 To whom are instances of abuse, mistreatment, and neglect reported?</p> <p>Q40 As a nursing professional, what skills, knowledge, behaviors and attitudes are needed to be culturally competent?</p> <p>Q41 How does evidence-based practice apply to the way skill/procedures are carried out?</p>

Knowledge	Skills
<p><i>Students will know...</i></p> <p>K21 How to correctly perform a focused assessment.</p> <p>K22 How to correctly perform nursing skills and procedures for all body systems.</p> <p>K23 How to correctly evaluate and manage pain.</p> <p>K24 How to implement a plan of care using the nursing process and the clinical judgement measurement model.</p> <p>K25 How to recognize effective and ineffective communication strategies while developing therapeutic relationships and resolving conflicts.</p> <p>K26 How to respect and promote client's rights to be safe and secure.</p> <p>K27 Calculations related to nursing math</p> <p>K28 How to correctly document procedures performed within the medical record.</p> <p>Key vocabulary All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	<p><i>The student will be able to...</i></p> <p>S25 Correctly demonstrate a focused assessment within the simulation lab and clinical areas.</p> <p>S26 Correctly demonstrate nursing skills and procedures within clinical areas.</p> <p>S27 Plan and implement a basic plan of care for a client.</p> <p>S28 Assess and implement appropriate interventions to alleviate pain.</p> <p>S29 Demonstrate effective communication to develop therapeutic relationships with clients and co-workers.</p> <p>S30 Recognize and validate clients' rights to be safe and free from harm.</p> <p>S31 Identify culturally responsive behaviors</p> <p>S32 Make calculations related to the nursing field.</p> <p>S33 Document skills performed within the medical record, with instructor to review and co-sign.</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P16 The student will complete a head-to-toe assessment within the Simulation Lab prior to clinical experience.</p> <p>P17 The student will complete a focused assessment based on patient complaint.</p> <p>P18 The student will correctly demonstrate nursing skills within their scope.</p> <p>P19 The student will provide care for a client within the clinical setting and prepare an appropriate care plan based on the highest client problem</p> <p>P20 The student will establish a therapeutic relationship and maintain client safety within the clinical setting. memory storage or a course binder to create a reference library to show student organization of file groups.</p> <p>P21 Demonstrate listening and speaking skills by completing a given task in a group.</p> <p>P22 The student will document assessment findings and skills performed within the medical record.</p> <p>P23 Participate in lab maintenance and organization.</p> <p>P24 Make mathematical calculations as they pertain to the nursing field.</p>	<p>O22 Instructor prepared quizzes and tests</p> <p>O23 Clinical and simulation observations</p> <p>O24 Teacher rubrics/skills checklist</p> <p>O25 Self-evaluation</p> <p>O26 Peer evaluations</p> <p>O27 Classroom and Canvas Participation</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L13** Students will evaluate various aspects of physical assessment (pupils, lung sounds, heart sounds, bowel sounds, etc.) and compare findings between students within the classroom.
- L14** Students will effectively perform a head to toe assessment within the simulation lab in 45 minutes or less.
- L15** Students will evaluate a patient within the clinical setting and create a plan of care.
- L16** Students will self-assess concept map using instructor provided rubric and collaborative learning with peers. Instructor will facilitate learning experience
- L17** Students will effectively perform skills previously learned in PN I & II simulation lab on real patients within the clinical setting.
- L18** Students will document physical assessments and skills performed within the simulated medical record.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Printed Materials:

Foundations of Nursing. Cooper & Gosnell.
Introduction to Medical-Surgical Nursing. Linton & Matteson.
Mosby's Diagnostic and Laboratory Test Reference. Pagana.
Nursing Diagnosis Reference Manual. Ackley, Ladwig, et al.

Audiovisuals:

Appropriate YouTube videos (To include but not limited to: RegisteredNurseRN.com, Osmosis, Khan Academy, Simple Nursing, etc.)

Internet Resource Links:

<https://evolve.elsevier.com/cs/myEvolve>

Canvas (Provided by PWCS)

Microsoft Office Suite (Provided by PWCS)

Nearpod (Provided by PWCS)

Zoom (Provided by PWCS)

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

**Unit 7: Administering Medications
Competencies 53-56**

Unit Focus	
The student will be able to correctly calculate and administer medications within the clinical setting.	
Suggested Duration: 36 weeks	
Stage 1 – Desired Outcomes	
Established Goals	
Virginia Career and Technology Education (CTE) Competencies	
57. Apply the principles of medication administration. 58. Administer medications via all routes as allowed by laws and regulations. 59. Identify characteristics of major drug classifications. 60. Administer intravenous therapy as authorized by law.	
Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U26 How to use formulas and conversion equivalents to correctly calculate doses of medication.</p> <p>U27 How to apply the principles of medication administration utilizing the 9 rights and 3 checks to eliminate medication errors.</p> <p>U28 How to safely administer medications via all routes as allowed by laws and regulations of the licensed practical nurse.</p> <p>U29 How a drug's action relates to its classification and therapeutic use.</p> <p>U30 Safety issues related to medication administration</p> <p>U31 The legal implications of administering intravenous therapy as authorized by law.</p> <p>U32 How to appropriately educate the client about the medication</p>	<p><i>Students will keep considering...</i></p> <p>Q42 What basic math skills are required to calculate drug dosages?</p> <p>Q43 Which conversion equivalents are commonly used to calculate drug dosages?</p> <p>Q44 What formulas are commonly used in drug calculations?</p> <p>Q45 What is the rule for calculating pediatric dosages?</p> <p>Q46 How are IV flow rates calculated for a gravity flow infusion? For an electronically monitored infusion?</p> <p>Q47 What are the nine rights of medication administration?</p> <p>Q48 What information must be included in a drug order by a healthcare provider?</p>

Students will understand... (continued)

- U33** The documentation process for administering medications
- U34** Cultural, ethical and legal, global, and community health considerations when administering medications.
- U35** The role of technology in the administration of medications.
- U36** Application of evidence-based practice with medication administration.

Students will keep considering... (continued)

- Q49** What criteria are used to select the correct syringe, needle size and length used for injections?
- Q50** What assessment factors are necessary for applying medications via all routes as allowed by laws and regulations (e.g., skin, eyes, nose, ear, mouth, rectal, vaginal)?
- Q51** Compare and contrast routes of drug administration in relation to rates of absorption, effectiveness, and safety of each?
- Q52** What common side effects and adverse reactions are associated with the major drug groups?
- Q53** What needs to be evaluated before, during and after administration of a medication?
- Q54** What is the rationale for use of the common types of IV fluids?
- Q55** How is the client prepared for IV therapy?
- Q56** How to evaluate efficacy of the medication?
- Q57** What are some ethical and legal considerations when administering medications and intravenous therapy for a nurse in Virginia?

Knowledge

Students will know...

- K29** How to correctly calculate medication dosages.
- K30** Classifications, actions, dosages, side effects, nursing implications, and client teaching for medications.
- K31** The 9 Rights and 3 Checks of medication administration.
- K32** How to correctly document medication administration utilizing the clinical facility's technology and procedures.

Skills

The student will be able to...

- S34** Correctly calculate medication dosages
- S35** Safely administer medications using the 9 Rights and 3 Checks.
- S36** Discuss medication classifications, actions, dosages, side effects, nursing implications, and client teaching.
- S37** Correctly document medication administration per facility protocol utilizing the facility's technology.
- S38** Discuss ethical and legal considerations when administering medications.

Key vocabulary

All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P25 Students will pass a medication test with a 90% or better before being allowed to administer medications within the clinical setting.</p> <p>P26 Student will be assessed each course with a medication test while in the clinical setting.</p> <p>P27 Students will research all medications to be given within the clinical setting, and discuss classifications, action, dosage, side effects, nursing implications, and client teaching.</p> <p>P28 Students will administer medications with instructor within the clinical setting.</p> <p>P29 Students will correctly document medication administration per facility protocol.</p>	<p>O28 Instructor prepared quizzes and tests</p> <p>O29 Clinical and simulation observations</p> <p>O30 Self-evaluation</p> <p>O31 Peer evaluations</p> <p>O32 Classroom and Canvas Participation</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L19** Students will write/type drug cards for specific medication classes as part of summer learning between PN II and PN III.
- L20** Students will write/type a drug card for each new medication they encounter during clinical.
- L21** Students will write/type drug cards for obstetrical medications prior to Course D clinicals.
- L22** Students will verbally recite and physically check all 9 rights and 3 checks with instructor prior to administering all medications within the clinical setting.
- P30** Students will administer medications under supervision of instructor within the clinical setting.
- L23** Students will document medications in medical record with instructor to approve and co-sign within the clinical setting.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Printed Materials:

Foundations of Nursing. Cooper & Gosnell.
Introduction to Medical-Surgical Nursing. Linton & Matteson.
Introduction to Clinical Pharmacology, Visovsky, Zambroski, & Hosler.
Mosby's Diagnostic and Laboratory Test Reference. Pagana.
Nursing Diagnosis Reference Manual. Ackley, Ladwig, et al.

Audiovisuals:

Appropriate YouTube videos (To include but not limited to: RegisteredNurseRN.com, Osmosis, Khan Academy, Simple Nursing, etc.)

Internet Resource Links:

<https://evolve.elsevier.com/cs/myEvolve>

Canvas (Provided by PWCS)

Microsoft Office Suite (Provided by PWCS)

Nearpod (Provided by PWCS)

Zoom (Provided by PWCS)

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Unit 8: Applying the Nursing Process to the Adult Client

Competencies 57-67

Unit Focus

The student will be able to apply the nursing process to the adult client

Suggested Duration: 36 weeks

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

35. Identify the types of work-based learning (WBL) opportunities.
36. Reflect on lessons learned during the WBL experience.
37. Explore career opportunities related to the WBL experience.
38. Participate in a WBL experience, when appropriate.
61. Apply the nursing process for a client with a disorder of the muscular and skeletal systems.
62. Apply the nursing process for a client with a disorder of the cardiovascular system.
63. Apply the nursing process for a client with a disorder of the respiratory system.
64. Apply the nursing process for a client with a disorder of the gastrointestinal system.
65. Apply the nursing process for a client with a disorder of the endocrine system.
66. Apply the nursing process for a client with a disorder of the reproductive system.
67. Apply the nursing process for a client with a disorder of the urinary system.
68. Apply the nursing process for a client with a disorder of the integumentary system.
69. Apply the nursing process for a client with a disorder of the nervous system.
70. Apply the nursing process for a client with a disorder of the neurosensory system.
71. Apply the nursing process for a client with a disorder of the hematologic or lymphatic system.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U37 How to apply the nursing process to the adult client with disorders of the cardiovascular, respiratory, musculoskeletal, gastrointestinal, endocrine, reproductive, urinary, integumentary, nervous,</p> <p>U38 How to modify nursing assessment for the adult client with disorders of the body systems and recognize deviations from normal.</p> <p>U39 The integration of pharmacological agents in the nursing management of the client with a disorder of one of the body systems.</p> <p>U40 The purpose and nursing management of diagnostic tests for each of the body systems</p> <p>U41 Cultural, ethical and legal considerations regarding the client with a disorder of a body system.</p> <p>U42 Community and global health considerations regarding the client with a disorder of a body system.</p> <p>U43 Prevention and appropriate response to bioterrorism, natural and man-made disasters, and intimate partner and family violence.</p> <p>U44 Application of evidence-based practice in treatment of clients with problems associated with disorders of the cardiovascular, respiratory, musculoskeletal, gastrointestinal, endocrine, reproductive, urinary, integumentary, nervous, neurosensory, hematologic, and lymphatic system.</p>	<p><i>Students will keep considering...</i></p> <p>Q58 What are the hazards of immobility and the psychosocial effect related to each of the following systems: respiratory, cardiovascular, gastrointestinal, urinary, integumentary, musculoskeletal?</p> <p>Q59 What are some nursing diagnoses related to the client with disorders in each of the following systems: respiratory, cardiovascular, gastrointestinal, urinary, integumentary, musculoskeletal?</p> <p>Q60 What are the steps included in the nursing assessment of each of the body systems?</p> <p>Q61 How to develop the plan of care to meet the biological, psychological, social, and cultural needs of the client with a disorder in a body system?</p> <p>Q62 How to explain the integration of pharmacological agents in the nursing management of the client with a disorder of one of the body systems?</p> <p>Q63 How to explain the purpose and nursing management of diagnostic tests for each of the body systems?</p> <p>Q64 How to explain the pre- and post-operative nursing care of the client experiencing surgical procedures for each of the body systems?</p> <p>Q65 What educational guidelines should be provided for the client with a disorder of a body system?</p> <p>Q66 How to apply principles of nutrition in the care of the client with a disorder of a body system?</p> <p>Q67 What are some ethical and legal considerations regarding the client with a disorder of a body system.</p>

Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 How to correctly assess each body system and recognize deviations from normal.</p> <p>K2 How to develop, implement, and evaluate a plan of care for a client with a body system disorder.</p> <p>K3 Common diagnostic testing for each body system and be able to interpret results.</p> <p>K4 Common medications prescribed for each of the body systems, their classifications, actions, dosages, side effects, nursing implications, and client teaching.</p> <p>K5 Hazards of immobility and the psychosocial effect related to each of the body systems.</p> <p>K6 Pre- and post-operative care for each body system</p> <p>K7 Client education for each body system.</p> <p>K8 Nutritional requirements or restrictions for each body system.</p> <p>K9 Ethical and legal considerations regarding the client with a disorder of a body system.</p> <p>Key vocabulary All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	<p><i>The student will be able to...</i></p> <p>S39 Correctly perform a nursing assessment of each of the body systems.</p> <p>S40 Apply the clinical judgement measurement model for a client with a body system disorder.</p> <p>S41 Interpret diagnostic tests and apply to the client with a body system disorder.</p> <p>S42 Provide education to a client with a body system disorder.</p> <p>S43 Discuss nutrition requirements or restrictions for a client with a body system disorder.</p> <p>S44 Discuss ethical and legal considerations regarding the client with a disorder of a body system.</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P31 Students will care for and assess clients assigned within the clinical setting.</p> <p>P32 Students will develop and present plans of care for clients in post-conference, listing the highest priority nursing problem for peer-collaboration.</p> <p>P33 Students will write/type lab cards for specific diagnostic tests as part of each body system.</p>	<p>O33 Instructor prepared quizzes and tests</p> <p>O34 Clinical and simulation observations</p> <p>O35 Self-evaluation</p> <p>O36 Peer evaluations</p> <p>O37 Classroom and Canvas Participation</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L1** Students will care for and assess clients within the clinical setting.
- L2** Students will be able compare classroom and textbook discussion of disorders to actual client situations
- L3** Students will self-assess concept map using instructor provided rubric and collaborative learning with peers. Instructor will facilitate learning experience
- L4** Students will submit concept maps for instructor review.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction. Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Printed Materials:

Foundations of Nursing. Cooper & Gossnell.
Introduction to Medical-Surgical Nursing. Linton & Matteson.
Introduction to Clinical Pharmacology, Visovsky, Zambroski, & Hosler.
Mosby's Diagnostic and Laboratory Test Reference. Pagana.
Nursing Diagnosis Reference Manual. Ackley, Ladwig, et al.

Williams' Essentials of Nutrition and Diet Therapy. Schlenker & Gilbert.

Audiovisuals:

Appropriate YouTube videos (To include but not limited to: RegisteredNurseRN.com, Osmosis, Khan Academy, Simple Nursing, etc.)

Internet Resource Links:

<https://evolve.elsevier.com/cs/myEvolve>

Canvas (Provided by PWCS)

Microsoft Office Suite (Provided by PWCS)

Nearpod (Provided by PWCS)

Zoom (Provided by PWCS)

Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

**Unit 9: Examining the Nursing Process for the Geriatric Client
Competencies 68-74**

Unit Focus	
The student will apply the nursing process for the geriatric client.	
Suggested Duration: 36 weeks	
Stage 1 – Desired Outcomes	
Established Goals	
Virginia Career and Technology Education (CTE) Competencies	
35. Identify the types of work-based learning (WBL) opportunities. 36. Reflect on lessons learned during the WBL experience. 37. Explore career opportunities related to the WBL experience. 38. Participate in a WBL experience, when appropriate. 72. Identify current psychosocial and cultural issues and concerns of the older adult, including client-centered care. 73. Identify community resources and services available to the geriatric client. 74. Demonstrate procedures relevant to the geriatric client. 75. Describe the common pathological changes of aging. 76. Describe significant factors related to medication use in the geriatric client. 77. Describe significant factors related to hydration and the nutritional needs of the geriatric client. 78. Perform skills and procedures related to the care of the geriatric client.	
Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U45 Age-related changes in each of the following body systems: cardiovascular, respiratory, musculoskeletal, integumentary, gastrointestinal, genitourinary, neurological, endocrine, reproductive, special senses.</p> <p>U46 The impact of aging on family dynamics and interactions</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What is the impact of aging on family dynamics and interactions?</p> <p>Q2 How might changes such as income, housing, transportation, and health affect the older adult?</p>

Students will understand...(continued)

- U47** Legal and ethical considerations regarding the older adult, such as negligence, euthanasia, and elder abuse
- U48** Specific safety precautions that apply to the aging client
- U49** Physiological, psychological, and sensory changes of aging that affect pharmacotherapeutics in the older adult
- U50** Factors that may cause dehydration or malnutrition in the geriatric client
- U51** Appropriate nursing skills and procedures to assist the geriatric client

Students will keep considering...(continued)

- Q3** In what ways might losses experienced by the older adult, such as good health, the death of friends and/or spouse, financial security, and profession affect them?
- Q4** In what ways do community resources and services serve the geriatric client?
- Q5** What are the rights of geriatric clients, such as advanced directives, grievance, and regulations?
- Q6** What do national groups, such as American Association of Retired Persons (AARP), the Federal Administration on Aging, and the Gray Panthers, offer the geriatric client?
- Q7** What are the legal and ethical considerations regarding the older adult
- Q8** How to correlate biological, psychological, sociological, and developmental theories of aging to clinical practice?
- Q9** What are the physiological, psychological, and sensory changes of aging that affect pharmacotherapeutics in the older adult?
- Q10** How can the geriatric client be assessed for signs of dehydration and malnutrition?
- Q11** How to assist the geriatric client to maintain a safe environment?
- Q12** What are examples of nursing interventions to prevent complications from immobility, such as decubiti, pneumonia, and contractions?
- Q13** What are special considerations needed when assessing a geriatric client/patient?
- Q14** What are the procedures related to the care of the client's personal belongings, including eyeglasses, hearing aids, clothing, dentures, money, and jewelry? How might they differ from a client of any other age group?

Knowledge	Skills
<p>Students will know...</p> <p>K1 How to identify changes, such as development, livelihood, housing, independence, losses</p> <p>K2 How to identify government policies, community resources and services, care and rehabilitation resources, national groups, rights, legal, and ethical considerations.</p> <p>K3 How to perform procedures related to care and protection of the geriatric client's personal belongings</p> <p>K4 How to assist with daily activities, monitor vital signs, assess for fluid and electrolyte imbalances, and promotion of safe environment.</p> <p>K5 Changes of aging, risks and complications related to the administration of medication.</p> <p>K6 How to assess the geriatric client's physical and neurological status and plan for and maintain adequate nutrition.</p> <p>K7 How to find and implement evidence-based practice for the geriatric client</p> <p>Key vocabulary All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	<p>The student will be able to...</p> <p>S1 Assist the geriatric client with activities of daily living, such as hygiene, nutrition, grooming, and dressing</p> <p>S2 Apply and implement the clinical judgement measurement model by planning and implementing a basic plan of care for a geriatric clinical patient.</p> <p>S3 Demonstrate effective communication to develop therapeutic relationships with geriatric clients.</p> <p>S4 Recognize and validate the geriatric clients' rights to be safe and free from harm.</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P1 The student will provide care for a geriatric client within the clinical setting</p> <p>P2 The student will establish a therapeutic relationship with a geriatric patient within the clinical setting.</p> <p>P3 The student will maintain safety of the geriatric client within the clinical setting.</p> <p>P4 The student will correctly demonstrate nursing skills within their scope.</p> <p>P5 The student will prepare an appropriate plan of care based on the highest priority nursing problem for the geriatric client.</p>	<p>O1 Instructor prepared quizzes and tests</p> <p>O2 Clinical and simulation observations</p> <p>O3 Teacher rubrics/skills checklist</p> <p>O4 Self-evaluation</p> <p>O5 Peer evaluations</p> <p>O6 Classroom and Canvas Participation</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L1** Students will provide care for geriatric clients within the clinical setting
- L2** Students will assist geriatric clients with activities of daily living within the clinical setting.
- L3** Students will create a plan of care on a geriatric client that was observed and cared for within the clinical setting.
- L4** Students will effectively communicate with geriatric clients within the clinical setting.
- L5** Students will self-assess concept map using instructor provided rubric and collaborative learning with peers. Instructor will facilitate learning experience

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Printed Materials:

Foundations of Nursing. Cooper & Gosnell.

Introduction to Medical-Surgical Nursing. Linton & Matteson.

Mosby's Diagnostic and Laboratory Test Reference. Pagana.

Nursing Diagnosis Reference Manual. Ackley, Ladwig, et al.

Audiovisuals:

Appropriate YouTube videos (To include but not limited to: RegisteredNurseRN.com, Osmosis, Khan Academy, Simple Nursing, etc.)

Internet Resource Links:

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Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Prince William County Schools

C T E

8359 Practical Nursing

**Unit 10: Examining the Nursing Process for the Maternal and Newborn Client
Competencies 75-84**

Unit Focus

The student will apply the nursing process for the maternal and newborn clients.

Suggested Duration: 6 weeks

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

- 79. Describe the normal course of pregnancy and the purpose of prenatal care.
- 80. Identify fetal, maternal, and newborn complications that may occur during pregnancy.
- 81. Describe fetal development.
- 82. Describe fetal presentation and positions.
- 83. Monitor the signs and stages of labor.
- 84. Describe the physiological and emotional changes during the postnatal period.
- 85. Describe common problems that occur in the postnatal client, including symptoms, treatment, and prevention.
- 86. Describe care of the newborn.
- 87. Differentiate between the appearance of a normal newborn and a preterm newborn.
- 88. Describe common congenital anomalies.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U1 How pregnancy affects each body system</p> <p>U2 The importance of prenatal care in achieving a healthy outcome for mother and baby</p> <p>U3 The trends/issues/events in obstetrical nursing</p> <p>U4 Risk factors for, symptoms of, preventions for, and treatments of pregnancy and complications of pregnancy</p> <p>U5 Advantages and disadvantages of breast feeding vs. bottle feeding</p> <p>U6 Appropriate nursing skills and procedures to assist the pregnant client</p> <p>U7 Normal fetal development</p> <p>U8 Characteristics of a normal newborn</p> <p>U9 The importance of newborn safety</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What are the presumptive, probable, and positive signs of pregnancy?</p> <p>Q2 How does pregnancy affect each body system?</p> <p>Q3 What is the importance of prenatal care in achieving a healthy outcome for mother and baby (e.g., nutrition risk factors)?</p> <p>Q4 What are the effects of alcohol, smoking, medications, drugs, nutrition, sexual relations, on pregnancy.</p> <p>Q5 What are the trends/issues/events in obstetrical nursing, including theories and methods of preparation for childbirth?</p> <p>Q6 What are some preventative measures and nursing interventions for normal discomforts of pregnancy?</p> <p>Q7 What are the advantages and disadvantages of breast feeding vs. bottle feeding?</p> <p>Q8 What are the symptoms, preventive measures, nursing interventions, and treatments of complications of pregnancy?</p> <p>Q9 What are the seven cardinal movements associated with the mechanics of labor?</p> <p>Q10 What are the normal body changes that occur during the postnatal period?</p> <p>Q11 What would be included in discharge teaching for the postnatal client, including the six danger signs?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 Preventative measures and nursing interventions for normal discomforts of pregnancy</p> <p>K2 The progression of the stages of labor</p> <p>K3 The normal development of a fetus, risk factors at each stage, and methods to assess fetal well-being.</p>	<p><i>The student will be able to...</i></p> <p>S1 Demonstrate an appropriate physical assessment for the maternal client within the clinical setting.</p> <p>S2 Demonstrate an appropriate physical assessment for the newborn client within the clinical setting.</p>

<p>Students will know...(continued)</p> <p>K4 The seven cardinal movements associated with the mechanics of labor.</p> <p>K5 Appropriate discharge teaching for the postnatal and newborn clients.</p> <p>K6 How to describe the following postnatal complications, including assessment and intervention: mastitis, cystitis, and pulmonary embolism, and postnatal psychosis.</p> <p>Key vocabulary</p> <p>All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	<p>The student will be able to...(continued)</p> <p>S3 Plan and implement a basic plan of care for a maternal and/or newborn client.</p> <p>S4 Demonstrate effective communication to develop therapeutic relationships with maternal clients.</p> <p>S5 Incorporate appropriate discharge teaching for the postnatal and newborn clients.</p> <p>S6 Apply evidence-based practice in performing of skills/procedures.</p>
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Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P1 The student will provide care and maintain safety of a postnatal client within the clinical setting</p> <p>P2 The student will provide care and maintain safety for a newborn client within the clinical setting</p> <p>P3 The student will correctly demonstrate nursing skills within their scope.</p> <p>P4 The student will prepare an appropriate care plan based on the highest priority nursing problem for the postnatal client.</p> <p>P5</p>	<p>O1 Instructor prepared quizzes and tests</p> <p>O2 Clinical and simulation observations</p> <p>O3 Teacher rubrics/skills checklist</p> <p>O4 Self-evaluation</p> <p>O5 Peer evaluations</p> <p>O6 Classroom and Canvas Participation</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L1** Students will provide care for postnatal and newborn clients within the clinical setting
- L2** Students will create a plan of care on a postnatal client that was observed and cared for within the clinical setting.
- L3** Students will self-assess concept map using instructor provided rubric and collaborative learning with peers. Instructor will facilitate learning experience

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Printed Materials:

Foundations of Nursing. Cooper & Gossnell.
Introduction to Maternity and Pediatric Nursing. Leifer.
Introduction to Medical-Surgical Nursing. Linton & Matteson.
Mosby's Diagnostic and Laboratory Test Reference. Pagana.
Nursing Diagnosis Reference Manual. Ackley, Ladwig, et al.

Audiovisuals:

Appropriate YouTube videos (To include but not limited to: RegisteredNurseRN.com, Osmosis, Khan Academy, Simple Nursing, etc.)

Internet Resource Links:

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Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

**Unit 11: Applying the Nursing Process to the Pediatric Client
Competencies 85-94**

Unit Focus	
The student will apply the nursing process for the pediatric client.	
Suggested Duration: 6 weeks	
Stage 1 – Desired Outcomes	
Established Goals	
Virginia Career and Technology Education (CTE) Competencies	
35. Identify the types of work-based learning (WBL) opportunities. 36. Reflect on lessons learned during the WBL experience. 37. Explore career opportunities related to the WBL experience. 38. Participate in a WBL experience, when appropriate. 89. Identify changing concepts in pediatric health care. 90. Perform age-specific procedures related to the pediatric client. 91. Identify pediatric nutritional concepts, principles, and feeding practices. 92. Describe age-appropriate anticipatory guidance. 93. Describe healthy parenting behavior for each age group. 94. Apply the nursing process in the care of the pediatric client and the family. 95. Describe management techniques for common ambulatory health and developmental problems. 96. Perform procedures of care for the pediatric client. 97. Describe ways to foster positive adaptation of the child and family to stresses of illness and hospitalization. 98. Describe care associated with the dying child.	
Enduring Understandings	Essential Questions
<i>Students will understand...</i> U1 The changing concepts and attitudes in the care of children U2 Programs and laws that affect the pediatric client	<i>Students will keep considering...</i> Q1 What are the names of agencies and support groups for children with special health needs? Q2 What programs and laws affect the pediatric client?

Students will understand...(continued)

- U3** How to obtain measurements including weight, length, girth, head circumference, and vital signs of the pediatric client
- U4** Current nutritional concepts as they relate to the pediatric client
- U5** How to assist with healthy parenting behaviors, including prevention of child abuse
- U6** Normal child growth and development and be able to recognize deviations from normal
- U7** The steps involved in performing an assessment of the pediatric client, including vital signs, measurements, head-to-toe inspection, neurological response, and parental involvement
- U8** Common signs and symptoms of selected pediatric diseases and disorders
- U9** Preventive measures appropriate to pediatric clients, such as immunizations, well-baby visits, and client/family education
- U10** Nursing interventions for children with developmental disorders
- U11** How to calculate and administer medications for the pediatric client
- U12** How to manage the fluid and electrolytes of the pediatric client
- U13** Nursing interventions appropriate to the family of the dying child
- U14** How to incorporate the concepts of the grieving process in nursing interventions for care of the dying child

Students will keep considering...(continued)

- Q3** How to perform procedures related to hygiene, including bathing techniques for specific age groups?
- Q4** What are some age-specific feeding practices and associated parental concerns?
- Q5** What are the caloric and fluid requirements of each pediatric age group?
- Q6** What developmental characteristics predispose a child to certain accidents?
- Q7** What are examples of and preventive measures for the following common risks: sports injuries, car seat safety, gun safety, substance abuse?
- Q8** How to identify healthy and unhealthy parenting behaviors observed during selected clinical experiences?
- Q9** What are the definitions of different types of child abuse: physical, psychological, and sexual?
- Q10** How would normal child growth and development be described?
- Q11** What are the steps involved in performing an assessment of the pediatric client?
- Q12** What are some disease conditions specific to various age groups?
- Q13** What are the common signs and symptoms of selected pediatric diseases and disorders, chickenpox; measles, mumps, rubella, congenital hip dysplasia; Legg-Calve' Perthes disease; Down syndrome; and tachypnea?
- Q14** What are the preventive measures for specific diseases and conditions?
- Q15** How to calculate and administer medications for the pediatric client?
- Q16** How to manage the fluid and electrolytes of the pediatric client?

	<p><i>Students will keep considering...(continued)</i></p> <p>Q17 What is the importance of supervised play during hospitalization?</p> <p>Q18 How to describe coping strategies of the child according to stages of development?</p> <p>Q19 What nursing interventions are appropriate to the family of the dying child?</p>
<p>Knowledge</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <p>K1 Preventative measures for the pediatric client, such as immunization schedule, car seat safety, home safety, gun safety, age appropriate toys</p> <p>K2 Assessment techniques for pediatric clients</p> <p>K3 Developmental milestones of the pediatric client</p> <p>K4 Fluid and electrolyte management of the pediatric client</p> <p>K5 How to correctly calculate pediatric medication dosages, and administration of medications to pediatric clients using the 9 rights.</p> <p>K6 Nutritional concepts for the pediatric client</p> <p>Key vocabulary</p> <p>All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	<p><i>The student will be able to...</i></p> <p>S1 Demonstrate appropriate physical assessment of a pediatric client within the clinical setting</p> <p>S2 Perform appropriate skills related to pediatric clients</p> <p>S3 Discuss pediatric immunization schedules</p> <p>S4 Apply developmental milestones of the healthy pediatric client</p> <p>S5 Assess the nutritional status and needs of the pediatric client</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>T1 The student will provide care and maintain safety of a pediatric client within the clinical setting</p> <p>T2 The student will correctly demonstrate nursing skills within their scope.</p> <p>T3 The student will prepare an appropriate plan of care based on the highest priority nursing problem for the pediatric client.</p>	<p>Instructor prepared quizzes and tests</p> <p>Clinical and simulation observations</p> <p>Teacher rubrics/skills checklist</p> <p>Self-evaluation</p> <p>Peer evaluations</p> <p>Classroom and Canvas Participation</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L1** Students will provide care for pediatric clients within the clinical setting
- L2** Students will create a plan of care on a pediatric client and submit it to the instructor for review.

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.

Printed Materials:

Foundations of Nursing. Cooper & Gosnell.
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Audiovisuals:

Appropriate YouTube videos (To include but not limited to: RegisteredNurseRN.com, Osmosis, Khan Academy, Simple Nursing, etc.)

Internet Resource Links:

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Use appropriate language to highlight specific resources and/or strategies that would support the EL learners or learners at risk.

Prince William County Schools

C T E

8359 Practical Nursing

Unit 12: Understanding the Nursing Process as Related to the Mental Health Client

Competencies 95-102

Unit Focus

The student will apply the nursing process for the mental health client.

Suggested Duration: 36 weeks

Stage 1 – Desired Outcomes

Established Goals

Virginia Career and Technology Education (CTE) Competencies

35. Identify the types of work-based learning (WBL) opportunities.
36. Reflect on lessons learned during the WBL experience.
37. Explore career opportunities related to the WBL experience.
38. Participate in a WBL experience, when appropriate.
99. Describe the history of and current trends in mental health nursing.
100. Explain the legal and ethical aspects of mental health nursing.
101. Explain concepts of personality development.
102. Apply therapeutic interpersonal communication techniques with the client.
103. Describe behavioral responses to stress.
104. Describe the nursing care related to mental health disorders.
105. Describe current treatment modalities for mental health disorders.

106. Apply the nursing process to provide care for the client with a mental health disorder.

Enduring Understandings	Essential Questions
<p><i>Students will understand...</i></p> <p>U10 The historical changes in mental health nursing</p> <p>U11 Concepts of mental health and mental illness</p> <p>U12 Describe stages of personality development by various theorists, including Freud, Erikson, and Piaget</p> <p>U13 Therapeutic interpersonal communication techniques</p> <p>U14 Methods of stress management and resources available for healthcare workers</p> <p>U15 Characteristics of and nursing interventions related to the following responses to physical or mental illness: anxiety/fear, aggression, projection, ritualistic behavior, hopelessness, helplessness, and powerlessness, withdrawal, depression, clinical depression, conversion disorders</p> <p>U16 Nursing interventions related to mental health disorders</p> <p>U17 Various forms of psychotherapy, medications and other treatment modalities</p> <p>U18 The steps in ensuring a safe, protective environment for the mental health client receiving therapy</p> <p>U19 Application of evidence-based practice in performing of skills/procedures.</p> <p>U20 Prevention and appropriate response to intimate partner and family violence.</p> <p>U21 The opioid crisis and substance addiction and abuse</p> <p>U22 The uses of cannabis pharmacology and the research associated with the medical use of cannabis.</p>	<p><i>Students will keep considering...</i></p> <p>Q20 What are the historical changes that have taken place in the care of the mentally ill?</p> <p>Q21 What are the types of settings for the care of the mentally ill?</p> <p>Q22 What are the roles of the nurse and other members of the healthcare team in the mental health-illness continuum?</p> <p>Q23 What community, state, and local resources are available for a client with a mental health disorder?</p> <p>Q24 What is the purpose of the mental health client's Bill of Right</p> <p>Q25 What is the purpose of a psychiatric/mental health assessment?</p> <p>Q26 What federal legislation affects the care of the client with a mental health disorder?</p> <p>Q27 What is the difference between voluntary and involuntary admission to a mental health/psychiatric hospital?</p> <p>Q28 Demonstrate effective therapeutic communication skills?</p> <p>Q29 What stress-management resources are available for healthcare workers?</p> <p>Q30 What would be involved in client and family education relating to the administration, uses, dosages, and side effects of psychopharmaceutical agents?</p> <p>Q31 What is the purpose of a psychiatric/mental health assessment?</p> <p>Q32 What are evidence based treatment models for addiction and substance abuse?</p>

Knowledge	Skills
<p><i>Students will know...</i></p> <p>K7 How to ensure a safe, protective environment for the mental health client</p> <p>K8 How to demonstrate effective therapeutic communication with the mental health client</p> <p>K9 How to perform a mental health assessment</p> <p>K10 How to recognize opioid addiction and treatments</p> <p>K11 The current state of legislation of medical and recreational cannabis use.</p> <p>Key vocabulary</p> <p>All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	<p><i>The student will be able to...</i></p> <p>S7 Provide care for a mental health client within the clinical setting.</p> <p>S8 Identify and prioritize interventions for a client with a mental health condition that includes: safety; nutrition; medication administration; identification of changes in social, cultural, and psychological patterns; and nursing interventions</p> <p>S9 Perform appropriate skills related to mental health clients</p> <p>S10 Demonstrate effective therapeutic communication with the mental health client</p> <p>S11 Identify the safety considerations for patient use of cannabis.</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P6 The student will provide care and maintain safety of a mental health client within the clinical setting</p> <p>P7 The student will correctly demonstrate nursing skills within their scope.</p> <p>P8 The student will prepare an appropriate care plan based on the highest priority nursing problem for the client with a mental health condition.</p>	<p>O7 Instructor prepared quizzes and tests</p> <p>O8 Clinical and simulation observations</p> <p>O9 Teacher rubrics/skills checklist</p> <p>O10 Self-evaluation</p> <p>O11 Peer evaluations</p> <p>O12 Classroom and Canvas Participation</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L4** Students will provide care for mental health clients within the clinical setting
- L5** Students will create a plan of care on a mental health client that was observed and cared for within the clinical setting.
- L6** Students will self-assess concept map using instructor provided rubric and collaborative learning with peers. Instructor will facilitate learning experience

Peer-Reviewed Instructional Resources

Note: This list of resources is intended to provide support for teachers in planning their instruction.

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Unit 13: Examining Techniques of Leadership and Management Competencies 103-110

Unit Focus	
The student will apply the techniques of leadership and management.	
Suggested Duration: 36 weeks	
Stage 1 – Desired Outcomes	
Established Goals	
Virginia Career and Technology Education (CTE) Competencies	
107. Differentiate between management and leadership. 108. Describe major organizational frameworks for healthcare delivery. 109. Describe client-care delivery systems. 110. Explain concepts in leadership and management in the delivery of client care. 111. Describe the elements of performance appraisal. 112. Describe principles of staffing and scheduling. 113. Describe unit coordination responsibilities of a nurse in the nurse-manager role. 114. Differentiate between delegation and assignment.	
Enduring Understandings	Essential Questions
<i>Students will understand...</i> U23 The differences in various leadership styles U24 The differences between the roles of the RN and the LPN, as specified in the Code of Virginia U25 The legal and ethical issues pertaining to leadership and management U26 The roles and responsibilities of key personnel, including interdisciplinary collaboration U27 The methods of preventing, controlling, and resolving conflict U28 How a performance appraisal can be used in an evaluation	<i>Students will keep considering...</i> Q33 What are the characteristics of the following leadership styles: autocratic, democratic, participative, situational, and laissez-faire? Q34 How to compare leadership and management processes and functions? Q35 How to diagram a formal organizational chart of a healthcare agency, including the nursing component? Q36 What are the roles and responsibilities of key personnel on the organizational chart? Q37 What adaptations to change are required of managers or leaders?

<p><i>Students will understand...(continued)</i></p> <p>U29 The decision-making process, and how it relates to the nursing process</p> <p>U30 The role of the nurse manager in staffing and unit coordination</p>	<p><i>Students will keep considering...(continued)</i></p> <p>Q38 What are common methods of preventing, controlling, and resolving conflict?</p> <p>Q39 What is the decision-making process, and how does it relate to the nursing process?</p> <p>Q40 What is the role of the nurse manager in staffing and unit coordination?</p> <p>Q41 How would a staff complaint about assignment responsibilities be handled?</p>
<p>Knowledge</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <p>K12 How to follow the chain of command when resolving conflict within the classroom and workplace settings</p> <p>K13 The role of the LPN within the workplace setting</p> <p>K14 How to practice within the scope of an LPN in the workplace</p> <p>K15 How to time manage, delegate tasks, and prioritize client care</p> <p>Key vocabulary</p> <p>All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum: clinical judgement, cultural diversity, legal and ethical conduct, professional boundaries, global and community health, evidence-based practice, just culture, opioid crisis, conflict resolution, trauma, and trauma resilience.</p>	<p><i>The student will be able to...</i></p> <p>S12 Discuss the types of management styles within the classroom setting</p> <p>S13 Follow the chain of command when attempting to resolve conflict within the classroom and workplace settings</p>

Stage 2 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P9 The student will practice conflict resolution within the classroom setting through role-playing exercises</p> <p>P10 The student will research team-building exercises, and lead one within the classroom setting</p> <p>P11 The students will prioritize client care and time management within the clinical setting.</p>	<p>O13 Instructor prepared quizzes and tests</p> <p>O14 Clinical and simulation observations</p> <p>O15 Teacher rubrics/skills checklist</p> <p>O16 Self-evaluation</p> <p>O17 Peer evaluations</p> <p>O18 Classroom and Canvas Participation</p>

Stage 3 – Learning Plan

Recommended Learning Experiences

- L7** Students will follow the chain of command when problem-solving classroom conflicts.
- L8** Students will advocate for patient rights.

Peer-Reviewed Instructional Resources

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Additional Supporting Resources

The following resources are available on the EL Program [Staff Communities page](#).

Scaffolding tools <i>(EL Tools)</i>	Academic Literacy Tools <i>(vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i>	Differentiation Tools <i>(cooperative learning, co-teaching)</i>
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PWCS Offices of Student Learning and English Learner (EL) Programs and Services 07.10.15

Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;

Resource: Understanding by Design Template, https://studentservices.madison.k12.wi.us/files/stusvc/UBD_Template_1.doc;

Resource: Unit Planner adapted from VPROjas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007;

Resource: WIDA Consortium, [2012 Amplification of the English Language Development Standards Kindergarten – Grade 12](#);

Resource: PWCS Standards-Based Instructional Planning Process 08.

These headers are used when a cell within a table continues onto the next page. Copy and paste the appropriate header to the beginning of the column on the new page.

Established Goals *(continued)*

Enduring Understandings *(continued)*

Students will understand that ...

Essential Questions *(continued)*

Students will keep considering...

Knowledge *(continued)*

Students will know...

Skills *(continued)*

Students will be able to ...

Recommended Learning Experiences *(continued)*

Performance Task *(continued)*

Other Evidence *(continued)*

Peer-Reviewed Instructional Resources *(continued)*