

EFFICIENCY IN THE LONG-TERM CARE FACILITY

Performance Standard 15D.I

Observe a group of working people, and make recommendations for improving productivity accordingly:

- *Knowledge*: recommending ways that productivity can be increased in a health care setting.
- *Reasoning*: analyzing the recommendations to show a rationale based on the concept of productivity.
- *Communication*: making written recommendations that are well organized, well focused and well detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand trade as an exchange of goods or services (15D)***, provide students with sufficient learning opportunities to develop the following skill:
 - Identify ways in which the productivity of labor can be increased.
A health care worker needs to exhibit employability skills such as attendance, time management and individual responsibility. He/she must be able to adapt to changing situations and anticipate needs of clients and coworkers. Quality care and client satisfaction attribute to the goal of maintaining a desirable facility. Therefore, health occupations students are taught methods health care facilities use to improve productivity with safety as a primary focus. This assessment aligns with the Illinois Workplace Skills J2 (Demonstrating Work Ethics and Behavior/Practice cost effectiveness), J3 (Demonstrating Work Ethics and Behavior/Practice time management) and J9 (Demonstrating Work Ethics and Behavior/Identify the value of maintaining regular attendance).
2. Have health occupations students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have students discuss raising productivity on the job by recommending ways the CNA staff's work could be used more efficiently. Students may be grouped together for discussion, if reasonable methods for individual accountability are used. Students are offered options of situations to observe and make suggestions for improving productivity:
 - a. Students could observe certified nursing assistant (CNA) activities in a long-term care facility over a period of time. The care of clients in the facility would be observed and would include the comparison of the CNA working alone vs. the team approach.
 - b. Students could observe their place of employment.
4. Based on previous observations, students make recommendations with the following guidelines:
 - a. No recommendation may suggest adding employees.
 - b. No recommendation may cut out any particular work activity though changes in methodology and/or equipment may be suggested.
 - c. If a recommendation calls for more money to be spent at first, the recommendation must suggest how that spending will save money in the long run.
 - d. Recommendations may not include names of individuals or make reference to work habits of particular individuals.
 - e. Recommendations may not rely on motivating employees to work harder or beyond the regular workday, though additional training or a change in the time of day people work may be suggested.
5. Have students individually make a written recommendation, which should include a rationale for each suggestion and be presented in a way to encourage its acceptance.
6. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
 - *Knowledge*: The identification of items in the recommendations has a reasonable chance of improving productivity and is accurate and complete.
 - *Reasoning*: The analysis in the recommendations should show a rationale and an understanding of the concept of productivity.
 - *Communication*: The recommendations are well organized, well focused and well detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One period to make recommendations
- Other class or research time will be needed

Resources

- Nursing Cluster Standards
- OSHA guidelines
- Teacher developed guidelines for appropriate observations
- Social Science Rubric

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- Exceeds standard (total points 11 - 12)
- Meets standard (total points 8 - 10)

- Approaches standard (total points 5 - 7)
- Begins standard or absent (total points 1 - 4)

	Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	<ul style="list-style-type: none"> • Key concepts/themes/ issues/ideas are thoroughly identified, defined and described. • Significant facts/ supporting details are included and accurately described. • Has little or no factual inaccuracies. 	<ul style="list-style-type: none"> • Identifies and logically organizes almost all relevant evidence. • Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation is well focused with a well-defined thesis. • Presentation shows substantial evidence of organization. • Presentation shows attention to the details of specific performance conventions.
3	<ul style="list-style-type: none"> • Key concepts/themes/ issues/ideas are identified, defined and described. • Facts/supporting details are included. • May have a major factual inaccuracy, but most information is correct. 	<ul style="list-style-type: none"> • Identifies and organizes most of the relevant evidence. • Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates a focus and thesis with several narrative gaps. • Presentation demonstrates adequate evidence of organization. • Presentation has mistakes in attention to the details of specific performance conventions.
2	<ul style="list-style-type: none"> • Some key concepts/ themes/issues/ideas are identified, defined and described. • Some facts/supporting details are included. • Has some correct and some incorrect information. 	<ul style="list-style-type: none"> • Identifies some relevant evidence and omits most of the other evidence. • Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches incomplete or inaccurate conclusions based on the evidence. 	<ul style="list-style-type: none"> • Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates an inadequate focus and thesis. • Presentation demonstrates inadequate evidence of organization. • Presentation has insufficient attention to the details of specific performance conventions.
1	<ul style="list-style-type: none"> • Few or no key concepts/ themes/issues/ideas are identified, defined and described. • Few or no facts/supporting details are included. • Information is largely inaccurate, absent or irrelevant. 	<ul style="list-style-type: none"> • Important evidence relevant to the problem is not identified. • Critical thinking skills and habits of mind are absent. • Conclusions are lacking, absent or unclear. 	<ul style="list-style-type: none"> • Expression of almost all ideas in the presentation is unclear. • The presentation demonstrates little focus and lacks a thesis. • Presentation demonstrates little or no evidence of organization. • Presentation has multiple mistakes in attention to the details of specific performance conventions.
Score			