**FLORIDA VOCATIONAL INSTITUTE**

**PATIENT CARE TECHNICIAN LESSON PLAN**

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| **Daily/Weekly Lesson Plan Outline – 3 weeks / 30 Clock Hrs. / 30 Lab Hrs.** | | | | | |
| **COURSE TITLE** | | | | **Review Date:** | |
| **Patient Care Technician** | | | | **01/04/2016** | |
| **CODE** | **SUBJECT** |  |  | **LEC HRS** | **LAB HRS** |
| **PCT 103** | Fundamentals of Patient Care I | | | 30 | 30 |
| **COURSE DESCRIPTION:** In this course students develop the skills to perform patient care procedures, such as ambulation, output measurements, patient positioning, range of motion exercises, personal care, bed making, taking vital signs, and other important functions and procedures required in patient care. Students develop skills in patient care, specifically in physical comfort and patient safety. Students will learn the importance and the appropriate procedures and actions in creating a comfortable and safe environment for patients. Protocols for patient care include nourishment, nutrition and procedures for feeding patients. Students learn the importance of balanced nutrition, diabetic diets, other special needs diets, and essential nutrition principles for patients. **Medical Record In service**  **Prerequisite:** None  **Required Resources**  **Text Books*:***   1. Sorrentino/Remmert. Nursing Assistant. Eighth Edition. 2012 by Mosby 2. KINN’S The Medical Assistant, An Applied Learning Approach. Deborah B. Proctor, Alexandra P. Adams. Elsevier (Chapters 1 through 7) (Chapter 36) 3. Gambrills, Introduction to Health Professions. McGraw Hill. 6th edition 2012   **Other:** Handout.  Learning Resources Center material are available  **Instructional Methods:**  Lecture/Discussion/Demonstration  Audiovisual  **Mode of Delivery:**  Residential  **Equipment/Technology/Software**  Utilization of Power Point presentations, media center websites, reference materials, mannequins, and other technology as available  **American with Disabilities Act Guidelines:**  Refer to the procedure outlined in the campus catalog  **Course Objective/Competencies:** At the end of the course, students will be able to:   * Explain the stages of growth and development * Describe the Nursing Process * Demonstrate Patient Care procedures * Take Vital Signs * Perform Nutritional support * Assist with Transfers and Discharge * Assist laboratory sample collection   **Tutorial Series**  Bed making | | | | | |

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|  | **Objectives to be covered** | **Lecture/ Labs** | **Method of Assessment** |
| **Week 1** |  |  |  |
| **Day 1** | Growth and Development and Sexuality | **Lecture:** Explain the principles of growth and development.   1. Identify the stages of growth and development 2. Identify the developmental task for each age-group. 3. Describe the normal growth and development for each age-group. 4. Lecture: Describe sex, sexuality, and sexual relationships. 5. Explain why sexuality is important throughout life. 6. Explain how aging, injury, and illness can affect sexuality. 7. Explain how the nursing team can promote sexuality. 8. Explain why some persons become sexually aggressive. 9. Describe how to deal with sexually aggressive persons.   **Laboratory:** Create a Flashcards about growth and development**.**  **Play:** Type that you hear | Textbook  workgroup |
| **Day 2** | Nursing Process and **Medical Record In service** | **Lecture:**   1. Explain the purpose of the Nursing Process. 2. Describe the steps of the Nursing Process. 3. Explain your role in each step of the Nursing Process. 4. Explain the difference between objective data and subjective data. 5. Identify the observation that you need to report to the nurse 6. Explain the purpose of the care conferences. |  |
| **Day 3** | Patient care procedures:Bed making and Personal hygiene | **Lecture**  /Demonstration: Bed making and Personal hygiene:   1. Discussion: Describe open, closed, occupied, and surgical bed. 2. Explain how to use draw sheets. 3. Handle lines following the rules of medical asepsis. 4. Perform the procedures described in this chapter. 5. Discussion: Personal hygiene: Explain why personal hygiene is important. 6. Describe the care given before and after breakfast, after lunch, and in the evening 7. Describe the rules for bathing. Identify safety measures for tub baths and showers. 8. Explain the purposes of back massage. 9. Explain the purpose of perineal care. 10. Identify the observations to make assisting with hygiene   **Laboratory**:  Change of occupied bed  -Partial bath | Textbook  Clinical Lab/workgroup  -Change of occupied bed  - Partial bath |
| **Day 4** | Patient care procedures:Grooming. | **Lecture:**   1. Explain why grooming is important. 2. Identify the factors that affect hair care. 3. Explain how to care for matted and tangled hair. 4. Describe how to shampoo hair. 5. Describe the measure practiced why shaving a person. 6. Explain why nail care and foot care is important. 7. Describe the rules for changing gowns and clothing.   **Laboratory**: - Hands and Nail Care  Foot care  Dressing the resident | Textbook  Clinical Lab/workgroup  - Hands and Nail Care  - Foot care  - Dressing the resident |
| **Week 2** |  |  |  |
| **Day 1** | Patient care procedures: Obtaining Vital Signs and Measurements | **Lecture**   1. Discussion: Vital Signs 2. Describing OSHA Guidelines for taking measurements of vital signs 3. Explaining how to take Temperature 4. Describe the types of Thermometers 5. Explaining how to take Pulse 6. Describing the different locations where you could feel the pulse 7. Describing how to measure   Blood Pressure   1. Explaining the factors Affecting Blood pressure 2. Describing the Blood Pressure Measuring equipment 3. Discussing Special Consideration for Adults, Special Consideration in Children 4. Explaining the Anthropometric Measurements 5. Measuring Height and Weight of Adults 6. Measuring Height and Weight of Children and Infants.   **Laboratory:**  Height and Weight of adults, children and  infant  Measuring BP, Temperature, Pulse and  respiration | Textbook  Clinical Lab/workgroup |
| **Day 2** | Bowel elimination. **In service:** Medical Error.  Urinary elimination | **Lecture:**  Discussion: Describe normal defecation.   1. List the observations to make about defecation. 2. Identify the factor that affects bowel elimination. 3. Describe common bowel elimination problems. 4. Explain how to promote comfort and safety during defecation. 5. Describe bowel training. 6. Explain why enemas are giving. 7. Describe the common enema solutions. 8. Describe the rules for giving enemas. 9. Explain the purpose of rectal tubes. 10. Describe how to care for a person with an ostomy. 11. Lecture/Demonstration: Urinary elimination. 12. Describe normal urine. 13. Describe the rules for normal urination. 14. Describe urinary incontinence and the care required. 15. Explain why catheters are used. 16. Explain how to care for persons with catheters. 17. Describe straight indwelling and condom catheters. 18. Explain the purpose of bladder irrigations. 19. Describe two methods of bladder training   **In-Service:** Medical Error | Textbook  Clinical Lab/workgroup |
| **Day 3** | Nutrition guidelines. Nutritional Support and IV therapy | **Lecture:.**   1. Explain how to use the Dietary Guidelines for Americans. 2. Describe the functions and mayor sources of nutrients. 3. Explain how to use food label. 4. Describe factors that affect eating and nutrition. 5. Describe the special diets and between-meal nourishments. 6. Explain the purpose of enteral nutrition. 7. Explain how to assist the person with eating. 8. Explain how to assist with calorie counts. 9. Explain the difference scheduled and continuous feeding. 10. Identify the signs, symptoms, and precautions relating to regurgitation and aspiration. 11. Describe the comfort and safety measure for enteral nutrition. 12. Identify the reasons for removing a nasogastric tube. 13. Lecture/Demonstration: Identify the reasons for nutritional support and IV therapy. The Eustachian Tube (PET) 14. Explain how tube feedings are given 15. Describe schedule and continuous feedings 16. Explain how to prevent aspiration 17. Describe the comfort measures for the person with a feeding tube 18. Describe parenteral nutrition 19. Describe the IV therapy sites 20. Identify the equipment used in IV therapy 21. Identify how to assist with the IV flow rate 22. Identify the observations to report when a person has nutritional support or IV therapy 23. Explain how to assist with nutritional support and IV therapy 24. Explain how to promote PRIDE in the person, the family, and yourself   **Laboratory:** Feeding the resident.  Feeding the dependent resident: https://www.youtube.com/watch?v=yzT5qgnm6z0 | Quiz #2  Textbook  Clinical Lab/workgroup |
| **Day 4** | Admission, transfers, and discharges | **Lecture:**   1. Demonstration: Describe your role during admission, transfers, and discharges, and when moving the person to a new room. 2. Explain how you can help the person and family feel comfortable in the health care setting. 3. Identify the rules for measuring weight and height 4. Explain the reasons for moving a person to a new room within the agency.   **Laboratory:** Transfer, Ambulate with a resident with a affected side |  |
| **Week 3** |  |  |  |
| **Day 1** | Laboratory Procedures | **Lecture:**   1. Explaining the Handwashing procedure 2. Putting on and removing gloves 3. Explaining the procedural steps for, Denture care and Brush teeth | Textbook  Clinical Lab/workgroup |
| **Day 2** | Collecting and Testing Specimens | **Lecture**   1. /Demonstration: Explain why urine, stool, sputum, and blood specimens are collected. 2. Explain the rules for collecting specimens. 3. Describe the different types of urine specimens. 4. Describe the equipment used for blood glucose testing. 5. Identify the sites used for skin punctures   **Laboratory:** Perineal Care | Discussion  Textbook  Clinical Lab/workgroup |
| **Day 3** | Respiratory Support and Therapies | **Lecture:**   1. Discussion: Describe the principles and safety measures for suctioning 2. Explain how to assist in the care of persons on mechanical ventilation 3. Explain how to assist in the care of persons with chest tubes.   **Laboratory:** Steps for caring a ventilated  patient | Discussion  Textbook |
| **Day 4** | Final Comprehensive Exam | Final Comprehensive Exam | Final  Comprehensive Exam |

**Qualitative Measure of Satisfactory Academic Progress (SAP)**

The qualitative element used to determine academic progress is a reasonable system of grades as determined by assigned theory study. Theory is evaluated after each unit of study. Students must maintain a cumulative theory grade average of at least 70% (C) at the end of each progress report period (payment period). Students must make up failed or missed tests and incomplete assignments. Practical skills performances are counted toward course completion only when considered satisfactory or better and therefore, not a component of satisfactory progress. If performance does not meet satisfactory academic requirements, it is not counted and the performance must be repeated until a satisfactory level of performance is achieved.

The school’s satisfactory academic progress policies must contain a Pace (quantitative) measure. The policy defines the pace that our students must progress to ensure educational program completion within the maximum timeframe of 150%. For Florida Vocational Institute the maximum time frame is no longer than 150% of the published length of the educational programs as measured in the cumulative number of clock hours the student is required to complete.

The school uses the following grading scale:

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| **Letter** | **Number** | **Status** | **Grade Point** |
| **A** | 100 - 90% | Outstanding | 4.0 |
| **B** | 89 - 80% | Good | 3.0 |
| **C** | 79 - 70% | Satisfactory | 2.0 |
| **D** | 69 - 60% | Unsatisfactory | 1.0 |
| **F** | Below 60% | Failed | 0.0 |
| **I** | Incomplete | Incomplete | Withdraw / No Grade |

*Not Used in GPA computation: I = Incomplete; W = Withdraw; P = Pass; NP = Not Pass*

Pass - Satisfactory completion of non-graded Externship.

Fail - Unsatisfactory completion of non-graded Externship.

The students who have failed to meet the Qualitative standards are placed first on Financial Aid Warning; if no improvement over the next payment period, the student will be placed on academic suspension, with a loss of Title IV, HEA fund and they appeal the decision. Please review the appeal and probation requirements state in this policy for guidance on this process. The Director of Financial Aid in coordination with the Office of Academic Affairs monitors qualitative progress.

**Final grade calculation criteria**

Q= 20 %

CA= 10%

H= 10%

MT= 30%

F= 30%

FG= 100%

**Evaluation Record Code**

Q= Quizzes

CA=Class Activity/Attendance

H= Homework

MT= Mid Term

F= Final

R= Retest

FG= Final Grade

**Attendance**

Regular attendance is required of all students. Promptness and dependability are qualities important in all occupations. Students should begin to develop these qualities and habits the day the students begin their training.

Attendance is taken daily in class by the instructor and submitted to the Registrar before the end of each class day. Attendance records will be maintained by the Registrar and will be part of the student’s permanent academic record.

Students with chronic absences in excess of 15% of the scheduled hours for a course may receive a failing grade for the course. Early departures and tardies will be calculated in quarter hour increments. A student will be withdrawn from any course or program if he/she does not attend within a 14 calendar day period (excluding school holidays or breaks). All students must complete a 100% of all externship or clinical hours within the assigned grading period.

Students are responsible for making up assignments and work missed as a result of absence at the discretion of the instructor. The instructor may assign additional outside make-up work to be completed for each absence. Students enrolled in clock hour programs will be required to attend make up classes for any missed hours scheduled by the instructor if the students has missed more than 15% of scheduled hours. Students enrolled in a clock hour program must attend a minimum of 85 % of the scheduled program hours in order to graduate.

Attendance is reviewed by the instructors, program directors and the Director of Education on a weekly basis with a focus on those who have been absent for 10% of the scheduled course hours. Students will be notified by phone, text or e-mail if their attendance is danger of violating attendance requirements.

Students may appeal the school’s actions related to the attendance policy if the absence was due to extenuating or mitigating circumstances, for example illness, military duty, death of a family member, court appearances or jury duty. The student should first discuss the issue with his or her instructor.

**LAB ORGANIZATION**

* Organize materials and paperwork logically so that they are easy to access and inventory.
* Keep inventory sheets for each drawer or cupboard so the students can maintain stock daily. This also makes it easy to keep track of supplies and to order efficiently.
* Post Lab workgroup schedules on the first day of class with module start and end dates.
* Dress code should be posted and adhered to in the lab; the instructor must set an appropriate example.
* Post lab safety rules and biohazardous waste requirements.
* Management should develop a procedure to ensure that all lab equipment is maintained in a timely manner.

**LAB PROCEDURES**

* Start lab with an explanation of what will be done and why it will be done. End lab with a review of what was done.
* Start lab on time-have all workgroup materials available at the start of lab so trips in and out of lab are minimized.
* Apply lab skills to what is being studied in the theory component of the module, if possible
* Instructor must not leave the lab during lab time and must be available at all times to students-no grading papers, no reading materials, and so on.
* Assign one student in each workgroup as he group leader. That student is responsible for getting supplies and preparing the group for the day’s activities.
* Hold lab orientations each module for all students to include the following:
* Location of biohazardous waste-lab rules
* Lab safety
* Designated work stations
* Clean-up routines
* Equipment maintenance procedures
* Designate a specific area, easily accessible but out of the way of traffic, for invasive procedures.

**CLASSROOM DEMOSTRATION**

* Classroom demonstration, as opposed to workgroup demonstration, should be used for certain skills, such as tracheostomy and colostomy care. On that particular demonstration day, the entire class practices the same skill.
* Demonstration should be very clear and follow an enumerated step-by-step progression. Each student should be able to mirror exactly what the instructor presents.

**MAKE –UP HOURS/TIME**

All clock hours of instruction must be completed in each course. Any student who is absent from any scheduled class will be required to make up the absent class or practical hours. Make-up hours must be approved and completed within the program. Make-up hours for theory class must be made up during alternative schedules, including daytime or evening schedule. Special circumstances will be managed by the Faculty Director with approval from Campus Vice President.

If absence at any time during the program exceeds **more than 10%,** the student will be placed on a mandatory prescribed school schedule which may include attending scheduled Saturday sessions.

**MAKE-UP WORK**

Arrangements to make-up **assignments, project, test, and homework** missed as a result of absence must be made with the approval of the instructor. Make-up work must be completed within ten (10) calendar days after the end of the module.

**DRESS CODE**

1. While on campus and in lectures, students must wear uniform and footwear appropriate for the college learning environment. The student should demonstrate appropriate hygiene to avoid offensive odor.
2. In the student laboratory, appropriate clothing must be worn at all designated times as per the specific course syllabus. Close-toed shoes must be worn in the lab at all times.
3. During clinical rotation, the student must adhere to the dress code of the facility to which he/she is assigned. In addition to the facility’s dress code, or if the dress code is optional, the following rules apply:
   1. Students must comply with number 2 above. If the facility requires the student to wear a scrub uniform, it must be school’s uniform. The student is responsible for purchasing the correct scrub uniform. The student must wear their Student ID batch at all times.
   2. Students must not wear clothing made of denim material of any color. (No jeans or JEAN skirts, etc.)
   3. Students must not wear under t-shirts, unless they are of one color with no words, letters, slogans, graphics, etc., of any kind
   4. Students must wear closed-toe shoes (no sandals or canvas shoes) with socks or hosiery.
   5. While attending practicum rotations, student’s hair must be clean, neat and of a normal hair color. Male students must either shave regularly, or if they choose to wear a mustache and/or beard, they must keep them clean and well groomed.
   6. Before attending practicum rotation, students must bathe regularly to avoid offensive odor. In addition, students must refrain from use of cologne/perfume/aftershave lotion, or makeup.
   7. Keep fingernails clean and at a reasonable length.
   8. Students not conforming to the dress code of the facility or the program may be sent home from the practicum site at the preceptor’s or course instructor’s discretion and attendance won’t be granted.

**Cell Phones and Pagers**

No student will be called out of class for a telephone call, except in case of an emergency. It is suggested that family friends be informed of this rule. Phones will not be in used inclass.