

INCIDENT REPORT

PERSON INVOLVED	(Last Name) _____	(First Name) _____	(Initial) _____	Soldiers' Home # _____
Department _____	Resident _____	Date of Incident _____	Incident Time _____ AM	Location _____
Care Center _____	Employee _____		_____ PM	
	Visitor _____			

How did accident/injury occur; describe fully:

Date of Report _____ Employee signature: _____

Witness Name, Address / Phone # (Attach Statement if Needed):

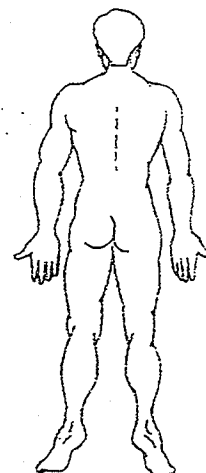
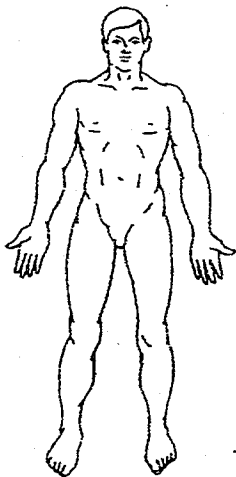
Family Notified: Name _____ Relationship _____

Date _____ Time _____ Notified By _____

Indicate on Diagram Location of Injury:

Temp. _____ Pulse _____ Resp. _____

B.P. _____ / _____



TYPE OF INJURY

- 1. Laceration
- 2. Hematoma
- 3. Abrasion
- 4. Burn
- 5. Swelling
- 6. None Apparent
- 7. Other (Specify Below)

LEVEL OF CONSCIOUSNESS

SUPERVISOR'S REPORT (Include Disposition)

SUPERVISOR SIGNATURE/DATE

PHYSICIAN'S REPORT

PHYSICIAN SIGNATURE/DATE

Reviewed by Department Head _____ Date _____

Reviewed by Superintendent _____ Date _____

Reviewed by Medical Director _____ Date _____

Incident Reporting - ESOL Progression

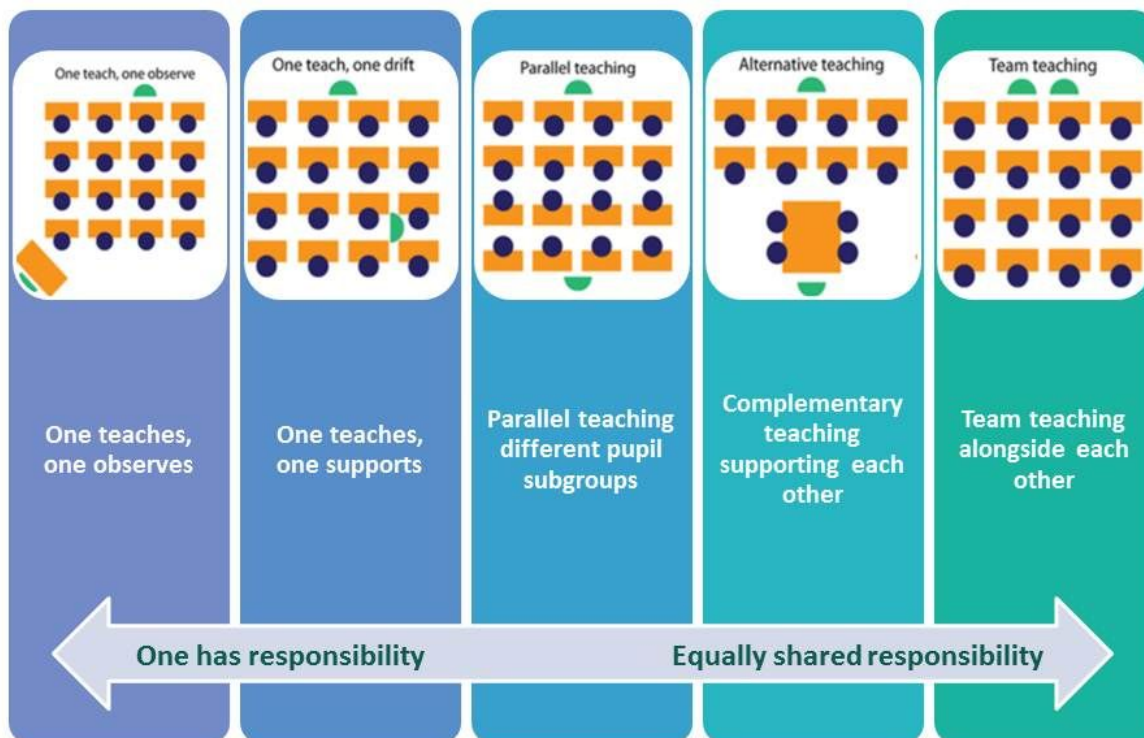
	Learning Objectives/SWBAT	Activities and Formative Assessments
Weeks 1-3	SWBAT distinguish between objective and subjective, relevant and irrelevant information.	<ul style="list-style-type: none"> ● Correctly categorize words (mix of nouns and adjectives) as objective or subjective. ● Correctly categorize example sentences taken from incident reports as objective/relevant or subjective/irrelevant.
	SWBAT answer comprehension questions on written and spoken examples of incident reports.	<ul style="list-style-type: none"> ● Comprehension questions should evaluate comprehension of information at both micro- and macro-levels, with increasing complexity.
	SWBAT accurately recognize and correct common mistakes in writing and speaking with assistance from teachers. (Focus on comprehensibility.)	<ul style="list-style-type: none"> ● Teacher-assisted learning logs identifying types of errors that occur in student's speech and writing. ● Group and peer error correction.
	SWBAT create simple written and spoken observations of images, both subjectively and objectively, and recognize the difference.	<ul style="list-style-type: none"> ● Begin with individual observations, discuss with a partner or in small groups, then check for accuracy as a group.
	SWBAT identify and define unfamiliar vocabulary found in a variety of industry-specific incident reports.	<ul style="list-style-type: none"> ● Using a variety of authentic incident report formats, individuals identify unfamiliar words and phrases, compare with a partner, then compare as a group, allowing students to share what they know with one another. ● Isolate words and phrases that were known by none of the students for: <ul style="list-style-type: none"> ○ Matching activity with synonyms and definitions ○ Cloze activities ○ Activities using target words and phrases independently in writing and speaking.
	SWBAT formulate clarification questions in controlled use, using authentic verbal incident reports.	<ul style="list-style-type: none"> ● Students write and say clarifying questions in response to increasingly complex written and spoken incident report examples, including nonsense words to elicit different WH-word questions.
Weeks 4-6	SWBAT independently recognize and correct common mistakes in writing and speaking.	<ul style="list-style-type: none"> ● Self-assessment of spoken output, based on learning logs. ● Editing of written language with little or no help from teachers.
	SWBAT orally describe and summarize key information found on a variety of written incident reports (mimicking an authentic	<ul style="list-style-type: none"> ● Read, and summarize. ● Listen and summarize.

	verbal incident report). Summarize key information after listening to verbal incident reports, in writing.	
	SWBAT demonstrate improvements in accuracy of incident reports with few to none of the previously identified common errors (group and individual).	<ul style="list-style-type: none"> Students review previously identified corrections recorded in learning logs. Write more incident reports after viewing videos or reenactments of realistic situations. Compare new compositions to learning logs, identifying which mistakes continue to occur, and which mistakes have decreased or disappeared. In addition, students will add new types of mistakes to their learning logs.
	SWBAT demonstrate an understanding of subjective versus objective writing styles through two written descriptions of increasingly complex materials, using verbs in past tenses.	<ul style="list-style-type: none"> Materials increase in complexity from images to video without audio to video with audio. All materials are tailored to medicine and elder care. All writing is done using incident report formats, and can be used in the activity described in the above column.
Weeks 7-9 Career-Ready	SWBAT identify key information found on authentic incident reports and assess their significance in relation to a variety topics (such as: 7GPs ¹ , fairness, ethics, etc...).	
	SWBAT demonstrate improvements in accuracy in timed writing of incident reports with few to none of the previously identified common errors (group and individual), while writing objectively and avoiding subjective information.	<ul style="list-style-type: none"> Students review previously identified corrections recorded in learning logs. Write more incident reports after viewing videos or reenactments of realistic situations. Compare new compositions to learning logs, identifying which mistakes continue to occur, and which mistakes have decreased or disappeared. In addition, students will add new types of mistakes to their learning logs.
	SWBAT identify realistic workplace situations requiring incident reports, and deliver clear, concise and objective verbal and written incident reports of scenarios that model realistic workplace events requiring an incident report, using appropriate verb tenses and clarifying questions.	<ul style="list-style-type: none"> Students brainstorm a list of events that might take place in a long-term care facility and require an incident report. Assign situations for pairs or trios to perform. After each performance, individuals write an incident report, then exchange with a partner to review for grammar, spelling, accuracy, completeness, clarity, conciseness and objectivity. Next, change pairs and practice interactions between a supervisor and a CNA giving a verbal incident report of the event. Supervisor should ask at least two clarifying questions.

¹ 7GPs=The Seven “Golden Principles” for Nurse Aides: Safety, Residents’ Rights, Privacy, Communication, Infection Control, Scope of Practice and Chain of Command.

Putting Team-Teaching Models into Practice: Range of Motion (ROM) Skills Development “The Great Overlap Mystery”

Note: It is not always a choice *between* models -- the models lend themselves to different stages of skill development. The models can represent a *sequence* of teaching strategies.



1) **One teaches, one observes**: Nurse Instructor (NI) introduces the *why, how* and *when* of ROM exercises and demonstrates the skill, while ESOL Teacher (ET) observes. ET learns alongside students, and gathers insights and ideas for the language and communication skills necessary for ROM exercises, both for communicating with residents and for narrating during the state exam.

2) **One teaches, one supports**: Students do hands-on ROM exercises in the classroom through role-play activities, under the watchful eye of NI. NI gives feedback and advice to students as they practice the skill, and addresses the group as gaps in learning emerge. ET encourages students to actively communicate with the resident throughout the procedure and addresses minor language and communication difficulties as they emerged, as well as making notes and gathering ideas on language and communication issues to address later with the group.

3) **Parallel teaching of separate subgroups**: Less relevant in IELCE model, where teachers bring distinct skill sets.

4) **Alternative teaching - complementary teaching supporting each other:** NI works with one group, helping them perfect the procedural aspect of ROMs, while ET works with another group of students, focusing on their communication and narration skills during ROMs. Teachers switch groups halfway through. Both teachers are also taking notes on issues to share with co-teacher. NI's group is focused on *doing* ROMs correctly, and ET's group focuses on communicating with residents, narrating the procedure, and dictating instructions to one another. During this stage, students are getting very close to preparedness for their clinical experience, the workplace and for the state exam.

This model could take another form: NI helps students perfect their ROMs through role-play in which students are expected to communicate and narrate. ET observes during practice stage, takes notes on individual students' language performances, and gives targeted feedback to individual students on language and communication improvements.

5) **Team teaching alongside each other:** As the final step toward the learning objective of workplace and state exam readiness for ROMs, small groups of students work on this skill in the beds (as stations), demonstrating what they will actually be doing for the state exam and in the workplace, with little or no teacher intervention. NI and ET move from station to station, observing and taking notes on final touches in language and procedural performances to address later as a group.

Team-Teaching Challenges

Your instructional team might face these challenges, or others. What systems or conversations could help you prepare for these situations before they arise, and/or respond nimbly if they do?

The right teacher for the question: When an ESOL teacher is teaching language within a technical context, there are questions that come up regarding the technical content which the ESOL teacher can't answer, and vice versa with language issues during the technical content. In an ideal world, perhaps both teachers would always be in the class at the same time, but that is not possible within our funding constraints.

Communication between teachers / curriculum planning: Ideally, the ESOL content would mirror and support the most recent technical content, but there are always times when objectives in both of our areas need to be flexible. For example, the ESOL teacher might have a great idea for lessons and activities that combine certain procedural skills and a language point. The ESOL teacher may feel that the language skill should be introduced early and reviewed often, but the technical instructor may have a number of things that need to be covered before students are ready to start practicing those particular skills.

It is difficult enough to have a logical, scaffolded progression for curriculum when you are the only teacher, but it becomes especially difficult to do this in team-teaching.

Different expertise: In an instructional team, different members often have different perspectives on what's valuable, informed by their varied expertise. For example, an advisor with recent Career Center experience may think differently about the process of building resumes than the technical instructor, who knows one field intimately.

“Goldilocks” recruitment: IET & IELCE programs are designed to lower the threshold, so students who could not yet be successful in a traditionally-built-and-paced program can start on a career ladder. We are looking for students at a level where their skills can be built up sufficiently in the *limited* time we have to successfully become credentialed and employed. We also want to ensure access -- participants in IET programs should be those who really benefit from the added supports!