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THE DEVELOPMENT OF A CERTIFIED NURSING ASSISTANT
ENGLISH FOR SPECIFIC PURPOSES CURRICULUM:
TEACHING MATERIALS AND METHODS

by

Nancy W. Tarawhiti

A master's project submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

Department of Linguistics and English Language
Brigham Young University

August 2005

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BRIGHAM YOUNG UNIVERSITY

GRADUATE COMMITTEE APPROVAL

of a master's project submitted by

Nancy W. Tarawhiti

This project has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

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BRIGHAM YOUNG UNIVERSITY

As chair of the candidate's graduate committee, I have read the project of Nancy W. Tarawhiti in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable and fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

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ABSTRACT

THE DEVELOPMENT OF A CERTIFIED NURSING ASSISTANT ENGLISH FOR SPECIFIC PURPOSES CURRICULUM: TEACHING MATERIALS AND METHODS

Nancy W. Tarawhiti

Department of Linguistics and English Language

Master of Arts

After careful review of English for Specific Purposes (ESP) and English for Medical Purposes (EMP) literature, I assisted in the development of a curriculum for an ESP Certified Nursing Assistant (CNA) Preparation course. The course participants were non-native English speaking employees of Utah Valley Regional Medical Center (UVRMC), currently working in the department of housekeeping, wanting to further their employment opportunities. The ESP CNA Preparation course was 12 weeks duration, three days per week, 5:30 pm – 7:00 pm.

My contribution to the curriculum was the development of teaching materials and methods and I used two guiding questions to assist in the development of the materials:

- What form should effective materials take for an ESP CNA preparation course?

- How effective were these materials?

From all the ESP / EMP related literature that I reviewed, I found three studies (Orr, 2002; Boshier & Smallkowski, 2002; Dias, 1999) that had a strong emphasis, closely related to our curriculum, on different aspects of materials development. The literature provided a basis for the outline of materials to be developed for the ESP CNA Preparation course.

An in-depth needs and situational analysis, close observation of the CNA course and ongoing Teaching English to Speakers of Other Languages (TESOL) coursework, added to the basis established from the review of literature. The CNA course gave the project team opportunities to observe what English skills a non-native English speaker (NNES) would need to participate appropriately, and with different people observing we gathered different perspectives.

The materials development process reviews the types (e.g., lesson plans, activities, worksheets, audio etc) and purpose of materials developed. After two week increments of the ESP CNA Preparation course, I critically reviewed the things that I learned from the use of my materials (e.g., lesson plan format, time allocations, teaching methodology, materials that did not enhance language skills etc). My materials went through a refining process.

Three things I learned from this project are:

- To teach an effective ESP curriculum, an ESL and a content expert are required.
- Materials developed for an ESP course come from a variety of sources.
- The development of materials is a progressional process.

ACKNOWLEDGEMENTS

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I'm extremely thankful to Robb McCollum for his endless hours of assistance and I'm deeply appreciative to Paul Morley for his never-ending encouragement and his unconditional support and time.

None of this could have been possible if it weren't for the fine example and unconditional love of my parents, Hori Teira Tarawhiti and Cairo Hawaiiikirangi Tarawhiti, and my family.

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CHAPTER ONE

INTRODUCTION

Rationale

The purpose of this project was to develop materials (e.g., lesson plans and visual aides) for an English for Specific Purposes (ESP) Certified Nursing Assistant (CNA) course for the Utah Valley Regional Medical Center (UVRMC). Being actively involved in the development of this project allowed me to participate in the program from its beginning to the final result. I began developing materials for the course by starting with a syllabus designed by Javier Romo, a CNA textbook designed for native English speakers and ended up with a manual for a CNA preparation course for non-native speakers of English. I revised and edited the product as I taught the course. A pilot study provided feedback which was used to improve the project.

Background

Amy Hsu, an alumna of the Teaching English to Speakers of Other Languages (TESOL) Master of Arts (M.A.) program at Brigham Young University (BYU), now an Analytical Laboratory Supervisor at the UVRMC, continues her English as a Second Language (ESL) interests by interacting with Non-Native English Speakers (NNES) who are employees of UVRMC. Through this interaction, she has observed that these employees were predominantly in the department of housekeeping and saw small chance of advancement due to lack of English proficiency. Amy immediately envisioned that with specialized English instruction these NNES employees would have an opportunity to gain better employment at UVRMC. Amy foresaw that English instruction would best

be delivered in the form of an ESP course and she was thrilled at the prospective potential this course would have for teachers, students and stakeholders.

Amy's connections at the hospital and in the department of Linguistics and English Language at BYU helped raise the profile of this project. The UVRMC supported this project by making resources available, and BYU department of Linguistics and English Language contributed by inviting interested MA students to consider participation in the course development and pilot study. I became a member of the team after expressing my interest in materials development. Initially there were four interested MA students; myself, Kristen Kohler, Javier Romo and Emily White. After the observation of the CNA course Kohler's personal circumstances changed and White's interests changed and they no longer participated as part of the project. The team then consisted of Amy Hsu, Project Manager (UVRMC employee), and two MA students, myself and Javier Romo.

The project responsibilities were divided as follows:

- Amy Hsu – Project Manager
- Nancy Tarawhiti – Materials development
- Javier Romo – Needs analysis and curriculum development

My portion of this project was to develop materials for the ESP CNA Preparation course. This part of the project would build on the foundation already established by Romo through needs analysis and curriculum development.

To help direct my contribution to this project I had two guiding questions that influenced the development of my materials. They were:

- What form should effective materials take for an ESP CNA preparation course?
- How effective were these materials?

These two questions were valuable because they involved both the development stage (e.g., what they should look like and what is their purpose) and the evaluation stage (e.g., were they effective) of materials development. I was constantly aware of these guiding questions when reviewing the literature, developing the materials and testing their use.

Outline of this project

Chapter Two of this project reviews the relevant literature related to materials development in ESP. I first provide a brief background of ESP and its changing trends to date. I then look at three English for Medical Purposes (EMP) courses, summarizing each course and its purpose, and then focus on the materials developed for each course. These courses influenced my current project by allowing me to look at what

- Materials they used or developed
- Instruction of techniques worked best
- Obstacles occurred during their course
- I could potentially replicate

In Chapter Three I will discuss the preparation for materials development. First, I conducted an observation of the CNA Course and gathered information relevant to my project; second, I report on the needs analysis and its impact on my portion of the project; and finally, I share valuable insights from my TESOL MA coursework.

The materials development process constitutes Chapter Four. In this chapter, I describe in detail the actual materials that I developed. From the description, it is easy to visualize what the materials looked like and confirm that visualization with corresponding appendices. This chapter also describes the purpose of each piece of material developed and indicates how it fits into the ESP CNA Preparation course.

The purpose of chapter five is to report the outcome of the materials developed for the ESP CNA Preparation course. This chapter is divided into 5 sections, each section consisting of lesson plans, summaries, principles learned and improvements to be made.

This write up concludes with, Chapter Six, restating the two guiding questions for this project:

- What form should effective materials take for an ESP CNA preparation course?
- How effective were these materials?

Chapter six looks again at the two guiding questions I used to develop my materials. Suggestions for further improvements on my materials including empirical studies are also included in this chapter.

Following Chapter six are the references and appendices. The appendices section includes examples of some of the materials developed. They are referred to throughout the paper.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction to English for Specific Purposes

How does one define ESP, apply it to a specific field and then manage its implementation? Dudley-Evans and Johns (1991) describe ESP as, “the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context” (p. 298). This description best fits the literature that I have reviewed, even to the extent where it refers to adult learners, as I have not encountered ESP materials for youth or children.

Peter Master’s (2005) research in the *Handbook of Research in Second Language Teaching and Learning* looked at ESP and its ever-changing trends over the years. The dominating fields of ESP have been English for Academic Purposes (EAP), English for Science and Technology (EST), English for Occupational Purposes (EOP) and English for Professional Purposes (EPP). These fields dominate the areas of research, articles and international interest.

Even though ESP is a prominent branch within the field of ESL language teaching, there is a significant difference between ESP and ESL. Some of these differences are:

- Administration goals – ESP is task focused, ESL is academic focused
- Student motivation – ESP motivation is typically occupation related, ESL motivation is academic related
- Materials – ESP materials are developed for a specific situation, ESL materials are readily available covering a variety of levels and situations

As with any language teaching situation, several issues will exist. ESP is no exception regardless of the specific field in which English will be taught. Examples of these issues would be:

- What is the specific field (e.g., Medical)?
- What area of that particular field is being taught (e.g., nursing)?
- What activities should be used (e.g., pronunciation)?
- What textbooks to use (e.g., The Nursing Assistant)?

Background of English for Medical Purposes

A subsection of the field of EPP is the field of English for Medical Purposes (EMP). In the last five years, EMP has existed strongly in international countries ranging from Hong Kong to the United States (Master, 2005). Areas of EMP that have been explored and tested in studies are communication, grammar, vocabulary, and pragmatics. In each area, the questions arise regarding what materials are best suited for each specific situation.

I reviewed a number of ESP literature (e.g., Hortas, 2004; Kuo, 1993; Mason, 1994; Murphy, 1996; Shi, Corcos & Storey, 2001; Smoak, 2003; Sysoyev, 2000) that could be related to this project and selected three that best reflected my teaching philosophy, success in my teaching experience (e.g., activities for a visual learner), and activities that matched the skills we observed in the CNA class. The basis of selecting articles that reflected my teaching and learning later proved problematic. My development became self focused which left very little room for others, who could potentially use my materials, to apply their teaching philosophy. When Hsu and Romo used my materials, they disregarded some of the activities and applied activities that

reflected their teaching philosophy. Consequently, even though I did not report on all the studies from the literature I reviewed, there was valuable information that helped me develop some universal guidelines for developing ESP materials. There are a large number of studies related to medical content and some studies focused on a specific field that was outside the realm of CNA (e.g., physiotherapy). ESP literature with a medical content focus was useful to review to merely provide background knowledge in the field.

For the three EMP studies that I chose, I have focused on the materials development process. I will first give a brief background stating the study's purpose and participants, and then I will describe the materials and their purpose. Each study has different circumstances, students, and resources but they all have the commonality of EMP. Even though EMP is the common factor of all three studies, it is remarkable to see the vast diversity in materials developed and used. These studies influenced this project not only because of their thinking behind the materials but their results and conclusions. The outcomes of these three studies proved beneficial because they gave me insights as what to avoid in our project and what worked to consider using in our project. Of all the ESP EMP literature that I reviewed, these studies gave me a solid foundation of knowledge and background for our project.

Study One – English Language Skills in Nursing

In Chapter 2 of Thomas Orr's (2002) publication, *English for Specific Purposes*, he reviews an EMP program designed for student nurses at Flinders University in Adelaide, Australia. The purpose of this course was to prepare "migrant (i.e., immigrant) nurses of language backgrounds other than English for registration as nurses in Australia and entry into the workforce" (p. 25). The students of this course came from a variety of

language and cultural backgrounds and were required to have at least two years in a nursing type bachelors program from their native country. This course was designed and taught with the collaboration of an ESP instructor and two nursing lecturers. The ESP instructor was actively involved in the nursing department such as establishing relationships and participating in meetings and discussions so as to be able to have equal credible input into methodology and course content.

If a textbook was used or referred to, it was selected by both the ESP and content instructor. Paper based materials were developed in the form of handouts for a variety of activities (e.g., information gap, jigsaw gap, diagnosis recognition, nursing vocabulary definitions, and information summary). These paper based materials were used primarily for practice activities and to enable the instructors to check for understanding. The aforementioned materials and activities were the contribution of the ESP instructor, and the activities were recycled to become familiar to the students, but used for different tasks. There was no evidence in the literature regarding the effectiveness of these materials; Orr simply stated that they were used (2002).

Written transcribed conversations between nurses and doctors, nurses and patients, and doctors and patients were used for teaching idiomatic phrases and as a stimulus for teaching pronunciation (Orr, 2002). The materials may have proven more beneficial if they had been in the form of both written and audio products. The written description would have provided the stimulus, and the audio would have provided the pronunciation practice allowing students to not only think about the language, but how to use it correctly.

Videotapes were used when teaching specific tasks (e.g., lifting a patient). The video was viewed three times, each time serving a different purpose. First, students would view the video to see how the task was done and to address different cultural issues (e.g., handling of opposite gender patients), which is not heard of in some cultures. Second, they would focus specifically on the language used in performing the task and the third viewing was to review the language again based purely on notes taken from the students. Both the ESP and content instructor agreed the videotapes worked extremely well because students knew exactly what to do when faced with role-play simulation and there was very little reluctance because most cultural issues had been discussed and resolved beforehand. It is not mentioned if these videotapes were developed specifically for the course or whether they were professionally produced tapes that were purchased. Video recording was also used to evaluate each student's role-play simulation (Orr, 2002).

The areas of the course identified by Orr (2002) as needing improvement had no direct bearing on the materials developed. The use of the materials, print based and audiovisual, for this nursing course was predominantly driven by the input of the ESP instructor. In this program, it is evident that the best type of instruction occurs when it is delivered by a content expert and an ESP instructor. Swales (1985) a leading expert in ESP, says that ESP instructors must immerse themselves in the content and professional language related to the field they will be teaching in order to take advantage of the learning activities around them.

Study Two – Speaking and Listening in a Health-Care Setting

Bosher and Smalkowski's (2002) article is about a course designed to assist struggling ESL students attempting to enter health-care programs at a private college in Minneapolis, Minnesota. The larger percentage of ESL students at St. Catherine's were enrolled in nursing courses and the lack of success of these ESL students lead to an in-depth needs analysis pinpointing that a communication course needed to be designed to help these students.

The needs analysis consisted of:

- Interviews with faculty and students at different stages of the program.
- Questionnaires asking students about the difficulties they are experiencing in the health-care programs.
- Observations of ESL students at different stages of the program in lab and clinical settings.

The findings of the needs analysis was that different forms of communication was the greatest concern (e.g., communicating clearly, understanding instructors directions, understanding clients and listening carefully to client information) (Bosher & Smalkowski, 2002).

Consequently, the course "Speaking and Listening in a Health-Care Setting" was designed. These ESL students were in their first or second year of general education classes and wanted to pursue a career in an area of health-care. The health-care program at the college required students to take an English Placement test and students who scored low on the test were placed in this course.

Materials used for this course were primarily in the form of textbooks. The titles of these textbooks were:

- *Patient practitioner interaction: An experimental manual for developing the art of health care* (Davis, 1998)
- *Communication in the nursing context* (Bradley & Edinberg, 1982)
- *Health professional/patient interaction* (Purtilo, 1990)

Small selections from other healthcare related books were also used for this course. As this course had a dominant focus on listening and speaking over a variety of health-care programs, a variety of textbooks ranging from nursing to physical therapy were used. One reason for the variety of textbooks used was because many of the current nursing textbooks were more reading and writing oriented and the course designer wanted to focus the course more on listening and speaking skills. For this reason there was never one assigned text. Rather, portions of different texts were used (e.g., for assertiveness training a communication text for physical therapists was used). The variety of textbooks proved valuable in the role-play section of this course. Students were able to use experiences from an array of situations in healthcare because of this variety. When faculty taught the unit on culture, textbooks outside the realm of health-care were sought because culture is not health-care specific (Bosher & Smalkowski, 2002).

Textbooks prove valuable for familiarity of vocabulary and applicable content to any ESP course if there is a direct connection. On the other hand, if there are only portions of a text that correlate with what is being taught, then only those specific portions could be used. As this course was designed for the purpose of teaching communication skills in general healthcare as opposed to teaching a specific area of

health-care (e.g., nursing) the best materials appeared to be those with applicable sections from selected texts.

Study Three – ESP Course Around Naturally Occurring Videotaped Medical

Consultations

Joseph Dias (1999) offered students studying in healthcare, an opportunity to take part in his ESP course. Thirteen first year students at Kitasato University in Japan responded. All of the students were all studying in areas that required patient interaction. This course used naturally occurring video and audio and provided an opportunity to develop ESP materials.

Dias (1999) claimed that natural video and audio gave students a true sense of what to expect within real life conversation. The videos and audios were essentially the main source of materials for this course.

His two main reasons for using this type of naturally occurring materials were:

1. “Students get a more accurate picture of how English is used in their areas of specialty” (Dias, 1999, para. 4). The audio and video were not edited and included grammar mistakes, idiomatic phrases and misunderstandings.
2. “Students can do original, meaningful research using the videotaped material as data” (Dias, 1999, para. 5). Students could carefully decipher the language and take notes on matters like questions and turn taking. Students could also study why these speech acts occur and how one deals with them.

The videos and audios were made in England and America. Having two countries involved was helpful so that cultural differences, as well as language could be observed.

Dias (1999) saw his materials also as a tool in assisting students in the skill of transcribing in a natural setting. These materials were used in various learning activities. An example of this is Dias (1999) providing questions to help guide the students' viewing of the video and to spur their intertwining of thinking and observation skills. Examples of these questions are:

- “How does the consultation begin? Who speaks first and what is said?”
- Is a computer used during the consultation? If so, where is it placed in relation to the patient? Can the patient see what is displayed on the monitor?” (Dias, 1999).

The article does not delve much into the actual development of the materials. The article describes the videos as brilliant and that they fully served their purpose; however I am left asking questions about development (e.g., how long did it take to shoot these videos, what type of issues were related to patient and doctor privacy, was hospital approval hard to gain, etc.). Dias (1999) is very generous to provide his materials as a springboard to further development in ESP materials.

Other relevant ESP materials development issues

Jones (1990), an early leading expert in the field of ESP said, “ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time” (p. 91). This comment has direct application to materials development. There are several ESP texts that say they fit a particular ESP need, but this is not always the case. Over the years ESP providers have found that materials are made up of a combination of portions of texts and materials specifically designed for that

particular course. Materials can be authentic or come from already developed ESL, ESP and teacher generated materials (Gatehouse, 2000). However, whether the materials are authentic or portions of text, they still require time. Time required searching for the right text and applicable related authentic materials, and time to have them appropriately fit the desired portion of the curriculum.

ESP experts have given advice to help those developing ESP materials, such as collecting and researching as many potential materials well in advance of the course (e.g., journals and magazines). Even if the materials collected are not initially used they could prove valuable as development of the course evolves. Literally putting oneself in the situation will also be advantageous as you one will have had first hand experience (Mason, 1994).

Orr (1998) reiterates the time-consuming factor in developing materials of ESP programs. “Few materials sold in bookstores, fit the specific needs identified in a needs analysis” (p. 5). He goes on to say that because ESP materials cannot be bought to fit specific purposes that the development process progresses throughout the course and is refined through the progression.

Summary

Early and current literature on ESP materials development shows various concerns and issues. From these studies I have arrived at the following guiding principles:

- An ESP course is best taught with an ESL and a content instructor

- An ESP textbook does not necessarily fit one specific ESP course but can be used in conjunction with added materials (e.g., an ESP medical textbook may not be appropriate for an ESP CNA preparation course)
- An ESP textbook can not be used effectively in isolation (e.g., added developed materials should be used)
- Various types of instructional media materials (e.g., video, audio, text, etc) used in an ESP course can prove to be effective and develop learner strategies
- Materials development for ESP is extremely time consuming due to the specialization of the materials needed
- Any materials developed for ESP should have a purpose
- An in-depth needs analysis helps define what language skills are to be taught
- ESP materials are so specific to the content being taught that their are universal guidelines for development but not specific to a particular course

CHAPTER THREE

PREPARATION FOR MATERIALS DEVELOPMENT

Background

The literature review helped build a foundation of understanding for the preparation of materials development. This chapter discusses activities of preparation including observation of the CNA course at the UVRMC, needs analysis and Teaching English to Speakers of Other Languages (TESOL) MA coursework.

CNA Course Observation

To understand what to teach and what materials to develop, our project group observed the actual CNA course that our students would be preparing for. The CNA course is taught three times a year by Angela Kahoush, Educator Instructor at Intermountain Health Care (IHC) University UVRMC. The course is 12 weeks duration and is held Monday, Wednesday and Friday from 9:00 am – 4:00 pm. Our observations were authorized under the direction of Hsu in conjunction with associated managers.

The observation process consisted of videotaping each class session, taking notes and participating in activities when invited. The purpose of the observations was to look specifically at English skill areas that were necessary to participate appropriately in this class. As a project group, we divided our time to observe, and collectively we were able to obtain an accurate overview of the skills required in this class. At the time of observing the CNA course our project group consisted of four MA students and Hsu. We had individual interests in this project and our observations were focused accordingly. However, we were able to contribute to each others area of interest providing different

perspectives (e.g., through a journal log comments were made directed to materials development and video observations provided a means to clarify journal comments).

It was observed that the course participants constantly used English skills in the following ways:

- Reading – reading aloud, reading quick to scan for main idea, reading to summarize, reading for vocabulary recognition and definition, silent reading, reading reports, reading test questions
- Writing – writing summaries, writing notes, writing procedures, writing patient information
- Listening – observing and taking notes of procedural videos, shadowing CNA's and listening to speech acts, phrases and vocabulary usage, listening to lectures, listening to guest speakers
- Speaking – role playing, reporting, oral presentations, oral summaries

Kahoush, and the students of the CNA course, were very gracious in allowing us to participate in activities and clarifying any questions we had. However, with this clarity in mind we still faced obstacles. It was obvious in Orr's (2002) ESP book that the Nursing course was extremely successful because of the equal input from both the content and ESL instructor. There was no fear of job loss or encroaching on each other's territory. Without that relationship being solid and established prior to teaching the course, success would not have been achieved. Early in our project we experienced concern from the content instructor, Kahoush, about us teaching English and potentially providing overlap in teaching content. This caused uncertainty and apprehensiveness on my behalf as to what I could teach and develop. With these factors in mind, I realized I

had to develop quality lesson plans, which aided the knowledge of advanced ESL students entering into the CNA program, without divulging too much knowledge that could potentially cross the boundaries of content.

With the education and experience of those observing, we were able to define the type of activities that were taking place and categorize them into English skill areas. At the time of our observations of the CNA course our project group began with four members. It was advantageous to have four different people observe, for the reason that we were able to get a variety of perceptions. At the completion of the observations, I was better able to establish what I wanted to teach and how I would teach it.

Needs Analysis

The needs and situational analyses of this project was completed by Javier Romo. The process and results of the needs and situational analyses is detailed in Romo's (2005) project write up. From the results of the needs analysis I learned the following key factors that provided guidance to the development of materials:

- The CNA instructor expects participants of her course to have at least a high school diploma English proficiency equivalent (e.g., intermediate level)
- CNA content should not be taught, but rather the language required to understand how to perform CNA procedures
- Most of the prospective students for the ESP CNA Preparation course were native Spanish speakers, and one prospective student was Indian, a native Punjabi speaker
- At least half of the students had no English exposure or experience prior to immigrating to the United States

- Students perceived their English proficiency to be in the low intermediate to intermediate range
- Students' self assessment of their English language skills were in line with their placement test scores
- Students recognized that English was important to further their skills and employment opportunity
- In recognition of the need for better English skills, students verbally agreed to be committed and self motivated in the ESP CNA Preparation course

At the conclusion of the needs and situational analyses, Romo developed the syllabus for the ESP CNA course (Romo, 2005). The syllabus was divided into 12 units and was based on the textbook used in the CNA course, *The Nursing Assistant: Acute, Subacute, and Long-Term Care*. Each unit represented a week of instruction consisting of three lesson plans per week, skill areas to be taught, applicable vocabulary and grammar areas to be addressed. The syllabus involved major collaboration between Kahoush, Romo and Hsu. My input was minor (e.g., the division of units into 12 weeks) as I did not want to encroach into Romo's portion of the project.

The ESP CNA Preparation course was held on the IHC UVRMC premises, three nights a week for 12 weeks, Tuesday to Thursday, 5:30 pm – 7:00 pm from Tuesday, January 11 to Thursday, March 24. Students for the ESP CNA Preparation course were all current employees of UVRMC. Most of the students currently work in the housekeeping department. An in-depth analysis of student recruitment for the ESP CNA course is available in Romo's (2005) project. The students showed early signs of

commitment to the course by purchasing the CNA textbook at a cost of approximately \$40.00. There were no other costs to the students for the ESP CNA course.

MA TESOL Coursework

To start the process of materials development for this course I incorporated my MA TESOL coursework into my project. For my final project for Linguistics 678 (L678) Advanced Materials Development, my objective was to develop preliminary model lesson plans for the first two weeks of the CNA ESP Preparation course. I did this with the assistance of Robb McCollum, a fellow graduate student. McCollum's technical expertise in the field of computers and feedback of my lesson plans proved invaluable. As McCollum was not part of the project he constantly asked questions of clarification which helped me to see where further explanation or modifications were needed.

The evaluation criteria of the project for L678 helped me focus on areas that I had not previously looked at (e.g., guidance for users, visual design, typography, craftsmanship and finish). Other assignments in this class also promoted my thinking as to how my lessons could be more dynamic and time effective (e.g., the use of PowerPoint slides for the purpose of saving me time writing on the board and having more time for discussion).

Using PowerPoint, McCollum designed a logo, testing various colors and how they functioned in a classroom setting. This was done by contrasting the foreground and background, so the text would be easy to view regardless of lighting condition. The purpose of the logo was to serve as a visual marker for the course and to help brand my materials as my own.

Linguistics 660, Language Testing, was part of my coursework in Fall 2004. This class helped me learn how to develop effective tests and hone in on the purpose for the test (e.g., Variety of question types, what am I testing for, what do I want to know from the outcome of the test).

Ensuring not to intrude into Romo's (2005) project, which covered pre and post testing, I decided to end each class with a short assessment comprised of 5 questions. The questions were multiple choice, short answer, matching, etc. These assessments served several purposes, including familiarizing students to types of test questions, checking their understanding of material taught, checking understanding of what is being asked and giving me an opportunity to assess if the needs of the students are being met.

The information gathering activities detailed in this chapter have helped me to contextualize the research and proceed with the actual development of the materials.

CHAPTER FOUR

MATERIALS DEVELOPED PROCESS

Background

With research done, and an excellent foundation set, I now focused on the materials development phase. The purpose of this chapter is to describe what was developed, why it was developed and what it looked like. From the description you will be able to visualize or create an image of the materials developed and the accompanying chapter five will be able to validate that image.

The materials I developed were:

- Lesson plans
- Worksheets
- Audio CD's
- Vocabulary Strips
- Overheads
- Laminated Pictures

Lesson Plans

The lessons plans developed were print based and formatted using a documentation formatting template called information mapping. All lesson plans essentially followed the same visual format and varied only in information. The general purpose of the lesson plans was to provide a guideline of what needed to be taught for that unit. The lesson plan provided an overview of instructional objectives to be met and correlating activities to achieve those objectives. Observations of the CNA course

spurred me to have detailed lesson plans to ensure the skills I observed would be what was accurately being taught.

The following chart outlines the headings in the lesson plan and corresponding content to those headings.

Heading	Content
Titles	Lesson Plan Number – Objectives Lesson Plan Number – Materials Developed Lesson Plan Number – Title of Chapter
Objectives	Detailed list of objectives that needed to be achieved
Materials Developed	Details of the numbering system for materials Materials needed with corresponding reference numbers
Activities	Each activity has a label that briefly overviews the activity Detailed instructions of the activity that correspond with the objectives, how it is to be achieved, any applicable vocabulary Reference numbers corresponding to materials needed for that activity Allocation of time. All activities totaling 1.5 hours
Assessment	Student assessment of the lesson plan taught What Did You Learn (WDYL) sheet
Homework	Homework for the next class
Self Evaluation	Journal and self reflection to be completed by the teacher regarding timing, objectives, activities, materials and students

Figure 1. Sample Lesson Plan Format

One week was equivalent to one unit which was equivalent to 3 lesson plans. The 12 week duration of the course equates to a total of 36 lesson plans. These are found in the appendices. Information mapping made the lesson plans visually pleasing.

Worksheets / Handouts

The worksheets, also referred to as handouts, were paper based and varied in colors. The master copies were white but distributed copies were printed on colored paper. I gave each unit a different color for a variety of purposes and to help student's metacognitively associate what they learned with colors. (e.g., Week 1 & 2 were all pink).

The worksheets were designed to assist students with time and learning strategies in application of instruction. With a prepared printed worksheet, the student only had to think about the content and not the format (e.g., refer to appendices A & B) saving time on layout thinking and spending time more on content thinking. The vision for the worksheets was that with recycled activities, strategy recognition would be quick and then merely applied to a different context.

Chapter 5 describes the modification of the worksheets and lesson plans over the duration of the 12 week course.

Audio CD

For listening, speaking, and reading activities, I developed audio CD's with a clear American English voice reciting written passages directly from the text book. Based on suggestions from the Dias (1999) article, I clearly saw the advantage of an audio component in my materials development project. I captured the idea from Dias (1999) and simply adjusted it to our situation.

The purpose for the development of an audio CD was for

- Listening – main idea, note taking, summarizing, vocabulary recognition, fill in the gap activities
- Speaking – pronunciation, grammatically correct sentences
- Reading – speed reading, main idea and word recognition

The CD's were developed for each unit with passages introduced by the numeric system assigned in the lesson plan for that unit (refer to appendix C).

Vocabulary Strips

Vocabulary strips were large printed words on colored cardstock. Used for vocabulary strips was for vocabulary activities (e.g., pronunciation, definition, meaning in context, etc.). The strips allowed me to distribute vocabulary either through student choice or teacher selection. Depending on the activity the vocabulary strips were used in various ways (e.g., matching with definitions on the board, teacher assigning groups through related vocabulary, roots and prefixes of related words etc.)

Vocabulary words varied depending on the unit and were more often than not the vocabulary from the syllabus created by Romo (2005). All words were typically the same size (approximately twenty six) and font type (Times New Roman), except when the word was extremely long. Master vocabulary strips were on white paper but were printed on colored cardstock for each lesson. Colors coordinated with worksheet colors for that unit (refer to appendices D).

Overhead transparencies

Overhead transparencies were developed for varied use in activities, for example, a picture from the text on a transparency has enlarged and allows students a better visual method to label and discuss in pairs or groups. Overhead transparencies were also used as a model summary of the assigned reading. Students read an assigned passage and then summarized it in their own words either written or orally. Students would then check against the model summary on the overhead transparency to see that they had captured significant keywords and pivotal key points about the reading.

Laminated Pictures

Simple pictures, colored or black and white, that pertained to the lesson being taught provided the content for the laminated pictures.

Laminated pictures help depict points or clearly define an area of a hospital. Pictures came from the text, Internet resources and other textbooks. The rationale for lamination was to preserve the pictures for later lessons and to allow students to write and label pictures with dry erase markers. Erasing the labels allowed for different groups to label the same picture in the same class session. Pictures were laminated onto cardstock of the same color that reflected the handouts for that week and unit.

Summary

I chose to develop the above type of materials because they were inexpensive, easy to use, efficient and purposeful. Although I have described what they are like, Chapter five goes into depth as to what materials were used for and how useful they were. The evolution of the materials is also discussed in the summary section of the bi-weekly breakdown in chapter five. In the breakdown, it is easy to see how the materials were improved over time.

CHAPTER FIVE

MATERIALS DEVELOPED

Background

The purpose of chapter five is to report on the materials developed for the ESP CNA preparation course and how useful they were.

Explanation of Format

This chapter has been setup in a format that shows the progression of the materials developed and the impact of the progression on subsequent lessons. In order to show the progression effectively, I have set up chapter 5 using the following format:

- Sections – The chapter has been broken up into 5 sections. Each section corresponds to a time period of instruction
 - Section One – Weeks 1 & 2
 - Section Two – Weeks 3 & 4
 - Section Three – Weeks 5 & 6
 - Section Four – Weeks 7 – 9
 - Section Five – Weeks 10 – 12
- Headings – Each section has a main heading indicating the time period of instruction, and sub-headings that tell:
 - Date of the relevant weeks
 - Time of the class
 - Title of unit and lesson plans for that unit and
 - Any other pertinent information relating to those weeks

- Lesson Plan – This portion consists of lesson plans taught during the allocated time period. Each week of lesson plans has a unit heading page and each day has a lesson heading page.
- Summary – This narrative portion will be focused on the two guiding questions of this project. The summary will describe what I learned through
 - Teaching the class
 - Testing the materials
 - Self evaluations
 - Observations and
 - Student comments
- Improvements – Here I will list the major things that I learned from that applicable time period and the impact it had on development of future lesson plans and materials.

My portion of this ESP CNA Preparation course is materials development. The materials (e.g., lesson plans, accompanying handouts or worksheets and visual aides) that I developed are included in this section only. Romo developed three lessons, and they have not been included in this section, but rather referred to in his portion of the project. I have omitted these lesson plans because they were not my development and were not developed in conjunction with the principles I used to develop my materials. Romo and Hsu, on occasion however, did teach from my lesson plans and those lesson plans have been included and I have commented on them accordingly.

Section One

Week 1

11 January 2005 – 13 January 2005

5:30 pm – 7:00 pm

Unit 1 – Role of the Nursing Assistant

Lesson 1.1 – Introduction to Health Care

Lesson 1.2 – The Nursing Assistant

Lesson 1.3 – Communication and Interpersonal Skills

Week 2

18 January 2005 – 20 January 2005

5:30 pm – 7:00 pm

Unit 2 – Relating to Patients

Lesson 2.1 – Relating to Patients

Lesson 2.2 – Infection Control I

Lesson 2.3 – Infection Control II

UNIT 1 ROLE OF THE NURSING ASSISTANT

Lesson 1.1
Introduction to Health Care

Lesson 1.1 – Objectives

Objectives

- To introduce all involved with the program – students, teachers and hospital representatives
 - Purpose of this course, rules and requirements for course, benefits of taking this course, end result
 - Hospital rules, regulations and awareness of fire evacuation and hospital related procedures
 - Teach and ensure students understand the difference between acronyms and abbreviations, practice with application activity
 - Teach organizational structures and related information e.g., chain of communication, jobs responsibilities etc
 - Scan a reading passage to see related vocabulary in context and its usage
 - Teach basic overview of completing forms.
 - Students to complete 5 question assessment
 - Students to complete what did you learn (WDYL) chart
 - Teacher self evaluation
-

Lesson 1.1 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes
- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
0.0.0	Pens, markers, index cards, student information sheets
0.0.1	2 columns list (# copies)
0.0.2	Collocation web (# copies)
0.0.3	What did you learn charts (WDYL)
1.1.1	Chain of communication chart
1.1.2	Examples of acronyms and abbreviations
1.1.3	15 pictures related to health care
1.1.4	Health care structure chart and labels (# copies)
1.1.5	Health related reading passage (# copies)
1.1.6	Steps to writing main points
1.1.7	5 scenarios of patient interaction
1.1.8	Mock forms to complete of main points (# copies)
1.1.9	Lesson 1.1 Assessment (# copies)

Lesson Plan 1.1 – Introduction to Health Care

Class introductions

As students enter have students complete a student information sheet. Once all the class has arrived have everyone introduce themselves by stating their name, where they are from and one interesting thing about them. Teacher to complete index cards while each student is introducing themselves (0.0.0). Introduce myself and all those involved with the program. Show chain of communication chart (1.1.1). Distribute student folders with calendar, purpose of course, rules and regulations of course, and hospital rules including evacuation procedures.

(10-15 mins)

Difference between acronyms and abbreviations

Ask the following questions to activate thinking

- What is an acronym?
- What is an abbreviation?

Distribute (0.0.1) and have students come up with words that they think are related to acronym or abbreviation. Teach purpose and difference of acronyms and abbreviations (use examples BYU, IHC, USA etc), show relevance to CNA. Ask students to come up with their own examples to check for understanding. Put up examples (1.1.2) of acronyms and abbreviations and have students guess what some of the letters could represent. Make connections of words that will always be used.

Acronym or Abbreviation	Explanation
CNA	Certified nursing assistant
DRG	Diagnostic related groups
SNF	Skilled nursing facility
JCAHO	Joint commission on accreditation of health care organizations
ECF	Extended care facility
RN	Registered nurse
LPN	Licensed practical nurse
LVN	Licensed vocational nurse

(10-15 mins)

Continued on next page

Lesson Plan 1.1 – Introduction to Health Care, Continued

Organizational structures	<p>Have a variety of pictures (1.1.3) and have students brainstorm/predict in pairs words associated with pictures. Web collocation for brainstorming (0.0.2). Ask students how these pictures can be linked to the healthcare system of any country. With words used from brainstorming now put into phrases. Teach phrase and the structure of phrase. The chain of communication shown prior is similar to the setup of health care system. Put students into groups and distribute chart and labels (1.1.4). Have students match where they think labels go on the chart. Have each student choose a position and write 3 phrases related to that label. In this activity look for the use of vocabulary words below</p> <p>Vocabulary words –health organizations, primary nursing, team nursing, functional nursing. Check for understanding activity matching vocabulary with context questions (possible activities – concentration, simple matching, moving activities, fill in the gap etc).</p> <p style="text-align: right;">(10-15 mins)</p>
Application of vocabulary	<p>Students to read passage (1.1.5). Have students scan and circle any acronyms and abbreviations, and underline any unknown vocabulary words. Ask students to think about how they can recognize the unknown word by the surrounding words (context). Ask students for one unknown word and use as an example. Point out surrounding words and try to guess what the word could mean. Teach what context is.</p> <p style="text-align: right;">(10-15 mins)</p>
Main points from reading	<p>Put students in groups of 3 and have students underline what they think the 5 main points of the reading are. Teach the steps to writing main points (1.1.6). Have student's recheck there main points ensuring they are following the steps to writing main points.</p> <p style="text-align: right;">(10-15 mins)</p>

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Lesson Plan 1.1 – Introduction to Health Care, Continued

Brainstorm and recognition Who do you think could possibly interact with the patient? Have students brainstorm (0.0.2). Explain that when someone interacts with the patient they usually write main points of their interaction. Give scenarios (1.1.7) where someone has interacted with a patient and have students write in the main points only of their visit. Main points are to be written on a mock form to get students use to looking at a variety of forms and vocabulary associated with forms. Model what needs to be done. Review results as a class and promote discussion clarifying any questions.

(5-10 mins)

Assessment Have students take 5 question assessment (1.1.9) to test for understanding of vocabulary, and its use. Have student's complete WDYL (0.0.3) sheets. Write 3 sentences of what you have learned today and how it will help you with being a CNA.

(5-10 mins)

Homework Review notes and bring any questions that you had today to class tomorrow.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

Lesson 1.2
The Nursing Assistant

Lesson 1.2 – Objectives

Objectives

- Review yesterday's instruction
 - Define and teach inference through pictures
 - Connect inference through pictures to CNA
 - Define and teach fact and opinion from inferred pictures
 - Teach and ensure students understand legal and ethical issues
 - Students to complete 5 question assessment
 - Students to complete what did you learn (WDYL) chart
 - Teacher self evaluation
-

Lesson 1.2 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes
- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
0.0.3	What did you learn charts (WDYL)
0.0.5	What, When, How sheet
0.0.6	Laminated and magnetic arrows to connect concepts
1.2.1	15 pictures of people doing a variety of jobs
1.2.2	Worksheets to answer picture related questions
1.2.3	Inference table using –ing words and job inferred
1.2.4	Laminated and magnetic strips for inferred jobs
1.2.5	List of CNA responsibilities
1.2.6	Written summary for each job
1.2.7	Fact and opinion worksheet
1.2.8	Lesson 1.2 Assessment (# copies)

Lesson Plan 1.2 – The Nursing Assistant

Review

Review yesterday. Ask what did we learn yesterday and write brief notes on board.

(3-5 mins)

Recognition from pictures

Choose one picture and as a class (1.2.1) ask the following questions to get background knowledge and thinking activated

- What are the people in the picture doing
- What job do you think they do
- What skills do you think they need for this job

Put students in groups to answer previous questions related to the pictures they are given (1.2.2). Look for examples of adjective type vocabulary words. Go around each group to ensure activity is being done correctly.

(5-10 mins)

Inference skill and practice activity

Use –ing words to describe what people are doing in the pictures have students infer what their job is (1.2.3). Give one example:

- This person is _____ing so we can infer that they are a _____

From the above example ask students what do you think infer means. Brainstorm web for inference asking for words and phrases related to inference e.g., deduction, conclusion, assumption, suggestion, implication etc Discuss and ask questions to check for understanding. Have all the pictures and inferred jobs up in a list on the board (1.2.4). Make a list of why this job is inferred to recycle information.

(10-15 mins)

Continued on next page

Lesson Plan 1.2 – The Nursing Assistant, Continued

Connection to CNA

From the list of duties and skills required for the jobs already given, make a list, or use from the list given, all the possible duties, responsibilities and skills that you think would be involved with CNA (1.2.5). Also make a column of qualities that a CNA should have. Look for applicable vocabulary and check for understanding.

- Vocabulary

scope of practice, bathing, grooming, ensuring, assisting, duties, staff, mission statement, customer relations, individual respect, teamwork, productivity, direct patient care, nursing procedures, staying healthy, practicing good hygiene, dressing professionally, neat, well-groomed, sensitive, trustworthy, dependable, honest, cheerful enthusiastic, respectful cooperative, considerate, patient, and kind, job stress

(10-15 mins)

Fact and opinion distinction

For each picture have a written summary (1.2.6) about the job and what they do. From what was inferred from each of the jobs and pictures determine what a fact is and what an opinion is. Define fact and opinion. From the list of skills and traits of a CNA split list into fact and opinion from (1.2.7) job description to check for understanding.

(10-15 mins)

Definition of legal and ethical

With jobs come ethical and legal issues. Define legal and ethical issues. Do **WHAT, WHEN, HOW** activity (0.0.5).

- **What** are legal and ethical issues – examples
- **When** do they affect your job – examples
- **How** do you deal with them – examples

Have students complete What, When, How to promote thinking and a general discussion.

(5-10 mins)

Continued on next page

Lesson Plan 1.2 – The Nursing Assistant, Continued

Application and check for understanding Have students in groups of 3-4 come up with other possible scenarios of legal and ethical issues. Have groups pick one good scenario and prepare a short role play to depict their scenario dealing with legal and ethical issues. Look for uses of associated vocabulary. Check for understanding by reviewing each role play.

- Vocabulary

AHA (American Hospital Association), confidentiality, patient bill of rights, standards of care, liable, negligence, malpractice, patient abuse: physical, verbal, psychological; false imprisonment, incidents.

(10-15 mins)

Assessment Have students take 5 question assessment (*1.2.8*) to test for understanding of vocabulary, and its use. Have student's complete WDYL (*0.0.3*) sheets. Write 3 sentences of what you have learned today and how it will help you with being a CNA

(5-10 mins)

Homework Review notes and bring any questions that you had today to class tomorrow.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

Lesson 1.3
Communication and Interpersonal Skills

Lesson 1.3 – Objectives

Objectives

- Review yesterday's instruction
 - Define and teach prefix and roots
 - Connect roots and prefix to CNA with a variety of activities
 - Completing forms correctly
 - Teaching vocabulary for appropriate communication
 - Students to complete 5 question assessment
 - Students to complete what did you learn (WDYL) chart
 - Teacher self evaluation
-

Lesson 1.3 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
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- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
0.0.2	Collocation web (# copies)
0.0.3	What did you learn charts (WDYL)
0.0.5	What, When, How sheet
0.0.6	Laminated and magnetic arrows to connect concepts
0.0.7	Cause and effect diagram
1.3.1	Prefix, roots strips
1.3.2	Prefix, roots fill in the gap sheet and words
1.3.3	Vocabulary words laminated and magnetic
1.3.4	Prefix, roots matching with meaning
1.3.5	Information form B
1.3.6	Communication scenarios
1.3.7	Lesson 1.3 Assessment (# copies)

Lesson Plan 1.3 – Communication and Interpersonal Skills

Review	Review yesterday. Ask what did we learn yesterday and write brief notes on board. (3-5 mins)
Prefix and roots	Teach the makeup of a word to lead into prefix, suffix and roots. Explain the meaning of suffixes and the connection to understanding the definition of the word. Give an example and check for understanding. Distribute prefix, suffix roots (1.3.1) and have students take a few minutes to read and understand and come up with an example of a word. After 60 seconds pass strip to the right and have students repeat step of read, understand and an example word. Have students do this for at least 5-6 times (1.3.2). Ask for any questions to clarify any misunderstanding. Show 5 words (1.3.3) and have students try to guess the meaning. Use from list of vocabulary words. <ul style="list-style-type: none"> • Vocabulary asepsis, biopsy, bradycardia, cardiac, contraindicate, dehydration, diagnostic, gastroenteritis, hemorrhage, hepatitis, intravenous (IV), pathology, phlebitis, pulmonary, secretion, tachycardia, therapeutic, thrombosis, tracheotomy, urinalysis. (10-15 mins)
Prefix and roots application	Have students continue to pass strips and have them come up with a word and put it in a sentence. Have students do this for at least 5-6 times. Ask for any questions to clarify any misunderstanding. Show 5 new words (1.3.3) and have students try to guess the meaning and then put them in a sentence. Again use from list of vocabulary words. Have students in pairs match at least 6 roots/prefix with their meaning, and then with definitions (1.3.4). (10-15 mins)

Continued on next page

Lesson Plan 1.3 – Communication and Interpersonal Skills, Continued

Connection to CNA

From the list of vocabulary words that students have come up with make a connection with how these words can assist them as CNA's. Teach the importance of understanding the words in the medical field. Show with cause and effect diagram (0.0.7). Teach not only understanding word but using it in the right context. Teach context. Show the importance of this information in the area of completing forms.

(10-15 mins)

Completing records and reports

When writing vocabulary what issues do you think are important? Brainstorm individually (0.0.2) and review as a class and list results. Try to elicit vocabulary words in discussion.

Ask the following questions:

- How do you know what information goes where
- What types of information do you think you will need to be writing
- What things do you need to remember when writing

- Vocabulary reporting, recording, chart, objective data, subjective data, flow chart, ink, neat and legible, accurate, ditto marks (“).

(10-15 mins)

Form completion activity

Distribute personal information form completed on the first day (0.0.0) and distribute new form (1.3.5). Have students compare and contrast vocabulary, information required etc. Have students look through form and underline any unfamiliar vocabulary. Ask if they can infer or guess unfamiliar vocabulary. Then have students look at each others forms and see if another student can define the unfamiliar word. Any left over vocabulary can be looked at together as class. Elicit information from class rather than just giving definition. Once students feel comfortable with what information is required have students go ahead and complete form. Have students pair up and check each others form to see if information given is correct.

(10-15 mins)

Continued on next page

Lesson Plan 1.3 – Communication and Interpersonal Skills, Continued

Communication skills

Have students understand that completing a form is a type of communication, telling someone else information by completing the form in writing. Try to elicit vocabulary words. Ask the following questions.

- How do you like to communicate and be communicated to
- What are other ways of communicating
- What ways as a CNA do you think you will need to communicate

- Vocabulary

Listening, empathy, courtesy, tact, respectfulness, feedback, verbal communication, nonverbal communication, body language, nonjudgmental, rude, objective reporting, call signal, knock, speaking on the phone.

(10-15 mins)

Impact of communication

Show cause and effect diagram (0.0.7). Give an example of a bad and good way to communicate and have class guess the effect. Distribute various scenarios (1.3.6) to students in pairs. Have each pair orally present the following:

- What is the situation
- What type of communication was used
- What is the effect of that type of communication and
- What could have been done differently or what would you have done

(10-15 mins)

Assessment

Have students take 5 question assessment (1.3.7) to test for understanding of vocabulary, and its use. Have student's complete WDYL (0.0.3) sheets. Write 3 sentences of what you have learned today and how it will help you with being a CNA

(5-10 mins)

Continued on next page

Lesson Plan 1.3 – Communication and Interpersonal Skills, Continued

Homework Review notes and bring any questions that you had today to class tomorrow.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

UNIT 2

SAFETY FOR THE PATIENT AND THE NURSING ASSISTANT

Lesson 2.1
Relating to Patients

Lesson 2.1 – Relating to Patients

Objectives

- Review yesterday's instruction
 - Define needs and related vocabulary of a patient – physical and emotional
 - Brainstorm how to provide for these needs and discuss reasons why
 - Discuss and show through oral presentations cultural differences and their issues
 - Practice and discuss effective patient communication through role play
 - Students to complete 5 question assessment
 - Students to complete what did you learn (WDYL) chart
 - Teacher self evaluation
-

Lesson 2.1 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes
- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
0.0.1	2 column table
0.0.3	What did you learn charts (WDYL)
2.1.1	Patient needs physically
2.1.2	Patient needs emotionally, mental and social
2.1.3	Culturally aware scenarios
2.1.4	Communication scenarios
2.1.5	Assessment (# copies)

Lesson Plan 2.1 – Relating to Patients

Review

Review yesterday. Ask what did we learn yesterday and write brief notes on board.

(3-5 mins)

Define the needs of a patient

In order to deal with a patient you must first know what the needs of a patient are. Place students in groups of 3. Give groups two sheets of (2.1.1 and 2.1.2) and on the first sheet have them label one column Physical and have them make a list of things in that column that a body needs to survive physically. Give students 3-5 minutes to do so. Then have students on the second sheet label one column Emotional (including mental and social) and have them make a list of things in that column that a body needs to survive relating to emotional needs including mental and social. Try to elicit vocabulary.

- Vocabulary

Holistic health; age-specific care considerations; self-actualization, self-esteem, belongingness and love, safety and security, physiological; physical needs: food, elimination, rest, physical activity, sexuality, shelter and security; mental health and social needs: approval and acceptance, love and intimacy, respect and dignity, self-esteem, spiritual needs.

(10-15 mins)

Providing for the needs of a patient

Once students have completed this discuss for 5 minutes taking 3-4 examples from each group. Explain to students that they now need to provide for those needs that they have listed. So in the other column have student's list ways of how to provide for those needs they have listed. Have students write more than just words. Have students write full sentences. Give students about 5 minutes and then discuss outcomes as a class. Look for clarification with vocabulary and sentence structure.

(10-15 mins)

Continued on next page

Lesson Plan 2.1 – Relating to Patients, Continued

Cultural differences and related issues

Reflect briefly where everyone is from. Ask the following rhetorical questions

- What cultural differences occur here in America from your home country
- How do you deal with these differences
- What differences have you had to overcome since moving to the USA

Tell of a brief cultural difference from New Zealand and say how I had to overcome that to cope in the USA. Then have everyone prepare a 2 minute talk about a cultural difference they have experienced since coming to the USA. After everyone has given there talk ask what there favorite experience was and why.

- Vocabulary
Cultural diversity, illness, religious differences, ban, fasting, items of clothing, traditions, clergy, non-speakers of English, translation, sensory impairments, cognitive impairments.

(15-20 mins)

Connection to CNA

Now make a list as a class of possible culturally related issues that could occur as a CNA. In pairs distribute (0.0.1) and have each pair pick 3 issues and write them in the first column. Then have students come up with ways to cope with those culturally related issues. Teach how different cultures have different ways to deal with different illnesses, customs and a variety of human needs. Give out scenarios (2.1.3) and have students (still in pairs), write a short report of what they would do in this scenario. Tell students they can write in full sentences and give them no more than 5-7 minutes. Once groups have completed the task have them switch with another group and have groups provide feedback.

(5-10 mins)

Continued on next page

Lesson Plan 2.1 – Relating to Patients, Continued

How to communicate effectively with patients

Patients come in different sizes, ages and with different illnesses. Each requiring a special amount of attention. Distribute scenarios (2.1.4) of patients listing their age, cultural background and illness. Have students write a role play with 2 people (CNA and patient) and have patient ask at least 5-7 different questions covering their illness, needs and cultural background and have the CNA answer and comfort the patient. Have each group act out role play while other students list other possible ways to deal with the same situation. Try to elicit vocabulary. Check writing and speaking components of this activity.

- Vocabulary

Loss, dependency and helplessness, hopelessness and uselessness, fear or confusion concerning changes; changes in behavior: unmet needs, life experiences, attitudes, prejudices, frustration, stage of development, cultural practices; difficult behavior: self-centered behavior, crying, dissatisfied (demanding behavior), aggressive, withdrawal and depression.

(10-15 mins)

Assessment

Have students take 5 question assessment (2.1.5) to test for understanding of vocabulary, and its use. Have student's complete WDYL (0.0.3) sheets. Write 3 sentences of what you have learned today and how it will help you with being a CNA

(5-10 mins)

Homework

Review notes and bring any questions that you had today to class tomorrow.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Lesson 2.2

Infection Control I

Lesson 2.2 – Infection Control 1

Objectives

- Review yesterday’s instruction
 - Define and teach vocabulary relating to what causes infection
 - Teach SVO structure to ensure sentences are correctly written
 - Scan for related vocabulary learned in a reading passage
 - Define and teach vocabulary relating to overcoming infection
 - Have students practice newly learned vocabulary with pronunciation practice and peer review
 - Students to complete matching assessment
 - Students to complete what did you learn (WDYL) chart
 - Teacher self evaluation
-

Lesson 2.2 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes
- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
0.0.2	Collocation web
0.0.3	What did you learn charts (WDYL)
2.2.1	Infection related vocabulary
2.2.2	Human body picture
2.2.3	Chain of infection reading passage
2.2.4	Pictures
2.2.5	Scenarios
2.2.6	Peer Review sheets for Infection scenario
2.2.7	Assessment (# copies)

Lesson Plan 2.2 – Infection Control 1

Review Review yesterday. Ask what did we learn yesterday and write brief notes on board. (3-5 mins)

Language related to what causes infection Begin a discussion on infection. Have students fill out collocation web (0.0.2) to brainstorm and come up with infection related vocabulary and phrases. Discuss the results as a class. Then give students (2.2.1 and 2.2.2) and have them match the infection related vocabulary with the areas of the human body. Have students do this activity individually for 3 minutes. Then have them join together in groups to check each others. Elicit vocabulary

- Vocabulary
Infection, microorganisms, pathogens, bacteria, bacterium, viruses, fungi, fungus, protozoa, protozoan, staph (staphylococcus), strep (streptococcus), infectious, causative agent, reservoir of the agent, carriers, fomites, portal of exit, portal of entry, route of transmission: contact transmission, droplet transmission, airborne transmissions, nosocomial infections; susceptible host; defense: skin, mucous membranes, cilia, coughing, sneezing, tears, stomach acid, phagocytes, fever, inflammation, immune response.

(15-20 mins)

Writing notes on various infections Explain to a student that once they understand what the infection is they need to be able to communicate that information in various forms. Today we will be teaching how to write this information. Teach sentence structure.

- Subject – what is the subject of a sentence
- Verb – what is a verb and how it is related to the sentence
- Object – what is the object of a sentence

Check for understanding by selecting a vocabulary word and writing a sentence and then having the students identify the SVO of that sentence. Do the first one as a class and then give each student a word each to write a sentence with. Have students practice at least 2 or 3. Do not choose vocabulary that will be found in the scanning reading activity.

(10-15 mins)

Continued on next page

Lesson Plan 2.2 – Infection Control 1, Continued

Scanning for vocabulary from reading passage

To check for the understanding of some of the vocabulary tell students that you are going to have them scan the reading passage (2.2.3) and underline the vocabulary words. Give students the list of words that you want them to scan and then teach them how to scan and give them 3 minutes to scan. Then assign each student a word and have them look at the sentence that the word is in and have them find the SVO structure of that sentence. This will recycle the previously taught information and give them an opportunity to practice this skill.

(10-15 mins)

Ways to overcome infection

Tell students that we are now going to look at ways of overcoming infection. To start this discussion hand out (2.2.4) various pictures and have students in groups say how that picture can help overcome infection. Have students report this information in sentences to recycle SVO again. Students are then to complete (0.0.1) and show how there realia would be used, when it is used and what is it used for. Give an initial example by doing one first e.g., if realia was gloves

- Use gloves whenever you – when
- Gloves should be worn – how
- Gloves are used for – what

Walk around groups to ensure that they have right information and that it is adequate. Have one person from each group report back there findings. Ask other groups if they have any further input to add.

(10-15 mins)

What would you do in this situation

Give one scenarios (2.2.5) where infection has could occur or has occurred. Have groups prepare a short role play of their own similar to the scenario given saying what has happened and what they did. Give each group about 10 minutes to write up there scenario and then act out in front of the class. Have each group do a peer review looking at various aspects of the language. Give group (2.2.6) and show them how to peer review. Explain that peer review is not demeaning in any way or form but purely a measurement of improvement. Have students review teacher as an example. Collect peer reviews at the end of each scenario and then hand back to groups. Look at feedback and have students see the benefit in peer feedback.

(10-15 mins)

Continued on next page

Lesson Plan 2.2 – Infection Control 1, Continued

Assessment Have students take 5 question assessment (2.2.7) to test for understanding of vocabulary, and its use. Have student's complete WDYL (0.0.3) sheets. Write 3 sentences of what you have learned today and how it will help you with being a CNA
(5-10 mins)

Homework Review notes and bring any questions that you had today to class tomorrow.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

Lesson 2.3
Infection Control II

Lesson 2.3 – Infection Control 2

Objectives

- Review yesterday's instruction
 - Other ways of overcoming infection in the nursing job
 - Teach following and writing of procedures
 - Brainstorm isolation listing related words and phrases
 - Brainstorm precaution listing related words and phrases
 - Writing of procedures and oral presentations
 - Students to complete matching assessment
 - Students to complete what did you learn (WDYL) chart
 - Teacher self evaluation
-

Lesson 2.3 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
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- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
0.0.2	Collocation web
0.0.3	What did you learn charts (WDYL)
0.0.6	Laminated and magnetic arrows to connect concepts
2.3.1	Example of simple procedure
2.3.2	Procedures
2.3.3	Simplified version sheet
2.3.4	Assessment (# copies)

Lesson Plan 2.3 – Infection Control 2

Review Review yesterday. Ask what did we learn yesterday and write brief notes on board.
(3-5 mins)

Overcoming infection After review from yesterday tell students that we will be continuing to look at ways to overcome infection. Have students write a list (2 or 3 each) on the board of ways to overcome infection. Information from yesterday can be recycled to start critical thinking. Now with all information given, use arrows (0.0.6) and have students narrow down the focus to nursing. Try to elicit vocabulary.

- Vocabulary
Disinfection, sterilization, terminal cleaning, isolation, dirty-linen hamper, plastic bags.

(10-15 mins)

Following and writing procedures Teach students that whenever there is some way to overcome infection it is usually in the form of a procedure. Brainstorm for a minute what a procedure is. Ask for any examples from the students. Have the student tell what they think a procedure is what is it used for. Give out simple procedures to demonstrate (2.3.1) and have students follow them. With the words that have been narrowed and related to nursing put students in groups and have them choose one word and write procedures that can be related to that word. Do one as a class as an example. Walk around and look for the following things:

- Sentence structure – makes sense and grammatically correct
- Logical order – there is an order in the procedures
- Not complex – procedures are easy to follow and are not complex

For peer review have groups switch procedures and have other groups try and follow their procedures. Have groups give any feedback.
(10-15 mins)

Continued on next page

Lesson Plan 2.3 – Infection Control 2, Continued

Brainstorming isolation and precaution

In same groups and using 2 collocation webs (0.0.2) brainstorm what isolation and precaution means. List related words, phrases anything that can be related to these words. With related words and phrases or collocation webs have groups come up with 5-7 sentences using these words. Try to elicit vocabulary words. With the sentences that groups have written now look at how they could be implemented into some type of procedure. Promote discussion on how the words “isolation” and “precaution” can be related to procedures.

- Vocabulary

Isolation, standard precautions: gloves, gowns or aprons, mask and protective eyewear (face shield), hand washing, transportation, multiple-use patient care equipment; transmission-based precautions: contact precautions, droplet precautions, airborne precautions; flora, infectious waste, disposal company

(10-15 mins)

Writing of procedures

Give out procedures (2.3.2) individually have students underline any unknown words. Then have students scan and underline words that they used in the brainstorming exercise prior. Once each student has completed this have students in pairs, help each other with unknown vocabulary

(10-15 mins)

Oral presentations

In pairs give each student a procedure and have them read it carefully and understand

- Its purpose
- Logical order of steps
- How to follow it

Then have students give oral presentations on their procedure while other students are paying attention and at the end they need to write a simplified version of that same procedure (2.3.3). This will provide good peer review feedback and good speaking skills practice. When all presentations are finished give feedback back to each pair and have them compare with their original instructions.

(15-20 mins)

Continued on next page

Lesson Plan 2.3 – Infection Control 2, Continued

Assessment Have students take 5 question assessment (2.3.4) to test for understanding of vocabulary, and its use. Have student's complete WDYL (0.0.3) sheets. Write 3 sentences of what you have learned today and how it will help you with being a CNA
(5-10 mins)

Homework Review notes and bring any questions that you had today to class tomorrow.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

Section One Summary

Background

In developing lesson plans for Unit 1 and 2, I was constantly aware of the fear of teaching too much content. This concern was explicitly expressed in the needs analysis and my preparation from the content instructor, Angela Kahoush. With that thinking, I designed the first two weeks of lesson plans based on the textbook but with more emphasis on the ESL perspective. With this logic the development of the first two units became more and more distanced from the CNA course that we observed. The first two weeks were designed by McCollum and me, from Linguistics 678, and was looked upon as a pilot. For the first two units there was no input from the other members of the project team, Hsu and Romo. The first two units were developed by me only.

There was still an unknown factor as what to expect from the students and there level of proficiency so I ensured the objectives for lesson plan 1.1 were very specific. This was to benefit me on the first day of instruction and ensure I not only knew what the objectives were, but also how they needed to be achieved. However, the objectives for subsequent lesson plans for unit 1 and unit 2 were briefer based on the assumption that I would have a better feel for the students and their requirements. In reviewing the objectives written for the first two units lesson plans I realized that the objectives were more teacher focused as opposed to student focused.

Each lesson plan has a portion named “materials developed.” The materials developed portion of the first two unit lesson plans were very specific in that they listed every possible item that would be needed for the lesson or any part of the activities including pens, paper, pencils, etc. The materials developed portion was my checklist

ensuring I had everything I needed for that days lesson. So even if the activity was related to content in the textbook it was still recorded in the materials developed section. I created a numbering system, for the materials developed portion, that is explained in detail on the materials developed page.

For the materials that I termed generic, I imagined that they would be used for multiple lessons and not pertain to one specific lesson hence the term generic. These generic materials came in the form of handouts. When writing this portion of the lesson plan I was very ambitious with the idea of lots of activities that provided variety and learning. So, if I had any ideas that would enhance activities, I would put them into the materials developed section at the lesson planning stage and then solidify its use when I actually went to teach the lesson. I followed the same format and thinking for all lesson plans for unit 1 and 2. In redesigning the lesson plans I would change this section heading to “materials needed,” as they would have already been developed. However, in this ESP CNA Preparation pilot stage “materials developed,” is appropriate.

My logic behind the instruction portion of the lesson plan was to divide the activities into six 15 minute slots. I wanted to add an extra 15 minute slot activity making my lesson plan 105 minutes even though the class was for 90 minutes. The extra activity was used for a “cushion” if time permitted. The information mapping template used for all my lesson plans, provides the logic of a heading that briefly describes the accompanying block of information. Hence, each activity was labeled with a heading giving an insight into the activity and details of the activity in the accompanying block of information. If vocabulary items were to be learned for an activity they were included in the details of the activity. If an activity required materials of any kind they were referred

to in the activity by their corresponding reference number. The bottom right hand corner of each activity had a time allocation to give direction as to how long the activity should take. This time allocation was based on a high intermediate to advance proficiency level student.

For the first two units, each lesson plan ended with an assessment, homework and self evaluation portion. The assessment consisted of a variety of 5 questions. All questions were related to content taught that day. Assessments for the first two units were primarily paper based but also in the form of oral questions. A “What did you learn” sheet was also developed as a means of checking for understanding. This sheet was designed to be a metacognitive type activity where students could think about what they learned and write down what they think the important principles were from that lesson. The homework section was both a reminder to me and the students as what preparation was needed for the next day’s instruction.

Summary

In the first two weeks of the course, the learning aspect for the teacher was enormous. I quickly learned from the first day of teaching the class, that the students were definitely not at an advanced level of English proficiency, or even at the same level of English proficiency itself. This realization had a great impact on my teaching, materials and further materials development. I learned that I would have to adjust my teaching style with different students because their English proficiencies were so different and I wanted everyone to feel that their learning experience was the same but at a different pace.

My lesson plans were bold and full of ambition of what I wanted to achieve and what should be achieved. However, in reality they were made without any knowledge of student specification and consultation with the rest of the project team. The purpose of developing these lesson plans in isolation was to prove my expertise (e.g., literature reviewed, findings of needs analysis) in the area of materials development. My expertise however proved flawed. Hsu reviewed the first two units of lesson plans and critically reviewed how they did not reflect much of the text which was the basis of the CNA course. I explained, that I felt using too much of the text overlapped teaching content and was the major concern for Kahoush as outlined in the needs analysis findings (Romo, 2005). Hsu help clarify my thinking, by explaining Kahoush's lack of ESL knowledge heightened her fear of overlapping content and language. Reiterating the equal understanding and input of an ESL and content instructor found in Orr's (2002) study, is clearly realized at this point of our project. After meaningful collaboration with Hsu, I saw her position as the content instructor, rather than Kahoush, because of her expertise, understanding and vision of this project. I now realize with closer discussion with the project team my lesson plans could have been superior. Hsu helped me understand clearly the portions of the text that were realistic to teach and connected directly to the CNA course. Hsu clarified the fine line of what is teaching content and what is teaching language skills to understand content. Consequently, subsequent lesson plans were more in the line with the CNA text.

My time allocations were unrealistic due to the proficiency of the students. I expected the students to understand the purpose of the activity, the instructions of the activity and the application of the activity in 15 minutes. However, the lead up to the

activity took 15 minutes alone and the instructions and the actual activity took close to 20 – 30 minutes in total. I even realized that this may be unrealistic even with advanced students.

As my time allocations were so unrealistic, in the first week I never got to the assessment portion of the lesson plans. The 5 question assessments could not be used even for homework because some of the items had not been discussed.

My handouts became confusing. Students were trying to understand the activity and then trying to apply it to the handout. As I had a handout for every activity they were getting lost in all the paper involved and trying to figure out what piece of paper was for what activity. My handouts had no labels and so the students couldn't even infer what they were used for. I found that at the end of each class for the first week they left the handouts behind and the logic for a separate piece of paper for a different activity was not working. Some activities were not even attempted because of the inaccuracy of the time allocations which left me with several unused photocopied handouts.

My materials were becoming a little mundane as they were predominantly a one page color paper based item. Each day had a different color which became a little overwhelming for the students. If the same handout was used in another lesson then they would look for the corresponding handout done previously and tell me they had completed the activity as opposed to realizing that they were using the same format handout but with another application.

The “What Did You Learn” (WDYL) assessment was not proving its purpose. I wanted to see what students learned from a metacognitive point of view rather than just writing something directly from the book or writing verbatim something I said. The

purpose of the WDYL was for the students to write what did this lesson teach them or make them think about. Either my instructions were unclear or the students understanding was not in line with the purpose. Also with the inaccurate time allocations for the activities we either ran out of time or filled the sheet out the next day. This seemed counterproductive as their metacognitive skills were not the same the day after.

Improvements for further lesson plans

The things that I learned from Unit 1 and Unit 2 that had an impact on Unit 3 and Unit 4 are:

- Write lesson plans more in line with student proficiency (i.e., low intermediate to intermediate level)
- Consult Hsu for input to lesson plan ensuring language is being taught with the accompanying CNA text and not content
- Make realistic time allocations making allowances for the instructions and application
- Change the format of the handouts (e.g., adding headings) making them more exciting and motivational
- Eliminate the generic materials portion of materials development as they seemed juvenile as opposed to purposeful
- Eliminate the WDYL portion of the lesson plan as it was not proving its worth, and develop other meaningful ways to evaluate if learning is taking place

Section Two

Week 3

25 January 2005 – 27 January 2005

5:30 pm – 7:00 pm

Unit 3 – Basic Nursing Skills I

Lesson 3.1 – Environmental Safety, Accident Prevention and Disaster Plans

Lesson 3.2 – Emergency Situations

Lesson 3.3 – Body Systems and Common Diseases I

Week 4

1 February 2005 – 3 February 2005

5:30 pm – 7:00 pm

Unit 4 – Basic Nursing Skills II

Lesson 4.1 – Body Systems and Common Diseases I

Lesson 4.2 – Body Systems and Common Diseases II

Lesson 4.3 – Body Systems and Common Diseases III

UNIT 3 BASIC NURSING SKILLS I

Lesson 3.1
Environmental Safety, Accident Prevention and Disaster Plans

Lesson 3.1 – Environmental Safety, Accident Prevention and Disaster Plans

Objectives

- Review yesterday's instruction
 - Introduction passage reading
 - Predict and learn general safety rules
 - Identifying common accidents from pictures
 - Understanding and reporting rules of body positioning and mechanics
 - Understanding restraints and related rules
 - Review and discuss frequent disasters
 - Students to complete assessment
 - Teacher self evaluation
-

Lesson 3.1 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
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Ref. Number	Materials
3.1.1	Predict and learn general safety rules
3.1.2	Pictures of various hospital areas
3.1.3	General Safety Rules
3.1.4	CD – Listening 1, General safety rules
3.1.5	Predict and learn restraints
3.1.6	CD – Listening 2, Restraints
3.1.7	Assessment

Lesson Plan 3.1 – Environmental Safety, Accident Prevention and Disaster Plans

Review Review Thursday. (3-5 mins)

Introduction Have students read introduction to chapter on pg. 73 and discuss in pairs what they think this chapter is about. Have each pair write down 3 main points from the reading. Write main points on whiteboard and check off as the lesson progresses. (5-10 mins)

Reading and speaking – Safety Rules Discuss briefly what predict means. Put students into pairs and give them sheets of paper (3.3.1). Assign students to close books and predict what they think is involved in each task. Then have students read the related information and fill in what they learned from the reading. Compare predictions with what they learned. Clarify any unfamiliar vocabulary. Have students label equipment and areas of their room e.g. rail, bed, chair, basin etc. Walk around and check labels and see if there are other possible areas to label and check spelling and pronunciation of different labels. (10-15 mins)

Speaking – Accidents that can occur Distribute pictures (3.1.2) and have pairs list what types of accidents can occur in those areas. Once each pair has a listed at least 2 accidents for each picture, then move each picture to the right so everyone has a chance to add to the list or look at the different accidents written. Write all accidents next to the picture on the laminate. Ask for any questions or vocabulary words that need further discussion. (10-15 mins)

Continued on next page

Lesson Plan 3.1 – Environmental Safety, Accident Prevention and Disaster Plans, Continued

Listening and Speaking - Body mechanics

Brainstorm what is body mechanics. Ensure understanding of body mechanics before moving on. Come with a variety of words that are associated. Maybe give a few synonyms to help with brainstorm. Have 9 rules of proper body mechanics enlarged and distribute rules to students (3.1.3) and have them listen to the explanation of all the rules (3.1.4). Play CD twice if needed. Then have students explain there rule to a portion of the class with a teacher listening to check for correct pronunciation and information. Ask for any questions or issues that need further discussion.

(15-20 mins)

Restraints and examples

Brainstorm restraints. Review predicting and distribute (3.1.5). Review the predicting activity done earlier in class and explain that instead of reading to learn they will be listening to learn and confirm there predictions. Ask for any questions regarding related vocabulary to restraints and if there is any pronunciation clarification needed.

(10-15 mins)

Disasters review

Have student's silent read disasters Pg. 78-81 excluding the procedures as they are more content rather than language, and ask questions to check for understanding. Ensure that questions will not need content based answers as language is the focus.

(10-15 mins)

Continued on next page

Lesson Plan 3.1 – Environmental Safety, Accident Prevention and Disaster Plans, Continued

Summary Have one student read the summary at the end of the chapter then ask students if there are any questions
(3-5 mins)

Assessment Have students take 5 question assessment (3.1.7) to test for understanding of vocabulary, and its use. The assessment will act as an indicator of the students understanding of the lesson.
(5-10 mins)

Homework Review notes on today's lesson and bring any questions to class tomorrow. Read introduction for tomorrow Pg. 86.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

Lesson 3.2 Emergency Situations

Lesson 3.2 – Emergency Situations

Objectives

- Review
 - Students to complete Assessment – 3.1
 - Testing – (10-15 mins JR)
 - Introduction
 - Reading and paraphrasing – Responding to Emergencies
 - Seizures vocabulary in context activity
 - Read and report chapter summary
 - Students to complete Assessment – 3.2
 - Teacher self evaluation
-

Lesson 3.2 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
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Ref. Number	Materials
3.2.1	Overhead for Responding to an Emergency
3.2.2	Worksheet for Responding to an Emergency
3.2.3	Vocabulary
3.2.4	Whiteboards and markers
3.2.5	Assessment

Lesson Plan 3.2 – Emergency Situations

Review Review and ask questions and write brief notes on board. Have student pronounce some of the words that they had trouble with yesterday e.g. procedure, shocking, choking, joking (review)
(3-5 mins)

Testing Javier to administer the rest of the testing
(5-10 mins)

Introduction Have students read introduction and discuss in pairs what they think the main idea of the reading is. Have each pair write down one topic each that they think will be discussed and check them off as they come up in the lesson.
(10-15 mins)

Reading and paraphrasing – Responding to emergencies Tell students that yesterday you noticed that there was some trouble with reporting back what you had read in phrases. Some words were used but not enough language to constitute a phrase. So introduce the steps to paraphrasing. Review steps and then practice with pg. 87, Responding to an Emergency. Distribute (3.2.2) Do the first two as examples together as a class (3.2.1) and then have students individually do the rest.
(10-15 mins)

Content – vocabulary and speaking Explain that there is a lot of content on pg. 88-93 and that will be taught in the CNA course but we will teach you vocabulary so that you can understand it when you are taught, this is called meaning in context is. Distribute the vocabulary (3.2.3) and have students scan the pages for word and work out the meaning from the surrounding information. Have them paraphrase what the vocabulary word means on the whiteboards (3.2.4) and explain it to the class. Correct any phrase errors and pronunciation errors.

- Vocabulary
Unconscious, unresponsive, artificial breathing, compression, respiratory or cardiac arrest, airway, circulation, choking, obstructed, seizure

(10-15 mins)

Continued on next page

Lesson Plan 3.2 – Emergency Situations, Continued

Reading and paraphrasing – Seizure procedures	Review steps of paraphrasing and have students do the same exercise with no examples but practicing on pg. 94, seizure procedures. Distribute (3.2.4) and have students report paraphrasing orally not written. (10-15 mins)
Summary	Have one student read the summary at the end of the chapter to experience reading aloud in a classroom environment. (10-15 mins)
Assessment	Have students take assessment (3.2.5) to test for understanding today's instruction. (5-10 mins)
Homework	Review notes and bring any questions that you had today to class tomorrow.
Self evaluation	<ul style="list-style-type: none"> • Teacher to complete journal and self reflection. Points to note are <ul style="list-style-type: none"> • Timing – was it correct • Objectives – were they all achieved • Activities – did they understand and prove its purpose • Materials – were they effective • Students – did they respond, why

Lesson 3.3
Body Systems and Common Diseases

Lesson 3.3 – Body Systems and Common Diseases I

Objectives

- Review yesterday's instruction
 - Read and paraphrase introduction
 - Understand meaning and pronunciation of vocabulary
 - Scan for vocabulary words in reading passage
 - Summarize reading passage verbally
 - Understand vocabulary in context
 - Identify the main idea of a paragraph
 - Individual reading time
 - Summary reflection
 - Students to complete matching assessment
 - Students to complete what did you learn (WDYL) chart
 - Teacher self evaluation
-

Lesson 3.3 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes
- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
3.3.1	CD: Listening 1
3.3.2	Magnetic vocabulary words
3.3.3	Vocabulary for different systems
3.3.4	Assessment

Lesson Plan 3.3 – Body Systems and Common Diseases

Review	<p>Review Thursday. Ask the following questions to begin review discussion and to recycle information:</p> <p>How do you get the main idea of a paragraph?</p> <p>What does scanning mean?</p> <p>How do you figure out the meaning of a word you do not know?</p> <p style="text-align: right;">(5-7 mins)</p>
Introduction	<p>Have students read introduction pg. 98 and discuss in pairs what they think the main idea of the reading is. Write up main ideas on the board and refer to them as they occur throughout the chapter.</p> <p style="text-align: right;">(5-7 mins)</p>
Listening – vocabulary	<p>Students will practice recognition, pronunciation and understanding of vocabulary words through a listening cloze activity. Have students firstly listen to the CD (3.3.1) and follow along with the reading. Then distribute all the words (3.3.2) to students and have students separate them into words they know and words they don't. If one student knows the meaning and pronunciation then it goes into the words we know group and that person can explain the word to the rest of the group. From the words they don't know they have to figure out the meaning from context. Once all words are understood and recognized through pronunciation play the CD again and have students fill in the cloze activity.</p> <p style="text-align: right;">(10-15 mins)</p>
Reading – structure	<p>Discuss the format of the systems in this chapter:</p> <p>System Function and Structure Common Disorders Patient for this system and caring for them</p> <p>Put students in pairs and have them brainstorm/predict and write what they think their section is going to be about. This will promote prior thinking.</p> <p style="text-align: right;">(10-15 mins)</p>

Continued on next page

Lesson Plan 3.3 – Body Systems and Common Diseases I, Continued

Reading – scanning for words

Teach the technique of scanning and how it can help in the CNA job. Give simple rules for scanning (3.3.4). Choose 10 vocabulary words from the Common Disease, signs and symptoms pg 101 and have students scan the reading passage pg 101 and 103 to look for the vocabulary words. Once students have found the words have them practice pronunciation.

- Vocabulary words

AIDS, HIV, Cancer, immune, deficiency, transmitted, blood, body fluids, precaution, homosexual, tumor, radiation, therapy, chemotherapy, caring, fatigue, appetite, irritation and other possible vocabulary

(10-15 mins)

Vocabulary – in context

Split class into 3 groups and give them a system each. Either the respiratory, circulatory or gastrointestinal system. Give each group a set of vocabulary for their system (3.3.3), pg 104 – 110.

- Read the passage relating to their system
- Explain the main idea of the 4 categories of their system
- Give the meaning of vocabulary words (from context)
- Each group will report back to the class about their system from the reading and teach the vocabulary words from their system

(20-30 mins)

Respiratory	Circulatory	Gastrointestinal
Breathing, oxygen, lungs, nose, mouth, nasal, tuberculosis, pneumonia, diseases, respiration	Cardiovascular, heart, blood vessels, nutrient, waste products, regulate body temperature, heart, arteries, veins, capillaries, blood pressure, stroke, myocardial, administering medication	Digestive, intestinal tract, bladder, constipation, diarrhea, nausea, vomiting esophageous, stomach, inflammation ulcer, indigestion

Continued on next page

Lesson Plan 3.3 – Body Systems and Common Diseases I, Continued

Assessment Have students take 5 question assessment (3.3.4) to test for understanding of vocabulary, and its use. (5-7 mins)

Error Correction Amy and Javier to spend the last 10 minutes reviewing errors from the class related to pronunciation and grammar.

Pronunciation – Amy
Grammar – Javier

(5-7 mins)

Homework Read pg. 101 – 104 and write down the meaning of the vocabulary given from this reading (3.3.#).

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

UNIT 4 BASIC NURSING SKILLS II

Lesson 4.1
Body Systems and Common Diseases I

Lesson 4.1 – Body Systems and Common Diseases I

Objectives

- Review Thursday's instruction
 - Read and determine main idea of the introduction of the chapter
 - Listening for vocabulary and completion of cloze exercise
 - Predicting chapter headings
 - Discussing and reporting of 3 different body systems
 - Error correction – grammar and pronunciation
 - Students to complete assessment
 - Distribute homework
 - Teacher self evaluation
-

Lesson 4.1 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes
- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
4.1.1	CD: Listening 1
4.1.2	Magnetic vocabulary words
4.1.3	Cloze activity
4.1.4	Predicting worksheets
4.1.5	Respiratory vocabulary
4.1.6	Circulatory vocabulary
4.1.7	Gastrointestinal vocabulary
4.1.8	Assessment
4.1.9	Homework vocabulary

Lesson Plan 4.1 – Body Systems and Common Diseases

Review

Review Thursday. Ask the following questions to begin review discussion and to recycle information:

- How do you get the main idea of a paragraph?
 - What does scanning mean?
 - How do you figure out the meaning of a word you do not know?
- (5-7 mins)

Introduction

Have students read introduction pg. 98 and discuss in pairs what they think the main idea of the reading is. Write up main ideas on the board and refer to them as they occur throughout the chapter.

(5-7 mins)

Listening – vocabulary

Students will practice recognition, pronunciation and understanding of vocabulary words through a listening cloze activity. Have students firstly listen to the CD (4.1.1) and follow along with the reading. Then distribute vocabulary (4.1.2) to students and have students separate them into words they know and words they don't. If one student knows the meaning and pronunciation then it goes into the words we know group and that person can explain the word to the rest of the group. From the words they don't know they have to figure out the meaning from context. Once all words are understood and recognized through pronunciation play the CD again and have students fill in the cloze (4.1.3) activity.

(10-15 mins)

Continued on next page

Lesson Plan 4.1 – Body Systems and Common Diseases I, Continued

Speaking – predicting

Discuss the format of the systems in this chapter:

- System
- Function and Structure
- Common Disorders
- Patient for this system and caring for them

Put students in pairs and have them brainstorm/predict and write (4.1.4) what each of the above sections are going to be about. This will promote prior thinking.

(10-15 mins)

Reading and speaking – vocabulary, reporting

Split class into 3 groups and give them a system each. Either the respiratory, circulatory or gastrointestinal system. Give each group a set of vocabulary for their system (4.1.5, 4.1.6, 4.1.7), pg 104 – 110.

- Read the passage relating to their system
- Find the vocabulary word
- Try to determine the meaning of vocabulary words (from context)
- Each group will report back to the class their vocabulary words and meanings and class to write meanings on sheet provided.
- (Amy, Nancy and Javier to check meanings and pronunciation)

(20-30 mins)

Respiratory	Circulatory	Gastrointestinal
Breathing, oxygen, lungs, nose, mouth, nasal, tuberculosis, pneumonia, diseases, respiration	Cardiovascular, heart, blood vessels, nutrient, waste products, regulate body temperature, heart, arteries, veins capillaries, blood pressure, stroke, myocardial, administering medication	Digestive, intestinal tract, bladder, constipation, diarrhea, nausea, vomiting esophageous, stomach, inflammation ulcer, indigestion

Continued on next page

Lesson Plan 4.1 – Body Systems and Common Diseases I, Continued

Assessment Have students take 5 question assessment (4.1.8) to test for understanding of vocabulary, and its use.
(3-5 mins)

Error Correction Amy and Javier to spend the last 10 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy
- Grammar – Javier

(7-10 mins)

Homework Read pg. 101 – 104 and write down the meaning of the vocabulary given from this reading (4.1.9).

- Vocabulary words
AIDS, HIV, Cancer, immune, deficiency, transmitted, blood, body fluids, precaution, homosexual, tumor, radiation, therapy, chemotherapy, caring, fatigue, appetite, irritation

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

Lesson 4.2
Body Systems and Common Diseases II

Lesson 4.2 – Body Systems and Common Diseases II

Objectives

- Review yesterday's instruction
 - Allocate groups
 - Explain class projects
 - Keep track of time constraints for each skill of the project
 - Error correction – grammar, pronunciation
 - Students to complete assessment
 - Teacher self evaluation
-

Lesson 4.2 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
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- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
4.2.1	Activity worksheets – large, laminated
4.2.2	Colored fine tipped pens
4.2.3	Assessment

Lesson Plan 4.2 – Body Systems and Common Diseases II

Review

Review Yesterday. Ask the following questions to begin review discussion and to recycle information:

- Name 5 new vocabulary words that you learned yesterday?
- Name one chapter heading within the system you discussed?
- What were the different systems we discussed yesterday?

(7-10 mins)

Group allocations

Today students will have group projects to complete. Spend at least 5-10 minutes explaining what the group project is going to be and how they will accomplish this. Then split class into 3 groups and these groups can be selected in a variety of ways. Each group will be doing activities using the skills they have learned. To ensure that time is managed right a timer will be used to ensure that progress is being made. Each group will be given a system pg 110 – 113.

- Urinary system
- Endocrine system
- Reproductive system

(3-5 mins)

Activity background

Each group will be given a large worksheet (4.2.1) where they will be writing all there information. Each group will need colored pens (4.2.2) and assistance from teachers. Each group has to determine the main idea of the different sections of each system and select unknown vocabulary and define them from the surrounding context. Students will also need a teacher to check their pronunciation.

Continued on next page

Lesson Plan 4.2 – Body Systems and Common Diseases II, Continued

Reading, Writing and Speaking

Reading (15-20 mins)

- Students need to read all the information regarding their system
- While reading underline unknown vocabulary and select the amount required for each section
- Then read the surrounding information (context) to determine the definition

Writing (15-20 mins)

- Students need to write the main idea for the appropriate section using correct grammar, Javier to check
- Then write the vocabulary word and correct definition
- Look at handwriting to ensure that it is legible

Speaking (15-20 mins)

- Students to orally present there information to a teacher each
- Amy to check correct pronunciation

Each group needs to choose one person who will present their findings to the rest of the class.

(50-60 mins)

Assessment

Have students take assessment (4.2.3) to test for understanding of vocabulary, and its use.

(3-5 mins)

Error Correction

Amy and Javier to spend the last 10 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy
- Grammar – Javier

(7-10 mins)

Homework

Review vocabulary words (definition and pronunciation) given today. Explain that we will review at the beginning of the next class briefly.

Continued on next page

Lesson Plan 4.2 – Body Systems and Common Diseases II, Continued

- Self evaluation**
- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Lesson 4.3
Body Systems and Common Diseases III

Lesson 4.3 – Body Systems and Common Diseases III

Objectives

- Review yesterday's instruction
 - Allocate groups
 - Explain class projects
 - Keep track of time constraints for each skill of the project
 - Error correction – grammar, pronunciation
 - Students to complete assessment
 - Teacher self evaluation
-

Lesson 4.3 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes
- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
4.3.1	Activity worksheets – large, laminated
4.3.2	Colored fine tipped pens
4.3.3	System digrams
4.3.4	Assessment

Lesson Plan 4.3 – Body Systems and Common Diseases III

Review

Review yesterday.

- Recycle vocabulary from yesterday.
- Write words and ask for correct pronunciation and definition.

(3-5 mins)

Group allocations

Today students will be doing the same thing as yesterday but with different systems. Spend at least 5-10 minutes explaining what the group project is going to be and how they will accomplish this. Then split class into 3 groups and these groups can be selected in a variety of ways. Each group will be doing activities using the skills they have learned. To ensure that time is managed right a timer will be used to ensure that progress is being made. Each group will be given a system pg 110 – 113.

- Integumentary system
- Musculoskeletal system
- Nervous system

(3-5 mins)

Activity background

Each group will be given a large worksheet (4.3.1) where they will be writing all there information. Each group will need colored pens (4.3.2) and assistance from teachers. Each group has to determine the main idea of the different sections of each system and select unknown vocabulary and define them from the surrounding context. Students will also need a teacher to check their pronunciation. An added feature of today's project is labeling diagrams (4.3.3) with vocabulary words.

Continued on next page

Lesson Plan 4.3 – Body Systems and Common Diseases III, Continued

Reading, Writing and Speaking

Reading (15-20 mins)

- Students need to read all the information regarding their system
- While reading underline unknown vocabulary and select the amount required for each section
- Then read the surrounding information (context) to determine the definition

Writing (15-20 mins)

- Students need to write the main idea for the appropriate section using correct grammar, Javier to check
- Then write the vocabulary word and correct definition
- Look at handwriting to ensure that it is legible

Speaking (15-20 mins)

- Students to orally present there information to a teacher each
- Label digrams
- Amy to check correct pronunciation

Each group needs to choose one person who will present their findings to the rest of the class.

(50-60 mins)

Assessment

Have students take assessment (4.3.4) to test for understanding of vocabulary, and its use.

(3-5 mins)

Error Correction

Amy and Javier to spend the last 10 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy
- Grammar – Javier

(7-10 mins)

Homework

Review vocabulary words (definition and pronunciation) given today. Explain that we will review at the beginning of the next class briefly.

Continued on next page

Lesson Plan 4.3 – Body Systems and Common Diseases III, Continued

- Self evaluation**
- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Section Two Summary

Summary

I developed lesson plans for Unit 3 and 4 from using the things I had learned from Unit 1 and Unit 2. I first consulted Hsu, and asked for feedback on the first two weeks and her main response was to specifically use the textbook. I used the text more (e.g., reading passages directly from the book as opposed to searching for a similar medical topic related text on the internet, vocabulary in context directly from the text instead of created sentences) rather than trying to create different scenarios with similar vocabulary. Hsu was able to give me direction as to whether I was overstepping the boundaries of content and gave me parameters to work within. Her expertise in both the medical and ESL field proved priceless. This direction allowed me to write lesson plans that would be familiar to students when taking the CNA course. With a clear focus on what parts of the text to use when developing lesson plans, I also adjusted the activities to allow for a more suited student proficiency level (e.g., recycling of skill development activities with another medical topic i.e., scanning for keywords on the respiratory system).

Consulting with Hsu for the development of Units three and four was beneficial. For the previous units (one and two) I did these lessons in isolation and disregarded input from Hsu. I found myself taking more direction from Kahoush which persuaded me to teach less from the book, so as not to overstep the boundaries of content, so the context was getting further away from the CNA course. However, Hsu had a greater knowledge of our course and the ESL background to know what was relevant for us to teach (e.g., speech acts common to a CNA's daily routine). This caused some friction between Hsu and myself as I was more inclined to follow the advice of Kahoush. I then realized that

collaborating with Hsu was making my development easier and providing clearer direction for me to continue. Hsu's ESL and medical background knowledge proved advantageous as opposed to only Kahoush's medical background. Hsu had a better grasp of the vision of this course which gave me a clearer path to proceed in developing materials.

Instead of changing the time allocations I changed the scope of the activity (e.g., simple instructions or recycling of an activity with a different topic). I made the activity very basic, language wise, thinking this would also be beneficial to future users of my materials. The explanation of the activity in the lesson plan was very simple and direct to the point so the time allocations were more practical. I still allowed for an extra 15 minute slot as hopefully the learning would be quicker. Because the times were more practical I was more inclined to stick to them.

I learned to pace my lesson plans more effectively in line with the textbook chapters to be covered for that day. Previously I had been looking at topics from the syllabus and applicable vocabulary and tried to create lesson plans with little connection with the text. However, for units three and four I looked at the chapters and collaborated with Hsu to pick out three or four principle medical components, ensuring not to overstep the boundaries of content. I then assigned a language skill area (e.g., reading, writing, listening, or speaking) to that principle and paced my lesson plan accordingly so that there was ample time to explain the instructions, check for understanding, complete the activity and allow for any questions. Although my activities were briefer than the two previous units, they still had a purpose, a clear description, and a language skill area principle. I changed the way I labeled the activity in the lesson plan

(e.g., activity in Lesson Plan 2.1 was labeled “How to communicate effectively with patients” and an activity in Lesson Plan 3.3 was labeled “Listening – vocabulary” or “Reading – structure”). This showed the language skill and what would be developed in that language skill (e.g., language skill – listening, skill development – vocabulary).

I eliminated the generic materials of the “materials developed” section as they were more common sense items (e.g., marker, pens, paper). I decided to use one color per unit as opposed to per day. I eliminated the generic handouts (e.g., collocation web, two column table) as they could easily be put on the whiteboard or on paper. I also eliminated the WDYL sheet as we almost always ran out of time. Instead I wanted to implement this throughout the class by asking “What did you learn from that activity”. I implemented the use of pre recorded CD’s of listening passages directly from the book. When I saw how motivated they were to listen to the CD, I worked on various activities that could be used from a listening component. I found pictures related to the chapter and laminated them to allow students to write on them with a dry erase marker and then have them be used multiple times. Unless the handouts were vocabulary, I labeled them with a heading related to the vocabulary. Students liked the vocabulary strips printed in big letters and having them self select the strip gave them a sense of responsibility of defining their word and using it in a sentence that could be produced written or orally. The materials developed sometimes referred to the textbook but were listed in the lesson plan to show its reference.

Another area that needed addressing was error correction. Dr Henrichsen observed me the first day of Unit 3 and witnessed several instances of errors (e.g., grammatically incorrect speech). He noticed that when the errors occurred there was no

correction. As a team we discussed the issue of correction and where it would fit into the lesson. Amy directed the discussion and the following guidelines for error correction were implemented

- An error correction portion would be implemented into the lesson plan
- Have students understand, recognize and self correct their errors
- Hsu, who specialized in pronunciation, to correct pronunciation errors by listing pronunciation errors during the lesson to be addressed at the end of the lesson
- Romo, who specialized in grammar, to correct grammar errors by listing two to four grammatically incorrect sentences and addressing them at the end of the lesson
- I was to implement an error correction portion at the end of lesson plan 3.3 and subsequent lessons thereafter, with a 15 minute allocation.
- Project team to monitor allocated time (e.g., is 15 minutes appropriate, should error correction be longer or shorter), and student response

Students not only benefited from the error correction segment but looked forward to it the most. The students recognized which errors belonged to them and consciously made an effort to determine their error and correct it.

Another portion of the lesson plan that came under close scrutiny was the end of lesson assessments. We either ran out of time to complete them, or I was able to assess the same questions asked on the assessment handout through teaching instruction.

Having students complete the 5 question assessment after we had done activities that were similar to the assessment seemed redundant. The time allocated for end of class

assessment would best be used in another area (e.g., error correction) that proved more worthwhile.

Improvements for further lesson plans

The things that I learned from Unit 3 and Unit 4, which had an impact on Unit 5 and Unit 6, are:

- Value your team and their purpose in the project (e.g., Hsu – Project Manager, giving direction as what to teach)
- Team collaboration is more valuable than the thinking of one person (e.g., guidelines for error correction)
- All observational feedback can prove beneficial
- Simplify instructions, details, time allocation and implementation of activities
- Use the text first and foremost and then develop a variety of purposeful materials in conjunction with the textbook
- Implement an error correction portion into the lesson plan guidelines for its implementation
- Eliminate the end of lesson assessment if its purpose is not being met

Section Three

Week 5

8 February 2005 – 10 February 2005

5:30 pm – 7:00 pm

Unit 5 – Basic Nursing Skills III

Lesson 5.1 – Vital Signs I

Lesson 5.2 – Vital Signs II

Lesson 5.3 – No Lesson Plan

Week 6

15 February 2005 – 17 February 2005

5:30 pm – 7:00 pm

Unit 6 – Basic Nursing Skills IV

Lesson 6.1 – Positioning

Lesson 6.2 – No Lesson Plan

Lesson 6.3 – No Lesson Plan

UNIT 5
BASIC NURSING SKILLS III

Lesson 5.1
Vital Signs I

Lesson 5.1 – Vital Signs I

Objectives

- Review Thursday's instruction
 - Read aloud introduction paragraph checking pronunciation
 - Listening to passage and writing main idea
 - Listening to passage and ask questions for comprehension
 - Read Temperature Measurement Method and summarize
 - Create and practice role play situations
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 5.1 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
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- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
5.1.1	CD: Listening 1
5.1.2	CD: Listening 2
5.1.3	Questions for Factors that affect temperature
5.1.4	Main Idea Worksheet
5.1.5	Role plays

Lesson Plan 5.1 – Vital Signs I

Review

Review Thursday.

- Recycle what happened on Thursday.
- Ask for any clarification with pronunciation and/or vocabulary.

(3-5 mins)

Speaking

Put students into pairs and have them read the introduction aloud. One person will read the 1st paragraph including the functions and the other person will read aloud the 2nd paragraph. While students are reading aloud tutor is monitoring for pronunciation and fluency. Tutor will underline words that need to be choral drilled. One tutor per pair. As a class review words that need clarification on pronunciation or definition. Students to write down any difficult words related to pronunciation.

(5-10 mins)

Listening and writing

Play recording (5.1.1) of the paragraph entitled Taking a Patient's Vital Signs. Have students listen without using their book and then have them write at least 2 things that they can recall. Then play recording again and have them follow in their book and underline unfamiliar vocabulary. Have students practice pronunciation of words and abbreviations.

(10-15 mins)

Listening and speaking

Discuss Fahrenheit and Centigrade (Celsius) and comparison of temperatures. Put up various temperatures in Centigrade on the board and have students give the equivalent in Fahrenheit. Have students write down the equivalent and then tell their partner with the correct sentence structure.

- The patients temperature is _____.
- Mr (Patients name) temperature is _____.

Listen to passage (twice if needed) (5.1.2) and then have students create 3 questions from the passage to ask each other (5.1.3). Have different questions for each person.

(10-15 mins)

Continued on next page

Lesson Plan 5.1 – Vital Signs I, Continued

Reading and speaking

Read Temperature Measurement Method pg. 149 and corresponding information pg. 151 in pairs. Give each pair a method to summarize. Have pairs complete (5.1.4) ensuring they each have a copy and have them rotate with other pairs to explain their temperature measurement method. Tutors to listen to each pair looking for reoccurring errors.
(10-15 mins)

Speaking – application

Give students 10 minutes to create small 4-6 lined role plays to practice with each other (5.1.5). Each role play must involve 2 people asking and answering questions related to taking temperature. Tutors to check role plays. Once all role plays are complete Have students rotate with each other and practice the different scenarios. Tutors to listen for correct pronunciation and fluency related issues.
(10-15 mins)

Error Correction

Amy and Javier to spend the last 15 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy
- Grammar – Javier

(10-15 mins)

Homework

Review vocabulary words (definition and pronunciation) given today. Explain that we will review at the beginning of the next class briefly.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

Lesson 5.2
Vital Signs II

Lesson 5.2 – Vital Signs II

Objectives

- Review Tuesday’s instruction
 - Reading aloud of measuring pulse and respiration
 - Have students create scenarios
 - Write up role plays
 - Act our role plays
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 5.2 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
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Ref. Number	Materials
5.2.1	Role plays
5.2.2	Strips of paper and markers

Lesson Plan 5.2 – Vital Signs II

Review

Review Tuesday.

- Recycle what happened on Tuesday.
 - Ask for any clarification with pronunciation and/or vocabulary.
- (3-5 mins)
-

Speaking

Put students into pairs and have them read the paragraph about measuring pulse (pg. 153) and respiration (pg. 157). One person will read the 1st paragraph aloud and the other person will read aloud the 2nd paragraph. While students are reading aloud tutor is monitoring for pronunciation and fluency. Tutor will underline words that need to be choral drilled. One tutor per pair. As a class review words that need clarification on pronunciation or definition. Students to write down any difficult words related to pronunciation.

(5-10 mins)

Writing and speaking

Students are to come up with typical scenarios where taking vital signs will happen. Brainstorm as a class and then write as a class a particular role play. When role play is written up on the board have class act it out,

(10-15 mins)

Speaking – application

Give students 20 minutes to create small 4-6 lined role plays to practice with each other (5.2.1). Each role play must involve 2 people asking and answering questions related to taking temperature. Tutors to check role plays. Once all role plays are complete Have students rotate with each other and practice the different scenarios. Tutors to listen for correct pronunciation and fluency related issues.

(10-15 mins)

Continued on next page

Lesson Plan 5.2 – Vital Signs II, Continued

Reading and speaking

Put students in pairs and have one of them read about the Apical pulse and the other read about the radial pulse. Give them only 5 minutes then. Have them check with tutors the main idea speaking and then have them tell the other person of another pair what that particular pulse is about. Check for vocabulary.

(10-15 mins)

Speaking – application

Have students read about respiration and then have them write 3 questions each on the strips of paper (5.2.2). Pick a question and a person and have them answer it. Ensure you have a variety of questions. Listen for production and pronunciation

(10-15 mins)

Error Correction

Amy and Javier to spend the last 25 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy
- Grammar – Javier

(10-15 mins)

Homework

Review vocabulary words (definition and pronunciation) given today. Explain that we will review at the beginning of the next class briefly.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

UNIT 6
BASIC NURSING SKILLS IV

Lesson 6.1
Positioning

Lesson 6.1 – Positioning

Objectives

- Review last week's instruction
 - Reading aloud of introduction and general guidelines
 - Recycling and understanding of vocabulary
 - Activating background knowledge
 - Reading and production of written information
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 6.1 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes
- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
6.1.1	General guidelines writing
6.1.2	Comfort and positioning devices background knowledge
6.1.3	Vocabulary
6.1.4	Body Positions

Lesson Plan 6.1 – Positioning

Review

Review last week.

- Recycle vocabulary.
- Ask students if any of them have used the language in their current jobs, if not why not. In order for learning to be effective the language needs to be used as much as possible

(3-5 mins)

Speaking and writing

Have students pick out words until they are all gone. As there vocabulary word comes up in the lesson they need to explain the word and use it in a sentence and say how they can use this word tomorrow in their job or life. Students can write in the definition of the word as it is explained (6.1.3).

- Vocabulary words

Body alignment, friction, shearing, catheters, positioning devices, pillows, folded towels, rolled towels, blankets, trochanter rolls, bedboard, footboard footdrop, turning sheets, logrolling, positioning, moving, sliding, twist, curved

(10-15 mins)

Speaking and writing

Put students into pairs and have them read aloud to each other the introduction and general guidelines (pg. 166). Students will take turns alternating between points of the general guidelines. While students are reading aloud tutor is monitoring for pronunciation and fluency. Tutor will underline words that need to be choral drilled. One tutor per pair. As a class review words that need clarification on pronunciation or definition. Students to write down any difficult words related to pronunciation. Then have students write 2 guidelines that they can remember (6.1.1).

(10-15 mins)

Writing and speaking

Put students into pairs and have them come up with a list of things that are related to a bed in a hospital with a patient (6.1.2). Explain the advantage of background knowledge. What you already know from working in the hospital is beneficial in your pursuit to become a CNA. Then what you learned is added information.

(10-15 mins)

Continued on next page

Lesson Plan 6.1 – Positioning, Continued

Reading and speaking

Pg. 172 reviews body positions and related information. Review the first one as a class and discuss. Ask for any clarifications and explain how it is setup like a table with a picture to show differences. Once all information is understood by students then assign each student a body position and have them write it in their own words (6.1.4) and then a tutor will check them off. They need to be able to explain it in their own words using appropriate vocabulary.

(10-15 mins)

Error Correction

Amy and Javier to spend the last 30 minutes (15 minutes each) reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy
- Grammar – Javier

(25-30 mins)

Homework

Read pg. 175 positioning a patient in a chair and understand the meaning of the passage. Explain that we will review this passage at the beginning of the next class. Remember test on Thursday.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Section Three Summary

Summary

The valuable things that I learned from Unit 3 and Unit 4 helped me to plan quicker and more effectively. The lesson plans began to look more consistent. With good knowledge of my students and their learning styles, I was able to better gauge the time allocations for lesson plans. This allowed me to delete the 15 minute cushion activity that I had in previous lesson plans.

In meeting with my team for collaboration and idea generating, I was encouraged by them to continue lesson planning on my own as they were happy with the consistency in the teaching and lesson planning. I often communicated with Romo as he observed every class and he provided valuable feedback.

Each activity in the lesson plan simply had a label of Listening, Speaking, Reading, Writing or a combination of both. I deleted the explanation of the activity in the activity heading of the lesson plan, as that information was evident in the details of the activity. I found that fewer details were better. The more detailed I was previously, the more confusing the activity could potentially be to an instructor trying to teach from my lesson plan.

My handouts were following a similar thinking to my lesson plans in the way of being brief and simple. I designed the handout with headings for each activity and consolidated them together so that they could be photocopied onto one or two pages double sided. Each activity on the handout had a number that referenced to the materials developed portion of the lesson. The handout was spaced evenly that you could easily identify which portion was related to which activity.

Even though the materials were becoming easier to develop, they still involved a considerable amount of time to create. As with all lesson planning and instruction there always needs to be that element of flexibility and adjustment. Weeks 5 and 6 saw me extremely overwhelmed with school, work and other personal circumstances. The impact of this busy schedule was teaching with no formal written lesson plan. The students had no idea that I did not have a lesson plan, but the project team did. I was able to teach the lesson by pacing myself through the textbook chapters scheduled and adapting familiar activities that were successful in the past. Therefore, there was no lesson plans or materials developed for Lesson 5.3, 6.2 and 6.3.

I found myself equipped with essentials like markers and large sheets of butcher paper, for quick last minute ideas and activities. I also used this time for oral presentations where the class becomes the instructor. This may appear acceptable but as an instructor I felt very under prepared and somewhat dishonest in my preparation efforts. This lesson of being under prepared taught me to organize myself a little better and prioritize my tasks.

Improvements for further lesson plans

The things that I learned from Unit 5 and Unit 6, which had an impact on Unit 7 to Unit 9, are:

- Solidify time allocations
- Simplify lesson plans and handout
- Organize and prioritize personal time to produce effective materials

Section Four

Week 7

22 February 2005 – 24 February 2005

5:30 pm – 7:00 pm

Unit 7 – Providing Personal Care and Comfort to the Patient I

Lesson 7.1 – Admission, Transfer and Discharge / Patients Environment

Lesson 7.2 – Hygiene and Grooming I

Lesson 7.3 – Hygiene and Grooming II

Week 8

1 March 2005 – 3 March 2005

5:30 pm – 7:00 pm

Romo developed lesson plans and taught the class for week 8. The purpose of this was to give variation to teaching styles and to allow Romo an opportunity to develop his own lesson plans and test them. This would give me an opportunity to see how someone else would teach the class and what materials they would use and how they would be used. In the excitement of this task Romo inadvertently taught Unit 9 instead of Unit 8. To see lesson plans that Romo developed please refer to his project (Romo, 2005).

We jointly decided to continue teaching from Unit 10. The students were asked to review the chapters relating to Unit 8 on their own.

UNIT 7
PROVIDING PERSONAL CARE AND COMFORT TO THE
PATIENT I

Lesson 7.1
Admission, Transfer and Discharge / Patients Environment

Lesson 7.1 – Admission, Transfer and Discharge / Patients Environment

Objectives

- Review last week's instruction
 - Discuss and define admission, transfer and discharge
 - Label patients environment and its use
 - Listen to passage and practice pronunciation
 - Practice repetitive reading aloud for fluency
 - Match pictures with procedure and determine why
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 7.1 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes
- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
7.1.1	Admission, Transfer Discharge – paper, markers, questions
7.1.2	Furniture and equipment vocabulary list
7.1.3	Unlabeled picture of patients room
7.1.4	Listening 1 - CD
7.1.5	Bed labels
7.1.6	Bed pictures

Lesson Plan 7.1 – Admission, Transfer and Discharge / Patients Environment

- Review**
- Distribute test results
 - Give students a few minutes to look through test and ask questions.
- (3-5 mins)
-

- Writing and speaking**
- Introduce admission, transfer and discharge with students brainstorming the words and what students think that duty entails. Tell students they will be going to different stations (7.1.1) and they will have to select a question regarding the topic of that station. They will have to answer the question by writing on the paper and when it is time to move they will do the same thing at the next station.
- (10-15 mins)
-

- Writing and reading**
- Put students into pairs and have them look through vocabulary list (7.1.2). Each vocabulary word is numbered. Students are also given pictures (7.1.3) and on the pictures students have to label the vocabulary word where they think it belongs in the patient's environment. On the vocabulary list have students define what the word is or its use and describe in a sentence where it goes in the patients room. Students need to know where it goes on the picture and then be able to describe in their own words where it goes.
- (15-20 mins)
-

- Listening and speaking**
- Play the CD (7.1.4) about controlling the equipment. Have students listen to the passage and follow along in the book. Play a 2nd time and then have students silently follow by trying to say the words. This is to help with fluency. Play a 3rd time and then have students read aloud with the CD. Have student practice on there own and then check off the passage with a tutor. Have labels of the different types of beds (7.1.5) and have students in pairs describe what they think this bed would look like. What in the language lets you know that? Discuss how you can guess parts of what is required from the vocabulary given. Then have students in pairs match labels with pictures and list the differences.
- (15-20 mins)
-

Continued on next page

Lesson Plan 7.1 – Admission, Transfer and Discharge / Patients Environment, Continued

Error Correction

Amy and Javier to spend the last 30 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy
- Grammar – Javier

(20-30 mins)

Homework

Read and understand pg. 208 – 215. Bring any questions regarding comprehension or pronunciation. Students should be able to determine meaning from context by now.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Lesson 7.2
Hygiene and Grooming I

Lesson 7.2 – Hygiene and Grooming I

Objectives

- Review yesterday's instruction
 - Reading aloud of introduction
 - Labeling hygiene parts of the patients body
 - Writing and discussing about bathing the patient
 - Teaching content words (verbs + nouns) in procedures
 - Listen to passage and fill in the gap with content words (verbs + nouns)
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 7.2 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
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Ref. Number	Materials
7.2.1	Picture of patient
7.2.2	What and How table for hygiene of a patient
7.2.3	Bathing / Dressing / Bad making stations – markers, paper
7.2.4	Listening 1 – CD Assisting with Bathing in Tub or shower
7.2.5	Content word sentences – verb + noun
7.2.6	Fill in the gap passage

Lesson Plan 7.2 – Hygiene and Grooming I

Review

- Ask each student to write 5 vocabulary words from yesterday.
- Explain word checking for pronunciation and definition.

(3-5 mins)

Reading and writing

Have students in pairs read silently the introduction on pg. 208. Tutors to check for pronunciation and encourage fluency. Put students in pairs and distribute (7.2.1). Have students list what they think in specified areas of the picture needs to be groomed or require some type of hygiene activity. Once they have listed what needs to be cleaned then have students (7.2.2) list how they think they will clean that particular part of the patient.

(10-15 mins)

Reading, speaking and writing

Put students into pairs and tell them they will be practicing reading aloud with pronunciation and fluency as the major areas to work on. There will be three stations setup with the 3 tutors. Each tutor will tell each student what they will be reading (7.2.3). While one person is reading the other person is writing what they think this passage is about. This enables students to read aloud and other students to understand from what another person has said in English. One person will keep time and have groups change when time is up. Tutors to not correct at this point but to just make a point and regularly occurring words can be used for practice at the end of the class in pronunciation practice.

(15-20 mins)

Listening and speaking

Teach content words verbs + noun. Teach how they are pivotal in procedures and the form they take in the sentence. Have a variety of sentences (7.2.5) and have students pick out the content words and way which are verbs and nouns. Play the CD (7.2.4) and have students fill in the gap (7.2.6) using the right content words determining which is verb and which is noun. Have students apply this by writing any type of procedures using content words in the form of verb and noun. Ask how knowing this will help them in their job. Ask how they can use this in everyday life.

(15-20 mins)

Continued on next page

Lesson Plan 7.2 – Hygiene and Grooming I, Continued

Error Correction

Amy and Javier to spend the last 30 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy
- Grammar – Javier

(20-30 mins)

Homework

Read and understand pg. 216 – 218. Bring any questions regarding comprehension or pronunciation. Students should be able to determine meaning from context by now.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Lesson 7.3
Hygiene and Grooming II

Lesson 7.3 – Hygiene and Grooming II

Objectives

- Review yesterday's instruction
 - Discuss and brainstorm related words with hygiene
 - Define and understand associated vocabulary
 - Complete observe, precaution and what table
 - Determine what will be done in different scenarios
 - Write and act out role play of language learned
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 7.3 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
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- Materials with first number 0 indicates that materials are generic and can be used in a variety of lessons

Ref. Number	Materials
7.3.1	Laminated words, meaning and sentence
7.3.2	Observe, precaution, what table
7.3.3	Scenarios – 6
7.3.4	Role plays
7.3.5	List of related vocabulary words

Lesson Plan 7.3 – Hygiene and Grooming II

Review

- Ask each student to write 5 vocabulary words from yesterday.
- Explain word checking for pronunciation and definition.

(3-5 mins)

Reading and writing

Discuss Hygiene and then specifically oral hygiene and shaving hygiene. What do you think this encompasses. Have students turn to their vocabulary lists and assign an even amount of vocabulary words to each student. Students are to look for their words and have student (7.3.1) write the meaning and a sentence (not from the book) and then put up on the board. Tutors will check the vocab, definition and sentence and tutor will if it is correct or if it is not correct. Student will need to check if there definition and sentence is incorrect then they will need to correct it.

- Vocabulary List (7.3.5)
Oral hygiene, bad breath, bleeding, damaged dentures, loose or broken teeth, sores, coated tongue, discomfort, gloves; tongue depressor, cotton-tipped applicators, petroleum jelly, mouthwash, saline solution; razor, towel, emesis basin.

(10-15 mins)

Speaking and writing

Students will work in pairs. To apply vocabulary students will be given different scenarios (7.3.3) and they need to determine what type of language as a CNA will be used in this particular scenario. Scenarios need to be read and discussed together so both students agree and understand the scenario. To help determine the type of language used (7.3.2) can be completed to determine what will be done and what needs to be considered. Discuss as a class each scenario and language used including any previously discussed vocabulary.

(15-20 mins)

Writing and speaking

Have students now write there own role plays telling them to use the vocabulary learned today. This gives them an opportunity to use the words and put them into real situations. Have each student write there role play and then have them choose which student they would like to act out there role play with them. Ensure vocabulary learned is used

(15-20 mins)

Continued on next page

Lesson Plan 7.3 – Hygiene and Grooming II, Continued

Error Correction

Amy and Javier to spend the last 30 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy
- Grammar – Javier

(20-30 mins)

Homework

Read and understand pg. 218 – 224. Use vocabulary learned today in the workplace or in the home. Each student will be given an opportunity on Monday to share how they used the language learned today.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Section Four Summary

Summary

With the previous units being so inconsistent, I was very aware of raising the bar and being consistent to the end of this project. In this section, I have only included lesson plans for Unit 7. I was approached by Romo at the commencement of teaching the ESP CNA Preparation course, and in discussion with the team it had been agreed upon that I would assign Romo Unit 8 where he could design the lesson plans, and then be given the opportunity to test them through instruction. In the excitement of this task, Romo inadvertently prepared and taught Unit 9. For this reason, there are no lesson plans for Unit 8. You can see lesson plans and materials for Unit 9 in Romo's (2005) project.

At the end of week 6, Romo gave the students an evaluation form where they indicated that they benefited the most from the error correction portion of the lesson plan. My lesson plans previously never quite allowed for enough time for this portion so I changed the time allocations from 15 minutes to either 20 or 30 minute time slots. This reduced the lesson plan again to three 20 minute slots and 1 30 minute slot. I found this allowed for quality instruction concentrating on one principle for a solid 20 minutes. The error correction process was more successful with more opportunities to ask questions and clarify any misunderstandings.

My handouts for Unit 7 varied from overheads, worksheets, vocabulary and CD. The variety proved beneficial to the students and me as a teacher as I could see the learning motivation that these materials provided. The textbook was also used which eliminated the need to look for diagrams elsewhere.

Improvements for further lesson plans

The things that I learned from Unit 7 to Unit 9, which had an impact on Unit 10 to Unit 12, are:

- Ensure correct lesson is being taught
- Discuss, agree and implement improvements from student feedback
- Always keep the variety in activities and materials for those activities

Section Five

Week 9

8 March 2005 – 10 March 2005

5:30 pm – 7:00 pm

Unit 10 – Providing Personal Care and Comfort to the Patient IV

Lesson 10.1 – Specimen Collection and Testing

Lesson 10.2 – AM and PM Care

Lesson 10.3 – Restorative Care and Rehabilitation I

Week 10

15 March 2005 – 17 March 2005

5:30 pm – 7:00 pm

Unit 11 – Specialized Care Procedures I

Lesson 11.1 – Restorative Care and Rehabilitation II

Lesson 11.2 – Additional Patient Care Procedures

Lesson 11.3 – Preoperative and Postoperative Care

Week 11

22 March 2005 – 24 March 2005

5:30 pm – 7:00 pm

Unit 12 – Specialized Care Procedures II

Lesson 12.1 – Sub Acute Care

Lesson 12.2 – Special Skills in Long-Term Care

Lesson 12.3 – Death and Dying

UNIT 10
PROVIDING PERSONAL CARE AND COMFORT TO THE
PATIENT IV

Lesson 10.1
Specimen Collection and Testing

Lesson 10.1 – Specimen Collection and Testing

Objectives

- Review last week's instruction
 - Activating background knowledge
 - Reading of introduction with reading drill – push up
 - Understanding 3 types of specimen in human body – related vocabulary
 - Listening and explaining guidelines for collecting specimens
 - Differentiating between types of urine specimens
 - Explaining stool and sputum specimens – reading, writing, speaking
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 10.1 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
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Ref. Number	Materials
10.1.1	Activate background knowledge
10.1.2	Reading drill – Introduction pg. 264
10.1.3	Types of specimen in human body
10.1.4	L1 – Guidelines for collecting specimens pg. 264-265
10.1.5	Laminated guidelines – 6, explain in own words
10.1.6	Specimen collection flowchart – procedure vocabulary
10.1.7	Stool and sputum explanation

Lesson Plan 10.1 – Specimen Collection and Testing

Review • Write up 6 words from last weeks lessons
 • Ask students to define and use in a sentence
(1-3 mins)

Thinking Skills Activate background knowledge about the topic of “Specimen Collection and Testing”, by asking students to list 3 vocabulary words that they can think of related to the topic of today’s lesson. Encourage students to use background knowledge in the context of there current jobs. Review the list and write them up on the board and see if they come in the lesson. Review list at the end of the lesson.
(1-3 mins)

Reading Explain to students that there are different drills that help improve their reading speed. Explain that we will be doing a different reading drill every day this week. Explain the push up drill and have students do the drill with the introduction of the chapter on pg. 264 (10.1.2).
(7-10 mins)

Writing and reading Have students understand 3 specimens of human body by identifying them defining them and correctly pronouncing them. Ask students for the types and then have students write definitions. Have them practice pronunciation of the word with a partner then call a tutor to check pronunciation and definition (10.1.3). Distribute the various guidelines of collecting specimens. Have students listen to the CD (10.1.4). The first time they will just listen and pay attention to pronunciation and various vocabulary. The second time have students listen to what part pertains to their guideline and have them write the understanding in their own words. Play CD a third time if required.
(10-15 mins)

Reading and writing Have students determine on their own the 4 types of urine specimens. Have them complete (10.1.6) and understand the flow chart. Explain arrows of the flow chart and organization. Practice pronunciation of types of urine specimens and understanding of definitions. Have groups write on the board/whiteboard in their own words the definition of each urine type.
(10-15 mins)

Continued on next page

Lesson Plan 10.1 – Specimen Collection and Testing,

Continued

Reading and understanding

Explain that with procedures comes various vocabularies. Review the concept of *verb* + *noun* in procedures. Ensure understanding and then have students complete (10.1.6) looking for that phrase and writing the meaning in the context that it is used.

(10-15 mins)

Reading, writing, and speaking

Students are to read on pg. 268 – 269 the information about stool and sputum specimens. Then they are to answer the questions (10.1.7) and once they are completed they will ask their partner any of the 6 questions and check their answers. When completed as a class read the summary of the chapter pg. 270.

(10-15 mins)

Error Correction

Amy/Nancy and Javier to spend the last 15 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy/Nancy
- Grammar – Javier

(10-15 mins)

Homework

Read and understand pg. 274 - 277. Bring any questions regarding specimen collection with related vocabulary or pronunciation.

Self evaluation

- Teacher to complete journal and self reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Lesson 10.2
AM and PM Care

Lesson 10.2 – AM and PM Care

Objectives

- Review yesterday's instruction
 - Answer pre chapter questions
 - Define vocabulary and determine meaning in context
 - Teach good reading habits
 - Review and practice reading drills
 - Write a paragraph in your own words
 - Answer comprehension questions
 - Role play case studies
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 10.2 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
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Ref. Number	Materials
10.2.1	Pre chapter questions
10.2.2	Vocabulary strips for definition and meaning in context
10.2.3	Good reading habits bookmark
10.2.4	Overhead of dictionary skills
10.2.5	Summary of chapter
10.2.6	3 Case Study's – role play

Lesson Plan 10.2 – AM and PM Care

Review

- Write up 6 words from yesterday's lessons
- Ask students to pronounce and use in a sentence
- Correct homework

(5-7 mins)

Thinking Skills

To get students aware of the chapter have them answer pre chapter questions (10.2.1). Questions will be related to the main topic of the question but be directed to the student individually. Briefly discuss the answers and give the title of the chapter and ask how their answers relate to our chapter for today.

(5-7 mins)

Writing

Distribute (10.2.2) and have students write what they think the definition of the word is. They will leave the meaning in context blank for when they scan for the word in the chapter and then write in the meaning in context.

(10-15 mins)

Reading skills

Review with students good reading habits and show them and distribute (10.2.3). Review the skill of scanning. Have students scan for their vocabulary words and write the meaning in context. Show the difference from dictionary meaning and meaning in context (10.2.4). Do 3 reading drills and then have students read silently to the end of AM care. Then have students read aloud to each other PM care. Tutors to listen and check pronunciation.

(10-15 mins)

Writing

Have students (10.2.5) once they have read the whole chapter, summarize in their own words how they would explain this chapter to someone else. Review the rules of summarizing and give students about 5-7 minutes to write up their summary. Tutors to check spelling and sentence structure. When students have finished writing their summary they are to answer the chapter questions on pg. 278.

(10-15 mins)

Continued on next page

Lesson Plan 10.2 – AM and PM Care, Continued

Speaking – role play Put students in pairs. Distribute 3 role plays (10.2.6) to students and have them read through and act out the situation. One student will be a nursing assistant and the other will be a patient. The patient will say what is wrong with them and the nursing assistant will say what they will do. Each pair will write their own role play script based on there particular situation. Students will present to the class.

(10-15 mins)

Error Correction Amy/Nancy and Javier to spend the last 15 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy/Nancy
- Grammar – Javier

(10-15 mins)

Homework Read and understand pg. 282.-288. Bring any questions regarding specimen collection with related vocabulary or pronunciation.

Self evaluation

- Teacher to complete journal and self-reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

Lesson 10.3
Restorative Care and Rehabilitation I

Lesson 10.3 – Restorative Care and Rehabilitation I

Objectives

- Review yesterday’s instruction
 - Reading aloud
 - Previewing vocabulary for chapter
 - Practicing meaning in context
 - Summarizing information
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 10.3 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes

Ref. Number	Materials
10.3.1	Pre chapter questions
10.3.2	Dictionary use overhead
10.3.3	Vocabulary strips for definition and meaning in context
10.3.4	How to summarize

Lesson Plan 10.3 – Restorative Care and Rehabilitation I

Review

- Write up 6 words from yesterday's lessons
- Ask students to pronounce and use in a sentence
- Correct homework

(10-12 mins)

Thinking Skills

To get students aware of the chapter have them answer pre chapter questions (10.3.1). Questions will be related to the main topic of the question but be directed to the student individually. Briefly discuss the answers and give the title of the chapter and ask how their answers relate to our chapter for today. This promotes background knowledge.

(3-5 mins)

Reading

Teach students reading strategies. Reading silently should increase reading rate and reading aloud should help with pronunciation. Yesterday we read silently and speed was the main objective. Today we will be concentrating on pronunciation. In pairs have students read aloud the introduction to each other while tutors listen and note words that are mispronounced. Have tutors list words on the board and practice pronunciation and stress as a class.

(10-15 mins)

Reading and writing - Vocabulary

Review with students the use of a dictionary. Teach that the dictionary has several meanings for words and you need to understand the context to know which meaning is correct. Show (10.3.2) and do as a class the example. Once students understand dictionary use, do application (10.3.3) with vocabulary from the chapter. With word strips

- Dictionary meaning
- Meaning in context
- Example sentence

restorative, rehabilitation, abilities, adaptive, behaviors, independence, productive, lifestyle, occupational, therapist, utensils, devices, prosthesis

(15-20 mins)

Continued on next page

Lesson Plan 10.3 – Restorative Care and Rehabilitation I, Continued

Writing and speaking

Teach students (10.3.4) how to summarize. Go through the steps of summarizing. Go through step by step of summarizing with application choosing different sections of the chapter to summarize. Read aloud a section and have students take notes, then assign them a portion of the chapter to summarize on their own. Tutors to check sentence structure and spelling.

(15-20 mins)

Error Correction

Amy/Nancy and Javier to spend the last 20 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy/Nancy
- Grammar – Javier

(15-20 mins)

Homework

Read and understand pg. 287-294. Bring any questions regarding specimen collection with related vocabulary or pronunciation.

Self evaluation

- Teacher to complete journal and self-reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

UNIT 11
SPECIALIZED CARE PROCEDURES I

Lesson 11.1
Restorative Care and Rehabilitation II

Lesson 11.1 – Restorative Care and Rehabilitation II

Objectives

- Review Thursday's instruction
 - Steps to summarizing – review
 - Summarize sections in pairs (p. 283 – 287)
 - Practicing pronunciation of Range-of-Motion Exercises
 - Understanding vocabulary – basic types of movement
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 11.1 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes

Ref. Number	Materials
11.1.1	Steps to summarizing
11.1.2	Listening 1 – Activities of Daily Living
11.1.3	Summarize section
11.1.4	Vocabulary strips – range-of-motion exercises
11.1.5	Vocabulary strips – basic types of movement
11.1.6	Pictures of exercises

Lesson Plan 11.1 – Restorative Care and Rehabilitation II

- Review**
- Vocabulary – occupational therapist, restorative, rehabilitation, physical therapist, speech therapist, assistive device
 - Ask students to either define or use in a sentence
 - Review Thursdays instruction
- (10-15 mins)
-

- Thinking Skills**
- Review steps of how to summarize (11.1.1) with students. Show the link between reading/summarizing and listening/summarizing. Check for understanding with a short listening passage (11.1.2). Have students read steps and go through the process together as a class.
- (10-15 mins)
-

- Reading**
- Now that students have practiced summarizing with listening have them practice with reading. Put students in pairs and give them one of the following sections
- Assistive Devices – p. 283
 - Prostheses and Orthotics – p. 285
 - Bowel and Bladder Retraining – p. 285
- Following the steps of summarizing, have students read and summarize (11.1.3). Tutors to check a group each.
- (10-15 mins)
-

- Reading – vocabulary**
- Distribute vocabulary strips (11.1.4) and have students memorize definitions and correct pronunciation. Give each student 2 minutes to explain their word and have students write the definitions. The two minute time restraint will help with fluency and memorization.
- Vocabulary
- Range-of-motion (ROM) exercises, passive ROM, active ROM, active-assistive ROM, spasticity
- (10-15 mins)
-

Continued on next page

Lesson Plan 11.1 – Restorative Care and Rehabilitation II, Continued

Reading – vocabulary

Distribute vocabulary strips (11.1.5) and have students look for the matching picture and be able to show us the movement of their vocabulary word on at least 2 parts of the body. Students to ensure correct understanding of word and correct pronunciation. Tutors to check for understanding with students.

- Vocabulary
Abduction, adduction, extension, flexion, rotation, supination, dorsal flexion, plantar flexion, pronation radial deviation, ulnar deviation
(10-15 mins)
-

Speaking

Show pictures (11.1.6) and have students recognize which picture best represents their vocabulary word. Student is to then pronounce the word, define it (so other students can write it) and then show that movement on 2 parts of the body.

(10-15 mins)

Error Correction

Amy/Nancy and Javier to spend the last 15 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy/Nancy
- Grammar – Javier

(10-15 mins)

Homework

Read and understand pg. 298-309. Bring any questions regarding reading. Try to read and summarize from the steps reviewed today.

Self evaluation

- Teacher to complete journal and self-reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Lesson 11.2
Additional Patient Care Procedures

Lesson 11.2 – Additional Patient Care Procedures

Objectives

- Review Tuesday's instruction
 - Read introduction – silently or aloud
 - Listening and recognizing information
 - Understanding vocabulary and meaning of heat/cold treatments
 - Recognizing nursing assistants role in physical examinations
 - Understanding enema vocabulary
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 11.2 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes

Ref. Number	Materials
11.2.1	Pre chapter questions
11.2.2	Safety precautions – poster and pens
11.2.3	Listening 1 – General guidelines and safety precautions
11.2.4	Vocabulary for heat and cold treatments
11.2.5	Nursing assistants role – brainstorm: before, during, after
11.2.6	Enema vocabulary – tape or magnet

Lesson Plan 11.2 – Additional Patient Care Procedures

Review • Review briefly Tuesday’s instruction
(2-5 mins)

Reading Have students answer the 3 pre chapter questions (*11.2.1*). If they cannot answer the questions now, have them go back to those questions at the end of the lesson to see if they can answer them after today’s instruction. Have students read the introduction (choose to either read aloud or silently) pg. 298. If you choose to have students read silently then have them explain in their own words to tutors what they read. Look for use of key words. If you choose to have students read aloud have students do this in pairs and listen for pronunciation and fluency.
(5-10 mins)

Listening and writing Ask student what they think heat and cold treatments could be used for (briefly discussion). After discussion explain how the vocabulary words **dilate** and **constrict** correspond into heat and cold treatments. Teach students how to take notes from listening (key words, main idea etc). Distribute guidelines (*11.2.2*) and have students listen to the passage (*11.2.3*). From the passage students are to take notes for their particular guideline and then briefly write about it on the poster paper. Poster paper has headings for students to know where to put their information. Review poster as a class together.
(10-15 mins)

Reading – vocabulary Distribute vocabulary strips (*11.2.4*) and have students scan for the word, understand the definition and use correct pronunciation. Give each student 2 minutes to explain their word and have students write the definitions. The two minute time restraint will help with fluency and memorization.

• Vocabulary
Dilates, constricts, cyanosis, dry cold treatments, ice bags, disposable cold packs, moist cold treatments, compresses, soaks, sponge baths, dry heat treatments, heat lamps, aquamatic pads, moist heat treatments, compresses, sitz baths.
(10-15 mins)

Continued on next page

Lesson Plan 11.2 – Additional Patient Care Procedures, Continued

Reading – vocabulary

Have students brainstorm as a class (2-3 mins only books closed) what they think the role of the nursing assistant in physical examinations would be (11.2.5). Then put students into pairs. Give pairs the following roles:

- Before the examination
- During the examination
- After the examination

Have pairs write 2 things that they think the nursing assistant might do then have them check their answers with the book (pg. 304).

(10-15 mins)

Reading, writing and speaking

Distribute vocabulary (11.2.6) and have students work in pairs. Students are to scan for the word and determine the definition (5-7 mins) and write the definition on their worksheet. Teacher will then read out definitions and students are to put their word on the board (tape or magnet) when they think their word is a match. Practice as a class pronunciation.

- Vocabulary
Enema, rectum, colon, soapsuds, oil-retention, constipation, mineral oil, olive oil; return-flow enema or Harris flush, abdominal distension (swelling), left-lying Sims' position, rotating position, Rectal tube, flatus bag, suppository, lubrication.

(10-15 mins)

Error Correction

Amy/Nancy and Javier to spend the last 15 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy/Nancy
- Grammar – Javier

(10-15 mins)

Homework

Read and understand pg. 314-323. Bring any questions regarding reading. Try to read and summarize from the steps reviewed today.

Continued on next page

Lesson Plan 11.2 – Additional Patient Care Procedures, Continued

- Self evaluation**
- Teacher to complete journal and self-reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Lesson 11.3
Preoperative and Postoperative Care

Lesson 11.3 – Preoperative and Postoperative Care

Objectives

- Review Wednesday's instruction
 - Read introduction – silently
 - Reading and understanding role of nursing assistant
 - Putting information with correct topic
 - Understanding preoperative vocabulary
 - Understanding postoperative vocabulary
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 11.3 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes

Ref. Number	Materials
11.3.1	Pre chapter questions
11.3.2	Role of nursing assistant – pre and post operative
11.3.3	Information cards and chapter headings
11.3.4	Vocabulary – preoperative
11.3.5	Vocabulary – postoperative

Lesson Plan 11.3 – Preoperative and Postoperative Care

Review • Review briefly Tuesday’s instruction
(2-5 mins)

Reading Have students answer the 3 pre chapter questions (*11.3.1*). If they cannot answer the questions now, have them go back to those questions at the end of the lesson to see if they can answer them after today’s instruction. Have students read the introduction silently pg. 314. Have students read silently then have them explain in their own words to tutors or a partner what they read.
(5-10 mins)

Reading and writing Tell students that for this chapter they are going to predict and then confirm firstly the role of the nursing assistant regarding pre and post operative. Once they have predicted what they think the role may entail have them read the section on the role of the nursing assistant and write what they know after the reading (*11.3.2*). Discuss as a class and help them assess their critical thinking skills by reviewing predicting strategies and how this strategy can help them in their job as CNA.
(10-15 mins)

Reading and speaking Now that students are familiar with the role of the CNA tell students that they are now going to learn different information and they have to understand it enough to see what subtopic it belongs in. Have students close their books and distribute information cards (*11.3.3*). Place the heading strips on the board and have student read the information and place it under its appropriate heading. Stress that students need to not only recognize information but also understand where it belongs in various situations.
(10-15 mins)

Continued on next page

Lesson Plan 11.3 – Preoperative and Postoperative Care, Continued

Reading – vocabulary

Distribute vocabulary strips (11.3.4) and have students scan for the word, understand the definition and use correct pronunciation. Give each student 2 minutes to explain their word and have students write the definitions. The two minute time restraint will help with fluency and memorization.

- Vocabulary

Emotional support, physical care, patient education, preoperative checklist, skin preparation; scratches, pimples, cuts, sores, rashes, razor, electric clipper, areas to be shaved, depilatory

(10-15 mins)

Reading, writing and speaking

Distribute vocabulary for postoperative (11.3.5) and have students work in pairs. Students are to scan for the word and determine the definition (5-7 mins) and write the definition on their worksheet. Teacher will then read out definitions and students are to put their word on the board (tape or magnet) when they think their word is a match. Practice as a class pronunciation.

- Vocabulary

Anesthesia: general anesthetics, local anesthetics, aspirated, signs or symptoms of complication, tubing and drainage, infusions, leg exercises, deep-breath exercises, binders: T-binders, breast binders, abdominal binders, stockings: elasticized stockings

(10-15 mins)

Error Correction

Amy/Nancy and Javier to spend the last 15 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy/Nancy
- Grammar – Javier

(10-15 mins)

Homework

Read and understand pg. 314-323. Bring any questions regarding reading. Try to read and summarize from the steps reviewed today.

Continued on next page

Lesson Plan 11.3 – Preoperative and Postoperative Care, Continued

- Self evaluation**
- Teacher to complete journal and self-reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

UNIT 12
SPECIALIZED CARE PROCEDURES II

Lesson 12.1
Sub Acute Care

Lesson 12.1 – Sub Acute Care

Objectives

- Review last week's instruction
 - Summarize introduction orally
 - Understanding vocabulary – understanding sub acute care
 - Organizing of information
 - Role play writing and acting
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 12.1 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes

Ref. Number	Materials
12.1.1	Summary of introduction
12.1.2	Vocabulary and definitions – sub acute care (colors)
12.1.3	Chunks of information and headings
12.1.4	Role playing prompts
12.1.5	Role playing scripts

Lesson Plan 12.1 – Sub Acute Care

- Review**
- Ask questions regarding chapters from last week. One question per chapter.
 - Review chapters for this week.
- (10-15 mins)
-

- Thinking Skills**
- Review steps of how to summarize with students. Show the link between reading/summarizing orally report back summarized ideas. Have students read introduction pg. 328 and have them take notes (12.1.1) and then orally report summaries to tutor. Tutors to look for use of keywords and use of correct pronunciation.
- (10-15 mins)
-

- Reading - vocabulary**
- Distribute vocabulary (12.1.2) and place definitions around the wall. Have students try and determine the definition without know the word. Have them place the correct word under the correct definition. Tutors to check each student's definition.
- Vocabulary
- Multiple trauma injuries, cardiopulmonary conditions, major surgery, stroke, orthopedic surgery, joint replacement, amputation; physiatrist, laboratory, pharmaceutical, respiratory, nutrition, psychological, pastoral ministry; sub acute patients, transitional, general-medical surgical, chronic, long-term transitional.
- (10-15 mins)
-

- Reading – organizing information**
- Place headings (12.1.3) on the board and distribute different chunks of the information. Have students determine where they think there information goes under which heading. Students have to explain to tutor why they think there information goes there. Students should be making connections with keywords in the heading and make connections with vocabulary in the information.
- (10-15 mins)
-

Continued on next page

Lesson Plan 12.1 – Sub Acute Care, Continued

Speaking – role plays Distribute different scenarios (12.1.4) and have students write (12.1.5) role-plays of what they would do and say for that particular scenario. Students have to use vocabulary learned in today’s lesson. Tutors to check role plays and then students are to act in front of class.
(10-15 mins)

Error Correction Amy/Nancy and Javier to spend the last 15 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy/Nancy
- Grammar – Javier

(10-15 mins)

Homework Read and understand pg. 298-309. Bring any questions regarding reading. Try to read and summarize from the steps reviewed today.

Self evaluation

- Teacher to complete journal and self-reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why

Lesson 12.2
Special Skills in Long-Term Care

Lesson 12.2 – Special Skills in Long-Term Care

Objectives

- Review yesterday’s instruction
 - Answer pre chapter questions – background knowledge
 - Reading and understanding main idea of long-term care
 - Speaking prompts – Role of the nursing assistant
 - Writing about the effects of aging and caring for cognitively impaired residents
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 12.2 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes

Ref. Number	Materials
12.2.1	Pre chapter questions
12.2.2	Main idea – practice piece
12.2.3	Subtopic strips – role of nursing assistant in long-term care
12.2.4	Writing from listening and reading passages

Lesson Plan 12.2 – Special Skills in Long-Term Care

Review

- Write 2 words from yesterday's lesson and ask for correct pronunciation, definition and use of word in a sentence
- Review chapters for this week.

(10-15 mins)

Writing

Have students answer pre chapter questions orally (12.2.1). Questions will encompass items related to the chapter of discussion today but also pertaining to already established knowledge that student has learned. Students are to orally answer the questions with a tutor.

(10-15 mins)

Reading – main idea

Review steps of how to look for the main idea (12.2.2). Discuss as a class ensuring all students understand what the main idea is. Practice together as a class to check for understanding and answer any questions. Have students read and write the main idea for pgs. 338-339, long term care. Tutors to check students work and refer back to steps of main idea to confirm students understanding.

(10-15 mins)

Speaking – critical thinking

Distribute speaking prompts (12.2.3) and give students 3 minutes to prepare a 1 minute presentation about that prompt. Students are to use their background knowledge without looking at the book and other students are allowed to ask questions while looking at the book.

(10-15 mins)

Writing – various passages

Students go to a reading or listening area (12.2.4). In the listening area a tutor will be reading a passage of information and students are to write what they think the information is about based on what they heard (listening passages are read aloud by the tutors. In the reading area a student is given a passage to read and they are to write what they think the information is based on what they read. Students can ask tutors questions and to listen in a variety of voices which helps with confidence of students when listening to instruction or information given.

(10-15 mins)

Continued on next page

Lesson Plan 12.2 – Special Skills in Long-Term Care, Continued

Error Correction

Amy/Nancy and Javier to spend the last 15 minutes reviewing errors from the class related to pronunciation and grammar.

- Pronunciation – Amy/Nancy
- Grammar – Javier

(10-15 mins)

Homework

Read and understand pg. 298-309. Bring any questions regarding reading. Try to read and summarize from the steps reviewed today.

Self evaluation

- Teacher to complete journal and self-reflection. Points to note are
 - Timing – was it correct
 - Objectives – were they all achieved
 - Activities – did they understand and prove its purpose
 - Materials – were they effective
 - Students – did they respond, why
-

Lesson 12.3
Death and Dying

Lesson 12.3 – Death and Dying

Objectives

- Review yesterday's instruction
 - Class Presentations
 - Error Correction – pronunciation and grammar
 - Teacher self evaluation
-

Lesson 12.3 – Materials Developed

Materials

The following table represents the materials developed for this lesson. Materials are located in materials folder. The reference numbers indicate the following:

- First number refers to the Unit
- Second number refers to the Lesson within the unit
- Third number is an incrementing number used for ID purposes

Ref. Number	Materials
12.3.1	Oral feedback

Lesson Plan 12.3 – Death and Dying

Review	<ul style="list-style-type: none"> • Write 2 words from yesterday's lesson and ask for correct pronunciation, definition and use of word in a sentence • Review chapters for this week. <p style="text-align: right;">(10-15 mins)</p>
Class Presentations	<p>You will need to prepare a 5-minute presentation on the topic of death and dying in your country. You can use the following questions as guidelines to help you prepare.</p> <ul style="list-style-type: none"> • What do you do in your country when a death occurs? • Tell of a personal experience regarding death and the process
Error Correction	<p>Amy/Nancy and Javier to spend the last 15 minutes reviewing errors from the class related to pronunciation and grammar.</p> <ul style="list-style-type: none"> • Pronunciation – Amy/Nancy • Grammar – Javier <p style="text-align: right;">(10-15 mins)</p>
Self evaluation	<ul style="list-style-type: none"> • Teacher to complete journal and self-reflection. Points to note are <ul style="list-style-type: none"> • Timing – was it correct • Objectives – were they all achieved • Activities – did they understand and prove its purpose • Materials – were they effective • Students – did they respond, why

Section Five Summary

Summary

With all the previous weeks learning of how to refine the materials creating lesson plans and developing materials was merely a matter of simply keeping the concluding three units to a consistent standard of high quality. Unit 10 had consistency in lesson plans with realistic time allocations and recycled activities, so therefore less time was spent giving instructions for these activities. The handouts for Unit 10 were clearly labeled and activities were laid out one after the other easy to follow. With little variation to be made to the materials for the remaining three weeks we collaborated as a group and decided to have Hsu and Romo teach a lesson each from Unit 11.

Unit 11 was taught by myself, Hsu and Romo. We divided the three days accordingly: I taught lesson 11.1, Hsu taught 11.2, and Romo taught 11.3. I developed the lessons as per normal and the purpose of having Hsu and Romo teach was to give me another perspective on how to teach my materials. These teachers had been involved with this project from the beginning, so their knowledge of the content and students were at the same level as mine. The experience of having another instructor teach from my lesson plan was a means to test my materials.

As I had developed all the lesson plans and taught all the lessons thus far I decided on the activities, the learning that I wanted to take place, the style that I wanted it taught in and the results that I wanted to see. The lesson plans followed my teaching philosophy, which encompasses a lot of collaborative learning including group and pair work, visual aides for vocabulary with a variety of colors, promotion of student feedback and creating student teacher rapport to enhance classroom easiness.

Hsu's teaching style vividly came out in her lesson. She decided to develop her own materials instead of using the handout that I developed to accompany the lesson plan. The only materials that Hsu used that I had developed for this lesson were the Listening 1 CD, General Guidelines and Safety Precautions. Hsu had a teaching style that was not quite the same as mine so her thoughts on how to teach things were different to what the lesson plan portrayed. She read the lesson plan to get an overview of the content but she definitely taught the class how she wanted to and how she felt most comfortable to. Hsu used the theme of Easter (e.g., Easter Egg hunt, matching definitions and vocabulary) to motivate students by having them move around the room and correct matches were rewarded with Easter candy. She also played the game concentration, again matching vocabulary with definitions, which was displayed on the classroom wall. None of these activities were part of my lesson plan, but they proved fun and motivating. Students were motivated to participate because it was something new and exciting and Hsu's personality, vivacious nature and change in voice tone, raised the level of interest in the class. Romo's personality, quiet in nature but empathetic in that he too is a native Spanish speaker, was also new and exciting for the students. Romo, however, kept closer to the lesson plan and used the accompanying activity worksheets that I provided.

From observing Hsu and Romo I realized that my lesson plans were strictly my thinking and my philosophy with minimal room for another instructors teaching philosophy. If these lesson plans were further used by the hospital, the lesson plans would probably need to be more general and less specific. For example,

- Throughout the lesson plans I refer to individuals by name and this would be unsuitable for someone else using these lesson plans that are not the individuals mentioned.
- All my lesson plans are based on the fact that there will be 1 teacher and 2 tutors in attendance most of the time.
- I know the exact logic behind the activities and materials developed so there are no questions about the purpose of the activity.
- Time allocations are based on how I would administer the activity.
- Lesson plans are designed to fit the teaching situation at UVRMC (e.g., overhead projector, CD player readily available)
- Lessons are focused towards a small sample size of students and activities are directed towards Spanish speaking students (e.g., group work)

Details like this have been taken for granted when developing these materials and looking ahead as to their potential use in the future.

Improvements for future use of these lesson plans and materials

The things that I would implement into these lesson plans and materials for further use in the future would be:

- Keep a consistent standard with a wider audience in mind
- Make lesson plans more general and not so specific allowing for different teaching styles
- Eliminate reference to specific people
- Do not assume that future courses are going to be the same situation with the same background of students

- Allow different instructors to teach to provide a variation and test the effectiveness of materials developed

Conclusion

The materials for the ESP CNA preparation course improved over the duration of the course. These materials underwent a testing process each time a lesson was taught. Self reflections and observational feedback proved valuable and improvements were implemented every two weeks. Initially some of the materials developed proved more confusing than beneficial. However, with modifications and deeper thought into the development of materials, student learning was enhanced through motivation, quicker and keen understanding of the materials used and implicit instructional teaching. The development of the ESP CNA preparation materials definitely improved over time from the input Hsu, Romo, observational feedback, and not being afraid to use the textbook material that was part of the actual CNA course taught at the hospital. Based on student feedback these progressive changes proved beneficial .

CHAPTER SIX

CONCLUSIONS

ESP is a broad field and benefits second language learners by helping them to learn English in a specific field with genre specific content. Throughout the design of the ESP CNA preparation course I learned that the keys to successful ESP learning are effective instruction and specific materials. With ESP, the literature has shown that it is difficult to purchase a book that will accommodate a select group of students in a specific content area (e.g., ESL students from the Middle East learning English for pre-law classes in Britain). These concerns of success in an ESP context directed the two guiding questions of this project:

- What form should effective materials take for an ESP CNA preparation course?
- How effective were these materials?

Question 1 – What form should effective materials take for an ESP CNA preparation course?

The ESP CNA preparation curriculum that we (Hsu, Romo and Tarawhiti) designed proved successful in the areas of needs and situational analysis, and materials development. Reviewing EMP literature (Orr, 2002; Boshier & Smallkowski, 2002; Dias, 1999) enabled me to see what materials these studies used, what form they took and how effective they were in certain situations. The materials developed for the ESP CNA Preparation course underwent a refining process over the weeks through feedback from peers, students and observations. Materials for the first two weeks were developed with an amount of uncertainty as what to expect and appeared as detailed lesson plans and

simple accompanying handouts. Materials for the next two weeks were developed based on feedback from the previous 2 weeks and added input from Romo and Hsu. With some uncertainty still occurring there was clarity in a small number of areas (e.g., proficiency level of students, which materials worked, which activities were helpful and what things students liked to do). The development of subsequent lessons incorporated modifications from previous lessons and built on improvements for lessons to come. An unforeseen issue that arose in the ESP CNA preparation course was in relation to teaching styles and methodology (e.g., when Hsu and Romo taught from my lesson plans, my lesson plan allowed little room for adaptation of individual teaching styles).

The literature review directed my thinking and development of the materials of this project and the guiding principles created in chapter one. Now, at the completion of this project I can review these principles and relate their importance to the success of my project.

The lesson plans for the ESP CNA preparation course changed form throughout the duration of the course. After eliminating portions of the lesson plan, (e.g., assessments) changing titles (e.g., general description of the activity to skill area being learned), and reviewing objectives (e.g., changing from teacher focus to student focus), a model lesson plan was designed to incorporate things learned over the duration of the course.

The following are things I learned that helped in the development of a model lesson plan:

- Develop a lesson plan that is more adaptable to different teaching styles due to brevity and no time allocations for each activity

- Establish greater linking between syllabus designed by Romo (2005), learning objectives and classroom activities
- Provide objectives that are more learner focused and not merely a checklist for the instructor
- Develop a lesson plan that can be adapted to any cultural background of NNES, and not just the students taught in our ESP CNA Preparation course
- Rename “Materials Developed” section to “Materials needed”, as they have already been developed
- Use *The Nursing Assistant Textbook* as the primary source for activities
- List each activity by language skill (e.g., writing, reading, grammar) and continue the same format for all lesson plans
- Give broad teacher directions so that teachers using the lesson plan would not be restricted to the developers philosophy and thinking
- Provide a pre task, instruction, application and evaluation portion related to each skill (e.g., writing, reading, grammar) area being taught, for each lesson plan

From the following model lesson plan, it is clear to see the evolution process that the lesson plan for the ESP CNA Preparation course has taken.

Lesson 1 – Introduction to Health Care

Objectives At the end of this lesson students will have achieved objectives in the following skill areas:

Skill Area	Objective	Vocabulary
Grammar	Present simple: to be verb	design, give, speak, mix, take, listen to, respond, write, report, assist, perform, collect
Reading	Scan for key vocabulary	CNA, chain of command, interdisciplinary team, health organizations
Writing	Summarize nursing team and role of nursing assistant Complete patient information form	RN (Registered nurse), LPN (Licensed practical nurse), LVN (Licensed vocational nurse), care plan

Materials Materials needed for this lesson.

Ref. Number	Materials
1.1.1	CNA textbook pg. 1 – pg. 10
1.1.2	Transparency – <i>How health care organizations are monitored</i> (pg. 4)
1.1.3	<i>How health care facilities are structured</i> (pg. 5)
1.1.4	<i>The nursing team</i> (pg. 6)
1.1.5	Steps to summarizing
1.1.6	Patient information form
1.1.7	Transparency – sample patient profile

Continued on next page

Lesson 1 – Introduction to Health Care, Continued

- Warm up** Students introduce themselves presenting
- where they are from
 - how long have they been in the United States
 - one interesting fact about themselves
 - why they are interested in taking this course
-

Grammar Present simple: to be verb

Pre task	Discuss in pairs/groups about their daily routine
Instruction	<p><i>Meaning</i> Explain that simple present verb tense is used to describe repeated actions such as daily routines and job descriptions</p> <p><i>Form</i> Explain SVO order and verb conjugation for simple present tense</p>
Application	Discuss daily routine again recognizing role of simple present tense
Evaluation	Listen to students' discussion to assess use of simple present tense

Reading Scan for key vocabulary.

Pre task	Predict in pairs/groups vocabulary related to the reading passage <i>How Health Care Organizations Are Monitored</i>
Instruction	<p><i>Explanation</i> Describe how and why readers scan</p> <p><i>Demonstration</i> Select one predicted word from pre task activity and scan transparency as a class (1.1.2)</p>
Application	Scan reading passage (1.1.3) to locate assigned vocabulary
Evaluation	Verify that students have correctly scanned for the assigned vocabulary

Continued on next page

Lesson 1 – Introduction to Health Care, Continued

Writing Summarize nursing team and role of nursing assistant

Pre task	Read passage (1.1.4)
Instruction	<i>Explanation</i> Describe steps to summarizing (1.1.5) <i>Demonstration</i> Summarize role of the registered nurse (RN) as a class
Application	Summarize roles of the licensed practical (or vocational) nurse (LPN or LVN), and the nursing assistant
Evaluation	Verify that students have summarized the assigned roles

Writing Complete patient information form

Pre task	Discuss important patient related criteria
Instruction	<i>Explanation</i> Explain importance of patient information and its location on form (1.1.6) <i>Demonstration</i> Complete first two portions of patient information form based on sample patient profile (1.1.7)
Application	Complete remainder of form based on sample patient profile
Evaluation	Verify that students have correctly completed the form

Error Correction Throughout the course of the lesson record instances of learner error in both pronunciation and grammar. Conclude lesson with focused feedback on common errors.

Pronunciation	Provide feedback on proper pronunciation of target vocabulary for this lesson
Grammar	Provide feedback on use of simple present tense from daily routines discussion and nursing role summaries

As previously stated, ESP is unquestionably best developed and instructed with equal input from an ESL and a content expert. The input needs to be agreed upon by both individuals understanding and valuing the role of the other. The equal roles benefit the course, students and the ongoing future of the course. The new form of the lesson plan shows equal use of the content expert (e.g., CNA textbook) and ESL expert (e.g., myself).

The textbook, which was solely medical content, became the content expert and the ESL portion of the class needed to be addressed through other means (e.g., variety of activities – vocabulary matching, etc). Even an ESP textbook would need added materials to suit the specific needs. This principle motivated me to not only refer to the textbook but to make my materials purposeful (e.g., activities that verified understanding).

The assortment of materials (e.g., handouts, CD's, overheads, vocabulary strips etc) made the class stimulating and students were motivated to participate and learn through their in class comments and feedback. However, developing a variety of materials brought about the issue of time availability. These materials were time consuming to develop and if when they were tested they still lacked substance, there was the issue of refining them. Time availability in some instances dictated what was developed and its efficacy.

Question 2 – How effective were these materials?

Students' learning was enhanced and this was measured through a pre and post-test administered by Romo. Both tests were different in detail, but similar in content. An in-depth description of the test and all it encompassed can be found in Romo's project

(Romo, 2005). The results showed that student's scores improved dramatically in the post test. Throughout the course, I could see an increase in student motivation to learn and participate actively in class.

The purpose of this course was to prepare students to take the CNA course at the conclusion of our ESP CNA preparation course. However, at the end of our course it was disappointing to realize that most students were not going to apply for the CNA course due to time conflicts of their current employment and money constraints. The CNA course was offered simultaneously to the hours that our students worked. As all of our students were predominantly the household breadwinner, it was difficult for them to cease work for a period of 3 months to attend the course. In addition to a reduction in income, the cost of the course would burden them further. This limitation for the students would need to be discussed further at the stakeholder (UVRMC) level looking at potential benefits to them. Hsu has pursued various options with UVRMC on behalf of the students and has had some success. The hospital has agreed to pay for 70% of the course fees for students who successfully completed the ESP CNA Preparation course. However, I have been informed by Hsu that on June 9, three of the students for the ESP CNA Preparation course have applied for the Fall CNA course. Hsu has offered to work with them on reading comprehension of their text during the summer to help prepare them.

Suggestions for Future Improvements of Materials Developed

With the success of this project there is scope for further improvement on the materials that I developed. To make my materials a publishable document modifications still need to be made (e.g., revamping format of all the lesson plans, modifying

accompanying worksheets to reflect the same format and incorporate into an appendix, revise content to reflect direct usage of textbook, revise with Hsu ensuring future needs of the course are being met etc).

Some suggestions for future empirical studies, to improve on what has been developed, related to this project are:

- Do ESL students that take the ESP CNA Preparation course do better than ESL students that do not?
- Compare the learning styles of ESL and non ESL students taking the CNA, where the ESL students took the ESP CNA Preparation course prior to the CNA course.
- What impact did the ESP CNA Preparation course have on ESL students learning strategies and motivation?
- Through surveys and reflective journals, what do teachers and students think about the materials developed and used for the ESP CNA Preparation course?

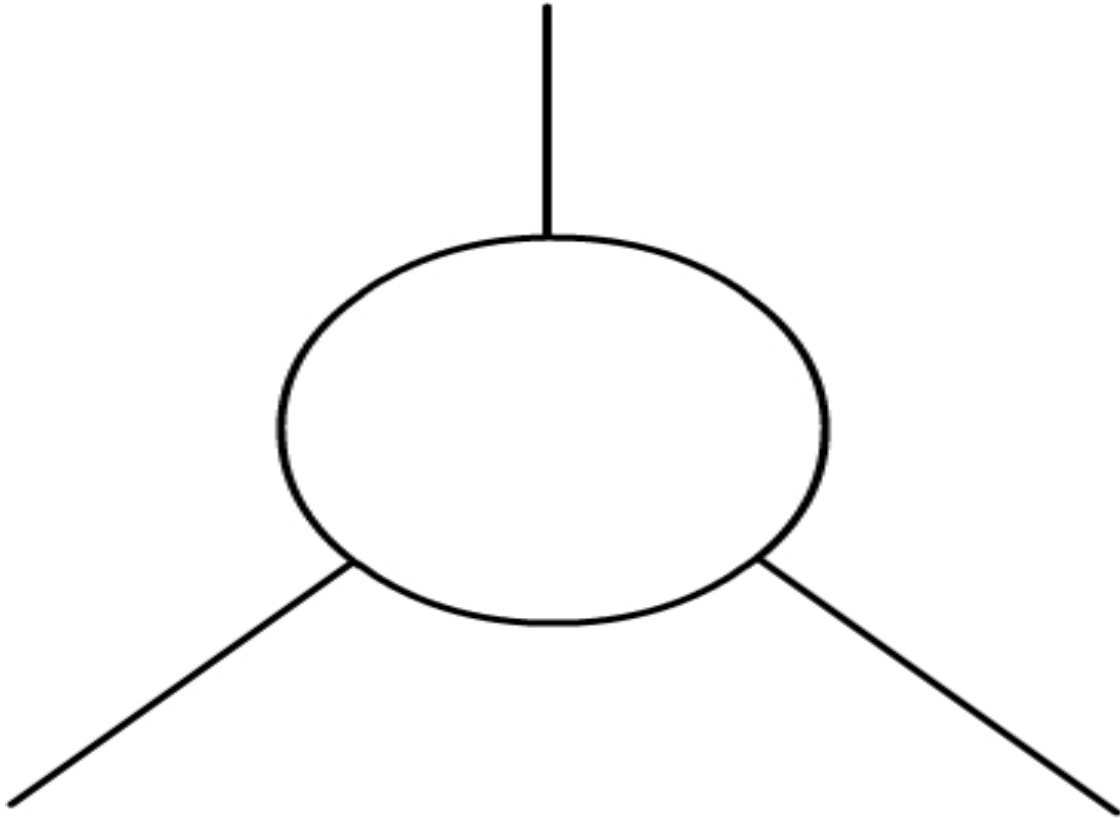
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APPENDICES

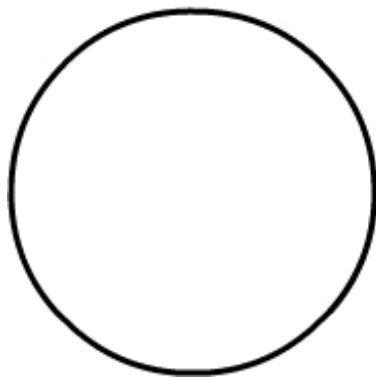
Appendices A*Appendix A – 0.0.1*

Appendix A – 0.0.2

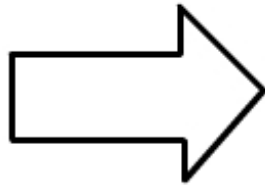
What	When	How

Appendix A – 0.0.6

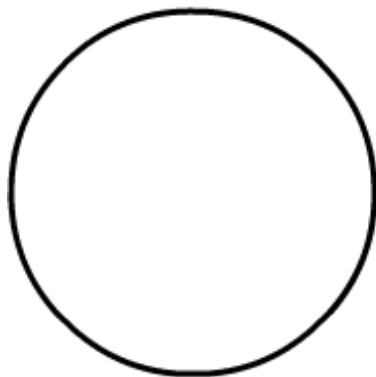
Fact	Opinion



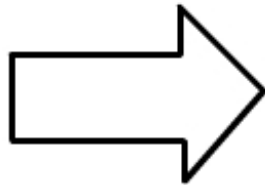
Cause



Effect



Cause



Effect

Questions about Jobs

Look at the pictures and answer the following questions.

1. What are the people in the picture doing?
2. What job do you think they do?
3. What skills do you think they need to do their job?

Inferring about Jobs

Look at the pictures and complete each sentence for each picture.

1. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
2. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
3. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
4. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
5. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
6. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
7. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
8. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
9. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
10. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
11. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)
12. This person is _____ so we can infer that they are a _____.
(-ing verb) (name of job)

Lesson 1.2 – The Nursing Assistant

1. To “give advice” or “guess” means to:
 - a) make a deduction
 - b) offer a suggestion
 - c) draw a conclusion
 - d) make an assumption

2. Which of the following is NOT an opinion?
 - e) Nursing is the most difficult job.
 - f) Being a nurse is easier than being a doctor.
 - g) Nurses help care for patients.
 - h) Eating fruit is the best way to stay healthy.

3. What does “legal” mean?

4. What does “ethical” mean?

5. Another word for “respecting privacy” is:
 - a) Negligence
 - b) Incident
 - c) Confidentiality
 - d) Productivity

Scenario #1

Read the following situation and answer the four questions below.

Monica, a CNA, hears a patient calling for help. She runs to the room to see a young girl, Jenny, crying. Monica is concerned that the girl is in pain. She asks her what is wrong, but Jenny only continues crying. Monica finally gets her to calm down and Jenny explains that she dropped her stuffed teddy bear under the bed and cannot reach it. Monica is upset that the girl would cry over something so silly, but she is happy that Jenny does not have a medical problem. Monica tries not to show her frustration as she picks up the toy and hands it back to the girl. Jenny smiles. Monica pats her on the head.

1. What is the situation?
2. What type of communication was used?
3. What is the effect of that type of communication?
4. What could have been done differently?

Scenario #2

Read the following situation and answer the four questions below.

Teresa is talking on the phone at the nursing station. A woman approaches the desk looking very upset and impatient. Teresa sees her, and with her hand, motions for the woman to wait 5 minutes. The woman begins to get very impatient and nervously rubs her hands. Teresa continues talking on the telephone. The woman says, "Excuse me..." Teresa again motions with her hand for the woman to wait, and then Teresa turns her back to the woman. The woman walks away in anger to look for help somewhere else.

1. What is the situation?
2. What type of communication was used?
3. What is the effect of that type of communication?
4. What could have been done differently?

Scenario #3

Read the following situation and answer the four questions below.

Marco is bathing Mr Harris, a patient. As Marco washes the man's back, he notices that Mr Harris quietly makes a face in pain. Marco asks Mr Harris if he is alright. Mr Harris says that he is fine. Marco continues washing the man's back and again Mr Harris makes a face and groans in pain. Marco stops washing and asks Mr Harris if his back hurts. Mr Harris tells Marco that it hurts when Marco touches his lower back.

1. What is the situation?
2. What type of communication was used?
3. What is the effect of that type of communication?
4. What could have been done differently?

Scenario #4

Read the following situation and answer the four questions below.

Two hospital workers, Lisa and Miguel, are eating lunch in the break room. Miguel is pouring himself a glass of milk. Lisa is standing beside him with an empty glass. When Miguel finishes pouring his glass, there is not much milk left in the jug. So he drinks all the milk. Lisa looks shocked and points at her empty glass and the jug of milk. Miguel shrugs his shoulders and sits down at the table. Lisa puts down her glass and walks out of the break room, slamming the door behind her.

1. What is the situation?
2. What type of communication was used?
3. What is the effect of that type of communication?
4. What could have been done differently?

Appendix B – 1.3.7

Lesson 1.3 – Communication and Interpersonal Skills

1. Does a prefix come at the beginning or the end of a word?
2. Does a suffix come at the beginning or the end of a word?
3. What is the difference between verbal and nonverbal communication?
4. Another word for “showing concern and understanding for others” is:
 - e) Rude
 - f) Tact
 - g) Empathy
 - h) Judgmental
5. Another word for “courtesy” is:
 - i) Signal
 - j) Feedback
 - k) Communication
 - l) Politeness

Appendix B – 2.1.2

PATIENT NEEDS		
	Brainstorm	Learned
Physical		
Emotional		
Mental		
Social		

PATIENT NEEDS		
	Brainstorm	Learned
Physical		
Emotional		
Mental		
Social		

Appendix B – 2.2.6

Name: _____ Country: _____

3 – 2 – 1 Peer Assessment
Write three things you learned about this country and their culture?
Write two questions that you may still have about a patient from this country?
Write one way you could help a patient from this country with their cultural needs?

Name: _____ Country: _____

3 – 2 – 1 Peer Assessment
Write three things you learned about this country and their culture?
Write two questions that you may still have about a patient from this country?
Write one way you could help a patient from this country with their cultural needs?

General Safety Rules

Task	Predict	Know
Identify the patient		
Take care in halls and on stairs		
Use equipment safely		
Maintain equipment		
Check linens		
Follow instructions and ask questions		
Report dangers		

Appendix B – 3.1.5

Using Restraints

Task	Predict	Know
Written physician's order		
Properly trained		
Explain procedure		
Protect body parts		
Circulation not impaired		
Tie securely		
Assistance easily acquired		
Regularly check breathing and circulation		
Periodically remove		
Document information		
Remove with scissors		

Lesson 3.1 – Assessment

Environmental Safety, Accident Prevention and Disaster Plans

Name: _____

1. Explain one general safety rule?

2. What is the most common type of accident in health care facilities?
 - i) Suffocation
 - j) Falls
 - k) Burns
 - l) Poisoning

3. Write the definition of the following vocabulary words?
 - posture
 - body mechanics

4. List 3 general safety rules when applying restraints?

5. Name 2 ways to prevent a fire?

Appendix B – 3.2.2

Responding to an Emergency

Task	Key words	Paraphrase	Check
Assess the problem.			
Call or send for help.			
Remain calm while you wait for help to arrive.			
Know your limitations.			
Assist medical personnel after help arrives.			

Appendix B – 3.2.4

Seizures

Task	Key words	Paraphrase	Check
Assess the problem.			
Call or send for help.			
Remain calm while you wait for help to arrive.			
Know your limitations.			
Assist medical personnel after help arrives.			

Growth and Development

Human beings do not remain the same throughout life. As they age, many changes occur. The process that includes normal changes over time is called _____ and _____. Growth generally refers to physical changes. It is measured by an increase in height and weight and the _____. It also includes the normal physical changes that occur after middle adulthood, such as the gradual _____ of sight and hearing. Development involves the _____, _____, and _____ changes that occur. At each stage of life, there are certain development tasks that a typical person performs. For example, _____ learn to talk; _____ develop their own values; young adults choose a career and a partner; and older adults adjust to _____ and the loss of a partner.

A number of factors influence how a person grows and develops. These include _____ from parents, the surrounding _____, _____, _____, and the presence of disease. Although growth and development follow certain typical patterns and stages, they may occur at different rates for different people. One child, for example, may walk or speak several months earlier than another. Such _____ are normal and are an _____ of the individuality of each person.

Systems Prediction Worksheet

	Predict	Learned
System		
Function		
Common Disorders		
Caring for the patient		

Vocabulary for Respiratory System

Respiratory System	Meaning
breathing oxygen lungs nose mouth nasal tuberculosis pneumonia diseases respiration	

Vocabulary for Circulatory System

Circulatory System	Meaning
cardiovascular heart blood vessels nutrient waste products regulate body temperature arteries veins capillaries blood pressure stroke myocardial administering medication	

Vocabulary for Gastrointestinal System

Gastrointestinal System	Meaning
Digestive intestinal tract bladder constipation diarrhea nausea vomiting esophageous stomach inflammation ulcer indigestion	

Lesson 4.1 – Assessment

Body Systems and Common Diseases I

Name: _____

Write a sentence with each of the following vocabulary words.

1. adolescents
2. nutrition
3. respiration
4. waste products
5. indigestion

*Appendix B – 4.1.9***Homework – Monday February 1, 2005***Vocabulary and Reading*

Read pg. 101 – 104 and write down the meaning of the vocabulary given from this reading.

AIDS	
HIV	
Cancer	
immune	
deficiency	
transmitted	
blood	
body fluids	
precaution	
homosexual	
tumor	
radiation	
therapy	
chemotherapy	
caring	
fatigue	
appetite	
irritation	

Appendix B – 4.2.1

System	
Introduction	<i>Main Idea</i>
	<i>Vocabulary (3)</i> 1. _____ <i>Definition:</i> 2. _____ <i>Definition:</i> 3. _____ <i>Definition:</i>
Function and structure	<i>Main Idea</i>
	<i>Vocabulary (5)</i> 1. _____ <i>Definition:</i> 2. _____ <i>Definition:</i> 3. _____ <i>Definition:</i> 4. _____ <i>Definition:</i> 5. _____ <i>Definition:</i>
Common disorders	<i>Main Idea</i>
	<i>Vocabulary(7)</i> 1. _____ <i>Definition:</i> 2. _____ <i>Definition:</i> 3. _____ <i>Definition:</i> 4. _____ <i>Definition:</i> 5. _____ <i>Definition:</i> 6. _____ <i>Definition:</i> 7. _____ <i>Definition:</i>

Lesson 5.1 – Vital Signs I

5.1.2

Taking A Patient’s Vital Signs

Write two things that you can remember from the listening passage.

1. _____

2. _____

5.1.3

Factors That Affect Temperature

Create 3 questions to ask another student from the listening passage.

1. _____

2. _____

3. _____

5.1.4 Temperature Measurement Methods

Method of Temperature Measurement: _____

Summary of method:

5.1.5 Role Play

Person A: _____

Person B: _____

Person A: _____

Person B: _____

Person A: _____

Person B: _____

Person A: _____

Person B: _____

Lesson 6.1 – Positioning

6.1.1

General Guidelines

There are six important points to remember when positioning a patient. Write as much information as you can remember about 2 of the points.

1. _____

2. _____

6.1.2

Comfort and Positioning Devices

Write a list of things that can be found or used on a patient's bed.

Background knowledge	What I learned

6.1.3 Positioning - Vocabulary

Words	Definition
body alignment	
friction	
shearing	
catheters	
positioning devices	
pillows	
folded towels	
rolled towels	
blankets	
trochanter	
rolls	
bedboard	
footboard	
footdrop	
turning sheets	
logrolling	
positioning moving	
sliding	
twist	
curved	

6.1.4 Body Positions

You have to be able to explain your position (including any names, characteristics, and steps to maintaining good alignment).

Position	
Characteristics	
Steps to Maintain Good Alignment	

Lesson 7.2 – Hygiene and Grooming I

7.2.2

Hygiene and Grooming of a Patient

What	How

7.2.5

Practice sentences

- As a CNA you will need to change the bed.
- Maintain the temperature in a patient's room.
- Change the patients bedding.
- List the furniture and equipment found in a patients unit.
- Open a closed bed.
- Make an occupied bed.
- All CNA's will wash their hands.

7.2.6

Fill in the gap

Assisting with Bathing in a Tub or Shower

Under direction fro the nurse, nursing assistants may assist a patient in taking a tub bath or shower. In addition to following the safety guideline of your facility, you should always take the following precautions:

- _____ with the _____ at all times.
- _____ that the bottom of the _____ or _____ has a rubber mat or strips to prevent slips and falls.
- _____ the _____ in all transfers, using good body mechanics.
- _____ a _____, but keep the bathroom door unlocked.
- _____ that there are no _____ in the bathing area.

Lesson 10.1 – Specimen Collection and Testing

10.1.1 Activating Background Knowledge

10.1.2 Reading Drill

- Read naturally for 1 minute
- Read a little faster for 45 seconds
- Read a little faster for 30 seconds
- Read again for 1 minute
- Tell partner 3 things you remembered from the reading.

10.1.3 Types of specimen in a human body

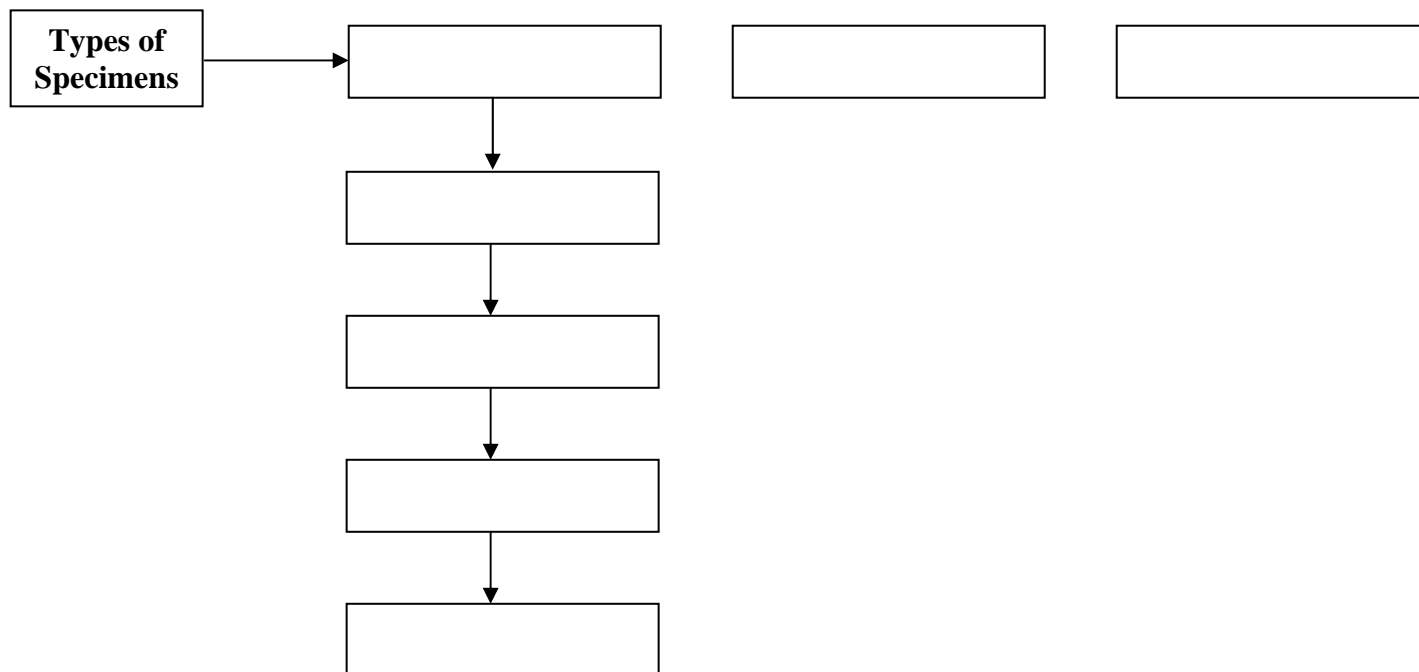
Types	Definition	Pronunciation

10.1.5 Guidelines for collecting specimens

When you hear your guideline write the main points of the explanation in your own words ready to explain to the rest of the class.

Guideline: _____

10.1.6 Specimen Collection Flowchart



Word	Meaning in Context
Assemble equipment	
Prepare label	
Ask patient	
Follow steps	
Female patients	
Male patients	
Remove bedpan	
Dispose of urine	
Fill out	
Attach sheets	
Obtain information	
Follow steps	
Remove signs	

Lesson 10.1 – Specimen Collection and Testing

10.1.7 Stool and Sputum specimens

Stool

Where does a stool specimen come from and give two other names used for stool?

Give one reason that a stool specimen would be tested for?

How do you know if you need to collect a warm or cold stool specimen?

Sputum

What is a sputum specimen and how do you collect it?

How can you tell the difference between sputum and saliva?

Give one reason that a sputum specimen would be tested for?

preferences	
routines	
fatigued	
irritable	
repairs	
accustomed	
disturbed	
awakened	
anxiety	
comfortable	
unrested	
considerate	
interrupting	

unnecessarily	
vital	
diagnostic	
accommodated	
privacy	
relaxation	
renews	
recover	
hygiene	
patterns	
personal	

Lesson 10.3 – Restorative Care and Rehabilitation I

10.3.1 Pre chapter questions

1. What do you think restorative care is?

2. What do you think is involved with rehabilitation?

3. What do you think the role of a nursing assistant is in restorative care and rehabilitation?

4. Give 3 vocabulary words that you think will be in this chapter relating to restorative care and rehabilitation. Use the vocabulary words in a sentence.

Lesson 10.3 – Restorative Care and Rehabilitation I

10.3.3 Dictionary use and meaning in context

<u>Word</u>	<u>Dictionary</u>
	<u>Meaning in context</u>
	<u>Sentence</u>

<u>Word</u>	<u>Dictionary</u>
	<u>Meaning in context</u>
	<u>Sentence</u>

10.3.4 Summarizing information

Lesson 11.1 – Restorative Care and Rehabilitation II

11.1.1 4 Steps to Summarizing

Step	Action
1	Read and reread your information until you understand exactly what it is saying picking out keywords.
2	Then put the information and any notes away.
3	Write down the relevant information that you can remember using key words.
4	Rewrite this information into your own words and sentences so it becomes familiar to you.

11.1.3 Summarize listening passage

Summarize reading passage

Continued on next page

11.1.4

Vocabulary – Range-of-Motion Exercises

Word	Definition
Range-of-motion (ROM) exercises	
passive ROM	
active ROM	
active-assistive ROM	
spasticity	

11.1.5

Vocabulary – Basic Movements

Word	Definition
abduction	
adduction	
extension	
flexion	
rotation	
supination	
dorsal flexion	
plantar flexion	
pronation radial	
deviation	
ulnar deviation	

Lesson 11.2 – Additional Patient Care Procedures

11.2.1 Pre-chapter Questions

1. What do you think heat and cold treatments involve?

 2. What do you think the CNA’s role in heat and cold treatment involves?

 3. What safety procedures do you think are involved with heat and cold treatments?
-

11.2.3 General Guidelines and Safety Precautions

Notes from listening passage

Continued on next page

11.2.4

Vocabulary – Heat and cold treatments

Word	Definition
dilate	
constrict	
cynosis	
dry cold treatments	
ice bags	
disposable cold packs	
moist cold treatments	
compresses	
soaks	
sponge baths	
dry heat treatments	
heat lamps	
aquamatic pads	
moist heat treatments	
sitz baths	

Continued on next page

11.2.5

Assisting with Physical Examination

Before the examination

During the examination

After the examination

Continued on next page

11.2.6

Vocabulary – Enema

Word	Definition
Enema	
Rectum	
Colon	
Soapsuds	
Oil-retention	
Constipation	
Mineral oil	
Olive oil	
Return-flow enema or Harris flush	
Abdominal distension	
Left-lying Sims position	
Rotating position	
Rectal tube	
Flatus bag	
Suppository	
lubrication	

Lesson 11.3 – Preoperative and Postoperative Care

11.3.1 Pre-chapter Questions

4. What is postoperative and preoperative?

5. What do you think a CNA’s role is for pre and post operative care?

6. Write 3 vocabulary words that you can think are associated with pre and postoperative care.

11.3.3 Role of the Nursing Assistant in Preoperative Care

Role of the Nursing Assistant in Postoperative Care

Continued on next page

11.3.4

Vocabulary – Preoperative

Word	Definition
emotional support	
physical care	
patient education	
preoperative checklist	
skin preparation	
scratches	
pimples	
cuts	
sores	
rashes	
razor	
electric clipper	
depilatory	
areas to be shaved	

Continued on next page

11.3.5

Vocabulary – Postoperative

Word	Definition
anesthesia	
general anesthetics	
local anesthetics	
aspirated	
signs or symptoms of complication	
tubing and drainage	
infusions	
leg exercises	
deep-breath exercises	
binders	
t-binders	
breast binders	
abdominal binders	
stockings	
elasticized binders	

Lesson 12.1 – Sub Acute Care

12.1.2 Vocabulary – Range-of-Motion Exercises

Word	Definition
multiple trauma injuries	
cardiopulmonary conditions	
major surgery	
stroke	
orthopedic surgery	
joint replacement	
amputation	
physiatrist	
laboratory	
pharmaceutical	
respiratory	
nutrition	
psychological	
pastoral ministry	
transitional	
general-medical surgical	
chronic	
long-term transitional	

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Lesson 12.2 – Special Skills in Long-Term Care

12.2.1 Pre chapter questions

1. What do you think long-term care means?
 2. What is the nursing assistants role in long-term care?
 3. Why are emotional, social and spiritual needs important in long-term care?
 4. Explain briefly long-term care in your country?
 5. What do you think cognitive impairment is?
-

12.2.2 Main Idea – Skimming, Identifying and Supporting

Skimming

- Skimming is one way to look for the main ideas in a reading.
- When we skim we read over parts of the text very quickly.
- We don't need to read every word, or look up words we don't understand.
- We need to get a general idea of what something is about.

Identifying

- Every paragraph has a main idea, or topic, which gives us the most important information in that paragraph.
- Often the main idea is talked about in the first or second sentence of the paragraph

Supporting

- Supporting ideas usually follow the main idea found in the first or second sentence of the paragraph.
 - Sentences containing supporting ideas explain or give us more information about the main idea.
-

Continued on next page

Appendix C

Appendix C – 1

CD Listening Passages

Please refer to the print copy in the Harold B. Lee Library
L. Tom Perry Special Collections.

Appendices D

Appendix D – 1.3.3

communication

feedback

nonverbal

communication

nonjudgmental

observations

recording

objective data

flow chart

abbreviation

**interpersonal
skills**

**verbal
communication**

body language

empathy

reporting

chart

subjective data

**medical
terminology**

acronym

Watch your posture.

Avoid lifting whenever possible.

Keep your back straight.

Stay balanced.

Avoid twisting your body.

**Hold heavy
objects close to
your body.**

Lift smoothly.

**If an object or a
patient is too
heavy, ask for
help.**

**Plan and think
through your
movement.**

Appendix D – 3.2.3

unconscious
unresponsive
artificial breathing
compression
respiratory
cardiac arrest
airway
circulation
choking
obstructed
seizure

growth
development
maturation of systems
decline
intellectual
emotional
social
toddlers

adolescents

retirement

characteristics

inherited

environment

nutrition

lifestyle

variations

expression

**body
alignment**

friction

shearing

catheters

**positioning
devices**

pillows

**folded
towels**

**rolled
towels**

blankets

trochanter

rolls

bedboard

footboard

footdrop

**turning
sheets**

logrolling

positioning

moving

sliding

twist

curved

Admission

How does a nursing assistant take care of patient's personal property?

What does it mean in the admission process to orient the patient?

How do you treat people who are related to the patient or visiting the patient?

Transfer

Describe two reasons why a patient would transfer.

Do you need to take the patients vitals in a transfer, why?

Name 2 things that a nursing assistant needs to do as part of the transfer process.

Discharge

How does a nursing assistant determine where a patient gets discharged to?

What does the follow-up procedure consist of when discharging a patient?

Define the word discharge and give two examples of its use in sentences.

<i>Bed</i>
<i>Overbed table</i>
<i>Bedside stand</i>
<i>Chairs</i>
<i>Curtains or screens</i>
<i>Personal care items</i>
<i>Call system</i>
<i>Bathroom</i>
<i>Health-related equipment</i>
<i>Other equipment</i>

**Closed
Bed**

Open Bed

**Occupied
Bed**

Surgical

Bed

**Be very
accurate.**

**Fill out the
label
carefully.**

**Assist the
patient.**

**Store
specimens
properly.**

**Report and
record.**

**Follow
medical
asepsis
guidelines
and standard
precautions.**

Range-of-motion (ROM) exercises

passive ROM

active ROM

**active-assistive
ROM**

spasticity

abduction

adduction

extension

flexion

rotation

supination

dorsal flexion

plantar flexion

pronation radial

deviation

ulnar deviation

**multiple trauma
injuries**

**cardiopulmonary
conditions**

major surgery

stroke

**orthopedic
surgery**

joint replacement

amputation

physiatrist

laboratory

pharmaceutical

respiratory

nutrition

psychological

pastoral ministry

transitional

general-medical

surgical

chronic

long-term

transitional

**Dexterity
When Handling
Equipment**

**Equipment
Observation
and
Communication
Skills**

**Dexterity in
Giving Care to**

Patients
Wound Observation and Communication Skills
Organization Skills

Support age-appropriate behavior.

Treat elderly residents as adults.

Recognize behavior patterns that are a result of age or condition.

Allow residents to make choices.

Identify ways residents can feel useful and important.

Communicate with residents in an appropriate manner.

Support and assist residents in expressing their needs.

Know the legal rights of residents and act accordingly.

Encourage families to visit.

Include family members in the resident's care.

Prepare residents for visits with family members.