**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 107** | Patient Care Technician Procedures and Lab Skills | | | 30 | 30 |
| **COURSE DESCRIPTION:** This course is designed to provide student with knowledge on how to deal with the different types of wounds, wound healing, hot and cold applications and assisting patients with physical examinations. Student will learn how to deal with patient comfort, rest and sleep, mental and health problems, developmental disabilities. Student practices in applying hot compresses, dry sterile dressing, changing leg bag to a drainage bag, inserting catheters, give tube feeding and setting up oxygen administration.  **Prerequisite: None**  **Required Resources**  **Text Books*:***  Sorrentino/Remmert. Nursing Assistant. Eighth Edition. 2012 by Mosby  **Learning Resources Center material are available**  **Instructional Methods:**  Lecture/Discussion  Audiovisual  Demonstration  **Mode of Delivery:**  Residential  **Equipment/Technology/Software**  Utilization of Power Point presentations, media center websites, reference materials, and other technology as available    **Course Objective/Competencies:** At the end of the course, students will be able to:   * Explain how rest, comfort, and sleep affects the patient care * Describe how you assist with maintaining the IV flow rate * Identify and understand fluid replacement and blood * Describe the ABO system blood types * Describe how to assist with blood administration * Describe the factors affecting Oxygen needs * Describe the procedural steps of physical examination * Describe, understand mental disorders and how to assist patients suffering from these conditions * Describe how to take care of new born as well as how to assist the mother in breast feeding | | | | | |

**Tutorial Series**

1. Oxygen therapy

2. Fluid and electrolyte management

3. Transfusion of blood and related products

4. Physical examination

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|  | **Objectives to be covered** | **Lecture/ Labs** | **Method of Assessment** |
| **Week 1** |  |  |  |
| **Day 1** | Comfort, Rest, and Sleep | **Lecture:**  Comfort, Rest, and Sleep.   1. Discussion: Explain why comfort, rest, and sleep are important. 2. Describe the type of pain and the factor that affect pain. 3. List the signs and symptoms of pain. 4. List the nursing measures that relieve the pain. 5. Explain why meeting basic need is important for the rest. 6. Identify when rest is needed. | Textbook  Clinical Lab  Discussion |
| **Day 2** | Comfort, Rest, and Sleep | **Lecture:**   1. Describe the factor that affects sleep and the common sleep disorders. 2. Explain how circadian rhythm affects sleep. 3. Describe the stages of sleep. 4. Know the sleep requirements for each age-group. 5. List the nursing measures that promote rest and sleep | Textbook  Clinical Lab/workgroup  Discussion |
| **Day 3** | Fluid and blood: Fluid Replacement and peripheral IV and central venous sites | **Lecture:**   1. Describe fluid requirements and the cause of dehydration. 2. Explain what to do when the person has special fluid orders. 3. Explain the purpose of intake and output records. 4. Identify the food and fluid that are counted as fluid intake. 5. Explain how to assist with fluid needs. 6. Explain the difference between peripheral IV site and central venous sites. 7. Describe the equipment used in IV therapy. 8. Describe how you assist with maintaining the IV flow rate. 9. Explain the safety measures necessary for IV therapy. 10. Identify the signs and symptoms of IV therapy complications.   **Laboratory:** Caring a Central Line | Textbook  Clinical Lab/workgroup  Discussion |
| **Day 4** | Fluid and blood. ABO system | **Lecture:**  The four blood groups in the ABO system.   1. Explain the difference between RH- positive and RH- negative blood. 2. Know the common blood products used for transfusions. 3. Explain how to obtain blood from the blood bank. 4. Explain how to assist with the administration of blood. 5. Identify the signs and symptoms of a transfusion reaction.   **Laboratory:** Caring a Blood Transfusion | Quiz #1  Textbook  Clinical Lab/workgroup  Discussion |
| **Week 2** |  |  |  |
| **Day 1** | Oxygen Needs | **Lecture:**   1. Describe the factors affecting oxygen needs. 2. Identify the signs and symptoms of hypoxia and altered respiratory function. 3. Describe the tests used to diagnose respiratory problems. 4. Explain the measures that promote oxygenation. 5. Describe the oxygen devise. 6. Explain how to help safely with oxygen therapy.   **Laboratory:**  Safety Tips to Remember when Performing Oxygen Therapy Program at Home. Short Movie | Textbook  Clinical Lab/workgroup  Discussion |
| **Day 2** | Assisting with the physical examination | **Lecture**  Demonstration: Physical examination.   1. Explain types of Examination 2. Explain what to do before, during, and after an examination. 3. Identify the equipment used for examination. 4. Describe to prepare and drape a person for an examination. 5. Explain the rules for assisting with an examination   **Laboratory:** Physical Examination | Textbook  Clinical Lab/workgroup  Discussion |
| **Day 3** | Mental Health Problems | **Lecture:**   1. Explain the difference between mental health and mental illness. 2. List the causes of mental illness. 3. Explain how personality develops 4. Explain the defense mechanisms 5. Describe personality disorders. 6. Describe four anxiety disorders. 7. Describe Common Phobias. 8. Explain Bipolar Disorder and Depression | Textbook Clinical Lab/workgroup  Discussion |
| **Day 4** | Mental Health Problems | **Lecture:**   1. Describe the suicide and the persons at risk. 2. Explain Schizophrenia. Visual aid ( Movie) 3. Describe the care required by persons with mental health disorders. | Textbook  Clinical Lab/workgroup  Discussion |
| **Week 3** |  |  |  |
| **Day 1** | Mental Health Problems | **Lecture**:  Addictions   1. Discussion: Describe Substance abuse and addiction 2. Describe health effects of specific drugs: Anabolic Steroids, Cigarettes and other tobacco products, cocaine, hallucinogens, and Heroin. 3. Describe the prevention and Treatment.   **Laboratory:** Documentary Addictions | Textbook  Lab/workgroup  Discussion |
| **Day 2** | Confusion and Dementia**. In-service Alzheimer’s Disease** | **Lecture:**  Confusion and Dementia.   1. Discussion: Describe confusion and its causes. 2. List the measures that help confused persons. 3. Explain the different between delirium, depression, and dementia 4. Describe the different types of dementia 5. Describe the signs, symptoms, and behaviors of Alzheimer’s disease and related disorders 6. Explain the care required y persons with AD and related disorders. 7. Describe the effects of AD on the family. 8. Explain validation therapy. | Discussion  Textbook  Clinical Lab/workgroup |
| **Day 3** | Caring for Mothers and Newborns | **Lecture:**  Pregnancy   1. Maternal physiological changes in pregnancy 2. Describe how to meet an infant’s safety and security needs. 3. Identify the signs and symptoms of illness in infants. 4. Explain how to help mothers with breast-feeding. 5. Describe three forms of baby formulas. 6. Explain how to bottle-feed babies. 7. Explain how to burp a baby. 8. Describe how to give cord care. 9. Describe the purposes of circumcision, needed observations, and the required care. 10. Explain how to bathe infants. 11. Explain why infants are weighed. 12. Describe the care needed by mothers after childbirth.   **Laboratory:**  Life Before Birth - In the Womb | Discussion  Textbook  Lab/workgroup |
| **Day 4** | Final Comprehensive Exam | Final Comprehensive Exam | 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= 30%

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.