**FLORIDA VOCATIONAL INSTITUTE**

**PATIENT CARE TECHNICIAN**

**SYLLABUS / 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 105** | Fundamentals of Patient care II | | | 30 | 30 |
| **COURSE DESCRIPTION:** This course is designed to help students understand the needs of surgical patients, the common, chronic, and acute conditions. Students will learn the standard protocols, physical care and comfort, appropriate communication with post-operative patients and their families. Also this course is designed to provide safety, sanitation and emergency skills in the context of the Nursing Assistant. Students will learn to identify emergency situations from possible adverse pharmaceutical reactions, to cardiac arrest. Students will learn to survey each setting in which a patient is located in order to assess safety, and practice sanitation skills. Students will learn the process, techniques and procedures involved in rehabilitative care. Students will learn their role in the process of rehabilitation. This course also provides training in geriatric care. Students will learn communication techniques and real world circumstances involved in caring for the elderly. Students will become oriented as to the purpose and history of home health care. Students will learn about the medical workers involved in home health care and the role of the home health aide in the home health setting. Students will practice patient care skills and administrative skills involved in home health; this includes new born care and children with disabilities. In Services: ***Assistance with Self-Administered Medication Training*, and Resident Right.**  **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  **COURSE OBJECTIVES:** At the end of the course, students will be able to:   * Identify the phases of surgery * Describe common fears and concerns of surgical patients * Assist with wound care * Assist with heat and cold applications * Describe developmental disabilities * Demonstrate how to assist patients with ROM exercise * Take care of terminal illness patients   **Tutorial Series**   1. Wound Care and Pressure Ulcers | | | | | |

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|  | **Objectives to be covered** | **Lecture/ Labs** | **Method of Assessment** |
| **Week 1** |  |  |  |
| **Day 1** | Surgical Care | **Lecture:**   1. The three phases of surgery: preoperative, intraoperative, and postoperative. 2. Discussion: Pre-operative Care. 3. Describe the common fears and concerns of surgical patients. 4. Explain how people are prepared for surgery.  * Psychological care * Pre-operative Care * Pre-operative teaching by the nurse * Special Tests * Nutrition and fluids * Bowel Elimination * Urinary Elimination * Personal Care * Jewelry * Skin Preparation * The surgery Consent   The Pre-Operative Checklist   * Pre-Operative Drugs * Transport to the Operating Room * Sedation and Anesthesia * Intraoperative Care: The principles of care during anesthesia.  1. Explain the surgical access and different positioning: 2. -Supine 3. -Lateral 4. -Prone 5. -Trendelenburg 6. Postoperative Care: Explain how transfer to the patient to recovery room 7. Describe how to prepare a room for the post-operative patient 8. List the signs and symptoms to report after surgery. 9. Explain how to meet the person’s needs after surgery: 10. -Measurements and Observations 11. -Positioning 12. -Preventing Respiratory and Circulatory 13. Complications(Leg Exercises, Elastic 14. Stockings, Elastic Bandages, Sequential 15. Compression Devices)   **Laboratory:** Supine, Lateral, Prone, Trendelenburg Position | Textbook  Clinical Lab |
| **Day 2** | Wound Care and  Pressure Ulcers | Lecture:   1. Describe the different type of wound. 2. Describe skin tears, pressure ulcers, and circulatory ulcers and how to prevent them. 3. Identify the pressure points in each body position. 4. Describe the process, type, and complications of wound healing. 5. Describe what to observe about wound and wound drainage. 6. Explain how to secure dressing. 7. Explain the rules for applying dressing. 8. Explain for cleaning wound and drain site. 9. Explain the purpose of binders and how to apply them. 10. Describe how to meet the basic needs of person with wounds. 11. Describe the causes and risk factors for pressure ulcers. 12. Identify the persons at risk for pressure ulcers. 13. Describe the stages of pressure ulcers. 14. Identify the sites for pressure ulcers 15. Explain how to prevent pressure ulcers. 16. Identify the complications from pressure ulcers.   **Laboratory**: Change of Position. | Textbook  Clinical Lab/workgroup |
| **Day 3** | Heat and Cold Applications **Urinary elimination** | **Lecture**:   1. Identify the purpose, effects, and complication **of** the heat and cold applications. 2. Identify the person at risk for complication from heat and cold applications. 3. Explain the difference between moist and dry heat and cold applications. 4. Describe the rules for applying heat and cold. 5. Explain how cooling and warming blankets are used.   **Laboratory:** Heat and Cold Applications | Textbook  Clinical Lab/workgroup |
| **Day 4** | Safety, Sanitation  **In Services:** **Assistance with Self-Administered Medication Training**. | **Lecture**   1. State law and rule requirements with respect to the supervision, assistance, administration, and management of medications in assisted living facilities; 2. Explaining the procedures and techniques for assisting the resident with self-administration of medication including how to read a prescription label; 3. Explaining how to provide the right medications to the right resident; 4. Describing common medications; 5. Discussing the importance of taking medications as prescribed; 6. Explaining how to recognize side effects and adverse reactions and procedures to follow when residents appear to be experiencing side effects and adverse reactions; 7. Documentation and record keeping; and 8. Medication storage and disposal.   **Laboratory:** Giving an oral medication  Applying Eye Drops  Applying Creams | Quiz #1  Textbook  Clinical Lab/workgroup |
| **Week 2** |  |  |  |
| **Day 1** | Accident risk factors | **Lecture:**   1. Describe accident risk factors. 2. Identify safety measures for infant and children. 3. Explain why you identify a person. 4. Describe the safety measures to prevent falls, burn, poisoning and suffocation. 5. Explain how to the call system used. 6. Explain how to prevent equipment accidents. 7. Explain how to handle hazardous substances. 8. Describe safety measures for fire prevention and oxygen use. 9. Explain what to do during a fire. 10. Give examples of natural and human-made disaster.   **Laboratory:**  Different types of ID band, Hospital Codes | Textbook  Clinical Lab/workgroup |
| **Day 2** | Developmental Disabilities | **Lecture::**   1. Discussion: Identify the areas of function limited by a developmental disability 2. Explain how a developmental disability affects the person and family across the life- span. 3. Explain when the developmental disabilities occur. 4. Identify the cause of developmental disabilities. 5. Explain how various developmental disabilities affect a person’s function.   Intellectual Disabilities  Down Syndrome  Fragile X syndrome  Cerebral Palsy  Autism  Spina Bifida  Hydrocephalus  **Laboratory**:  Movie: Friend of mine (Friends of Mine is a feature length documentary that chronicles the experiences of several young men who take part in a summer camp for the developmentally disabled population. The goal of the film is to inform the students of the full and loving lives of human beings who are developmentally challenged. It accomplishes this goal by emphasizing the ways in which two volunteers at the summer camp are dramatically affected by the relationships they form with their respective campers) | • Textbook  • Clinical Lab/workgroup |
| **Day 3** | Rehabilitation and Restorative Nursing Care | **Lecture:**   1. Describe how rehabilitation involves the whole person. 2. Identify the complication to prevent. 3. Identify the common reactions to rehabilitation. 4. Describe how rehabilitation can help a person work. 5. List the common rehabilitation service. 6. Explain your role in rehabilitation service and restorative care. 7. Explain how to promote quality of life. 8. Describe bed rest. 9. Describe how to prevent the complications of bed rest. 10. Describe the devices used to support and maintain body alignment. 11. Explain propose of a trapeze. 12. Describe range of motion exercises. 13. Explain how to help a falling person. 14. Describe to walking aids.   **Laboratory:** Ambulate and ROM exercises | Textbook  Clinical Lab/workgroup.  Change of position  - Range of Motion, Upper Extremities  - ROM: Lower Extremities |
| **Day 4** | Rehabilitation and Restorative Nursing Care. **Resident Right. In service**. | **Lecture:**   1. Describe the purpose and complications of restraints. 2. Identify restrain alternatives. 3. Explain how to use restraints safely. 4. Body mechanics: explain the purpose and rules of body mechanics. 5. Explain how ergonomics can prevent work place accident. 6. Identify causes, sign and symptoms of back injuries. 7. Identify comfort and safety measures for lifting, moving, and turning person in bed. 8. Know the basic bed positions. 9. Explain how to safely perform transfers. 10. Explain why body alignment and position changes are important. 11. Identify the comfort and safety measures for positioning a person. 12. Positions in a chair 13. Lecture/Demonstration: Performing safe transfers 14. Describe the “No lift Policy” and explain how it changes the way you transfer clients. 15. List at least three different types of equipment that can be used to transfer clients. 16. Describe the procedures for moving clients up in bed and for transferring from bed to chair. 17. Demonstrate proper lifting and transfer techniques during your daily work.   **Laboratory:** Transferring a person | Textbook  Clinical  Lab/workgroup  Transferring a person |
| **Week 3** |  |  |  |
| **Day 1** | Rehabilitation and Restorative Nursing Care: Hearing, Speech, and Vision Problems | **Lecture:**   1. Describe the common ear disorders. 2. Describe how to communicate with persons who have hearing loss. 3. Explain the purpose of a hearing aid. 4. Describe how to care for hearing aid. 5. Describe the common speech disorders. 6. Explain how to communicate with speech-impaired persons. 7. Describe the common eye disorders. 8. Explain how to assist persons who are visually impaired or blind. 9. Explain how to protect an ocular prosthesis from loss or damage.   **Laboratory:**  Caring a Deaf, blind and mute person | Textbook  Clinical Lab/workgroup |
| **Day 2** | Exercise and Activity | **Lecture:**   1. The devices used to support and maintain body alignment. 2. Discussion: Describe bedrest 3. Explain how to prevent the complications from bedrest 4. Describe the devices used to support and maintain body alignment. 5. Explain the purpose of a trapeze. 6. Describe range-of-motion exercise. 7. Describe four walking aids. 8. Explain how to promote PRIDE in the person, the family, and yourself   **Laboratory:** Trapeze use | Discussion  Textbook  Clinical Lab/workgroup |
| **Day 3** | Care of the older and Person Assisted Living | **Lecture:**   1. Identify the psychological and social changes common in older adulthood. 2. Describe the physical changes from aging and the care required 3. Describe housing options for the older persons. 4. Lecture/Demonstration: Identify the purpose of assisted living 5. Identify the person’s rights. 6. Identify the types of assisted living residences and the living areas offered. 7. Describe the physical and environmental requirements for assisted living. 8. Describe the requirements for assisted living staff. 9. Describe the requirements for persons who want to live in an assisted living residence. 10. Explain the purpose of a service plan 11. Explain how to assist with housekeeping and laundry. 12. Identify food safety measures. 13. Explain how to assist with drugs. 14. Identify the reasons for transferring, discharging, or evicting person.   **Laboratory:**  Making housekeeping and laundry. | Textbook  Clinical  Lab/workgroup  Discussion |
| **Day 4** | Terminal Illness  Final Comprehensive Exam | **Lecture:**   1. Describe the terminal illness. 2. Explain the factors that affect attitudes about death. 3. Describe how different age-group view death. 4. Describe the five stage of grieving. 5. Explain how to meet the needs of the dying person and family. 6. Describe hospice care and explain the importance of the Patient Self-Determination Act, what is meant by “DO NOT RESUSCITATION” order. Identify the sign of approaching death and sign of death. Explain how to assist whit postmortem care   **Laboratory:** Post Mortem care  **Activity:** Final Test | Final  Comprehensive Exam |

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

The qualitative element used to communicate Satisfactory Academic progress is the institutions published grading scale. 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. Students must make up failed or missed tests and incomplete assignments. Practical skills performances are counted toward course completion. If performance does not meet satisfactory academic requirements, demonstration of the skills 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 at which 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** | **Grade Point** |
| **A** | 100 - 90% | 4.0 |
| **B** | 89 - 80% | 3.0 |
| **C** | 79 - 70% | 2.0 |
| **D** | 69 - 60% | 1.0 |
| **F** | Below 60% | 0.0 |
| **I** | 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%

MT= 30%

F= 40%

FG= 100%

**Evaluation Record Code**

Q= Quizzes

CA=Class Activity

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. Students are expected to attend all scheduled class meetings and to arrive on time.  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 20% of the scheduled hours for a course will 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 consecutive calendar day period (excluding school holidays or breaks, no longer than 5 consecutive days).  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 **10%** 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. Appeals must be received within **seven (7)** calendar days of the student being notified of the decision that he or she wishes to appeal.

Students are expected to inform faculty in advance of any pending dates where a student may be absent and should make every effort to attend the alternate class in the morning or evening. Students are only allowed to miss up to 15% of their entire program hours, anything in excess of the 15% needs to be made up and could impact the student final course grade. It is the responsibility of the student to make up work or time missed.

**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**

Students enrolled in clock hour programs will be required to attend make up classes for any missed clock hours scheduled 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. Make-up hours for class must be made up during alternative schedules, including daytime, evening or a Friday schedule. Special circumstances will be managed by the Program 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 Friday scheduled sessions.

**MAKE-UP CLASS 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.