



HEALTHCARE SCIENCE

COURSE: 25.561 Nursing Essentials

UNIT: 25.2 Personal Care Skills – Nutrition/Feeding/Fluid
Balance/Elimination-Urinary & Bowel



INTRODUCTION

Annotation:

In this unit students will demonstrate a basic understanding of nutrition and demonstrate how to assist patients/residents/clients with feeding. Students will also demonstrate an understanding of the responsibilities of nursing assistants in assisting patients with elimination.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

- Five to seven 50 minute periods

Author:

Janice M Tallant

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-NE-11:

The student will use information on the resident/patient/client care plan to assist with Activities of Daily Living (ADL's) skills while promoting the residents'/patients'/clients' independence. Beginning and ending procedures will be properly sequenced and performed with all resident/patient/client care.

- h.** Assist the resident/patient/client in meeting nutritional needs, including special diets and hydration.
- i.** Demonstrate proper feeding techniques for the resident/patient/client as indicated.
- j.** Assist the resident/patient/client in meeting elimination needs.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the importance of assisting residents/ patients with their nutritional needs and hydration including any special diets that the resident/patient might have.
- Students will understand that different methods of feeding may be needed for residents/patients who have special needs.
- Students will understand the importance of providing assistance to residents/ patients who need help with elimination.

Essential Questions:

- What are the essential nutrients that all people need?
- What are some special therapeutic diets that certain residents/patients/clients may need?
- What are the main methods of assisting residents/patients/clients with their elimination needs?

Knowledge from this Unit:

- Students will identify the essential nutrients needed by the body in general.
- Students will describe the types of therapeutic diets and who or what condition requires these diets.
- Students will identify elimination terms.
- Students will review standard precautions when handling urine and feces.

Skills from this Unit:

- Feeding residents/patients/clients
- Assist resident/patient/client with using bedpan or urinal
- Empty urinary drainage bag
- Record intake and output



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☒ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

- Informal checks will be made while students are doing written assignments and while practicing skills.
- Peer and Self Assessments will be done during skills practice.
- Constructed response will be given on written assignments and lab tests.

Assessment(s) Description/Directions:

- Daily grade for nutrition homework assignment and nutrition assignment.
- Lab test grades for skills tests: feeding a patient/client/resident; assisting a patient/resident to use bedpan or urinal; emptying urinary drainage bag.
- Daily grade for recording intake and output (optional).

Attachments for Assessment(s):

- **Nutrition Homework-reading food labels:** This assignment will allow students to practice reading food labels.
- **Basic nutrition assignment:** This assignment allows students to focus on some main components of nutrition.
- **Basic Nutrition Information Sheet:** This is basic information about nutrition if a student does not have a textbook. Information was obtained from Louise Simmers' *Diversified Health Occupations* textbook.
- **Feeding a Patient Information Sheet:** This document lists basic steps in assisting a patient with feeding.
- **Elimination Information Sheet:** This document lists elimination terms and responsibilities that a nursing assistant might have regarding elimination.
- **Elimination Crossword** This crossword puzzle is over elimination terms. It is on Crossword Weaver software and may not open on all computers.



LEARNING EXPERIENCES

Sequence of Instruction**1. Identify the Standards. Standards should be posted in the classroom for each lesson.**

HS-NE-11: The student will use information on the resident/patient/client care plan to assist with Activities of Daily Living (ADL's) skills while promoting the residents'/patients'/clients' independence. Beginning and ending procedures will be properly sequenced and performed with all resident/patient/client care.

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- j. Assist the resident/patient/client in meeting elimination needs.

2. Review Essential Questions.

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Lesson 1: Introduction to Nutrition. You may show the multimedia slide show found in the Web Resources section as your introduction. There is also a video from United Streaming and Discovery Education that could be used as an introduction to this unit of study. (one 50 minute if you use either slide show OR video, but longer if you use both resources)

Lesson 2: Ask students to read the “basic nutrition information” sheet and complete the “basic nutrition assignment” sheet. For further enhancement, assign students to complete the “nutrition homework-reading food labels” assignment for a daily grade. (one 50 minute period)

Lesson 3: Demonstrate how to prepare a patient for a meal using a video or from a textbook. Plan the menu for the student “feeding lab”. Discuss special feeding assistance with patients who have physical disabilities. Students will assist peers with feeding and record intake of food taken on intake and output record sheet. A written nutrition test is attached if needed to close out the nutrition segment of this unit plan. (one to two 50 minute periods depending on how many students in the class and the needs of the “peer patients”).

Lesson 4: Using textbook or information sheet attached, discuss elimination terms and procedures that nursing assistants will need to know to assist with elimination. An “elimination crossword” is attached (if it will open) to reinforce this study. (One 50 minute period)

Lesson 5: Identify elimination equipment (bedpans, urinals, etc.). Demonstrate the technique for assisting patients with bedpan and/or urinal use. Demonstrate how to empty urinary drainage bag and record urine output on an intake and output sheet (Rubric on HOSA Web site). Students will practice procedures to assist residents/patients with elimination. Rubrics for assisting with bedpan and urinal are attached which you may revise as needed. (one or two 50 minutes periods depending on size of lab)

Attachments for Learning Experiences:

Notes & Reflections:

- You will probably want to provide simple food items for students to use in their practice of feeding patients.
- You also will need bedpans, urinals, urinary drainage bags, catheters, measuring containers for this unit of study.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title #1:

Demonstrate a basic knowledge of the importance of good nutrition that you could share with the patient and/or family as education while you feed your patient or assist your patient with feeding.

Culminating Unit Performance Task Description/Directions/Differentiated #1:

Students will read the textbook or the information sheet on nutrition and then complete the assignment sheet on basic nutrition. To enhance this study, students will be given a homework assignment on reading food labels. The “Lancaster” Web site has some good slides (around slide 20) on reading the food labels that you might want to show prior to giving the homework assignment.

Attachments for Culminating Performance Task #1:

Nutrition test can be used after the homework assignment and the basic nutrition study has been completed. (I make copies of labels of familiar food items for students to use for the last section of the test. You may omit this segment if you prefer.)

The HOSA Web site as mentioned above has a “preparing a patient for a meal” rubric that you could use or revise for the skills portion of this study.

Culminating Unit Performance Task Title #2:

Demonstrate a basic knowledge of elimination terms as elimination procedures are administered to patients/residents/clients.

Culminating Unit Performance Task Description/Directions/Differentiated #2:

Students will read “elimination” pages of textbook and/or information sheet provided to review terms that the nursing assistant should know when caring for a patient.

Attachments for Culminating Performance Task #2:

The crossword puzzle is an activity that students can use for self assessment (or for grade). Procedure rubrics for each skill provided should also be used. Rubrics are normally found in the nursing assistant textbooks or workbooks.

- **Rubric for assisting with bedpan** - Skills check off sheet that you may revise as needed.
- **Rubric for assisting with urinal** - Skills check off sheet that you may revise as needed.



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		