

Unit 1: Mastering Nursing Competencies and Skills in the Clinical Setting**Unit Focus**

Perform procedures related to the muscular and skeletal systems. Perform procedures related to the cardiovascular system. Perform procedures related to the respiratory system. Perform procedures related to the gastrointestinal system. Perform procedures related to the endocrine system. Perform procedures related to the reproductive system. Perform procedures related to the urinary system. Perform procedures related to the integumentary system. Perform procedures related to the neurosensory system. Perform procedures related to wound care. Perform procedures related to pain management. Identify prevention and epidemiological and disaster response. Modify a plan of care using the nursing process. Apply principles of communication in establishing therapeutic relationships. Apply principles of conflict resolution with clients and co-workers. Apply the rights of clients. Demonstrate protection of client rights. Promote client's rights to be free from abuse, mistreatment, neglect, and abandonment.

Stage 1 – Profile of a Graduate**Develops the behaviors, knowledge, and skills to graduate with the following qualities:****Critical Thinker**

1. Achieves and applies appropriate academic and technical knowledge.
2. Uses critical reading skills to analyze, interpret, and evaluate.
3. Utilizes mathematical and scientific reasoning to question, observe, test, analyze and draw conclusions.
4. Demonstrates productive workplace skills, qualities, and behaviors.

Digital Citizen

1. Manages a healthy balance between online and real-world lives.
2. Employs ethics, empathy, and understanding in digital experiences.

Innovator and Visionary

1. Demonstrates curiosity for life-long learning.
2. Aligns knowledge, skills, and personal interests with career opportunities.
3. Contributes to solutions that benefit the community, country, and world.

Resilient

1. Demonstrates empathy, compassion, and respect for others.

Global Collaborator

1. Acknowledges the importance and seeks out the value of diversity of opinion, experience, thought, and background.

Stage 2 - Desired Outcomes**Virginia Competencies**

Required	39	Perform procedures related to the muscular and skeletal systems.
Required	40	Perform procedures related to the cardiovascular system.
Required	41	Perform procedures related to the respiratory system.
Required	42	Perform procedures related to the gastrointestinal system.
Required	43	Perform procedures related to the endocrine system.
Required	44	Perform procedures related to the reproductive system.
Required	45	Perform procedures related to the urinary system.
Required	46	Perform procedures related to the integumentary system.
Required	47	Perform procedures related to the neurosensory system.
Required	48	Perform procedures related to wound care.
Required	49	Perform procedures related to pain management.
Required	50	Identify prevention and epidemiological and disaster response.
Required	51	Modify a plan of care using the nursing process.
Required	52	Apply principles of communication in establishing therapeutic relationships.
Required	53	Apply principles of conflict resolution with clients and co-workers.
Required	54	Apply the rights of clients.
Required	55	Demonstrate protection of client rights.
Required	56	Promote client's rights to be free from abuse, mistreatment, neglect, and abandonment.
Enduring Understandings		Essential Questions
<i>Students will understand...</i>		<i>Students will keep considering...</i>
U1	How to correctly perform focused assessment procedures as outlined in Board of Nursing Regulations 18VAC 90-27-90.B.2.	Q1 Why is it important to perform a focused nursing assessment?
U2	How would one perform transfer procedures?	Q2 Why is it important to be aware of the Virginia Nurse Practice Act and the facility standards of care when performing nursing skills?
U3	What steps would a nurse follow to maintain oxygen safety?	Q3 How would one assist with diagnostic procedures, for each system, while assuring the appropriate use of equipment and supplies?
U4	What steps would one follow to assess the client's gastrointestinal system through observation, inspection, auscultation, and palpation?	Q4 How would one set up a vaporizer/humidifier?
U5	What are the normal values for hemoglobin, hematocrit, white blood cells, red blood cells, platelets, sodium, potassium, calcium, blood urea nitrogen, creatinine, glomerular filtration rate (GFR), blood glucose, HbA1c, triiodothyronine (T3), and thyroxine (T4)?	Q5 What are critical lab values, and what is the role of the nurse in communicating these results?
		Q6 How would one assess the degree of pain relief experienced by the client?
		Q7 How can communicable diseases affect the nurse's role?

<p>U6 How would one measure and record urinary output?</p> <p>U7 What methods could one use to assist the client in pain management?</p> <p>U8 The rationale for performing procedures related to first aid and emergency care.</p> <p>U9 Implement a plan of care using the nursing process within the clinical judgment measurement model.</p> <p>U10 How to apply principles of communication in establishing therapeutic relationships.</p> <p>U11 How to apply principles of conflict resolution with clients and co-workers.</p> <p>U12 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>U13 How to be culturally competent.</p> <p>U14 Prevention and appropriate response to bioterrorism, natural and man-made disasters, and intimate partner and family violence.</p> <p>U15 Application of evidence-based practice in performing of skills/procedures.</p>	<p>Q8 What types of skills are needed to resolve conflicts?</p> <p>Q9 How to modify and apply the clinical judgement measurement model to abnormal assessment findings?</p> <p>Q10 Why is it important to establish a therapeutic relationship with clients and co-workers?</p> <p>Q11 How do unresolved conflicts affect the relationships between nurses and their clients or co-workers?</p> <p>Q12 What resources are available to inform the student of the client's rights?</p> <p>Q13 What steps can be taken to provide privacy and confidentiality for the client?</p> <p>Q14 To whom are instances of abuse, mistreatment, and neglect reported?</p> <p>Q15 As a nursing professional, what skills, knowledge, behaviors and attitudes are needed to be culturally competent?</p> <p>Q16 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>K1 How one would correctly perform a focused assessment.</p> <p>K2 How one would correctly evaluate and manage pain.</p> <p>K3 How to implement a plan of care using the nursing process and the clinical judgement measurement model.</p> <p>K4 How to recognize effective and ineffective communication strategies while developing therapeutic relationships and resolving conflicts.</p>	<p><i>The student will be able to...</i></p> <p>S1 Perform procedures related to the muscular and skeletal systems.</p> <p>S2 Perform procedures related to the cardiovascular system.</p> <p>S3 Perform procedures related to the respiratory system.</p> <p>S4 Perform procedures related to the gastrointestinal system.</p> <p>S5 Perform procedures related to the endocrine system.</p> <p>S6 Perform procedures related to the reproductive system.</p>

<p>K5 How to respect and promote client's rights to be safe and secure.</p> <p>K6 How to correctly document procedures performed within the medical record.</p> <p>K7 How would one demonstrate the use of assistive devices?</p> <p>K8 What steps would a nurse follow to perform tracheostomy care?</p> <p>K9 How would one perform procedures related to bowel elimination?</p> <p>K10 The purpose behind different blood tests.</p> <p>K11 How would one control a client's blood sugar levels?</p> <p>K12 What steps would one take to collect urine specimens?</p> <p>K13 What is the difference between a nursing prescription and a nursing action?</p> <p>K14 What are the steps in conflict resolution?</p> <p>Key vocabulary: Including but not limited to: palpation, auscultation, pallor, temperature, pulse, blood pressure, capillary refill, doppler, pulse oximetry, electrocardiogram (EKG), stress test, echocardiogram, bone marrow biopsy, cardiac catheterization, blood tests, X-ray, gastric analysis, endoscopy, stool culture, scans, liver biopsy, ultrasound of abdomen, tests for occult blood, potential of hydrogen (pH) testing, barium enema, paracentesis, X-ray, scans, arthroscopy, joint aspiration, and muscle biopsy. The following terminology and concepts 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>S7 Perform procedures related to the urinary system.</p> <p>S8 Perform procedures related to the integumentary system.</p> <p>S9 Perform procedures related to the neurosensory system.</p> <p>S10 Perform procedures related to wound care.</p> <p>S11 Perform procedures related to pain management.</p> <p>S12 Identify prevention and epidemiological and disaster response.</p> <p>S13 Modify a plan of care using the nursing process and clinical judgement measurement model.</p> <p>S14 Apply principles of communication in establishing therapeutic relationships.</p> <p>S15 Apply principles of conflict resolution with clients and co-workers.</p> <p>S16 Apply the rights of clients.</p> <p>S17 Demonstrate protection of client rights.</p> <p>S18 Promote client's rights to be free from abuse, mistreatment, neglect, and abandonment.</p> <p>S19 Correctly demonstrate a focused assessment within the simulation lab and clinical areas</p> <p>S20 Assess and implement appropriate interventions to alleviate pain</p> <p>S21 Identify culturally responsive behaviors</p> <p>S22 Document skills performed within the medical record, with instructor to review and co-sign</p>
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Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P1 The student will complete a head-to-toe assessment within the Simulation Lab prior to clinical experience.</p> <p>The student will complete a focused assessment based on patient complaint.</p> <p>The student will correctly demonstrate nursing skills within their scope.</p> <p>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>The student will establish a therapeutic relationship and maintain client safety within the clinical setting.</p> <p>Demonstrate listening and speaking skills by completing a given task in a group.</p> <p>The student will document assessment findings and skills performed within a medical record.</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-evaluation</p> <p>O6 Classroom, Simulation, and Canvas Participation</p>

Stage 4 - Learning Plan

Recommended Learning Experiences

Key aspects to be considered during the planning process include activating prior knowledge, introducing and reinforcing key vocabulary, addressing student misconceptions, and providing opportunities throughout all learning experiences for students to share and actively listen to ideas and strategies in pairs, small groups, and whole group discussions.

Background Knowledge: Access and build background knowledge throughout the unit. English Learners and students with disabilities may require additional supports to access and build background knowledge such as professional expert speakers, connections to experiences, peer support, technology-based resources, visuals, and collaborative dialogues.

Key Vocabulary: Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks. Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

- L1** Students will evaluate various aspects of physical assessment (pupils, lung sounds, heart sounds, bowel sounds, etc.) and compare findings to those of classmates and expected findings from the textbook.
- L2** Students will effectively perform a head-to-toe assessment within the simulation lab in 45 minutes or less
- L3** Students will utilize case studies to evaluate documentation and create a plan of care
- L4** Students will evaluate a patient in the clinical setting and create a plan of care
- L5** Students will self-assess concept maps (plan of care) using instructor provided rubric and collaborative learning with peers. Instructor will facilitate learning experience.
- L6** Students will effectively perform skills previously learned in PN I & II simulation lab on real clients within the clinical setting
- L7** Students will document assessments and skills performed within the simulated medical record

Scaffolding Suggestions for English Language Learners and Students with Disabilities

Differentiation for students struggling with CTE should be included as part of planning for tier 1 CTE instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within CTE lessons.

Note: While the resources listed here specifically reference either EL or special education students, they should be considered for any students who might benefit from these strategies.

- General scaffolding strategies to support ELP levels 1-5 can be found on pages **19** and **20** of [The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12.](#)
- Examples of [sensory, graphic, and/or interactive supports](#) – The use of these supports in activities and projects helps promote the development of students' academic language proficiency.
- [Matrix for Language Acquisition](#): This resource Bloom's leveled verbs, Students Cans, and Teacher should for each level of language acquisition from Pre-Production (Level 1) through Advance Fluency (Level 5).
- Utilize Language Lab at the school for ELs.
- Using Teachers Aid to assist in learning for disabilities.

Enrichment and Extension Suggestions for Gifted or High-Achieving CTE students

Differentiation for students who exhibit a high level of understanding of the CTE content in any given unit should be considered as part of the planning for Tier 1 instruction. The suggestions below provide some support for teachers looking to challenge these learners.

Note: Teachers should review and provide differentiation strategies in most lessons. Choose from those suggested in the Peer-Reviewed Resources below. In most cases, these students can and should work on the same content as their peers at a level that goes deeper than may be the case for other students.

- The PWCS Gifted Education Department has many resources available to support gifted students on its web page. Some of these suggestions would make great stations or independent tasks.
- [Meeting the Needs of Gifted Students](#): Differentiating CTE Instruction – See pages 16-17 for a section titled “Strategies for Teaching Gifted Students in an Inclusive Classroom.”

Peer-Reviewed Instructional Resources

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

Printed Materials:

- Cooper, K., & Gosnell, K. (2023). *Foundations of nursing*. (9th ed.). Elsevier.
- Kizior, R. J. & Hodgson, K. (2023). *Saunders nursing drug handbook 2024*. Elsevier.
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Audiovisuals

- Appropriate YouTube videos (To include but not limited to: RegisteredNurseRN.com, Osmosis, Khan Academy, Simple Nursing, etc.)
- Teacher created lecture videos in CANVAS

Internet Resources

- Evolve online Resources (<https://evolve.elsevier.com/cs/myEvolve>) Including but not limited to:
 - HESI tests and remediation packets

<ul style="list-style-type: none"> ○ HESI adaptive quizzing • HESI Case Studies • Clinical Skills competencies <ul style="list-style-type: none"> ○ Textbook online resources • VSim (https://thepoint.lww.com) • Lippincott Client Cases for Clinical Judgement (https://learning.nursethink.com) • Canvas (Provided by PWCS) • Microsoft Office Suite (Provided by PWCS) • Nearpod (Provided by PWCS) 		
<p style="text-align: center;">Additional Supporting Resources The following resources are available on EL the Staff Communities page.</p>		
<p style="text-align: center;">Scaffolding tools</p> <ul style="list-style-type: none"> • <i>Provide visual and real-life objects to model content vocabulary.</i> • <i>Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content.</i> • <i>Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples.</i> 	<p style="text-align: center;">Academic Literacy Tools <i>(Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i></p> <ul style="list-style-type: none"> • <i>Provide partner and small group opportunities to use content vocabulary orally, visually in artwork, and in writing in descriptive lists, sentence completions and short phrases to defend artistic choices.</i> • <i>Sketchbook journals, graphic organizers and thinking maps, handouts, worksheets, textbooks</i> 	<p style="text-align: center;">Differentiation Tools <i>(Cooperative learning, co-teaching)</i></p> <ul style="list-style-type: none"> • <i>Provide a variety of strategies to include content vocabulary: descriptive lists, illustrations, expressions, short phrases, sentence stems</i> • <i>Modify project steps and materials (student choice of media (traditional and/or contemporary)</i> • <i>Modify project timeline</i> • <i>Modify rubric criteria</i> • <i>Proximal seating</i> • <i>Partner and small group activities</i> • <i>Open-ended project expectations</i>

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 08.05.11.

Unit 2: Administering Medications**Unit Focus**

Apply the principles of medication administration. Administer medications via all routes, as allowed by laws and regulations. Explain characteristics of major drug classifications. Administer intravenous therapy, as authorized by law.

Stage 1 – Profile of a Graduate**Develops the behaviors, knowledge, and skills to graduate with the following qualities:****Critical Thinker**

1. Achieves and applies appropriate academic and technical knowledge.
2. Uses critical reading skills to analyze, interpret, and evaluate.
3. Utilizes mathematical and scientific reasoning to question, observe, test, analyze and draw conclusions.
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1. Manages a healthy balance between online and real-world lives.
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1. Demonstrates curiosity for life-long learning.
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Resilient

1. Demonstrates empathy, compassion, and respect for others.

Global Collaborator

1. Acknowledges the importance and seeks out the value of diversity of opinion, experience, thought, and background.

Stage 2 - Desired Outcomes**Virginia Competencies**

Required	57	Apply the principles of medication administration.
Required	58	Administer medications via all routes, as allowed by laws and regulations.
Required	59	Explain characteristics of major drug classifications.
Required	60	Administer intravenous therapy, as authorized by law.

Enduring Understandings**Essential Questions**

<i>Students will understand...</i> U1 What are the 9 rights and 3 checks of medication administration and how to apply these principles to eliminate medication errors? U2 How to use formulas and conversion equivalents to accurately calculate medication doses U3 How to safely administer medications via all routes as allowed by laws and regulations of the licensed practical nurse U4 How a drug's action relates to its classification and therapeutic use. U5 Safety issues related to medication administration U6 The legal implications of administering intravenous therapy as authorized by law. U7 How to appropriately educate the client about the medication U8 The documentation process for administering medications U9 Cultural, ethical and legal, global, and community health considerations when administering medications. U10 The role of technology in the administration of medications. U11 Application of evidence-based practice with medication administration. U12 What is the purpose for using the Z-track technique? U13 What nursing actions are necessary to monitor a blood transfusion?	<i>Students will keep considering...</i> Q1 What are common drug interactions and side effects for different medication classifications? Q2 What impact will the client receive in the event of a medication error? Q3 How does a drug's action relate to its classification and therapeutic use? Q4 What is the rationale for use of the common types of intravenous (IV) fluids? Q5 What basic math skills are required to calculate drug dosages? Q6 Which conversion equivalents are commonly used to calculate drug dosages? Q7 What formulas are commonly used in drug calculations? Q8 What is the rule for calculating pediatric dosages? Q9 How are IV flow rates calculated for a gravity flow infusion? For an electronically monitored infusion? Q10 What are the nine rights of medication administration? Q11 What information must be included in a drug order by a healthcare provider? Q12 What criteria are used to select the correct syringe, needle size and length used for injections? Q13 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)? Q14 Compare and contrast routes of drug administration in relation to rates of absorption, effectiveness, and safety of each? Q15 What common side effects and adverse reactions are associated with the major drug groups?
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	<p>Q16 What needs to be evaluated before, during and after administration of a medication?</p> <p>Q17 What is the rationale for use of the common types of IV fluids?</p> <p>Q18 How is the client prepared for IV therapy?</p> <p>Q19 How to evaluate efficacy of the medication?</p> <p>Q20 What impact herbal supplements can have on medications?</p> <p>Q21 What are some ethical and legal considerations when administering medications and intravenous therapy for a nurse in Virginia?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 How are medication orders interpreted?</p> <p>K2 What are the steps in preparing for parenteral injections?</p> <p>K3 How is the client prepared for IV therapy?</p> <p>K4 How to correctly calculate medication dosages.</p> <p>K5 Classifications, actions, dosages, side effects, nursing implications, and client teaching associated with the different drug groups</p> <p>K6 The 9 Rights and 3 Checks of medication administration.</p> <p>K7 How to correctly document medication administration utilizing the clinical facility's technology and procedures.</p> <p>K8 The purpose of medication reconciliation for client care</p> <p>Key vocabulary: Medication, administration, syringes, injections, Z-track, drug interactions, IV (intravenous), IV therapy, IV piggyback, needle gauge, milligram, milliliter, isotonic, hypertonic, hypotonic, oral, buccal, rectal, subcutaneous, intramuscular, and adverse effect. All medical terminology associated with this unit, including the following</p>	<p><i>The student will be able to...</i></p> <p>Correctly calculate medication dosages</p> <p>Safely administer medications using the 9 Rights and 3 Checks by applying the principles of medication administration as allowed by laws and regulations.</p> <p>Explain medication classifications, actions, dosages, side effects, nursing implications, and client teaching.</p> <p>Correctly document medication administration per facility protocol utilizing the facility's technology.</p> <p>Discuss ethical and legal considerations when administering medications.</p> <p>Identify the different routes of medication administration and discuss the differences and application of these routes for different patient conditions</p> <p>Administer intravenous therapy, as authorized by law.</p>

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 3 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P1 Students will pass a medication test with a 90% or better before being allowed to administer medications within the clinical setting.</p> <p>Student will be assessed each course with a medication test while in the clinical setting.</p> <p>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>Students will administer medications with instructor within the clinical setting.</p> <p>Students will correctly document medication administration per facility protocol.</p>	<p>O1 Instructor prepared quizzes and tests</p> <p>Clinical and simulation observations</p> <p>Self-evaluation</p> <p>Peer evaluations</p> <p>Classroom and Canvas Participation</p>

Stage 4 - Learning Plan

Recommended Learning Experiences

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Key Vocabulary: Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning

activities and tasks. Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

L1 Students will write/type drug cards for specific medication classes as part of summer learning between PN I/II and PN III.

L2 Students will research each medication they encounter during clinical prior to administration of that medication.

L3 Students will verbally recite and physically check all 9 rights and 3 checks with instructor prior to administering all medications within the clinical setting.

L4 Students will administer medications under supervision of instructor within the clinical setting.

L5 Students will document medications in medical record with instructor to approve and co-sign within the clinical setting.

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Internet Resources

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 - HESI tests and remediation packets
 - HESI Adaptive Quizzing
 - HESI Case Studies

<ul style="list-style-type: none"> ○ Textbook online resources ● VSim (https://thepoint.lww.com) ● Lippincott Client Cases for Clinical Judgement (https://learning.nursethink.com) ● Canvas (Provided by PWCS) ● Microsoft Office Suite (Provided by PWCS) ● Nearpod (Provided by PWCS) 		
<p style="text-align: center;">Additional Supporting Resources The following resources are available on EL Program Staff Communities page.</p>		
<p style="text-align: center;">Scaffolding tools</p> <ul style="list-style-type: none"> ● <i>Provide visual and real-life objects to model content vocabulary.</i> ● <i>Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content.</i> ● <i>Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples.</i> 	<p style="text-align: center;">Academic Literacy Tools <i>(Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i></p> <ul style="list-style-type: none"> ● <i>Provide partner and small group opportunities to use content vocabulary orally, visually in artwork, and in writing in descriptive lists, sentence completions and short phrases to defend artistic choices.</i> ● <i>Sketchbook journals, graphic organizers and thinking maps, word walls, table tents, handouts, worksheets, textbooks</i> 	<p style="text-align: center;">Differentiation Tools <i>(Cooperative learning, co-teaching)</i></p> <ul style="list-style-type: none"> ● <i>Provide a variety of strategies to include content vocabulary: descriptive lists, illustrations, expressions, short phrases, sentence stems</i> ● <i>Modify project steps and materials (student choice of media (traditional and/or contemporary)</i> ● <i>Modify project timeline</i> ● <i>Modify rubric criteria</i> ● <i>Proximal seating</i> ● <i>Partner and small group activities</i> ● <i>Open-ended project expectations</i>

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 08.05.11.

Unit 3: Applying the Nursing Process to the Adult Client**Unit Focus**

Apply the nursing process for a client with a disorder of the muscular and skeletal systems. Apply the nursing process for a client with a disorder of the cardiovascular system. Apply the nursing process for a client with a disorder of the respiratory system. Apply the nursing process for a client with a disorder of the gastrointestinal system. Apply the nursing process for a client with a disorder of the endocrine system. Apply the nursing process for a client with a disorder of the reproductive system. Apply the nursing process for a client with a disorder of the urinary system. Apply the nursing process for a client with a disorder of the integumentary system. Apply the nursing process for a client with a disorder of the nervous system. Apply the nursing process for a client with a disorder of the neurosensory system. Apply the nursing process for a client with a disorder of the hematologic or lymphatic system.

Stage 1 – Profile of a Graduate**Develops the behaviors, knowledge, and skills to graduate with the following qualities:****Critical Thinker**

1. Achieves and applies appropriate academic and technical knowledge.
2. Uses critical reading skills to analyze, interpret, and evaluate.
3. Utilizes mathematical and scientific reasoning to question, observe, test, analyze and draw conclusions.
4. Demonstrates productive workplace skills, qualities, and behaviors.

Digital Citizen

1. Manages a healthy balance between online and real-world lives.
2. Employs ethics, empathy, and understanding in digital experiences.

Innovator and Visionary

1. Demonstrates curiosity for life-long learning.
2. Aligns knowledge, skills, and personal interests with career opportunities.
3. Contributes to solutions that benefit the community, country, and world.

Resilient

1. Demonstrates empathy, compassion, and respect for others.

Global Collaborator

1. Acknowledges the importance and seeks out the value of diversity of opinion, experience, thought, and background.

Stage 2 - Desired Outcomes**Virginia Competencies**

Required	Grade #	Competency
	61	Apply the nursing process for a client with a disorder of the muscular and skeletal systems.

Required	62	Apply the nursing process for a client with a disorder of the cardiovascular system.
Required	63	Apply the nursing process for a client with a disorder of the respiratory system.
Required	64	Apply the nursing process for a client with a disorder of the gastrointestinal system.
Required	65	Apply the nursing process for a client with a disorder of the endocrine system.
Required	66	Apply the nursing process for a client with a disorder of the reproductive system.
Required	67	Apply the nursing process for a client with a disorder of the urinary system.
Required	68	Apply the nursing process for a client with a disorder of the integumentary system.
Required	69	Apply the nursing process for a client with a disorder of the nervous system.
Required	70	Apply the nursing process for a client with a disorder of the neurosensory system.
Required	71	Apply the nursing process for a client with a disorder of the hematologic or lymphatic system.
Enduring Understandings		Essential Questions
<i>Students will understand...</i>		<i>Students will keep considering...</i>
U1	How to apply the nursing process to the adult client with disorders of the cardiovascular, respiratory, musculoskeletal, gastrointestinal, endocrine, reproductive, urinary, integumentary, nervous, neurosensory, hematologic, and lymphatic systems.	Q1 What are the steps included in the nursing assessment of each body system?
U2	What are nursing problems related to the client with a cardiovascular, respiratory, musculoskeletal, gastrointestinal, endocrine, reproductive, urinary, integumentary, nervous, neurosensory, hematologic, or lymphatic system disorder?	Q2 What are nursing problems related to the client with disorders in each of the following systems: cardiovascular, respiratory, musculoskeletal, gastrointestinal, endocrine, reproductive, urinary, integumentary, nervous, neurosensory, hematologic, and lymphatic systems?
U3	How to modify nursing assessment for the adult client with disorders of the body systems and recognize deviations from normal.	Q3 What are the hazards of immobility and the psychosocial effect related to each of the following systems: respiratory, cardiovascular, gastrointestinal, urinary, integumentary, musculoskeletal?
U4	The integration of pharmacological agents in the nursing management of the client with a disorder of one of the body systems. The purpose and nursing management of diagnostic tests for each of the body systems Cultural, ethical and legal considerations regarding the client with a disorder of a body system. Community and global health considerations regarding the client with a disorder of a body system.	Q4 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? How to explain the integration of pharmacological agents in the nursing management of the client with a disorder of one of the body systems? How to explain the purpose and nursing management of diagnostic tests for each of the body systems?

<p>Prevention and appropriate response to bioterrorism, natural and man-made disasters, and intimate partner and family violence. 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>U5 What are the educational guidelines for the client?</p>	<p>How to explain the pre- and post-operative nursing care of the client experiencing surgical procedures for each of the body systems?</p> <p>Q5 What educational guidelines would one provide for the client with a disorder/disease of a body system?</p> <p>Q6 How would one provide decubitus care and apply wet and dry dressings?</p> <p>Q7 What are the dietary principles in the care of the client with a disorder/disease of a specific system?</p> <p>Q8 How to apply principles of nutrition in the care of the client with a disorder of a body system?</p> <p>Q9 What are some ethical and legal considerations regarding the client with a disorder of a body system.</p>
Knowledge	Skills
<p>Students will know...</p> <p>K1 How to correctly assess each body system and recognize deviations from normal.</p> <p>How to develop, implement, and evaluate a plan of care for a client with a body system disorder.</p> <p>Common diagnostic testing for each body system and be able to interpret results.</p> <p>Common medications prescribed for each of the body systems, their classifications, actions, dosages, side effects, nursing implications, and client teaching.</p> <p>Hazards of immobility and the psychosocial effect related to each of the body systems.</p> <p>Pre- and post-operative care for each body system</p> <p>Client education for each body system.</p> <p>Nutritional requirements or restrictions for each body system.</p> <p>Ethical and legal considerations regarding the client with a disorder of a body system.</p>	<p>The student will be able to...</p> <p>S1 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the muscular and skeletal systems.</p> <p>S2 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the cardiovascular system.</p> <p>S3 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the respiratory system.</p> <p>S4 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the gastrointestinal system.</p> <p>S5 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the endocrine system.</p> <p>S6 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the reproductive system.</p>

<p>Key vocabulary: Bone scan, wound culture, CT scan, urine studies, arthroscopy, myelogram, radiologic studies, arthrocentesis, MRI, blood studies, uric acid, calcium, phosphorus, rheumatoid factor, antinuclear antibody (ANA), bone/muscle biopsies, gallium/thallium scans, CT, MRI, cardiac catheterization, electrolyte, cholesterol, triglycerides, creatinine, serum enzymes, isoenzymes, coagulation studies, arterial blood gases, electrocardiogram, stress testing, electrophysiologic studies, ultrasound Doppler flow studies, arteriogram, mydriatics, antihistamines, antiemetics, antibiotics, blood products, immunotherapeutic drugs, folic acid, analgesics, iron preparations, antineoplastic drugs, vitamin B12, and erythropoietin. 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>S7 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the urinary system.</p> <p>S8 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the integumentary system.</p> <p>S9 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the nervous system.</p> <p>S10 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the neurosensory system.</p> <p>S11 Apply the nursing process and clinical judgement measurement model for a client with a disorder of the hematologic or lymphatic system.</p> <p>S12 Interpret diagnostic tests and apply them to the client with a body system disorder.</p> <p>S13 Provide education to a client with a body system disorder.</p> <p>S14 Discuss nutrition requirements or restrictions for a client with a body system disorder.</p> <p>S15 Discuss ethical and legal considerations regarding the client with a disorder of a body system.</p>
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Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P1 Students will care for and assess clients assigned within the clinical setting and compare the findings to that of the textbook.</p> <p>P2 Students will develop a plan of care for clients to discuss in post-conference.</p>	<p>O1 Instructor Prepared quizzes and tests</p> <p>O2 Clinical and simulation observations</p> <p>O3 Self-evaluation/reflection</p> <p>O4 Peer evaluation</p> <p>O5 Classroom and Canvas Participation</p>

Stage 4 - Learning Plan	
Recommended Learning Experiences	
<p>Key aspects to be considered during the planning process include activating prior knowledge, introducing and reinforcing key vocabulary, addressing student misconceptions, and providing opportunities throughout all learning experiences for students to share and actively listen to ideas and strategies in pairs, small groups, and whole group discussions.</p> <p>Background Knowledge: Access and build background knowledge throughout the unit. English Learners and students with disabilities may require additional supports to access and build background knowledge such as professional expert speakers, connections to experiences, peer support, technology-based resources, visuals, and collaborative dialogues.</p> <p>Key Vocabulary: Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks. Tools for developing vocabulary are available in the Additional Supporting Resources section below. Students will participate in interactive “hands on” practical exercises.</p>	
L1	Students will care for and assess clients within the clinical setting
L2	Students will be able to 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 facilitated by instructor
L4	Student will submit concept maps for instructor review
L5	Students will complete cases from online resources (Lippincott, vSim, ect).
Scaffolding Suggestions for English Language Learners and Students with Disabilities	
Differentiation for students struggling with CTE should be included as part of planning for tier 1 CTE instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within CTE lessons.	
<p>Note: While the resources listed here specifically reference either EL or special education students, they should be considered for any students who might benefit from these strategies.</p> <ul style="list-style-type: none">General scaffolding strategies to support ELP levels 1-5 can be found on pages 19 and 20 of The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12.Examples of sensory, graphic, and/or interactive supports – The use of these supports in activities and projects helps promote the development of students’ academic language proficiency.	

- [Matrix for Language Acquisition](#): This resource Bloom's leveled verbs, Students Cans, and Teacher should for each level of language acquisition from Pre-Production (Level 1) through Advance Fluency (Level 5).
- Utilize Language Lab at the school for ELs.
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Enrichment and Extension Suggestions for Gifted or High-Achieving CTE students

Differentiation for students who exhibit a high level of understanding of the CTE content in any given unit should be considered as part of the planning for Tier 1 instruction. The suggestions below provide some support for teachers looking to challenge these learners.

Note: Teachers should review and provide differentiation strategies in most lessons. Choose from those suggested in the Peer-Reviewed Resources below. In most cases, these students can and should work on the same content as their peers at a level that goes deeper than may be the case for other students.

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- [Meeting the Needs of Gifted Students](#): Differentiating CTE Instruction – See pages 16-17 for a section titled “Strategies for Teaching Gifted Students in an Inclusive Classroom.”

Peer-Reviewed Instructional Resources

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 - HESI Adaptive Quizzing
 - HESI Case Studies
 - Textbook online resources
- VSim (<https://thepoint.lww.com>)
- Lippincott Client Cases for Clinical Judgement (<https://learning.nursethink.com>)
- Canvas (Provided by PWCS)
- Microsoft Office Suite (Provided by PWCS)
- Nearpod (Provided by PWCS)

Additional Supporting Resources

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

Scaffolding tools	Academic Literacy Tools	Differentiation Tools
<ul style="list-style-type: none"> • <i>Provide visual and real-life objects to model content vocabulary.</i> • <i>Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content.</i> • <i>Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples.</i> 	<p><i>(Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i></p> <ul style="list-style-type: none"> • <i>Provide partner and small group opportunities to use content vocabulary orally, visually in artwork, and in writing in descriptive lists, sentence completions and short phrases to defend artistic choices.</i> 	<p><i>(Cooperative learning, co-teaching)</i></p> <ul style="list-style-type: none"> • <i>Provide a variety of strategies to include content vocabulary: descriptive lists, illustrations, expressions, short phrases, sentence stems</i> • <i>Modify project steps and materials (student choice of media (traditional and/or contemporary))</i>

	<ul style="list-style-type: none">• <i>Sketchbook journals, graphic organizers and thinking maps, word walls, table tents, handouts, worksheets, textbooks</i>	<ul style="list-style-type: none">• <i>Modify project timeline</i>• <i>Modify rubric criteria</i>• <i>Proximal seating</i>• <i>Partner and small group activities</i>• <i>Open-ended project expectations</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 08.05.11.

Unit 4: Examining the Nursing Process for the Geriatric Client

Unit Focus

Identify current psychosocial and cultural issues and concerns of the older adult, including client-centered care. Identify community resources and services available to the geriatric client. Demonstrate procedures relevant to the geriatric client. Describe the common pathological changes of aging. Describe significant factors related to medication use in the geriatric client. Describe significant factors related to hydration and the nutritional needs of the geriatric client. Perform skills and procedures related to the care of the geriatric client.

Stage 1 – Profile of a Graduate

Develops the behaviors, knowledge, and skills to graduate with the following qualities:

Critical Thinker

1. Achieves and applies appropriate academic and technical knowledge.
2. Uses critical reading skills to analyze, interpret, and evaluate.
3. Utilizes mathematical and scientific reasoning to question, observe, test, analyze and draw conclusions.
4. Demonstrates productive workplace skills, qualities, and behaviors.

Digital Citizen

1. Manages a healthy balance between online and real-world lives.
2. Employs ethics, empathy, and understanding in digital experiences.

Innovator and Visionary

1. Demonstrates curiosity for life-long learning.
2. Aligns knowledge, skills, and personal interests with career opportunities.
3. Contributes to solutions that benefit the community, country, and world.

Resilient

1. Demonstrates empathy, compassion, and respect for others.

Global Collaborator

1. Acknowledges the importance and seeks out the value of diversity of opinion, experience, thought, and background.

Stage 2 - Desired Outcomes

Virginia Competencies

Required	72	Identify current psychosocial and cultural issues and concerns of the older adult, including client-centered care.
Required	73	Identify community resources and services available to the geriatric client.
Required	74	Demonstrate procedures relevant to the geriatric client.
Required	75	Describe the common pathological changes of aging.

Required 76	Describe significant factors related to medication use in the geriatric client.
Required 77	Describe significant factors related to hydration and the nutritional needs of the geriatric client.
Required 78	Perform skills and procedures related to the care of the geriatric client.
Enduring Understandings	
<i>Students will understand...</i>	
U1	What are developmental tasks of the older adult that undergo transitions?
U2	Age-related changes in each of the following body systems: cardiovascular, respiratory, musculoskeletal, integumentary, gastrointestinal, genitourinary, neurological, endocrine, reproductive, special senses. The impact of aging on family dynamics and interactions
U3	What changes in sleeping and eating patterns occur in the geriatric client?
U4	What are specific safety precautions to apply to the aging client?
U5	What are the risks of over-the-counter drugs and polypharmacology in the older adult?
U6	What lab tests indicate dehydration or malnutrition?
U7	Legal and ethical considerations regarding the older adult, such as negligence, euthanasia, and elder abuse
U8	Specific safety precautions that apply to the aging client
U9	Physiological, psychological, and sensory changes of aging that affect pharmacotherapeutics in the older adult
U10	Factors that may cause dehydration or malnutrition in the geriatric client
U11	Appropriate nursing skills and procedures to assist the geriatric client
Essential Questions	
<i>Students will keep considering...</i>	
Q1	What is the effect of aging on family dynamics and interactions?
Q2	How can one promote health and help prevent disease in older adults?
Q3	What is the differentiation between delirium and dementia?
Q4	How can one assess the client's ability to understand and follow medication prescriptions?
Q5	How does one assess for aspiration?
Q6	How might changes such as income, housing, transportation, and health affect the older adult?
Q7	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?
Q8	In what ways do community resources and services serve the geriatric client?
Q9	What are the rights of geriatric clients, such as advanced directives, grievance, and regulations?
Q10	What community groups, such as American Association of Retired Persons (AARP), the Federal Administration on Aging, the Gray Panthers, etc., offer the geriatric client?
Q11	What are the legal and ethical considerations regarding the older adult
Q12	How to correlate biological, psychological, sociological, and developmental theories of aging to clinical practice?

	<p>Q13 What are the physiological, psychological, and sensory changes of aging that affect pharmacotherapeutics in the older adult?</p> <p>Q14 How can the geriatric client be assessed for signs of dehydration and malnutrition?</p> <p>Q15 How to assist the geriatric client to maintain a safe environment?</p> <p>Q16 What are examples of nursing interventions to prevent complications from immobility, such as decubiti, pneumonia, and contractions?</p> <p>Q17 What are special considerations needed when assessing a geriatric client/patient?</p> <p>Q18 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?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 What rehabilitation resources and interventions are specific to the aging client?</p> <p>K2 How would the age-related changes in each of the body systems be described?</p> <p>K3 What factors may cause dehydration or malnutrition in the geriatric client?</p> <p>K4 How are caloric needs be calculated, taking into consideration activity level and disease process?</p> <p>K5 How can one assist the geriatric client to maintain a safe environment?</p> <p>K6 How to identify changes, such as development, livelihood, housing, independence, losses</p>	<p><i>The student will be able to...</i></p> <p>S1 Identify current psychosocial and cultural issues and concerns of the older adult, including client-centered care.</p> <p>S2 Identify community resources and services available to the geriatric client.</p> <p>S3 Demonstrate procedures relevant to the geriatric client.</p> <p>S4 Describe the common pathological changes of aging.</p> <p>S5 Describe significant factors related to medication use in the geriatric client.</p> <p>S6 Describe significant factors related to hydration and the nutritional needs of the geriatric client.</p>

<p>K7 How to identify government policies, community resources and services, care and rehabilitation resources, national groups, rights, legal, and ethical considerations.</p> <p>K8 How to perform procedures related to care and protection of the geriatric client's personal belongings</p> <p>K9 How to assist with daily activities, monitor vital signs, assess for fluid and electrolyte imbalances, and promotion of safe environment.</p> <p>K10 Changes of aging, risks and complications related to the administration of medication.</p> <p>K11 How to assess the geriatric client's physical and neurological status and plan for and maintain adequate nutrition.</p> <p>K12 How to find and implement evidence-based practice for the geriatric client</p> <p>Key vocabulary: Developmental tasks, aging, family dynamics, geriatric client, over-the-counter drugs, dehydration, malnutrition, aspiration, rehabilitation, dementia, delirium, Alzheimer's, Parkinsons. 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>S7 Perform skills and procedures related to the care of the geriatric client.</p> <p>S8 Assist the geriatric client with activities of daily living, such as hygiene, nutrition, grooming, and dressing</p> <p>S9 Apply and implement the clinical judgement measurement model by planning and implementing a basic plan of care for a geriatric clinical patient.</p> <p>S10 Demonstrate effective communication to develop therapeutic relationships with geriatric clients.</p> <p>S11 Recognize and validate the geriatric clients' rights to be safe and free from harm.</p>
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Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P1 The student will provide care for a geriatric client within the clinical setting</p> <p>The student will establish a therapeutic relationship with a geriatric patient within the clinical setting.</p>	<p>O1 Instructor prepared quizzes and tests</p> <p>Clinical and simulation observations</p> <p>Teacher rubrics/skills checklist</p> <p>Self-evaluation</p>

<p>The student will maintain safety of the geriatric client within the clinical setting.</p> <p>The student will correctly demonstrate nursing skills within their scope.</p> <p>The student will prepare an appropriate plan of care based on the highest priority nursing problem for the geriatric client.</p>	<p>Peer evaluations</p> <p>Classroom and Canvas Participation</p>
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Stage 4 - Learning Plan

Recommended Learning Experiences

Key aspects to be considered during the planning process include activating prior knowledge, introducing and reinforcing key vocabulary, addressing student misconceptions, and providing opportunities throughout all learning experiences for students to share and actively listen to ideas and strategies in pairs, small groups, and whole group discussions.

Background Knowledge: Access and build background knowledge throughout the unit. English Learners and students with disabilities may require additional supports to access and build background knowledge such as professional expert speakers, connections to experiences, peer support, technology-based resources, visuals, and collaborative dialogues.

Key Vocabulary: Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks. Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

Students will provide care for geriatric clients within the clinical setting

Students will assist geriatric clients with activities of daily living within the clinical setting.

Students will create a plan of care on a geriatric client that was observed and cared for within the clinical setting

Students will effectively communicate with geriatric clients within the clinical setting.

Students will self-assess concept map using instructor provided rubric and collaborative learning with peers. Instructor will facilitate learning experience

Scaffolding Suggestions for English Language Learners and Students with Disabilities

Differentiation for students struggling with CTE should be included as part of planning for tier 1 CTE instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within CTE lessons.

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

Scaffolding tools**Academic Literacy Tools****Differentiation Tools***(Cooperative learning, co-teaching)*

<ul style="list-style-type: none"> • <i>Provide visual and real-life objects to model content vocabulary.</i> • <i>Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content.</i> • <i>Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples.</i> 	<p><i>(Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i></p> <ul style="list-style-type: none"> • <i>Provide partner and small group opportunities to use content vocabulary orally, visually in artwork, and in writing in descriptive lists, sentence completions and short phrases to defend artistic choices.</i> • <i>Sketchbook journals, graphic organizers and thinking maps, word walls, table tents, handouts, worksheets, textbooks</i> 	<ul style="list-style-type: none"> • <i>Provide a variety of strategies to include content vocabulary: descriptive lists, illustrations, expressions, short phrases, sentence stems</i> • <i>Modify project steps and materials (student choice of media (traditional and/or contemporary))</i> • <i>Modify project timeline</i> • <i>Modify rubric criteria</i> • <i>Proximal seating</i> • <i>Partner and small group activities</i> • <i>Open-ended project expectations</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 08.05.11.

Unit 5: Examining the Nursing Process for the Maternal and Newborn Client

Unit Focus

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

Stage 1 – Profile of a Graduate

Develops the behaviors, knowledge, and skills to graduate with the following qualities:

Critical Thinker

1. Achieves and applies appropriate academic and technical knowledge.
2. Uses critical reading skills to analyze, interpret, and evaluate.
3. Utilizes mathematical and scientific reasoning to question, observe, test, analyze and draw conclusions.
4. Demonstrates productive workplace skills, qualities, and behaviors.

Digital Citizen

1. Manages a healthy balance between online and real-world lives.
2. Employs ethics, empathy, and understanding in digital experiences.

Innovator and Visionary

1. Demonstrates curiosity for life-long learning.
2. Aligns knowledge, skills, and personal interests with career opportunities.
3. Contributes to solutions that benefit the community, country, and world.

Resilient

1. Demonstrates empathy, compassion, and respect for others.

Global Collaborator

1. Acknowledges the importance and seeks out the value of diversity of opinion, experience, thought, and background.

Stage 2 - Desired Outcomes

Virginia Competencies

Required	79	Describe the normal course of pregnancy and the purpose of prenatal care.
Required	80	Identify fetal, maternal, and newborn complications that may occur during pregnancy.
Required	81	Describe fetal development.

Required	82	Describe fetal presentation and positions.
Required	83	Monitor the signs and stages of labor.
Required	84	Describe the physiological and emotional changes during the postnatal period.
Required	85	Describe common problems that occur in the postnatal client, including symptoms, treatment, and prevention.
Required	86	Describe care of the newborn.
Required	87	Differentiate between the appearance of a normal newborn and a preterm newborn.
Required	88	Describe common congenital anomalies.
Enduring Understandings		Essential Questions
<i>Students will understand...</i>		<i>Students will keep considering...</i>
U1	How pregnancy affects each body system	
U2	The importance of prenatal care in achieving a healthy outcome for mother and baby	
U3	The trends/issues/events in obstetrical nursing	
U4	Risk factors for, symptoms of, preventions for, and treatments of pregnancy and complications of pregnancy	
U5	Advantages and disadvantages of breast feeding vs. bottle feeding	
U6	Appropriate nursing skills and procedures to assist the pregnant client	
U7	Normal fetal development	
U8	Characteristics of a normal newborn	
U9	The importance of newborn safety	
U10	What are causes of hemorrhage during pregnancy?	
U11	What is one key event of fetal development that occurs in each lunar month?	
U12	What are the types and purposes of episiotomies?	
U13	How would the three types of lochia be described?	
U14	What are the characteristics of the normal newborn?	
		Q1 How does pregnancy affect each body system?
		Q2 What are the leading causes of maternal mortality?
		Q3 What are the four functions of the placenta and abnormalities of the placenta?
		Q4 What are the indications for the use of forceps?
		Q5 How would one describe the four stages of labor?
		Q6 How do colostrum and breast milk differ?
		Q7 How is the newborn evaluated using the Apgar scoring system?
		Q8 What are the treatment methods of erythroblastosis fetalis?
		Q9 What are the presumptive, probable, and positive signs of pregnancy?
		Q10 What is the importance of prenatal care in achieving a healthy outcome for mother and baby (e.g., nutrition risk factors)?
		Q11 What are the effects of alcohol, smoking, medications, drugs, nutrition, sexual relations, on pregnancy.
		Q12 What are the trends/issues/events in obstetrical nursing, including theories and methods of preparation for childbirth?
		Q13 What are some preventative measures and nursing interventions for normal discomforts of pregnancy?

<p>U15 What does <i>Rh incompatibility</i> mean?</p>	<p>Q14 What are the advantages and disadvantages of breast feeding vs. bottle feeding?</p> <p>Q15 What are the symptoms, preventive measures, nursing interventions, and treatments of complications of pregnancy?</p> <p>Q16 What are the seven cardinal movements associated with the mechanics of labor?</p> <p>Q17 What are the normal body changes that occur during the postnatal period?</p> <p>Q18 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 What are the presumptive, probable, and positive signs of pregnancy?</p> <p>K2 What are the main types of abortions?</p> <p>K3 How do the chorion and amnion develop?</p> <p>K4 What are the most common indications for cesarean section?</p> <p>K5 What are the degrees of lacerations?</p> <p>K6 What are the nursing assessments during the first postnatal hour?</p> <p>K7 What are the eight reflexes normally present in the newborn?</p> <p>K8 Preventative measures and nursing interventions for normal discomforts of pregnancy</p> <p>K9 The progression of the stages of labor</p> <p>K10 The normal development of a fetus, risk factors at each stage, and methods to assess fetal well-being.</p> <p>K11 The seven cardinal movements associated with the mechanics of labor.</p>	<p><i>The student will be able to...</i></p> <p>S1 Describe the normal course of pregnancy and the purpose of prenatal care.</p> <p>S2 Identify fetal, maternal, and newborn complications that may occur during pregnancy.</p> <p>S3 Describe fetal development.</p> <p>S4 Describe fetal presentation and positions.</p> <p>S5 Monitor the signs and stages of labor.</p> <p>S6 Describe the physiological and emotional changes during the postnatal period.</p> <p>S7 Describe common problems that occur in the postnatal client, including symptoms, treatment, and prevention.</p> <p>S8 Describe care of the newborn.</p> <p>S9 Differentiate between the appearance of a normal newborn and a preterm newborn.</p> <p>S10 Describe common congenital anomalies.</p>

<p>K12 Appropriate discharge teaching for the postnatal and newborn clients.</p> <p>K13 How to describe the following postnatal complications, including assessment and intervention: mastitis, cystitis, and pulmonary embolism, and postnatal psychosis.</p> <p>Key vocabulary: Urinalysis, hemoglobin and hematocrit (H&H), rubella, glucose tolerance test (GTT), Group B streptococcus (GBS), human immunodeficiency virus (HIV), venereal disease research laboratory (VDRL) test, blood type, Rhesus (Rh) factor, pap smear, hepatitis B, alpha-fetoprotein (AFP), hemorrhage, abortion, sexually transmitted diseases (STD), preterm labor, apnea, infant respiratory distress syndrome (RDS), atelectasis, sepsis, retinopathy, and jaundice. 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>S11 Plan and implement a basic plan of care for a maternal and/or newborn client.</p> <p>S12 Demonstrate effective communication to develop therapeutic relationships with maternal clients.</p> <p>S13 Incorporate appropriate discharge teaching for the postnatal and newborn clients.</p> <p>S14 Apply evidence-based practice in performing of skills/procedures.</p>
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Stage 3 – 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>The student will provide care and maintain safety for a newborn client within the clinical setting</p> <p>The student will correctly demonstrate nursing skills within their scope.</p> <p>The student will prepare an appropriate care plan based on the highest priority nursing problem for the postnatal client.</p>	<p>O1 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>

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Stage 4 - Learning Plan

Recommended Learning Experiences

Key aspects to be considered during the planning process include activating prior knowledge, introducing and reinforcing key vocabulary, addressing student misconceptions, and providing opportunities throughout all learning experiences for students to share and actively listen to ideas and strategies in pairs, small groups, and whole group discussions.

Background Knowledge: Access and build background knowledge throughout the unit. English Learners and students with disabilities may require additional supports to access and build background knowledge such as professional expert speakers, connections to experiences, peer support, technology-based resources, visuals, and collaborative dialogues.

Key Vocabulary: Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks. Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

L1 Students will provide care for postnatal and newborn clients within the clinical setting

L1 Students will create a plan of care on a postnatal client that was observed and cared for within the clinical setting

L2 Students will self-assess concept map using instructor provided rubric and collaborative learning with peers while instructor facilitates

Scaffolding Suggestions for English Language Learners and Students with Disabilities

Differentiation for students struggling with CTE should be included as part of planning for tier 1 CTE instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within CTE lessons.

Note: While the resources listed here specifically reference either EL or special education students, they should be considered for any students who might benefit from these strategies.

- General scaffolding strategies to support ELP levels 1-5 can be found on pages 19 and 20 of [The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12.](#)
- Examples of [sensory, graphic, and/or interactive supports](#) – The use of these supports in activities and projects helps promote the development of students’ academic language proficiency.

- [Matrix for Language Acquisition](#): This resource Bloom's leveled verbs, Students Cans, and Teacher should for each level of language acquisition from Pre-Production (Level 1) through Advance Fluency (Level 5).
- Utilize Language Lab at the school for ELs.
- Using Teachers Aid to assist in learning for disabilities.

Enrichment and Extension Suggestions for Gifted or High-Achieving CTE students

Differentiation for students who exhibit a high level of understanding of the CTE content in any given unit should be considered as part of the planning for Tier 1 instruction. The suggestions below provide some support for teachers looking to challenge these learners.

Note: Teachers should review and provide differentiation strategies in most lessons. Choose from those suggested in the Peer-Reviewed Resources below. In most cases, these students can and should work on the same content as their peers at a level that goes deeper than may be the case for other students.

- The PWCS Gifted Education Department has many resources available to support gifted students on its web page. Some of these suggestions would make great stations or independent tasks.
- [Meeting the Needs of Gifted Students](#): Differentiating CTE Instruction – See pages 16-17 for a section titled “Strategies for Teaching Gifted Students in an Inclusive Classroom.”

Peer-Reviewed Instructional Resources

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

Printed Materials:

- Cooper, K., & Gosnell, K. (2023). *Foundations of nursing*. (9th ed.). Elsevier.
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- Silvestri, L. A. & Silvestri, A. E. (2022). *Saunders comprehensive review for the NCLEX-PN examination* (8th ed.). Elsevier.

Audiovisuals

- Appropriate YouTube videos (To include but not limited to: RegisteredNurseRN.com, Osmosis, Khan Academy, Simple Nursing, etc.)
- Teacher created lecture videos in CANVAS

Internet Resources

- Evolve online Resources (<https://evolve.elsevier.com/cs/myEvolve>). Including but not limited to:
 - HESI tests and remediation packets
 - HESI Adaptive Quizzing
 - HESI Case Studies
 - Textbook online resources
- VSim (<https://thepoint.lww.com>)
- Lippincott Client Cases for Clinical Judgement (<https://learning.nursethink.com>)
- Canvas (Provided by PWCS)
- Microsoft Office Suite (Provided by PWCS)
- Nearpod (Provided by PWCS)

Additional Supporting Resources

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

Scaffolding tools	Academic Literacy Tools	Differentiation Tools
<ul style="list-style-type: none"> • Provide visual and real-life objects to model content vocabulary. • Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content. • Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples. 	<p>(Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</p> <ul style="list-style-type: none"> • Provide partner and small group opportunities to use content vocabulary orally, visually in artwork, and in writing in descriptive lists, sentence completions and short phrases to defend artistic choices. 	<p>(Cooperative learning, co-teaching)</p> <ul style="list-style-type: none"> • Provide a variety of strategies to include content vocabulary: descriptive lists, illustrations, expressions, short phrases, sentence stems • Modify project steps and materials (student choice of media (traditional and/or contemporary) • Modify project timeline

	<ul style="list-style-type: none">• <i>Sketchbook journals, graphic organizers and thinking maps, word walls, table tents, handouts, worksheets, textbooks</i>	<ul style="list-style-type: none">• <i>Modify rubric criteria</i>• <i>Proximal seating</i>• <i>Partner and small group activities</i>• <i>Open-ended project expectations</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 08.05.11.

Unit 6: Applying the Nursing Process to the Pediatric Client

Unit Focus

Identify changing concepts in pediatric health care. Perform age-specific procedures related to the pediatric client. Identify pediatric nutritional concepts, principles, and feeding practices. Describe age-appropriate anticipatory guidance. Describe parenting behavior for each age group. Apply the nursing process in the care of the pediatric client and the family. Describe management techniques for common ambulatory health and developmental problems. Perform procedures of care for the pediatric client. Describe ways to foster positive adaptation of the child and family to stresses of illness and hospitalization. Describe care associated with the dying child.

Stage 1 – Profile of a Graduate

Develops the behaviors, knowledge, and skills to graduate with the following qualities:

Critical Thinker

1. Achieves and applies appropriate academic and technical knowledge.
2. Uses critical reading skills to analyze, interpret, and evaluate.
3. Utilizes mathematical and scientific reasoning to question, observe, test, analyze and draw conclusions.
4. Demonstrates productive workplace skills, qualities, and behaviors.

Digital Citizen

1. Manages a healthy balance between online and real-world lives.
2. Employs ethics, empathy, and understanding in digital experiences.

Innovator and Visionary

1. Demonstrates curiosity for life-long learning.
2. Aligns knowledge, skills, and personal interests with career opportunities.
3. Contributes to solutions that benefit the community, country, and world.

Resilient

1. Demonstrates empathy, compassion, and respect for others.

Global Collaborator

1. Acknowledges the importance and seeks out the value of diversity of opinion, experience, thought, and background.

Stage 2 - Desired Outcomes

Virginia Competencies

Required	89	Identify changing concepts in pediatric health care.
Required	90	Perform age-specific procedures related to the pediatric client.
Required	91	Identify pediatric nutritional concepts, principles, and feeding practices.

Required	92	Describe age-appropriate anticipatory guidance.
Required	93	Describe parenting behavior for each age group.
Required	94	Apply the nursing process in the care of the pediatric client and the family.
Required	95	Describe management techniques for common ambulatory health and developmental problems.
Required	96	Perform procedures of care for the pediatric client.
Required	97	Describe ways to foster positive adaptation of the child and family to stresses of illness and hospitalization.
Required	98	Describe care associated with the dying child.

Enduring Understandings	Essential Questions
<p><i>Students will understand ...</i></p> <p>U1 What are the names of the healthcare facilities for specialized child care?</p> <p>U2 How would one perform procedures related to hygiene, including bathing techniques for specific age groups?</p> <p>U3 What are the caloric and fluid requirements of each pediatric age group?</p> <p>U4 What is the immunization schedule for specific age groups?</p> <p>U5 The changing concepts and attitudes in the care of children</p> <p>U6 Programs and laws that affect the pediatric client</p> <p>U7 How to obtain measurements including weight, length, girth, head circumference, head-to-toe inspection, neurological response, and parental involvement and vital signs of the pediatric client</p> <p>U8 How to assist with healthy parenting behaviors, including prevention of child abuse</p> <p>U9 Normal child growth and development and be able to recognize deviations from normal</p> <p>U10 Common signs and symptoms of selected pediatric diseases and disorders</p> <p>U11 Preventive measures appropriate to pediatric clients, such as immunizations, well-baby visits, and client/family education</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What are historical developments in providing health care to children?</p> <p>Q2 How would one monitor urine and bowel elimination, including diaper changing and child weighing?</p> <p>Q3 How would one explain the significance of nutritional principles?</p> <p>Q4 How would one recognize sex trafficking?</p> <p>Q5 What are the definitions of types of child abuse, such as physical, psychological, and sexual?</p> <p>Q6 How would normal child growth and development be described?</p> <p>Q7 How would one manage the fluid and electrolytes of the pediatric client?</p> <p>Q8 What might be the emotional responses of the caregiver of a dying child?</p> <p>Q9 What are the names of agencies and support groups for children with special health needs?</p> <p>Q10 What programs and laws affect the pediatric client?</p> <p>Q11 What are some age-specific feeding practices and associated parental concerns?</p>

<p>U12 Nursing interventions for children with developmental disorders</p> <p>U13 How to calculate and administer medications for the pediatric client</p> <p>U14 How to manage the fluid and electrolytes of the pediatric client</p> <p>U15 Nursing interventions appropriate to the family of the dying child</p> <p>U16 How to incorporate the concepts of the grieving process in nursing interventions for care of the dying child</p>	<p>Q12 What are the caloric and fluid requirements of each pediatric age group?</p> <p>Q13 What developmental characteristics predispose a child to certain accidents?</p> <p>Q14 What are examples of and preventive measures for the following common risks: sports injuries, car seat safety, gun safety, substance abuse?</p> <p>Q15 How to identify healthy and unhealthy parenting behaviors observed during selected clinical experiences?</p> <p>Q16 What are the definitions of different types of child abuse: physical, psychological, and sexual?</p> <p>Q17 How would normal child growth and development be described</p> <p>Q18 What are the steps involved in performing an assessment of the pediatric client?</p> <p>Q19 What are some disease conditions specific to various age groups?</p> <p>Q20 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?</p> <p>Q21 What are the preventive measures for specific diseases and conditions?</p> <p>Q22 How to calculate and administer medications for the pediatric client?</p> <p>Q23 How to manage the fluid and electrolytes of the pediatric client?</p> <p>Q24 What is the importance of supervised play during hospitalization?</p>
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	<p>Q25 How to describe coping strategies of the child according to stages of development?</p> <p>Q26 What nursing interventions are appropriate to the family of the dying child?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 What programs and laws affect the pediatric client?</p> <p>K2 How does one monitor and record nutritional intake?</p> <p>K3 What are methods of preventing specific types of accidents?</p> <p>K4 What agencies are tasked with investigation of suspected child abuse or neglect and failure to thrive?</p> <p>K5 What are disease conditions specific to various age groups?</p> <p>K6 What are nursing interventions for the pediatric client?</p> <p>K7 What is the importance of supervised play during hospitalization?</p> <p>K8 Preventative measures for the pediatric client, such as immunization schedule, car seat safety, home safety, gun safety, age appropriate toys</p> <p>K9 Assessment techniques for pediatric clients</p> <p>K10 Developmental milestones of the pediatric client</p> <p>K11 Fluid and electrolyte management of the pediatric client</p> <p>K12 How to correctly calculate pediatric medication dosages, and administration of medications to pediatric clients using the 9 rights.</p> <p>K13 Nutritional concepts for the pediatric client</p> <p>Key vocabulary: Pediatric, hygiene, immunization, sex trafficking, child abuse, child neglect, failure to thrive, physical, psychological, sexual, electrolytes, restraints, nutritional intake, disease conditions, nursing interventions, supervised</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 Identify changing concepts in pediatric health care.</p> <p>S3 Perform age-specific procedures related to the pediatric client.</p> <p>S4 Identify pediatric nutritional concepts, principles, and feeding practices.</p> <p>S5 Describe parenting behavior for each age group.</p> <p>S6 Apply the nursing process in the care of the pediatric client and the family.</p> <p>S7 Describe management techniques for common ambulatory health and developmental problems.</p> <p>S8 Describe ways to foster positive adaptation of the child and family to stresses of illness and hospitalization.</p> <p>S9 Describe care associated with the dying child.</p> <p>S10 Discuss pediatric immunization schedules</p> <p>S11 Apply developmental milestones of the healthy pediatric client</p> <p>S12 Assess the nutritional status and needs of the pediatric client</p>

play, and hospitalization. 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 3 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P1 The student will provide care and maintain safety of a pediatric client within the clinical setting</p> <p>P2 The student will correctly demonstrate nursing skills within their scope.</p> <p>P3 The student will prepare an appropriate plan of care based on the highest priority nursing problem for the pediatric client.</p>	<p>O1 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 4 - Learning Plan

Recommended Learning Experiences

Key aspects to be considered during the planning process include activating prior knowledge, introducing and reinforcing key vocabulary, addressing student misconceptions, and providing opportunities throughout all learning experiences for students to share and actively listen to ideas and strategies in pairs, small groups, and whole group discussions.

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Key Vocabulary: Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks. Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

L1 Students will provide care for pediatric clients within the clinical setting

L1 Students will create a plan of care on a pediatric client and review it with an instructor

Scaffolding Suggestions for English Language Learners and Students with Disabilities

Differentiation for students struggling with CTE should be included as part of planning for tier 1 CTE instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within CTE lessons.

Note: While the resources listed here specifically reference either EL or special education students, they should be considered for any students who might benefit from these strategies.

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- Nearpod (Provided by PWCS)

Additional Supporting Resources The following resources are available on EL Program Staff Communities page.		
Scaffolding tools <ul style="list-style-type: none"> • <i>Provide visual and real-life objects to model content vocabulary.</i> • <i>Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content.</i> • <i>Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples.</i> 	Academic Literacy Tools <i>(Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i> <ul style="list-style-type: none"> • <i>Provide partner and small group opportunities to use content vocabulary orally, visually in artwork, and in writing in descriptive lists, sentence completions and short phrases to defend artistic choices.</i> • <i>Sketchbook journals, graphic organizers and thinking maps, word walls, table tents, handouts, worksheets, textbooks</i> 	Differentiation Tools <i>(Cooperative learning, co-teaching)</i> <ul style="list-style-type: none"> • <i>Provide a variety of strategies to include content vocabulary: descriptive lists, illustrations, expressions, short phrases, sentence stems</i> • <i>Modify project steps and materials (student choice of media (traditional and/or contemporary)</i> • <i>Modify project timeline</i> • <i>Modify rubric criteria</i> • <i>Proximal seating</i> • <i>Partner and small group activities</i> • <i>Open-ended project expectations</i>

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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 08.05.11.

Unit 7: Understanding the Nursing Process as Related to the Mental Health Client

Unit Focus

Describe the history of and current trends in mental health nursing. Explain the legal and ethical aspects of mental health nursing. Explain concepts of personality development. Apply therapeutic interpersonal communication techniques with the client. Describe behavioral responses to stress. Describe the nursing care related to mental health disorders. Describe current treatment modalities for mental health disorders. Apply the nursing process to provide care for the client with a mental health disorder.

Stage 1 – Profile of a Graduate

Develops the behaviors, knowledge, and skills to graduate with the following qualities:

Critical Thinker

1. Achieves and applies appropriate academic and technical knowledge.
2. Uses critical reading skills to analyze, interpret, and evaluate.
3. Utilizes mathematical and scientific reasoning to question, observe, test, analyze and draw conclusions.
4. Demonstrates productive workplace skills, qualities, and behaviors.

Digital Citizen

1. Manages a healthy balance between online and real-world lives.
2. Employs ethics, empathy, and understanding in digital experiences.

Innovator and Visionary

1. Demonstrates curiosity for life-long learning.
2. Aligns knowledge, skills, and personal interests with career opportunities.
3. Contributes to solutions that benefit the community, country, and world.

Resilient

1. Demonstrates empathy, compassion, and respect for others.

Global Collaborator

1. Acknowledges the importance and seeks out the value of diversity of opinion, experience, thought, and background.

Stage 2 - Desired Outcomes

Virginia Competencies

Required	99	Describe the history of and current trends in mental health nursing.
Required	100	Explain the legal and ethical aspects of mental health nursing.
Required	101	Explain concepts of personality development.
Required	102	Apply therapeutic interpersonal communication techniques with the client.

Required 103	Describe behavioral responses to stress.
Required 104	Describe the nursing care related to mental health disorders.
Required 105	Describe current treatment modalities for mental health disorders.
Required 106	Apply the nursing process to provide care for the client with a mental health disorder.
Enduring Understandings	Essential Questions
<i>Students will understand...</i>	<i>Students will keep considering...</i>
U1 What are the historical changes that have taken place in the care of the mentally ill?	Q1 How would one compare concepts of mental health and mental illness?
U2 What are therapeutic interpersonal communication techniques?	Q2 What are the differences among values, rights, and ethics?
U3 What are adaptive and maladaptive defense mechanisms?	Q3 How would one demonstrate effective therapeutic communication skills?
U4 What are the characteristics of a therapeutic milieu?	Q4 What are methods of stress management for the healthcare worker?
U5 Methods of stress management and resources available for healthcare workers	Q5 What are the benefits of group therapy?
U6 Nursing interventions related to mental health disorders	Q6 What are the types of settings for the care of the mentally ill?
U7 Various forms of psychotherapy, medications and other treatment modalities	Q7 What are the roles of the nurse and other members of the healthcare team in the mental health-illness continuum?
U8 The steps in ensuring a safe, protective environment for the mental health client receiving therapy	Q8 What community, state, and local resources are available for a client with a mental health disorder?
U9 Prevention and appropriate response to intimate partner and family violence.	Q9 What is the purpose of the mental health client's Bill of Rights?
U10 The opioid crisis and substance addiction and abuse	Q10 What is the purpose of a psychiatric/mental health assessment?
U11 The uses of cannabis pharmacology and the research associated with the medical use of cannabis.	Q11 What federal legislation affects the care of the client with a mental health disorder?
	Q12 What is the difference between voluntary and involuntary admission to a mental health/psychiatric hospital?
	Q13 What would be involved in client and family education relating to the administration, uses, dosages, and side effects of psychopharmaceutical agents?
	Q14 What is the purpose of a psychiatric/mental health assessment?

	<p>Q15 What are evidence based treatment models for addiction and substance abuse?</p> <p>Q16 What resources are available to people experiencing intimate partner violence?</p>
Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 What are the types of settings for the care of the mentally ill?</p> <p>K2 What considerations are involved in making an ethical decision?</p> <p>K3 What are the principles of therapeutic nursing intervention?</p> <p>K4 What stress-management resources are available for healthcare workers?</p> <p>K5 How to ensure a safe, protective environment for the mental health client</p> <p>K6 How to demonstrate effective therapeutic communication with the mental health client</p> <p>K7 How to perform a mental health assessment</p> <p>K8 How to recognize opioid addiction and treatments</p> <p>K9 The current state of legislation of medical and recreational cannabis use</p> <p>Key vocabulary: Mentally ill, mental health, patient rights, ethics, therapeutic interpersonal communication techniques, therapeutic nursing intervention, anxiety/fear, aggression, projection, ritualistic behavior, hopelessness, helplessness, powerlessness, withdrawal, depression, clinical depression, and conversion disorders. All medical terminology associated with this unit, including the following concepts that will be woven throughout the entire curriculum:</p>	<p><i>The student will be able to...</i></p> <p>S1 Describe the history of and current trends in mental health nursing.</p> <p>S2 Explain the legal and ethical aspects of mental health nursing.</p> <p>S3 Explain concepts of personality development.</p> <p>S4 Apply therapeutic interpersonal communication techniques with the client.</p> <p>S5 Describe behavioral responses to stress.</p> <p>S6 Describe the nursing care related to mental health disorders.</p> <p>S7 Describe current treatment modalities for mental health disorders.</p> <p>S8 Apply the nursing process to provide care for the client with a mental health disorder.</p> <p>S9 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>S10 Perform appropriate skills related to mental health clients</p> <p>S11 Demonstrate effective therapeutic communication with the mental health client</p> <p>S12 Identify the safety considerations for patient use of cannabis.</p>

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 3 – Evidence

Performance Assessment Tasks	Other Evidence
<p>P1 The student will provide care and maintain safety of a mental health client within the clinical setting</p> <p>The student will correctly demonstrate nursing skills within their scope.</p> <p>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>O1 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 4 - Learning Plan

Recommended Learning Experiences

Key aspects to be considered during the planning process include activating prior knowledge, introducing and reinforcing key vocabulary, addressing student misconceptions, and providing opportunities throughout all learning experiences for students to share and actively listen to ideas and strategies in pairs, small groups, and whole group discussions.

Background Knowledge: Access and build background knowledge throughout the unit. English Learners and students with disabilities may require additional supports to access and build background knowledge such as professional expert speakers, connections to experiences, peer support, technology-based resources, visuals, and collaborative dialogues.

Key Vocabulary: Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks. Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

L1 Students will provide care for mental health clients within the clinical setting

L1 Students will create a mental health patient teaching project and present it to patients in the clinical setting

L2 Students will identify mental health conditions and the associated medications in the clinical setting

Scaffolding Suggestions for English Language Learners and Students with Disabilities

Differentiation for students struggling with CTE should be included as part of planning for tier 1 CTE instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within CTE lessons.

Note: While the resources listed here specifically reference either EL or special education students, they should be considered for any students who might benefit from these strategies.

- General scaffolding strategies to support ELP levels 1-5 can be found on pages **19** and **20** of [The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12](#).
- Examples of [sensory, graphic, and/or interactive supports](#) – The use of these supports in activities and projects helps promote the development of students' academic language proficiency.
- [Matrix for Language Acquisition](#): This resource Bloom's leveled verbs, Students Cans, and Teacher should for each level of language acquisition from Pre-Production (Level 1) through Advance Fluency (Level 5).
- Utilize Language Lab at the school for ELs.
- Using Teachers Aid to assist in learning for disabilities.

Enrichment and Extension Suggestions for Gifted or High-Achieving CTE students

Differentiation for students who exhibit a high level of understanding of the CTE content in any given unit should be considered as part of the planning for Tier 1 instruction. The suggestions below provide some support for teachers looking to challenge these learners.

Note: Teachers should review and provide differentiation strategies in most lessons. Choose from those suggested in the Peer-Reviewed Resources below. In most cases, these students can and should work on the same content as their peers at a level that goes deeper than may be the case for other students.

- The PWCS Gifted Education Department has many resources available to support gifted students on its web page. Some of these suggestions would make great stations or independent tasks.
- [Meeting the Needs of Gifted Students](#): Differentiating CTE Instruction – See pages 16-17 for a section titled “Strategies for Teaching Gifted Students in an Inclusive Classroom.”

Peer-Reviewed Instructional Resources

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

Printed Materials:

- Cooper, K., & Gosnell, K. (2023). *Foundations of nursing*. (9th ed.). Elsevier.
- Kizior, R. J. & Hodgson, K. (2023). *Saunders nursing drug handbook 2024*. Elsevier.
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- Pagana, K. D., Pagana, T. J., & Pagana, T. N. (2023). *Mosby's diagnostic and laboratory test reference* (16th ed.). Elsevier.
- Silvestri, L. A. & Silvestri, A. E. (2022). *Saunders comprehensive review for the NCLEX-PN examination* (8th ed.). Elsevier.

Audiovisuals

- Appropriate YouTube videos (To include but not limited to: RegisteredNurseRN.com, Osmosis, Khan Academy, Simple Nursing, etc.)
- Teacher created lecture videos in CANVAS

Internet Resources

- Evolve online Resources (<https://evolve.elsevier.com/cs/myEvolve>). Including but not limited to:
 - HESI tests and remediation packets
 - HESI Adaptive Quizzing
 - HESI Case Studies
 - Textbook online resources
- VSim (<https://thepoint.lww.com>)
- Lippincott Client Cases for Clinical Judgement (<https://learning.nursethink.com>)
- Canvas (Provided by PWCS)
- Microsoft Office Suite (Provided by PWCS)
- Nearpod (Provided by PWCS)

Additional Supporting Resources The following resources are available on EL Program Staff Communities page.		
Scaffolding tools <ul style="list-style-type: none"> • <i>Provide visual and real-life objects to model content vocabulary.</i> • <i>Provide visual, auditory, and kinesthetic strategies to engage all learners in the lesson content.</i> • <i>Repeat and review processes and project expectations in various ways such as teacher modeling, student modeling, videos, charts, visual examples.</i> 	Academic Literacy Tools <i>(Vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing)</i> <ul style="list-style-type: none"> • <i>Provide partner and small group opportunities to use content vocabulary orally, visually in artwork, and in writing in descriptive lists, sentence completions and short phrases to defend artistic choices.</i> • <i>Sketchbook journals, graphic organizers and thinking maps, word walls, table tents, handouts, worksheets, textbooks</i> 	Differentiation Tools <i>(Cooperative learning, co-teaching)</i> <ul style="list-style-type: none"> • <i>Provide a variety of strategies to include content vocabulary: descriptive lists, illustrations, expressions, short phrases, sentence stems</i> • <i>Modify project steps and materials (student choice of media (traditional and/or contemporary)</i> • <i>Modify project timeline</i> • <i>Modify rubric criteria</i> • <i>Proximal seating</i> • <i>Partner and small group activities</i> • <i>Open-ended project expectations</i>

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 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 08.05.11.

Unit 8: Examining Techniques of Leadership and Management

Unit Focus

Differentiate between management and leadership. Describe major organizational frameworks for healthcare delivery. Describe client-care delivery systems. Explain concepts in leadership and management in the delivery of client care. Describe the elements of performance appraisal. Describe principles of staffing and scheduling. Describe unit coordination responsibilities of a nurse in the nurse-manager role. Differentiate between delegation and assignment. Participate in quality improvement processes and systems to measure client outcomes and to identify hazards and errors.

Stage 1 – Profile of a Graduate

Develops the behaviors, knowledge, and skills to graduate with the following qualities:

Critical Thinker

1. Achieves and applies appropriate academic and technical knowledge.
2. Uses critical reading skills to analyze, interpret, and evaluate.
3. Utilizes mathematical and scientific reasoning to question, observe, test, analyze and draw conclusions.
4. Demonstrates productive workplace skills, qualities, and behaviors.

Digital Citizen

1. Manages a healthy balance between online and real-world lives.
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1. Demonstrates curiosity for life-long learning.
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Resilient

1. Demonstrates empathy, compassion, and respect for others.

Global Collaborator

1. Acknowledges the importance and seeks out the value of diversity of opinion, experience, thought, and background.

Stage 2 - Desired Outcomes

Virginia Competencies

Required	107	Differentiate between management and leadership.
Required	108	Describe major organizational frameworks for healthcare delivery.
Required	109	Describe client-care delivery systems.

Required 110	Explain concepts in leadership and management in the delivery of client care.
Required 111	Describe the elements of performance appraisal.
Required 112	Describe principles of staffing and scheduling.
Required 113	Describe unit coordination responsibilities of a nurse in the nurse-manager role.
Required 114	Differentiate between delegation and assignment.
Required 115	Participate in quality improvement processes and systems to measure client outcomes and to identify hazards and errors.
Enduring Understandings	
<i>Students will understand...</i>	
U1	What are the distinctions among types of formal and informal leadership?
U2	What are the advantages and disadvantages of each system?
U3	What is the effect of politics on leadership and management roles?
U4	What are the principles in handling grievance procedures?
U5	What is the definition of nursing delegation?
U6	What is the process for root cause analysis?
U7	The differences between the roles of the RN and the LPN, as specified in the Code of Virginia
U8	The legal and ethical issues pertaining to leadership and management
U9	The roles and responsibilities of key personnel, including interdisciplinary collaboration
U10	The methods of preventing, controlling, and resolving conflict
U11	How a performance appraisal can be used in an evaluation
Essential Questions	
<i>Students will keep considering...</i>	
Q1	How would one compare leadership and management processes and functions?
Q2	How does one describe the five types of client-care delivery systems?
Q3	What are effective time-management techniques?
Q4	How can a performance appraisal be used in an evaluation?
Q5	What factors would necessitate a change in assignment?
Q6	How does one access client satisfaction scores?
Q7	How the different leadership styles effect the work environment?
Q8	What are the roles and responsibilities of key personnel on the organizational chart?
Q9	What adaptations to change are required of managers or leaders?
Q10	What are common methods of preventing, controlling, and resolving conflict?
Q11	What is the decision-making process, and how does it relate to the nursing process?
Q12	What is the role of the nurse manager in staffing and unit coordination?
Q13	How would a staff complaint about assignment responsibilities be handled?

Knowledge	Skills
<p><i>Students will know...</i></p> <p>K1 How would one differentiate centralized and decentralized structures?</p> <p>K2 What is a nurse's role in each system?</p> <p>K3 What are the effects of group dynamics?</p> <p>K4 What are the types of work schedules for staffing?</p> <p>K5 What does staff assignment mean?</p> <p>K6 What is the role of the nurse in the quality improvement process?</p> <p>K7 What are the characteristics of the following leadership styles: autocratic, democratic, participative, situational, and laissez-faire?</p> <p>K8 How to follow the chain of command when resolving conflict within the classroom and workplace settings</p> <p>K9 The role of the LPN within the workplace setting</p> <p>K10 How to practice within the scope of an LPN in the workplace</p> <p>K11 How to time manage, delegate tasks, and prioritize client care</p> <p>Key vocabulary:</p> <p>K12 Formal and informal leadership, politics, management roles, grievance procedures, nursing delegation, client-care delivery systems, time-management techniques, performance appraisal, evaluation, centralized and decentralized structures, group dynamics, staff assignments, autocratic, democratic, participative, situational, and laissez-faire. 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</p>	<p><i>The student will be able to...</i></p> <p>S1 Differentiate between management and leadership.</p> <p>S2 Describe major organizational frameworks for healthcare delivery.</p> <p>S3 Describe client-care delivery systems.</p> <p>S4 Explain concepts in leadership and management in the delivery of client care.</p> <p>S5 Describe the elements of performance appraisal.</p> <p>S6 Describe principles of staffing and scheduling.</p> <p>S7 Describe unit coordination responsibilities of a nurse in the nurse-manager role.</p> <p>S8 Differentiate between delegation and assignment.</p> <p>S9 Participate in quality improvement processes and systems to measure client outcomes and to identify hazards and errors.</p> <p>S10 Follow the chain of command when attempting to resolve conflict within the classroom and workplace settings</p>

culture, opioid crisis, conflict resolution, trauma, and trauma resilience.	
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Stage 3 – Evidence

Performance Assessment Tasks	Other Evidence
P1 The student will practice conflict resolution within the classroom setting through role-playing exercises The student will research team-building exercises, and lead one within the classroom setting The students will prioritize client care and time management within the clinical setting.	O1 Instructor prepared quizzes and tests Clinical and simulation observations Teacher rubrics/skills checklist Self-evaluation Peer evaluations Classroom and Canvas Participation

Stage 4 - Learning Plan

Recommended Learning Experiences

Key aspects to be considered during the planning process include activating prior knowledge, introducing and reinforcing key vocabulary, addressing student misconceptions, and providing opportunities throughout all learning experiences for students to share and actively listen to ideas and strategies in pairs, small groups, and whole group discussions.

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Key Vocabulary: Introduce, support, and reinforce key vocabulary, as needed by the various learning activities and performance tasks. Students need to recognize and use the vocabulary terms, when listening, reading, speaking, and writing in the context of the learning activities and tasks. Tools for developing vocabulary are available in the **Additional Supporting Resources** section below. Students will participate in interactive “hands on” practical exercises.

L1 Students will follow the chain of command when problem-solving classroom conflicts

L1 Students will prioritize patients appropriately

L2 Students will advocate for patient rights

Scaffolding Suggestions for English Language Learners and Students with Disabilities

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 - HESI Case Studies
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- Lippincott Client Cases for Clinical Judgement (<https://learning.nursethink.com>)
- Canvas (Provided by PWCS)
- Microsoft Office Suite (Provided by PWCS)
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Additional Supporting Resources

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

Scaffolding tools	Academic Literacy Tools	Differentiation Tools (Cooperative learning, co-teaching)
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