**FLORIDA VOCATIONAL INSTITUTE**

**SYLLABUS/LESSON PLAN**

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| **Daily/Weekly Lesson Plan Outline – 4 weeks / 40 Clock Hrs. / 40 Lab Hrs.** | | | | | |
| **COURSE TITLE** | | | | **Review Date:** | |
| **Pharmacy Technician** | | | | **11/20/2015** | |
| **CODE** | **SUBJECT** |  |  | **LEC HRS** | **LAB HRS** |
| **AHP100** | **Introduction to Health Professions** | | | 40 | 40 |
| **COURSE DESCRIPTION:** In this course students will gain an overview of health professions and learn the basics of medical terminology, life support, and infection control. Students will also learn directives and guidelines set forth by government agencies for healthcare facilities and professionals. To help students transition successfully into college environment, this course also explores learning strategies such as reading and critical thinking, test-taking, and using computer technology for resources and class assignments. Instructor may provide additional resources or materials as a part of the lesson plan.  **Prerequisite:** None  **Required Resources:**  **Text Books:** Mosby's Pharmacy Technician: Principles and Practice 4e. Elsevier.  **Learning Resources Center materials are available**  **Instructional Methods:**  Lecture/Discussion  Audiovisual  Research  **Mode of Delivery:**  Residential  **Equipment**/**Technology/Software**  Utilization of power point presentations, media center websites, reference materials, and other technology as available  **COURSE OBJECTIVES:**  In this course, students will:   * Develop an intentional plan for achieving educational goals in a health career field. * Apply methods to improve achievement in and out of the school environment. * Demonstrate understanding of the basic components of medical terminology. * Recognize emergency situations and apply basic first aid and CPR. * Use correct methods of infection control and universal precautions. * Identify basic regulations impacting healthcare facilities and professionals. | | | | | |
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|  | **Objectives to be covered** | **Lecture/ Labs** | **Method of Assessment** |
| **Week 1** |  |  |  |
| **Day 1** | * Overview of health profession | * Course /Lesson Overview: Health Professions * Lecture: Introduction to Health Professions * Discussion: Introduction to Health Professions * Discussion: Future opportunities of chosen career path. | * Handout * Book Exercise |
| **Day 2** | * Standard of care and Privacy | * Standard of Care and Privacy * Lecture/Demonstration: Standard of Care and Privacy * Discussion: Standard of Care and Privacy * LRC: Standard of Care Case Studies | * Handout * Book Exercise |
| **Day 3** | * P.O.W.E.R Learning: What type of learner you are? | * Basic Principles and Applications of P.O.W.E.R. Learning * What‘s Your Receptive Learning Style? * Lecture/Demonstration: P.O.W.E.R. Learning * Discussion: P.O.W.E.R. Learning | * Handout * Book Exercise |
| **Day 4** | * Reading and Remembering | * What’s the point of a reading assignment? * Understand the Point of View of the Material Itself * Identify what you need to remember | * Handout * Book Exercise |
|  | * Career Strategies | * Career Strategies * Lecture/Demonstration: Careers what to expect, what are the braches of your chosen career path. * Discussion: Strategies for Networking | * Quiz #1 |
| **Week 2** |  |  |  |
| **Day 1** | * Medical Terminology: Construction of medical words | * Lecture: The Construction of Medical Words * Discussion: The Construction of Medical Words * Build and construct medical terms using their elements. * Select and identify the meaning of essential medical term roots * Define the elements *combining vowel* and *combining form* of essential medical terms * Define *suffix* and  *prefix* * Select and identify the meaning of the *suffixes* and *prefixes* of essential medical terms. | * Handout * Book Exercise |
| **Day 2** | * Medical Terminology: Word Analysis and Deconstruction | * Lecture: Word Analysis and Deconstruction * Discussion: Word Analysis and Deconstruction * Bream down or deconstruct a medical term into its elements. * Use word analysis to help ensure the precise use of the medical terms. * Use the word elements to analyze and determine the meaning of the term * Apply the correct pronunciation to the medical term. |  |
| **Day 3** | * Medical Terminology: Categorization | * Lecture: Suffixes and Prefixes categorization. * Discussion: Suffixes and Prefixes categorization * Categorize major suffixes in the following groups: surgical, diagnostic, symptomatic, and related suffixes. * Categorize major prefixes in the following groups: position, number, measurement, negation, direction, and other prefixes | * Handout * Book Exercise |
| **Day 4** | * Medical Terminology: Identification | * Lesson: Medical terminology identification * Discussion: Medical terminology identification * Identify and define anatomical, physiological, and pathological terms relating to body systems | * Handout * Book Exercise |
|  | * Medical Terminology: Techniques to learn and remember: Roots, prefixes, suffixes | * Lecture: Techniques to learn and remember medical terms * Discussion: Techniques to learn and remember medical terms * Use of flash cards, electronic of physical * Use of association to terms and words already known * Memorization games. | * Quiz #2 |
| **Week 3** |  |  |  |
| **Day 1** | * Occupational Safety and Health Administration (OSHA) | * Lecture: OSHA Infection control Techniques * Discussion: OSHA Infection control techniques * Pharmacy Technician Role in infection control * Infection Control Methods * Medical Asepsis * Sanitization * Lab: Aseptic Hand Washing * Sterilization * Lab: Wrapping and Labeling Instruments for sterilization in the Autoclave | * Handout * Book Exercise |
| **Day 2** | * Occupational Safety and Health Administration (OSHA) | * Lecture: OSHA Bloodborne Pathogens Standard and Universal Precautions. * Discussion: OSHA Bloodborne Pathogens Standard and Universal Precautions. * OSHA Bloodborne pathogens standard * Universal Precautions * Proper use of Biohazardous waste containers and handling of infectious laundry waste * Category Task I, II, III * Personal Protective Equipment (PPE) * Exposure to Incidents * Reporting Guidelines * Immunizations: Another way to control Infections | * Handout * Book Exercise * In-service |
| **Day 3** | * Health Insurance Portability and Accountability Act (HIPAA) | * Lecture: HIPAA History and Language * Discussion: HIPAA History * HIPAA Language * Covered Entities * Covered Transactions * Notice of Privacy Practice (NPP) * Protected Health Information (PHI) * State Preemption * Treatment, payment, ad health care operations (TPO) | * Handout * Book Exercise |
| **Day 4** | * Health Insurance Portability and Accountability Act (HIPAA) | * Lecture: HIPAA Standards * Discussion: HIPAA Standards * Transaction and code sets * Privacy Rule  1. Required disclosure 2. Disclosure to patients 3. Disclosure for TPO 4. Other’s TPO 5. Personal representatives 6. Disaster relief organizations 7. Incidental disclosures 8. Public purpose 9. Authorization 10. De-Identification 11. Limited data set  * Security Rule * National Identifier Standards * Patient Rights * Recognizing and Dispelling Myths about HIPAA | * Handout * Book Exercise * In-Service |
|  | * Law and Ethics | * Lecture: Law and Ethics * Discussion: Law and Ethics * Comparing Aspects of Law and Ethics * What is a Law? * What are Ethics? * Code of Ethics and Ethics Guidelines * Bioethics * Etiquette * Determine if a decision is Ethical * Law of Agency and Doctrine of Respondeat Superior. | * Handout * Book Exercise * Quiz #3 |
| **Week 4** |  |  |  |
| **Day 1** | * Obtaining Vital Signs and Measurements | * Lecture/Demonstration: Vital Signs * Discussion: Vital Signs * OSHA Guidelines for taking measurements of vital signs * Temperature * What is febrile, afebrile and hyperpyrexia * Type of Thermometers * Electronic Digital * Disposable * Manual (Hg) * Introduce Units of temperature (ºF and ºC) * Taking temperature * Oral Temperature * Tympanic Temperature * Rectal Temperature * Axillary Temperature * Temporal Temperature * Pulse * What is a Pulse and what information does it give? * Locations where you could feel the pulse * Temporal Artery * Carotid Artery * Brachial Artery * Radial Artery * Femoral Artery * Popliteal Artery * Posterior Tibial Artery * Dorsalis pedis Artery * Blood Pressure * Factors Affecting Blood pressure * Blood Pressure Measuring equipment * Special Consideration for Adults * Special Consideration in Children * Body Measurements * Measuring Height and Weight of Adults * Measuring Height and Weight of Children and Infants | * Handout * Book Exercise |
| **Day 2** | * Emergency Preparedness and First Aid | * Lecture/Demonstration: Understanding Medical Emergencies * Discussion: What is a medical emergency? * Guideline for Handling Emergencies * Patient Emergencies * Telephone Emergencies * Personal Protection * Documentation * Contents and proper use of a First Aid Kit * Patient Under Stress * Educating the Patient * Disasters * Bioterrorism | * Handout * Book Exercise |
| **Day 3** | * Cardiopulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED) | * Lecture/Demonstration: Basic Life Support (BLS) * Discussion: Basic Life Support BLS * Identify When basic Life Support (BLS) is needed * Identify the links in The Cardiac Chain of Survival * State when Pulmonary Resuscitation is needed * Identify correct hand position for chest compressions * Identify the correct rate and depth of chest compressions | * Handout * Book Exercise |
| **Day 4** | * Cardiopulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED | * Identify when and how rescue breaths are given * Identify the correct ratio of chest compressions to breaths. * Identify when to stop CPR * Identify how to use an Automated External Defibrillator (AED) * Performance Checklist: CPR * Performance Checklist: AED | * Handout * Book Exercise |

**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.

**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 student 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.