

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

About the Template

Each module should have one or more learning activities associated with **Content Presentation, Learner Practice** and **Assessment**. Additionally, **Job Aids** may be defined for on-the-job use. Please copy and paste as many template pages for each activity type as your module design requires.

Design should reflect a thoughtful blend of face-to-face and online activities as well as synchronous (whole class) and asynchronous (individual) assignments, addressing all quadrants of Lewis & Orton's, *Learning Ecology Matrix*, (Lewis, N.J., and Orton, P.Z. (2006)). in relative equal balance. Please give thought to maximizing the value of classroom and internship time by focusing on use of practicing and coaching activities during those meetings.

Course Context Information

*This template addresses design of content presentation, learner practice, assessments and job aids at the **unit level**. The following course level detail provides a context for individual modules and should be referenced to ensure alignment with overall course design.*

Course Title

Introduction to Careers in Allied Health

Course Goal

Develop basic knowledge and skills required for careers in the rapidly growing Allied Health field.

Course Structure

This is a full year course. The following amounts of time/week are available: 6 hours face-to-face classroom (5 – 45 minute classes), 4 hours asynchronous (homework), 2 hours on-the-job (internship.)

Learner Profile

The student base for this class is High School seniors interested in pursuing advanced study and careers in an Allied Health field. Learner motivation is guided by the post-secondary school aspirations. Immediate performance context includes a 30 hour internship in an elder-care setting. Long term performance context include a variety of healthcare settings.

Business Need

The increase in longevity and changes in the health care system create an increased need for educated and skilled healthcare workers. This course provides a foundation for healthcare worker preparation in accordance with *The National Health Care Skill Standards*.

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Unit Name: MEASURING VITAL SIGNS (VS)
Lessons Included in This Unit: Temperature/Pulse/Respiration (VS-1a- 1f), Blood Pressure (VS-2a-2e), Vital Sign Unit Assessment (VS-A1, A2)
Lesson Distribution: Face-to-Face Classes – 7 Homework Assignments – 5 Internship Assignments – 2

Performance Objective: (Create/Design, Decide, Do) After completing this unit, the student will be able to ... <ul style="list-style-type: none">• Demonstrate how to measure and record ...<ul style="list-style-type: none">⇒ Oral, aural and axillary temperatures with a digital thermometer.⇒ A radial pulse.⇒ Respirations.⇒ Blood Pressure with an aneroid sphygmomanometer.
Enabling Objective(s): (Know, Believe, Feel) <ul style="list-style-type: none">• Define <i>vital signs, body temperature, pulse, respiration, and blood pressure</i>.• Explain the importance of each vital sign and how they provide information about a patient's health.• List the factors that influence body temperature (14), pulse (6), respiration (8) and blood pressure (4).• Identify the normal ...<ul style="list-style-type: none">⇒ Body temperature measure and the site where it is measured.⇒ Adult pulse rate.⇒ Resting adult respiration rate.⇒ Range of blood pressure.

Pre-Test Activity	___ Classroom	___ Online
N/A		
Notes from Prior Units/Lessons(s)		
N/A		
Blending Strategy for the Lessons in this Unit		
This unit will draw from activities in each of the four quadrants of the Lewis & Orton <i>Learning Ecology Matrix</i> , including ... <ul style="list-style-type: none">⇒ text readings/glossaries/worksheets/job aids (STUDYING)⇒ classroom lectures/online videos/demonstrations (TEACHING)⇒ peer discussions/case studies/authentic tasks/role play (PRACTICING)⇒ practice labs in an internship setting (COACHING)		

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number/Homework Assignment: Homework - Pre-Class
Lesson Name (Number): Temperature/Pulse/Respiration (VS-1a)

CONTENT PRESENTATION (Absorb) Classroom Online Synch Asynch

Time Required: 40 Minutes	Inputs From Other Lessons: N/A Outputs Generated by this Lesson: Knowledge of Unit Vocabulary (VS-1a)
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<p>Procedure:</p> <p>Homework: Pre-Class (Assigned in Advance of Class #1) ⇒ Read Chapter 11 - Unit 1 in text. ⇒ Review Vocabulary</p> <ul style="list-style-type: none"> ○ Text Website Audio Glossary for pronunciation. ○ Text Margin Glossary for definition. 	<p style="text-align: center;">Instructional Strategy</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Presentation</td> </tr> <tr> <td><input type="checkbox"/> Informational</td> <td><input type="checkbox"/> Discussion</td> </tr> <tr> <td style="padding-left: 40px;"><input type="checkbox"/> Video</td> <td><input checked="" type="checkbox"/> Reading</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other (Please Elaborate)</td> </tr> </table>	<input type="checkbox"/> Lecture	<input type="checkbox"/> Presentation	<input type="checkbox"/> Informational	<input type="checkbox"/> Discussion	<input type="checkbox"/> Video	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Other (Please Elaborate)		<p style="text-align: center;">Media Selection</p> <ul style="list-style-type: none"> <input type="checkbox"/> MS Word <input checked="" type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Course Text Book
<input type="checkbox"/> Lecture	<input type="checkbox"/> Presentation									
<input type="checkbox"/> Informational	<input type="checkbox"/> Discussion									
<input type="checkbox"/> Video	<input checked="" type="checkbox"/> Reading									
<input type="checkbox"/> Other (Please Elaborate)										
<p>Resources:</p> <p>⇒ Textbook: <i>Introduction to Health Occupations: Today's Health Care Worker</i>, pp. 233-246.</p> <p>⇒ Text Companion Website: www.prenhall.com/badasch</p>										

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Homework #1 Lesson Name (Number): Temperature/Pulse/Respiration (VS-1c)
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LEARNER PRACTICE (Do, Connect) <input type="checkbox"/> Classroom <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synch <input checked="" type="checkbox"/> Asynch

Time Required: 60 Minutes	Inputs From Other Lessons: Knowledge of Unit Vocabulary (VS-1a), Knowledge of Measurement and Charting Procedures (VS-1b). Outputs Generated by this Lesson: Completed worksheets, Two (2) online discussion responses.
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Procedure:	Instructional Strategy	Media Selection															
Homework #1 (Assigned Following Class#1) ⇒ Complete Worksheets. <ul style="list-style-type: none"> ○ Reading and recording mercury thermometer measurements. ○ Location of pulse measurement points on the body. ⇒ Online Class Discussion. <ul style="list-style-type: none"> ○ Post a response to the following discussion prompt on the class website ... <ul style="list-style-type: none"> ▪ You are assigned a patient and you need to take vital signs. Mr. Marks is an elderly man and seems very agitated and upset. You know that his agitation affects his vital signs. What verbal and nonverbal communication skills can you use to help reduce his being upset? Write a brief description of how to help Mr. Marks relax so that you can take accurate vital signs. ○ Comment on at least one classmate's response. Do you agree with their communication plan? Why or why not? 	<table style="width: 100%; border: none;"> <tr> <td style="border: none;"><input checked="" type="checkbox"/> Worksheet</td> <td style="border: none;"><input type="checkbox"/> Presentation</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Case Study</td> <td style="border: none;"><input checked="" type="checkbox"/> Discussion</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Role Play</td> <td style="border: none;"><input type="checkbox"/> Coaching</td> </tr> <tr> <td colspan="2" style="border: none;"><input type="checkbox"/> Other (Please Elaborate)</td> </tr> </table> <hr/> Resources: ⇒ Workbook: <i>Introduction to Health Occupations: Today's Health Care Worker</i> , pp. 160-161, 163.	<input checked="" type="checkbox"/> Worksheet	<input type="checkbox"/> Presentation	<input type="checkbox"/> Case Study	<input checked="" type="checkbox"/> Discussion	<input type="checkbox"/> Role Play	<input type="checkbox"/> Coaching	<input type="checkbox"/> Other (Please Elaborate)		<table style="width: 100%; border: none;"> <tr> <td style="border: none;"><input checked="" type="checkbox"/> MS Word</td> </tr> <tr> <td style="border: none;"><input checked="" type="checkbox"/> HTML (Web Page)</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> PDF</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> PowerPoint</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Audio</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Video</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Other (Please Elaborate)</td> </tr> </table>	<input checked="" type="checkbox"/> MS Word	<input checked="" type="checkbox"/> HTML (Web Page)	<input type="checkbox"/> PDF	<input type="checkbox"/> PowerPoint	<input type="checkbox"/> Audio	<input type="checkbox"/> Video	<input type="checkbox"/> Other (Please Elaborate)
<input checked="" type="checkbox"/> Worksheet	<input type="checkbox"/> Presentation																
<input type="checkbox"/> Case Study	<input checked="" type="checkbox"/> Discussion																
<input type="checkbox"/> Role Play	<input type="checkbox"/> Coaching																
<input type="checkbox"/> Other (Please Elaborate)																	
<input checked="" type="checkbox"/> MS Word																	
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<input type="checkbox"/> PDF																	
<input type="checkbox"/> PowerPoint																	
<input type="checkbox"/> Audio																	
<input type="checkbox"/> Video																	
<input type="checkbox"/> Other (Please Elaborate)																	

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Class #2 Lesson Name (Number): Temperature/Pulse/Respiration (VS-1d)

LEARNER PRACTICE (Do, Connect) <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Internship <input type="checkbox"/> Online <input checked="" type="checkbox"/> Synch <input type="checkbox"/> Asynch

Time Required: 50 Minutes	Inputs From Other Lessons: Knowledge of Unit Vocabulary (VS-1a), Knowledge of Measurement and Charting Procedures (VS -1b). Outputs Generated by this Lesson: Skill in Measuring and Charting Temperature, Pulse and Respiration (VS-1d).
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Procedure:	Instructional Strategy	Media Selection
<p>Class #2</p> <p>⇒ Divide class into two teams.</p> <ul style="list-style-type: none"> ○ Provide a series of questions in “Jeopardy” format which require answers that produce ... <ul style="list-style-type: none"> ▪ Matches between vocabulary words & their definitions. ▪ Proper pronunciation of vocabulary words. <p>⇒ Partner practice .</p> <ul style="list-style-type: none"> ○ Distribute Job Aids. <ul style="list-style-type: none"> ▪ <i>Procedures for Measuring an Oral Temperature</i> ▪ <i>Procedures for Counting a Radial Pulse</i> ▪ <i>Procedures for Counting Respirations</i> ○ Teacher demonstration for review of procedures. ○ Paired role play <ul style="list-style-type: none"> ▪ One partner assumes role of caretaker, the other takes the role of patient. Complete exercise and reverse roles. ▪ Measure and record characteristics (as appropriate) of temperature, pulse and respiration on a simulated patient chart. ▪ Teacher observes practice, answering questions and offering feedback on technique. 	<p> <input checked="" type="checkbox"/> Worksheet <input type="checkbox"/> Presentation <input type="checkbox"/> Case Study <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Role Play <input type="checkbox"/> Coaching <input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Game </p> <hr/> <p>Resources:</p> <p>⇒ Digital oral, aural and temporal thermometers.</p> <p>⇒ Sample charting worksheets.</p>	<p> <input checked="" type="checkbox"/> MS Word <input checked="" type="checkbox"/> HTML (Web Page) <input checked="" type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ White Board </p>

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Homework #2 Lesson Name (Number): Temperature/Pulse/Respiration (VS-1e)
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LEARNER PRACTICE (Do, Connect) <input type="checkbox"/> Classroom <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synch <input checked="" type="checkbox"/> Asynch

Time Required: 60 Minutes	Inputs From Other Lessons: Knowledge of Unit Vocabulary (VS-1a), Knowledge of Measurement and Charting Procedures (VS -1b), Skill in Measuring and Charting Temperature, Pulse and Respiration (VS-1d). Outputs Generated by this Lesson: Completed Worksheets, Online Case Study Response.
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Procedure:	Instructional Strategy	Media Selection
Homework #2 ⇒ Complete “Practice at Home” Worksheets. <ul style="list-style-type: none"> ○ Ask 5 people of various ages if you can practice counting their pulse and respirations. ○ Complete the worksheet chart, recording all appropriate information. ⇒ Case Study. <ul style="list-style-type: none"> ○ Post a response to the following case study prompt on the class website ... <ul style="list-style-type: none"> ▪ Mr. Ames is on oxygen and cannot breathe comfortably when you remove his oxygen mask. It is time to take his vital signs. He has a severe infection and an accurate temperature is extremely important. What is the correct location for taking his temperature? Explain why. What information is appropriate to give Mr. Ames before you take his temperature? 	<input checked="" type="checkbox"/> Worksheet <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Case Study <input type="checkbox"/> Discussion <input type="checkbox"/> Role Play <input type="checkbox"/> Coaching <input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Authentic Task	<input checked="" type="checkbox"/> MS Word <input checked="" type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input type="checkbox"/> Other (Please Elaborate)
	Resources: ⇒ Workbook: <i>Introduction to Health Occupations: Today's Health Care Worker</i> , p.165.	

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Internship #1
Lesson Name(Number): Temperature/Pulse/Respiration (VS-1f)

LEARNER PRACTICE (Do, Connect) Classroom Internship Online Synch Asynch

<p>Time Required: 60 Minutes</p>	<p>Inputs From Other Lessons: Knowledge of Unit Vocabulary (VS-1a), Knowledge of Measurement and Charting Procedures (VS -1b), Knowledge, Knowledge of Medical Implications of Vital Sign Measurements Outside of Normal Range (VS-1b), Skill in Measuring and Charting Temperature, Pulse and Respiration (VS-1d).</p> <p>Outputs Generated by this Lesson: Charted measurement of vital signs (temp/pulse/resp).</p>
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<p>Procedure:</p> <p>Internship #1 ⇒ Working with assigned patient, measure and chart temperature, pulse and respiration.</p> <ul style="list-style-type: none"> ○ Supervisor provides feedback on technique. ○ Discuss results with supervisor, identifying any measurements of concern. 	<p style="text-align: center;">Instructional Strategy</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Worksheet</td> <td><input type="checkbox"/> Presentation</td> </tr> <tr> <td><input type="checkbox"/> Case Study</td> <td><input type="checkbox"/> Discussion</td> </tr> <tr> <td><input type="checkbox"/> Role Play</td> <td><input checked="" type="checkbox"/> Coaching</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Authentic Task</td> </tr> </table>	<input type="checkbox"/> Worksheet	<input type="checkbox"/> Presentation	<input type="checkbox"/> Case Study	<input type="checkbox"/> Discussion	<input type="checkbox"/> Role Play	<input checked="" type="checkbox"/> Coaching	<input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Authentic Task		<p style="text-align: center;">Media Selection</p> <ul style="list-style-type: none"> <input type="checkbox"/> MS Word <input type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input type="checkbox"/> Other (Please Elaborate)
<input type="checkbox"/> Worksheet	<input type="checkbox"/> Presentation									
<input type="checkbox"/> Case Study	<input type="checkbox"/> Discussion									
<input type="checkbox"/> Role Play	<input checked="" type="checkbox"/> Coaching									
<input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Authentic Task										
<p>Resources:</p>										

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number/Homework Assignment: Homework – Pre-Class Lesson Name (Number): Blood Pressure (VS-2a)
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CONTENT PRESENTATION (Absorb) <input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synch <input checked="" type="checkbox"/> Asynch
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Time Required: 60 Minutes	Inputs From Other Lessons: Outputs Generated by this Lesson: Knowledge of Unit Vocabulary (VS-2a)
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Procedure: Homework: Pre-Class (Assigned in Advance of Class #1) ⇒ Read Chapter 11 – Unit 2 in text. ⇒ Review Vocabulary <ul style="list-style-type: none"> ○ Text Website Audio Glossary for pronunciation. ○ Text Margin Glossary for definition. ⇒ View Video, <i>What is blood pressure?</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Instructional Strategy</td> </tr> <tr> <td style="padding: 5px;"> <input type="checkbox"/> Lecture <input type="checkbox"/> Presentation <input type="checkbox"/> Informational <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Other (Please Elaborate) </td> </tr> <tr> <td style="text-align: center; padding: 5px;">Resources:</td> </tr> <tr> <td style="padding: 5px;"> ⇒ Textbook: <i>Introduction to Health Occupations: Today's Health Care Worker</i>, pp. 247-252. ⇒ Text Companion Website: www.prenhall.com/badasch ⇒ https://www.khanacademy.org/science/healthcare-and-medicine/the-heart/blood_pressure/v/what-is-blood-pressure-1 </td> </tr> </table>	Instructional Strategy	<input type="checkbox"/> Lecture <input type="checkbox"/> Presentation <input type="checkbox"/> Informational <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Other (Please Elaborate)	Resources:	⇒ Textbook: <i>Introduction to Health Occupations: Today's Health Care Worker</i> , pp. 247-252. ⇒ Text Companion Website: www.prenhall.com/badasch ⇒ https://www.khanacademy.org/science/healthcare-and-medicine/the-heart/blood_pressure/v/what-is-blood-pressure-1	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Media Selection</td> </tr> <tr> <td style="padding: 5px;"> <input type="checkbox"/> MS Word <input checked="" type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Course Text Book </td> </tr> </table>	Media Selection	<input type="checkbox"/> MS Word <input checked="" type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Course Text Book
Instructional Strategy								
<input type="checkbox"/> Lecture <input type="checkbox"/> Presentation <input type="checkbox"/> Informational <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Other (Please Elaborate)								
Resources:								
⇒ Textbook: <i>Introduction to Health Occupations: Today's Health Care Worker</i> , pp. 247-252. ⇒ Text Companion Website: www.prenhall.com/badasch ⇒ https://www.khanacademy.org/science/healthcare-and-medicine/the-heart/blood_pressure/v/what-is-blood-pressure-1								
Media Selection								
<input type="checkbox"/> MS Word <input checked="" type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Course Text Book								

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Class #1 Lesson Name (Number): Blood Pressure (VS-2b)
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CONTENT PRESENTATION (Absorb) <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synch <input type="checkbox"/> Asynch

Time Required: 50 Minutes	Inputs From Other Lessons: Knowledge of Unit Vocabulary (VS-2a) Outputs Generated by this Lesson: Knowledge of Measurement and Charting Procedures (VS -2b), Knowledge of Factors Influencing Measurement of Vital Signs (VS-2b), Knowledge of Medical Implications of Vital Sign Measurements Outside of Normal Range (VS-2b).
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Procedure:	Instructional Strategy	Media Selection
Class #1 ⇒ Lecture with PowerPoint Presentation. <ul style="list-style-type: none"> ○ Overview of measurement techniques including communication with patient. ○ Range of normal measurements. <ul style="list-style-type: none"> ▪ Medical implications of measurement outside normal range. ○ Charting protocols. ⇒ Show video, <i>Measuring Blood Pressure in the 21st Century</i> , demonstrating techniques for measuring and charting blood pressure. ⇒ Demonstrate blood pressure equipment. <ul style="list-style-type: none"> ○ Stethoscope ○ Aneroid Sphygmomanometer (BP Cuff) 	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Presentation <input checked="" type="checkbox"/> Informational <input type="checkbox"/> Discussion <input type="checkbox"/> Video <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Teacher Demonstration	<input type="checkbox"/> MS Word <input checked="" type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input type="checkbox"/> Other (Please Elaborate)
	Resources: ⇒ Instructor's Guide: <i>Introduction to Health Occupations: Today's Health Care Worker</i> , pp. 288-292. ⇒ https://vimeo.com/8744192 ⇒ Stethoscope & Sphygmomanometer	

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Homework #1 Lesson Name (Number): Blood Pressure (VS-2c)

LEARNER PRACTICE (Do, Connect) <input type="checkbox"/> Classroom <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synch <input checked="" type="checkbox"/> Asynch

Time Required: 60 Minutes	Inputs From Other Lessons: Knowledge of Unit Vocabulary (VS-2a), Knowledge of Measurement and Charting Procedures (VS-2b). Outputs Generated by this Lesson: Completed Worksheets, Online Case Study Response.
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Procedure:	Instructional Strategy	Media Selection
<p>Homework #1 (Assigned Following Class#1)</p> <p>⇒ Complete Worksheet.</p> <ul style="list-style-type: none"> ○ Reading and Recording Measurement of Mercury and Aneroid Sphygmomanometers. <p>⇒ Case Study.</p> <ul style="list-style-type: none"> ○ Post a response to the following case study prompt on the class website ... <ul style="list-style-type: none"> ▪ Your patient has an elevated blood pressure of 210/140. Does this blood pressure cause concern? What is the medical term for this blood pressure? What are the possible causes of an elevated blood pressure? What can you observe about the patient that is important in your report to your supervisor? Should you report this blood pressure immediately or wait until you report at the end of your day? What are the key things that you must report? 	<p> <input checked="" type="checkbox"/> Worksheet <input type="checkbox"/> Presentation <input checked="" type="checkbox"/> Case Study <input type="checkbox"/> Discussion <input type="checkbox"/> Role Play <input type="checkbox"/> Coaching <input type="checkbox"/> Other (Please Elaborate) </p> <hr/> <p>Resources:</p> <p>⇒ Workbook: <i>Introduction to Health Occupations: Today's Health Care Worker</i>, p. 169.</p>	<p> <input checked="" type="checkbox"/> MS Word <input checked="" type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input type="checkbox"/> Other (Please Elaborate) </p>

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Class #2 Lesson Name (Number): Blood Pressure (VS-2d)
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LEARNER PRACTICE (Do, Connect) <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synch <input type="checkbox"/> Asynch
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Time Required: 50 Minutes	Inputs From Other Lessons: Knowledge of Unit Vocabulary (VS-2a), Knowledge of Measurement and Charting Procedures (VS -2b). Outputs Generated by this Lesson: Completed Worksheet, Skill in Recognizing and Assessing Korotkoff Signs (VS-2d).
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Procedure:	Instructional Strategy	Media Selection
Class #2 ⇒ Show video, <i>Korotkoff Signs</i> , completing the embedded exercise allowing students to listen to blood pressure signals (Korotkoff signs) while viewing movement on sphygmomanometers. ⇒ Partner Practice. <ul style="list-style-type: none"> ○ Wrapping, inflating and deflating BP cuff. 	<input checked="" type="checkbox"/> Worksheet <input type="checkbox"/> Presentation <input type="checkbox"/> Case Study <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Role Play <input type="checkbox"/> Coaching <input type="checkbox"/> Other (Please Elaborate)	<input checked="" type="checkbox"/> MS Word <input checked="" type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input type="checkbox"/> Other (Please Elaborate)
	Resources: ⇒ https://vimeo.com/8068713 ⇒ Exercise Worksheet ⇒ Aneroid Sphygmomanometers (BP Cuffs)	

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Class #3 Lesson Name(Number): Blood Pressure (VS-2e)

LEARNER PRACTICE (Do, Connect) <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Internship <input type="checkbox"/> Online <input checked="" type="checkbox"/> Synch <input type="checkbox"/> Asynch

Time Required: 50 Minutes	Inputs From Other Lessons: Knowledge of Unit Vocabulary (VS-1a), Knowledge of Measurement and Charting Procedures (VS -1b). Outputs Generated by this Lesson: Skill in Measuring and Charting Blood Pressure (VS-2d).
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Procedure:	Instructional Strategy	Media Selection
Class #2 ⇒ Partner practice . <ul style="list-style-type: none"> ○ Distribute Job Aids <ul style="list-style-type: none"> ▪ <i>Procedures for Measuring Blood Pressure.</i> ○ Teacher demonstration for review of procedures ○ Paired role play <ul style="list-style-type: none"> ▪ One partner assumes role of caretaker, the other takes the role of patient. Complete exercise and reverse roles. ▪ Measure and record blood pressure. ▪ Teacher observes practice, answering questions and offering feedback on technique. 	<input checked="" type="checkbox"/> Worksheet <input type="checkbox"/> Presentation <input type="checkbox"/> Case Study <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Role Play <input type="checkbox"/> Coaching <input checked="" type="checkbox"/> Other (Please Elaborate) <hr/> Resources: ⇒ Stethoscopes ⇒ Aneroid Sphygmomanometers (BP Cuffs) ⇒ Sample charting worksheets	<input checked="" type="checkbox"/> MS Word <input checked="" type="checkbox"/> HTML (Web Page) <input checked="" type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ White Board

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Internship #1
Lesson Name(Number): Temperature/Pulse/Respiration (VS-2f)

LEARNER PRACTICE (Do, Connect) Classroom Internship Online Synch Asynch

<p>Time Required: 60 Minutes</p>	<p>Inputs From Other Lessons: Knowledge of Unit Vocabulary (VS-1a), Knowledge of Measurement and Charting Procedures (VS -1b), Knowledge, Knowledge of Medical Implications of Vital Sign Measurements Outside of Normal Range (VS-1b), Skill in Measuring and Charting Blood Pressure (VS-2d).</p> <p>Outputs Generated by this Lesson: Charted measurement of Vital Signs (Blood Pressure).</p>
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<p>Procedure:</p> <p>Internship #1 ⇒ Working with assigned patient, measure and chart blood pressure.</p> <ul style="list-style-type: none"> ○ Supervisor provides feedback on technique. ○ Discuss results with supervisor, identifying any measurements of concern. 	<p style="text-align: center;">Instructional Strategy</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Worksheet</td> <td><input type="checkbox"/> Presentation</td> </tr> <tr> <td><input type="checkbox"/> Case Study</td> <td><input type="checkbox"/> Discussion</td> </tr> <tr> <td><input type="checkbox"/> Role Play</td> <td><input checked="" type="checkbox"/> Coaching</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Authentic Task</td> </tr> </table>	<input type="checkbox"/> Worksheet	<input type="checkbox"/> Presentation	<input type="checkbox"/> Case Study	<input type="checkbox"/> Discussion	<input type="checkbox"/> Role Play	<input checked="" type="checkbox"/> Coaching	<input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Authentic Task		<p style="text-align: center;">Media Selection</p> <ul style="list-style-type: none"> <input type="checkbox"/> MS Word <input type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input type="checkbox"/> PowerPoint <input type="checkbox"/> Audio <input type="checkbox"/> Video <input type="checkbox"/> Other (Please Elaborate)
<input type="checkbox"/> Worksheet	<input type="checkbox"/> Presentation									
<input type="checkbox"/> Case Study	<input type="checkbox"/> Discussion									
<input type="checkbox"/> Role Play	<input checked="" type="checkbox"/> Coaching									
<input checked="" type="checkbox"/> Other (Please Elaborate) ⇒ Authentic Task										
<p>Resources:</p>										

Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Assessment #1 Lesson Name(Number): Vital Sign Assessment – Objective Test (VS-A1)
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ASSESSMENT	<input checked="" type="checkbox"/> Classroom	<input type="checkbox"/> Online	<input checked="" type="checkbox"/> Synch	<input type="checkbox"/> Asynch
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Time Required: 50 Minutes	Discriminating Task: Able to ... ⇒ Define <i>vital signs, body temperature, pulse, respiration, and blood pressure.</i> ⇒ Explain the importance of each vital sign and how they provide information about a patient’s health. ⇒ List the factors that influence body temperature, pulse, respiration and blood pressure. ⇒ Normal measurement ranges for all vital signs.
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Test Activity: ⇒ Objective Test (50% of overall grade).	Test Format <input checked="" type="checkbox"/> Quiz <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Essay <input type="checkbox"/> Demonstration <input type="checkbox"/> Original Work <input type="checkbox"/> Other (Please Elaborate)	Media Selection <input checked="" type="checkbox"/> MS Word <input type="checkbox"/> HTML (Web Page) <input type="checkbox"/> PDF <input type="checkbox"/> Other (Please Elaborate)
	Resources: ⇒ Instructor’s Guide: <i>Introduction to Health Occupations: Today’s Health Care Worker</i> , pp. 282-288, 294-295.	

REFERENCE

Job Aid Description: ⇒ <i>Procedures for Measuring an Oral Temperature</i> ⇒ <i>Procedures for Counting a Radial Pulse</i> ⇒ <i>Procedures for Counting Respirations</i> ⇒ <i>Procedures for Measuring Blood Pressure</i>	Media Selection <input type="checkbox"/> MS Word <input checked="" type="checkbox"/> PDF <input type="checkbox"/> PDA Download
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Notes for Succeeding Units/Lessons ⇒ Vital Sign measurement should be included in ongoing internship activities.
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Blended Learning Unit Design Worksheet

Course Name: Introduction to Careers in Allied Health

Class Number: Assessment #2 Lesson Name/Number: Vital Sign Assessment – Skill Demonstration (VS –A2)

ASSESSMENT	_X_ Classroom	__ Online	_X_ Synch	__ Asynch
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Time Required: 50 Minutes	Discriminating Task: Demonstrates how to measure and record ... ⇒ Oral, aural and axillary temperatures with a digital thermometer. ⇒ A radial pulse. ⇒ Respirations. ⇒ Blood Pressure with an aneroid sphygmomanometer
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Test Activity: ⇒ Skill Demonstration (50% of overall grade). <ul style="list-style-type: none"> ○ Station-based Demonstration <ul style="list-style-type: none"> ▪ Temperature ▪ Pulse ▪ Respiration ▪ Blood Pressure 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Test Format</th> </tr> <tr> <td style="padding: 5px;">__ Quiz</td> <td style="padding: 5px;">__ Oral Presentation</td> </tr> <tr> <td style="padding: 5px;">__ Essay</td> <td style="padding: 5px;">_X_ Demonstration</td> </tr> <tr> <td style="padding: 5px;">__ Original Work</td> <td></td> </tr> <tr> <td style="padding: 5px;">__ Other (Please Elaborate)</td> <td></td> </tr> </table> Resources: ⇒ Oral and aural digital thermometers ⇒ Stethoscopes ⇒ Aneroid Sphygmomanometers.	Test Format		__ Quiz	__ Oral Presentation	__ Essay	_X_ Demonstration	__ Original Work		__ Other (Please Elaborate)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 5px;">Media Selection</th> </tr> <tr> <td style="padding: 5px;">__ MS Word</td> </tr> <tr> <td style="padding: 5px;">__ HTML (Web Page)</td> </tr> <tr> <td style="padding: 5px;">__ PDF</td> </tr> <tr> <td style="padding: 5px;">__ Other (Please Elaborate)</td> </tr> </table>	Media Selection	__ MS Word	__ HTML (Web Page)	__ PDF	__ Other (Please Elaborate)
Test Format																	
__ Quiz	__ Oral Presentation																
__ Essay	_X_ Demonstration																
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REFERENCE

Job Aid Description: ⇒ <i>Procedures for Measuring an Oral Temperature</i> ⇒ <i>Procedures for Counting a Radial Pulse</i> ⇒ <i>Procedures for Counting Respirations</i> ⇒ <i>Procedures for Measuring Blood Pressure</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 5px;">Media Selection</th> </tr> <tr> <td style="padding: 5px;">__ MS Word</td> </tr> <tr> <td style="padding: 5px;">_X_ PDF</td> </tr> <tr> <td style="padding: 5px;">__ PDA Download</td> </tr> </table>	Media Selection	__ MS Word	_X_ PDF	__ PDA Download
Media Selection					
__ MS Word					
X PDF					
__ PDA Download					

Notes for Succeeding Units/Lessons ⇒ Vital Sign measurement should be included in ongoing internship activities.
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