### 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., 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

<table>
<thead>
<tr>
<th><strong>Unit Name:</strong></th>
<th>MEASURING VITAL SIGNS (VS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lessons Included in This Unit:</strong></td>
<td>Temperature/Pulse/Respiration (VS-1a-1f), Blood Pressure (VS-2a-2e), Vital Sign Unit Assessment (VS-A1, A2)</td>
</tr>
<tr>
<td><strong>Lesson Distribution:</strong></td>
<td>Face-to-Face Classes – 7</td>
</tr>
</tbody>
</table>

**Performance Objective:** (Create/Design, Decide, Do)
After completing this unit, the student will be able to ...
- Demonstrate how to measure and record ...
  - 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)
- Define vital signs, body temperature, pulse, respiration, and blood pressure.
- 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 ...
  - Body temperature measure and the site where it is measured.
  - Adult pulse rate.
  - Resting adult respiration rate.
  - Range of blood pressure.

**Pre-Test Activity**
- 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 *Learning Ecology Matrix*, including ...
- text readings/glossaries/workheets/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)  _X_ Classroom  _X_ Online  ___ Synch  ___ X_ Asynch

Time Required: 40 Minutes

Inputs From Other Lessons: N/A

Outputs Generated by this Lesson: Knowledge of Unit Vocabulary (VS-1a)

Procedure:

Homework: Pre-Class (Assigned in Advance of Class #1)
⇒ Read Chapter 11 – Unit 1 in text.
⇒ Review Vocabulary
  o Text Website Audio Glossary for pronunciation.
  o Text Margin Glossary for definition.

Instructional Strategy

___ Lecture  ___ Presentation
___ Informational  ___ Discussion
Video  _X_ Reading
___ Other (Please Elaborate)

Media Selection

___ MS Word
_X_ HTML (Web Page)
___ PDF
___ PowerPoint
___ Audio
___ Video
_X_ Other (Please Elaborate)
⇒ Course Text Book

Resources:

⇒ Text Companion Website: www.prenhall.com/badasch
### Blended Learning Unit Design Worksheet

**Course Name:** Introduction to Careers in Allied Health

#### Class Number: Class #1
**Lesson Name (Number):** Temperature/Pulse/Respiration (VS-1b)

<table>
<thead>
<tr>
<th><strong>CONTENT PRESENTATION</strong> (Absorb)</th>
<th>X__ Classroom</th>
<th>X__ Online</th>
<th>X__ Synch</th>
<th>___ Asynch</th>
</tr>
</thead>
</table>

**Time Required:** 50 Minutes

**Inputs From Other Lessons:** Knowledge of Unit Vocabulary (VS-1a)

**Outputs Generated by this Lesson:** Knowledge of Measurement and Charting Procedures (VS -1b), Knowledge of Factors Influencing Measurement of Vital Signs (VS-1b), Knowledge of Medical Implications of Vital Sign Measurements Outside of Normal Range (VS-1b).

### Procedure:

**Class #1**

- **⇒** Lecture with PowerPoint Presentation.
  - Importance of vital sign measurement
  - Overview of measurement techniques including communication with patient.
  - Range of normal measurements.
    - Medical implications of measurement outside normal range.
  - Charting protocols.

- **⇒** Show Video, *Checking a Patient’s Vital Signs*, demonstrating techniques for measuring and charting temperature, pulse and respiration.

- **⇒** Demonstrate digital thermometers.
  - Oral
  - Aural
  - Temporal

### Instructional Strategy

<table>
<thead>
<tr>
<th>X__ Lecture</th>
<th>X__ Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X__ Informational</td>
<td>___ Discussion</td>
</tr>
<tr>
<td>X__ Other (Please Elaborate)</td>
<td>___ Reading</td>
</tr>
</tbody>
</table>

**⇒** Teacher Demonstration

### Media Selection

| ___ MS Word |
| ___ X__ HTML (Web Page) |
| ___ PDF |
| ___ X__ PowerPoint |
| ___ Audio |
| ___ Video |
| ___ Other (Please Elaborate) |

### Resources:


- **⇒** [https://vimeo.com/5913547](https://vimeo.com/5913547)

- **⇒** Digital Thermometers
# Blended Learning Unit Design Worksheet

**Course Name:** Introduction to Careers in Allied Health

## Homework #1 (Assigned Following Class#1)

- **Complete Worksheets.**
  - Reading and recording mercury thermometer measurements.
  - Location of pulse measurement points on the body.
- **Online Class Discussion.**
  - Post a response to the following discussion prompt on the class website ...
    - 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?

## 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.

## Instructional Strategy

- **_X_ Worksheet**
- **___ Presentation**
- **___ Case Study**
- **_X_ Discussion**
- **___ Role Play**
- **___ Coaching**
- **___ Other (Please Elaborate)**

## Media Selection

- **_X_ MS Word**
- **_X_ HTML (Web Page)**
- **___ PDF**
- **___ PowerPoint**
- **___ Audio**
- **___ Video**
- **___ Other (Please Elaborate)**

## Resources:

- **Workbook:** *Introduction to Health Occupations: Today’s Health Care Worker*, pp. 160-161, 163.

---

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Blended Learning Unit Design Worksheet

**Course Name:** Introduction to Careers in Allied Health

<table>
<thead>
<tr>
<th>Class Number:</th>
<th>Class #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Name (Number):</td>
<td>Temperature/Pulse/Respiration (VS-1d)</td>
</tr>
</tbody>
</table>

**LEARNER PRACTICE** (Do, Connect)  
_X_ Classroom  
___ Internship  
___ Online  
_X_ Sych  
___ 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).

**Procedure:**

**Class #2**  
⇒ Divide class into two teams.  
  o Provide a series of questions in “jeopardy” format which require answers that produce ...  
  ▪ Matches between vocabulary words & their definitions.  
  ▪ Proper pronunciation of vocabulary words.

⇒ Partner practice .  
  o Distribute **Job Aids.**  
    ▪ *Procedures for Measuring an Oral Temperature*  
    ▪ *Procedures for Counting a Radial Pulse*  
    ▪ *Procedures for Counting Respirations*  
  o Teacher demonstration for review of procedures.  
  o Paired role play  
    ▪ 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.

**Instructional Strategy**  

| _X_ Worksheet  | ___ Presentation  |
| ___ Case Study | ___ Discussion  |
| _X_ Role Play  | ___ Coaching      |
| _X_ Other (Please Elaborate) |  
  ⇒ Game |

**Media Selection**  

| _X_ MS Word  | _X_ HTML (Web Page)  |
| _X_ PDF  | ___ PowerPoint  |
| ___ Audio  | ___ Video  |
| _X_ Other (Please Elaborate) |  
  ⇒ White Board |

**Resources:**  

⇒ Digital oral, aural and temporal thermometers.

⇒ Sample charting worksheets.
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)

**LEARNER PRACTICE** (Do, Connect)  ___ Classroom  ___ Internship  X Online  ___ Synch  ___ Async

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.

**Procedure:**

**Homework #2**
⇒ Complete "Practice at Home" Worksheets.
  o Ask 5 people of various ages if you can practice counting their pulse and respirations.
  o Complete the worksheet chart, recording all appropriate information.
⇒ Case Study.
  o Post a response to the following case study prompt on the class website ...
    ▪ 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?

**Instructional Strategy**

X Worksheet  ___ Presentation
X Case Study  ___ Discussion
___ Role Play  ___ Coaching
X Other (Please Elaborate)  ⇒ Authentic Task

**Media Selection**

X MS Word  X HTML (Web Page)
___ PDF
___ PowerPoint
___ Audio
___ Video
___ Other (Please Elaborate)

**Resources:**


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# Blended Learning Unit Design Worksheet

**Course Name:** Introduction to Careers in Allied Health

<table>
<thead>
<tr>
<th>Class Number:</th>
<th>Internship #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Name(Number):</strong></td>
<td>Temperature/Pulse/Respiration (VS-1f)</td>
</tr>
</tbody>
</table>

**LEARNER PRACTICE (Do, Connect)**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Internship</th>
<th>Online</th>
<th>Synch</th>
<th>Asynch</th>
</tr>
</thead>
</table>

**Time Required:**

60 Minutes

**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).

**Outputs Generated by this Lesson:** Charted measurement of vital signs (temp/pulse/resp).

## Procedure:

**Internship #1**

⇒ Working with assigned patient, measure and chart temperature, pulse and respiration.

  - Supervisor provides feedback on technique.
  - Discuss results with supervisor, identifying any measurements of concern.

## Instructional Strategy

<table>
<thead>
<tr>
<th>Worksheet</th>
<th>Presentation</th>
<th>Case Study</th>
<th>Discussion</th>
<th>Role Play</th>
<th>Coaching</th>
<th>Other (Please Elaborate)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Authentinc Task</td>
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</tbody>
</table>

## Media Selection

<table>
<thead>
<tr>
<th>MS Word</th>
<th>HTML (Web Page)</th>
<th>PDF</th>
<th>PowerPoint</th>
<th>Audio</th>
<th>Video</th>
<th>Other (Please Elaborate)</th>
</tr>
</thead>
</table>

## Resources:

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# Blended Learning Unit Design Worksheet

**Course Name:** Introduction to Careers in Allied Health

<table>
<thead>
<tr>
<th>Class Number/Homework Assignment:</th>
<th>Homework – Pre-Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Name (Number):</td>
<td>Blood Pressure (VS-2a)</td>
</tr>
</tbody>
</table>

**CONTENT PRESENTATION** (Absorb)  
___ Classroom  
__X_ Online  
___ Synch  
__X_ Asynch

<table>
<thead>
<tr>
<th>Time Required:</th>
<th>60 Minutes</th>
</tr>
</thead>
</table>

**Inputs From Other Lessons:**  
Knowledge of Unit Vocabulary (VS-2a)

**Outputs Generated by this Lesson:**

**Procedure:**

**Homework: Pre-Class (Assigned in Advance of Class #1)**

⇒ Read Chapter 11 – Unit 2 in text.
⇒ Review Vocabulary
  o Text Website Audio Glossary for pronunciation.
  o Text Margin Glossary for definition.
⇒ View Video, *What is blood pressure?*

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Media Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Lecture</td>
<td>___ MS Word</td>
</tr>
<tr>
<td>___ Informational</td>
<td><em>X</em> HTML (Web Page)</td>
</tr>
<tr>
<td>___ Video</td>
<td>___ PDF</td>
</tr>
<tr>
<td>___ Discussion</td>
<td>___ PowerPoint</td>
</tr>
<tr>
<td><em>X</em> Reading</td>
<td>___ Audio</td>
</tr>
<tr>
<td>___ Other (Please Elaborate)</td>
<td>___ Video</td>
</tr>
<tr>
<td></td>
<td><em>X</em> Other (Please Elaborate)</td>
</tr>
</tbody>
</table>

**Resources:**


⇒ Text Companion Website:  
  [www.prenhall.com/badasch](http://www.prenhall.com/badasch)

⇒ [https://www.khanacademy.org/science/healthcare-and-medicine/the-heart/blood-pressure/v/what-is-blood-pressure-1](https://www.khanacademy.org/science/healthcare-and-medicine/the-heart/blood-pressure/v/what-is-blood-pressure-1)
**Course Name:** Introduction to Careers in Allied Health

**Class Number:** Class #1  
**Lesson Name (Number):** Blood Pressure (VS-2b)

<table>
<thead>
<tr>
<th>CONTENT PRESENTATION (Absorb)</th>
<th><em>X</em> Classroom</th>
<th><em>X</em> Online</th>
<th><em>X</em> Synch</th>
<th>___ Asynch</th>
</tr>
</thead>
</table>

**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).

**Procedure:**

**Class #1**

⇒ Lecture with PowerPoint Presentation.
  - Overview of measurement techniques including communication with patient.
  - Range of normal measurements.
    - Medical implications of measurement outside normal range.
  - Charting protocols.


⇒ Demonstrate blood pressure equipment.
  - Stethoscope
  - Aneroid Sphygmomanometer (BP Cuff)

**Instructional Strategy**

<table>
<thead>
<tr>
<th><em>X</em> Lecture</th>
<th><em>X</em> Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>X</em> Informational</td>
<td>___ Discussion</td>
</tr>
<tr>
<td>Video</td>
<td>___ Reading</td>
</tr>
</tbody>
</table>

⇒ Teacher Demonstration

**Media Selection**

| ___ MS Word |
| ___ HTML (Web Page) |
| ___ PDF |
| ___ PowerPoint |
| ___ Audio |
| ___ Video |
| ___ Other (Please Elaborate) |

**Resources:**


⇒ [https://vimeo.com/8744192](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)  ___Classroom  ___ Internship  ___ Online  ___ Synch  __X__ 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.

Procedure:

Homework #1 (Assigned Following Class#1)
⇒ Complete Worksheet.
   o Reading and Recording Measurement of Mercury and Aneroid Sphygmomanometers.
⇒ Case Study.
   o Post a response to the following case study prompt on the class website ...
      ▪ 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?

Instructional Strategy

  ___X__ Worksheet  ___Presentation
  ___X__ Case Study  ___Discussion
  ___ Role Play  ___ Coaching
  ___ Other (Please Elaborate)

Media Selection

  _X_ MS Word
  _X_ HTML (Web Page)
  ___ PDF
  ___ PowerPoint
  ___ Audio
  ___ Video
  ___ Other (Please Elaborate)

Resources:

Blended Learning Unit Design Worksheet

**Course Name:** Introduction to Careers in Allied Health

<table>
<thead>
<tr>
<th>Class Number:</th>
<th>Class #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Name (Number):</td>
<td>Blood Pressure (VS-2d)</td>
</tr>
</tbody>
</table>

**LEARNER PRACTICE** (Do, Connect)  
_X_ Classroom  ___ Internship  ___ Online  ___ Sych  ___ Asynch

**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).

**Procedure:**

**Class #2**

⇒ Show video, *Korotkoff Signs*, completing the embedded exercise allowing students to listen to blood pressure signals (Korotkoff signs) while viewing movement on sphygmomanometers.

⇒ Partner Practice.

  o Wrapping, inflating and deflating BP cuff.

**Instructional Strategy**

_X_ Worksheet  ___ Presentation  ___ Case Study  ___ Discussion  
_X_ Role Play  ___ Coaching  ___ Other (Please Elaborate)

**Media Selection**

_X_ MS Word  _X_ HTML (Web Page)  ___ PDF  ___ PowerPoint  ___ Audio  ___ Video  ___ Other (Please Elaborate)

**Resources:**

⇒ [https://vimeo.com/8068713](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)

<table>
<thead>
<tr>
<th>LEARNER PRACTICE (Do, Connect)</th>
<th>X Classroom</th>
<th>___ Internship</th>
<th>___ Online</th>
<th>X_Synch</th>
<th>___ Asynch</th>
</tr>
</thead>
</table>

**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).

**Procedure:**

**Class #2**

- Partner practice.
  - Distribute **Job Aids**
    - Procedures for Measuring Blood Pressure.
  - Teacher demonstration for review of procedures
  - Paired role play
    - 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.

**Instructional Strategy**

- X__ Worksheet  
- ___ Presentation
- ___ Case Study  
- ___ Discussion
- X__ Role Play  
- ___ Coaching
- X__ Other (Please Elaborate)

**Media Selection**

- X__ MS Word
- X__ HTML (Web Page)
- X__ PDF
- ___ PowerPoint
- ___ Audio
- ___ Video
- X__ Other (Please Elaborate)
  - ⇒ White Board

**Resources:**

- ⇒ Stethoscopes
- ⇒ Aneroid Sphygmomanometers (BP Cuffs)
- ⇒ Sample charting worksheets
# 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  
_X_ Internship  
___ Online  
___ Synch  
_X_ Asynch

**Time Required:**  
60 Minutes

**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).

**Outputs Generated by this Lesson:** Charted measurement of Vital Signs (Blood Pressure).

**Procedure:**  
**Internship #1**  
⇒ Working with assigned patient, measure and chart blood pressure.  
  o Supervisor provides feedback on technique.  
  o Discuss results with supervisor, identifying any measurements of concern.

**Instructional Strategy**  
___ Worksheet  
___ Case Study  
___ Role Play  
_X_ Other (Please Elaborate)  
⇒ Authentic Task  

**Media Selection**  
___ MS Word  
___ HTML (Web Page)  
___ PDF  
___ PowerPoint  
___ Audio  
___ Video  
___ Other (Please Elaborate)

**Resources:**
Course Name: Introduction to Careers in Allied Health

Class Number: Assessment #1
Lesson Name(Number): Vital Sign Assessment – Objective Test (VS-A1)

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>X__ Classroom</th>
<th>____ Online</th>
<th>X__ Synch</th>
<th>____ Asynch</th>
</tr>
</thead>
</table>

Time Required: 50 Minutes

Discriminating Task: Able to ...
⇒ Define vital signs, body temperature, pulse, respiration, and blood pressure.
⇒ 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.

Test Activity:
⇒ Objective Test (50% of overall grade).

Test Format
⇒ X__ Quiz
⇒ ____ Essay
⇒ ____ Original Work
⇒ ____ Other (Please Elaborate)

Media Selection
⇒ X__ MS Word
⇒ ____ HTML (Web Page)
⇒ ____ PDF
⇒ ____ Other (Please Elaborate)

Resources:

Reference

Job Aid Description:
⇒ Procedures for Measuring an Oral Temperature
⇒ Procedures for Counting a Radial Pulse
⇒ Procedures for Counting Respiration
⇒ Procedures for Measuring Blood Pressure

Media Selection
⇒ ____ MS Word
⇒ ____ PDF
⇒ X__ PDF
⇒ ____ PDA Download

Notes for Succeeding Units/Lessons:
⇒ Vital Sign measurement should be included in ongoing internship activities.
**Course Name:** Introduction to Careers in Allied Health

---

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

---

### ASSESSMENT

<table>
<thead>
<tr>
<th>Discriminating Task:</th>
<th>Classroom</th>
<th>Online</th>
<th>Synch</th>
<th>Asynch</th>
</tr>
</thead>
</table>

---

### 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).
  - Station-based Demonstration
    - Temperature
    - Pulse
    - Respiration
    - Blood Pressure

#### Test Format:

- Quiz
- Essay
- Original Work
- Demonstration

### Media Selection:

- MS Word
- HTML (Web Page)
- PDF
- Other (Please Elaborate)

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### Resources:

- Oral and aural digital thermometers
- Stethoscopes
- Aneroid Sphygmomanometers.

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### Reference

- Procedures for Measuring an Oral Temperature
- Procedures for Counting a Radial Pulse
- Procedures for Counting Respirations
- Procedures for Measuring Blood Pressure

#### Media Selection:

- MS Word
- PDF
- PDA Download

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### Notes for Succeeding Units/Lessons

- Vital Sign measurement should be included in ongoing internship activities.