

Glendale Unified School District

High School

June 21, 2022

Department: Career Technical Education

Course Title: Patient Care Technician Year One

Course Code: 8945V

Grade Level(s): 10-12

School(s)

Course Offered: Glendale High School

UC/CSU Approved (Y/N, Subject): Yes, College-Preparatory Elective (G)

Recommended Prerequisite: None

Course Overview: This course is designed to teach the fundamental skills necessary for both hospital and skilled nursing facility. The Patient Care Technician program is a learning experience that provides students an opportunity to apply their technical and academic skills in a hybrid model that allows for on-line asynchronous work paired with a hands-on medical lab experience. Students will develop and practice an understanding of the duties and responsibilities of a skilled Patient Care Technician including but not limited to anatomy and physiology, medical terminology, health and human growth and development, pharmacology, body mechanics, infection control, EKG, phlebotomy, physical assessment, pre and post op care and direct patient care. Students who complete this program will be eligible to take the national state exam to obtain certification as a Patient Care Technician. Each module contains several units which include: lecture, quizzes, worksheets and final exam. Additionally students will complete skills check off with instructor supervision.

Unit 1: The Health Assistant

STANDARDS

B10.1, B10.2, B10.3, B10.4, B10.5, B12.0, B12.1, B12.2, B12.3, & B12.4

Common Core Standards: 11-12.4, 11-12.6

- A. In this unit, students will gain an overview of the role and responsibilities of health assistant occupations, including employment opportunities, educational requirements, professionalism, scope of practice, confidentiality, informed consent, ethics, infection control, and safety precautions.
- B. Health Assisting: Health Care Teams, Facilities, Education and Credential, Nursing Care Delivery Models, The Nursing Process, Qualities of Health Assistants, Personality Traits, Communication, Infection Control and Safety Precautions, Violations, hand washing practice and check off, Legal Conduction: Law, scope of practice, privileged communication, Patient Rights and Code of Ethics: Informed Consent, Patient and Resident Rights, Ethics
 - a. Be able to verbalize or write what HIPAA is
 - b. Identify members of the health care team
 - c. List the chain of infection
 - d. Describe scope of practice
 - e. Describe the nursing process
 - f. Demonstrate proper handwashing
 - g. Describe patient's rights, legal issues and safety issues.
- C. Students will complete written assignments stating , in their own words, the purpose and use of HIPPA.
- D. Students will each be assigned, in pairs, a member of the health care team and present the responsibilities of that member and state how that member works with others in the health care team. They will also describe the scope of practice of their assigned team member.
- E. Students will draw their own illustration of the chain of infection, and describe ways in which the chain is broken. They then will demonstrate proper hand washing, and the instructor will use check off to determine if they performed properly.

Unit 2: Body Mechanics

STANDARDS

B8.0, B8.1, B8.2, B8.3, B8.4 & B8.5

Common Core Standards: 11, 11-12.4

- A. In this unit, students will learn the principles of proper body mechanics , how to transfer patients, reposition patients and proper use of a gait belt, safety and prevention of pressure ulcers and equipment safety and safety guidelines,
 - a. Body mechanics and transfer belts
 - b. Moving up in bed, turning and logrolling and dangling, Positioning patients

- c. Bed and wheelchair transfer, bed and stretcher transfer, Transferring patients: toilet and vehicle,
 - d. Wheelchair and toilet transfer, and wheelchair and vehicle transfer
- B. After completing online instruction viewing video, and teacher demonstration, students in pairs, will demonstrate proper use of equipment and transfer technique, while verbally describing each step.

Unit 3: Admissions, Transfers and Discharge

STANDARDS

B12.4, B4.0,B4.1, B4.2,B4.3, B4.4 & B4.5

Common Core Standards:11-12.4, 11

- A. Students will demonstrate ability to take accurate vital signs, interview techniques, gather appropriate information
- B. The final module for the semester includes an overview of procedures that occur when a patient is admitted, transferred or discharged from care. Includes documentation, adult and pediatric vital signs, and proper care of patient belongings.
 - a. Admissions, discharge and transfers. Skills: exam positioning and draping, admission. Transfers and discharges:
 - b. Transfer and discharge, Communication exercise, documentation
 - c. Vital signs
- C. Students will describe, in writing normal parameters for vital signs, what blood pressure actually measures and techniques for taking vital signs-temperature, pulse, respirations and blood pressure.Students will demonstrate , using mannequin, proper draping and exam positioning.
- D. Students will be given a patient scenario , and in pairs demonstrate communication in relation to transfer and discharge.

Unit 4: Special Populations

STANDARDS

B13.0, B13.1, B13.2, B13.3,B13.4,B13.5, & B13.6

Common Core Standards: 11-12.1, Anchor standard 11

- A. Introduction:Empathy for physically impaired. Students will be able to identify specific disabilities and describe techniques for communicating with patients and also what techniques can be used to assist the physically impaired.
- B. Pediatric patients, Elderly patients, Dealing with death: skills check and practice postmortem care, Cognitively impaired patients, Physically and developmentally impaired patients, Restraints, Communication exercise

- C. Students will participate in group discussion about what it means to be physically impaired and empathy for those that are physically impaired.
- D. Students will be assigned in groups to discuss and present special considerations for pediatric, terminally ill , and physically and developmentally impaired patients.
- E. Students will demonstrate and verbalize proper post mortem care

Unit 5: Patient Comfort

STANDARDS

B6.2, B6.3, & B7.4

Common Core Standards: 11-12.1, Anchor Standard 11

- A. Patient comfort: discussion of various comfort measures including repositioning, medication, reassurance. Students will be given patient scenarios and present methods of comfort that are appropriate to class.
- B. Observing patients, Handling bed linens, *skills: mitered corners, Making bed, Occupied bed, unoccupied bed and open beds, Perineal care, Male and female perineal care, Hand and foot care, hand and foot care, Hair care: skills: bed shampoo, daily hair care and facial shaving, Oral care *skills : oral care, denture care, and special oral care, Dressing and undressing, Dressing and dressing with IV, Bathing, Complete bed bath, partial bed bath, tub or whirlpool, and shower, Eyeglasses and hearing aids, *skills: eyeglass and hearing aid care, AM and PM care , Backrub
- C. After completing online lessons students will demonstrate the above skills , and the instructor will complete the check off. Pass or Fail.
- D. Students will participate in group discussion regarding comfort measures, medication and communication techniques for patients that are suffering.

Primary Curriculum Source:

Applied Educational Systems

Patient Care Technician

<https://teacher.aeseducation.com/courses>

Secondary Curriculum Source:

SimRated

Hands-on Labs for Patient Care Technician

<https://www.simrated.com>