



## HEALTHCARE SCIENCE

**COURSE:** 25.561 Nursing Essentials

**UNIT:** 8.1 Integumentary System



## INTRODUCTION

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**Annotation:**

In this unit students will use transferred knowledge from prerequisite courses as a foundation for competency in procedures related to patient care to include comfort measures, activities of daily living, and therapeutic techniques/special procedures related to the integumentary system.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:**

One to two 50 minute periods

**Author:**

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**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

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## **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.**

- c. Apply principles of good skin care by observation reporting and recording.
- e. Demonstrate a therapeutic backrub.

### **HS-NE-13:**

**The student will demonstrate nursing assistant skills which incorporate the principles of restorative nursing.**

- h. Use techniques to prevent pressure sores and contractures.

### **HS-NE-12:**

**The student will perform basic nursing skills within the scope of practice for a nursing assistant while maintaining resident/patient/client rights. Beginning and ending procedures (i.e. wash your hands, gather equipment, identify client, provide for privacy, etc...) will be performed with all resident/patient/client care.**

- d. Demonstrate understanding of body systems while recognizing abnormal changes in body function and reporting changes to supervisor.

## **GPS Academic Standards:**

**SCSh2:** Students will use standard safety practices for all classroom, laboratory, and field investigations.

**SAP1:** Students will analyze anatomical structures in relationship to their physiological functions.

**SAP2:** Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body.

**SAP4E:** Examine various conditions that change normal body functions (e.g. tissue rejection, allergies, injury, diseases and disorders) and how the body responds.

**SAP5d:** Describe the stages of development from birth to adulthood –i.e. neonatal period, infancy, childhood, adolescence and puberty, and maturity.

**SAP5E:** Describe effects of aging on all body systems

## **National / Local Standards / Industry / ISTE:**



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Basic structures and functions of the skin
- Comfort measures related to Integumentary System in personal care
- Principles of skin care and preventing of pressure sores
- Techniques to prevent pressure sores and contractures.
- Reportable signs and symptoms of the Integumentary System

### Essential Questions:

- How does the skin and its components make up a complex set of organs that protects and interacts with other body systems?
- What are common effects of aging on the integumentary system?
- What principles or fundamentals of wellness and disease prevention can be applied to the integumentary system?
- How does technology contribute to the understanding and treatment of this system?

### Knowledge from this Unit:

- Knowledge transfer from Introduction course and Applications course
- Preventative techniques for pressure sores and contractures of the resident/client/patient
- Identify aseptic techniques used in the health environment

### Skills from this Unit:

- Identify guidelines for providing good skin care and preventing pressure sores
- Explain and identify guidelines in giving back rub
- Preventative techniques for pressure sores and contractures of the resident/client/patient



## ASSESSMENT(S)

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### 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:

Written Test: Integumentary System: Common disorders and related care

### Assessment(s) Description/Directions:

On test

### Attachments for Assessment(s):

- Pressure Sore Information Sheet
- Vocabulary List for Integumentary System



# LEARNING EXPERIENCES

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## 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.

**HS-NE-13:** The student will demonstrate nursing assistant skills which incorporate the principles of restorative nursing.

**HS-NE-12:** The student will perform basic nursing skills within the scope of practice for a nursing assistant while maintaining resident/patient/client rights. Beginning and ending procedures (i.e. wash your hands, gather equipment, identify client, provide for privacy, etc...) will be performed with all resident/patient/client care.

### 2. Review Essential Questions.

- How does the skin and its components make up a complex set of organs that protects and interacts with other body systems?
- What are common effects of aging on the integumentary system?
- What principles or fundamentals of wellness and disease prevention can be applied to the integumentary system?
- How does technology contribute to the understanding and treatment of this system?

### 3. Identify and review the unit vocabulary.

### 4. Assessment Activity.

Teacher:

- Brief review of functions of skin to assess transferred knowledge from the two previous pathway courses
- Vocabulary related to Integumentary System and Nursing Assistant roles in the care of skin
- Worksheets, video/multi media resources, guest speakers, visits to burn centers, or clinical in a dermatologist office are wonderful learning enhancement methods.

- Discuss, observe and practice medical aseptic technique included but not limited to: medical aseptic hand washing, cleaning, disinfecting, (non-sterile) gloving and de-gloving
- Review measures in personal care related to management of skin care including types of mattresses, bed cradles, foot boards, and other protective skin care measures.
- Discuss and show images of types of pressure sores....read attachment
- Discuss issues of skin care in a patient related to restorative care and rehabilitation
- Discuss skin care when making beds
- Discuss and state purpose of therapeutic back rubs and practice on each other as appropriate/role plan. Explain importance of observation and reporting of the patient's skin condition when giving backrubs.
- Discuss principles of good skin care by observation, reporting and recording

Student:

- Assigned work including vocabulary list attached, read Pressure Sore Information Sheet with chart and text assigned by teacher, student-controlled notes
- Watch multi-media offerings per teacher
- Interactive lecture and discussion
- Apply principles and perform skills like bed making, comfort measures, incontinence care, restraint use, etc. that promote proper skin care and treatment.
- Do skills check offs per teacher via role play
- Take written test

### **Attachments for Learning Experiences:**

### **Notes & Reflections:**

The concepts related to skin care will be an integrated part of all patient care



## CULMINATING PERFORMANCE TASK (Optional)

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### Culminating Unit Performance Task Title:

As assigned by instructor

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

Apply principles of good skin care by observation reporting and recording.

### Attachments for Culminating Performance Task

Use text skills check off sheets for bed making, backrub, turning patient, etc.



## UNIT RESOURCES

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### Web Resources:

- Using a variety of Search Engines, MANY sites offer information on Pressure Sores

### Attachment(s):

### Materials & Equipment:

### What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker