

Patient Care Technician
(Bridge Program)

PRESTIGE
MEDICAL SOLUTIONS

Introduction:

At Prestige Medical Solutions we are fully vested in helping students succeed. Our vision is to be a great place to learn, where people are inspired to better themselves through education and be trained to exceed the expectations of their prospective employers. To help us establish a safe, enjoyable, and rewarding classroom experience we have set non-negotiable site policy and procedures. They cover class etiquette, uniform/identification requirements, and other material relevant to each student. Each student is expected to become familiar with our standards, and individual classroom requirements prior to attending class.

Course Overview:

The Patient Care Technician is a multi-disciplinary technical worker training to provide basic nursing assistant care as well as other skilled function. The role of the Patient Care Technician includes duties traditionally performed by the staff from several different departments such as nursing, phlebotomy, EKG and respiratory.

Purpose:

This course will prepare the Certified Patient Care Technician to work in an advance clinical environment and healthcare setting.

Learning Objectives:

Materials:

Main Textbook: Mosby/Elseview

Assisting with Patient Care

Supplementary Textbook: Mosby

Mosby's Dictionary of Medicine, Nursing, & Health Professions

In-Class Material: Numerous handouts and online material will be provided

Course Objectives:

At the conclusion of this course, the participant should be able to:

Discuss and identify concepts related to working in an advanced care setting.

1. Discuss and demonstrate sterile technique.
2. Discuss and demonstrate advanced wound care skills.
3. Discuss and demonstrate advanced urinary care skills.
4. Discuss and demonstrate advanced nutrition skills.
5. Discuss and demonstrate advanced respiratory care skills.
6. Discuss and demonstrate advanced vascular access skills.
7. Discuss and demonstrate advanced cardiovascular monitoring skills.
8. Identify concepts and discuss the care of the rehabilitation patient.
9. Identify concepts and discuss the care of the surgical patient.
10. Identify concepts and discuss the care of the pediatric patients.
11. Identify concepts and discuss the care of the obstetric patient.
12. Identify concepts and discuss the care of the psychiatric patient.

Unit and Instructional Objectives with Rational & Topic Outline.

Unit I. Working in an Advanced Care Setting.

Unit Rationale: Students need to understand their role in providing “advanced care”. Understanding what constitutes “advanced” and why it is important in providing competent care in a variety of settings.

Unit Objectives: At the completion of this unit students should be able to:

1. Identify factors that put a person in need of “advanced care”.
2. Identify health care settings where “advanced care” may be provided.
3. Identify and discuss providing holistic/humanistic care in the “advance care” setting.
4. Discuss changes in the health-care industry as related to the training and use of unlicensed health-care workers.
5. Discuss the role of Government and independent organizations in ensuring quality patient care.
6. Identify the five rights of delegation.
7. Discuss how using the five rights of delegation ensure that care provided is safe and legal.
8. Identify and discuss the nurses responsibly in delegation.
9. Identify and discuss the nursing assistants responsibly in delegation.
10. Discuss special considerations related to communication in the “advanced care”.

Unit II. Sterile Technique:

Unit Rationale: The establishment and maintenance of sterile technique is fundamental in reducing the threat of infection, and post procedure complications.

Unit Objectives: At the completion of this unit students should be able to:

1. Demonstrate, describe, and discuss the proper use of sterile technique.
2. Identify and define “sterile technique” and when/how it is used.
3. Classify medical equipment according to disinfection or sterilization requirements.
4. Discuss the difference between high-level disinfection and sterilization.
5. Identify and discuss the packaging of sterile items and supplies.
6. Identify and discuss how to verify that the contents of a sterile package are sterile.
7. Discuss how to properly handle and store sterile packages.
8. Identify, discuss, and demonstrate guidelines that health care workers follow to maintain sterility of equipment, supplies, and work surfaces when using sterile techniques.
9. Discuss and demonstrate proper techniques for creating a sterile field.
10. Discuss and demonstrate proper techniques for adding sterile supplies to a sterile field.
11. Discuss and demonstrate proper techniques for pouring liquid into a sterile container.
12. Discuss and demonstrate methods used to move sterile supplies on the sterile field.
13. Discuss and demonstrate proper techniques for putting on and removing sterile gloves.

Unit III. Advanced Wound Care Skills.

Unit Rationale: Wounds are a common problem. Accurate assessment of a wound is critical in order to enhance wound healing outcomes and prevent recurrence. The course will assist participants to increase their understanding of the processes involved in wound repair and regeneration including the impact of physical, psychosocial and environmental factors on the wound healing process.

Unit Objectives: At the completion of this unit students should be able to:

1. Identify the common ways of describing wounds.
2. Identify the three phases of wound healing.
3. Identify the differences between the three intentions of wound healing.
4. Identify and discuss factors that can affect wound healing.
5. Identify and discuss common complications that occur when with wound healing and reportable signs and symptoms.
6. Identify how dressings and drains help support the healing process.
7. Identify and determine what observations related to wounds/incision sites should be reported to the nurse.
8. Identify how wounds affect the patient emotionally.
9. Identify and demonstrate the proper technique for cleaning an incision site and changing a sterile dressing.

10. Identify and discuss methods used to care for wounds that are healing by second intention.

Unit IV. Advanced Urinary Care Skills.

Unit Rationale: Urinary catheters are invasive and offer overused. The expanded use of urinary catheters in long term care facilities, rehab institution, and home health environments have increased the need for clear clinical understanding. The proper use and care of such devices is necessary to educate patients and prevent complications.

Unit Objectives:

1. Identify the different types of urinary catheters.
2. Identify and discuss why a person might need a urinary catheter.
3. Identify and discuss the risks associated with a straight or indwelling urinary catheter.
4. Demonstrate and discuss the proper technique for inserting a straight urinary catheter.
5. Demonstrate and discuss the proper technique for inserting an indwelling urinary catheter.
6. Identify and demonstrate the proper technique for collecting urine from an indwelling urinary catheter.
7. Identify and demonstrate the proper technique for removing an indwelling urinary catheter.

Unit V. Advanced Nutrition Skills.

Unit Rationale: Without proper nourishment the body cannot heal. Enteral nutrition is common and often misunderstood intervention provided to the most vulnerable of patients. Proper observation and maintenance of patients receiving enteral nourishment by health care providers improves the likelihood of positive outcomes, and negative effects.

Unit Objectives: At the completion of this unit students should be able to:

1. Discuss why enteral nutrition is sometimes necessary.
2. Discuss how a nasogastric or nasointestinal tube is used.
3. Identify the risks of using nasogastric or nasointestinal tubes.
4. Identify and demonstrate the proper technique for removing a nasogastric tube.
5. Discuss how a gastrostomy or jejunostomy tube is used.
6. Identify the three primary ways of administering enteral nutrition.
7. Identify different schedules used to administer enteral nutrition.

8. Identify the different ways enteral feeding formulas are packaged.
9. Identify and discuss the nursing assistant's role in caring for a person who is receiving enteral nutrition.
10. Identify and discuss the complications that can occur when a person is receiving enteral nutrition and the ways the nursing team helps prevent these complications.
11. Identify and discuss the signs and symptoms that a person who is receiving enteral nutrition may have that should be reported.
12. Identify and discuss how total parenteral nutrition differs from enteral nutrition.
13. Identify and discuss the nursing assistant's role in caring for a patient receiving total parenteral nutrition.
14. Identify and discuss why a person might need their blood glucose levels monitored.
15. Identify and demonstrate the proper techniques for monitoring a person's blood glucose level.

Unit VI. Advanced Respiratory Care Skills.

Unit Rationale: Breathing is the most immediate function of the body. All ages and types of patients experience respiratory ailments. Proper observation and maintenance of patients with respiratory problems by health care providers improves the likelihood of positive outcomes. Understanding that many disease processes can lead to respiratory compromise minimizes the potential for negative effects.

Unit Objectives: At the completion of this unit students should be able to:

1. Identify and discuss how the respiratory and cardiovascular systems work together to supply the body with oxygen and rid the body of carbon dioxide.
2. Identify and discuss how disorders or situations that affect ventilation, gas exchange, or oxygen transport can affect a person's ability to meet their need for oxygen.
3. Identify and demonstrate methods of monitoring blood oxygen levels.
4. Identify the purpose of suctioning the airway.
5. Discuss and identify oropharyngeal and nasopharyngeal airways.
6. Identify and discuss the indications for endotracheal intubation and the care of a person with an endotracheal tube.
7. Discuss the purposes of tracheotomy and care of a person with a tracheostomy.
8. Discuss and demonstrate the proper technique for providing tracheostomy site care.
9. Identify and discuss the indications for and the care of a patient receiving mechanical ventilation.

Unit VII. Advanced Vascular Access Skills.

Unit Rationale: This unit will introduce the student to the fundamental elements of phlebotomy using didactic teaching methods combined with hands-on learning.

Unit Objectives: At the completion of this unit students should be able to:

1. Discuss and demonstrate a needle and syringe or vacuum tube system to obtain a blood specimen.
2. Identify and discuss safety precautions that must be followed when using a tourniquet.
3. Identify characteristics of a suitable vein for venipuncture.
4. Discuss and demonstrate proper technique for performing venipuncture using a vacuum tube system.
5. Discuss the uses of intravenous therapy.
6. Identify and discuss the difference between a peripheral line and a central line.
7. Identify and discuss the role of the nursing assistant in caring for a person who is receiving intravenous therapy.
8. Identify and demonstrate the proper technique for removing a peripheral line.

Unit VIII. Advanced Cardiovascular Monitoring Skills.

Unit Rationale: Cardiovascular disease is the leading cause of morbidity and the United States. Arrhythmias are a common and potentially life-threatening complication of many cardiovascular related disorders, and often pose a particularly serious challenge for health care providers.

Unit Objectives: At the completion of this unit students should be able to:

1. Discuss and identify the similarities and differences between measuring a person's blood pressure both mechanically and manually.
2. Identify parts of an arterial pressure monitoring system.
3. Discuss and demonstrate caring for a patient with an arterial line.
4. Discuss electrocardiography and the two major uses for electrocardiography.
5. Discuss the differences between hardwire cardiac monitoring, telemetry, and continuous ambulatory monitoring.
6. Identify the special features of the myocardial cells that contract as a unit.
7. Identify the cardiac cycle.
8. Identify the pathway of an electrical impulse that travels through the conduction system of the heart.
9. Identify the different waveforms and intervals found on an electrocardiogram and what each one represents.
10. Review then identify dysrhythmias and blocks on ECG monitoring strips.
11. Identify and demonstrate the proper technique for setting up continuous cardiac monitoring.
12. Identify and demonstrate the proper technique for obtaining a 12 lead ECG.

Unit IX. Care of the Rehabilitation Patient.

Unit Rationale: Healthcare providers are responsible for a wide range of care responsibilities in a variety of care settings. A well rounded understanding of care options within the Rehabilitation care environment is necessary for the delivery of competent care.

Unit Objectives: At the completion of this unit students should be able to:

1. Identify and discuss the major goals of rehabilitation and care settings where rehabilitation takes place.
2. Identify and discuss the rehabilitation process.
3. Identify and discuss the areas addressed as part of the rehabilitation process.
4. Identify and discuss the responsibilities of key members of the rehabilitation team.
5. Identify and discuss factors that can affect the outcome of rehabilitation effort.
6. Identify and discuss the nursing assistant's role in caring for a person with spinal cord injury.
7. Identify and discuss the nursing assistant's role in caring for a person with traumatic brain injury.
8. Identify and discuss the nursing assistant's role in caring for a person who has had a stroke.
9. Identify and discuss the nursing assistant's role in caring for a person who has had a cardiovascular disorder.
10. Identify and discuss the nursing assistant's role in caring for a person who has had a musculoskeletal disorder.
11. Identify and discuss the nursing assistant's role in caring for a person who has had a non-traumatic brain injury.
12. Discuss why an elderly person might require rehabilitation.

Unit X. Care of the Surgical Patient.

Unit Rationale: Healthcare providers are responsible for a wide range of care responsibilities in a variety of care settings. A well rounded understanding of skills and care options needed to care for surgical patients is necessary for the delivery of competent care.

Unit Objectives: At the completion of this unit students should be able to:

1. Identify the reasons surgery may be needed and settings where surgery may take place.
2. Identify the three phases of surgical care.
3. Identify and discuss the preparations necessary to physically prepare a patient for surgery and the nursing assistant's role in these preparations.
4. Identify members of the surgical team.
5. Identify and discuss the physical environment of the surgical suite.

6. Identify and discuss methods used to prevent infection in the surgical suite.
7. Identify and discuss possible hazards that affect a person working in the surgical suite and measures a nursing assistant can take to avoid these hazards.
8. Identify actions the health care team takes to keep the patient safe during surgery.
9. Identify and discuss the three phases of recovery that a patient goes through after surgery and the nursing assistant's role in providing care during these three phases.

Unit XI. Care of the Pediatric Patient.

Unit Rationale: Healthcare providers are responsible for a wide range of care responsibilities in a variety of care settings. A well rounded understanding of skills and care options needed to care of pediatric patients is necessary for the delivery of competent care.

Unit Objectives: At the completion of this unit students should be able to:

1. Identify and discuss ways that the pediatric unit differs from an adult unit.
2. Identify and discuss the fears that hospitalized children commonly experience.
3. Identify and discuss the importance of play for children in an advanced care settings.
4. Identify and discuss the different ways the children express pain.
5. Identify and discuss the nursing assistant's role in helping to minimize a child's pain.
6. Identify some of the special considerations that a nursing assistant must take into account when providing care of a pediatric patient.
7. Identify and discuss the most common respiratory, cardiovascular, neurologic, gastrointestinal, endocrine, genitourinary, and musculoskeletal disorders in children.
8. Identify and discuss special care needs of children with cancer.
9. Identify and discuss the signs of child abuse and the nursing assistant's role in reporting suspected abuse.

Unit XII. Care of the Obstetric Patient.

Unit Rationale: Healthcare providers are responsible for a wide range of care responsibilities in a variety of care settings. A well rounded understanding of skills and care options needed to care of obstetric patients is necessary for the delivery of competent care.

Unit Objectives: At the completion of this unit students should be able to:

1. Identify and discuss common pre-existing health conditions that can complicate pregnancy.
2. Identify and discuss the common complications that can develop during pregnancy.
3. Discuss multiple gestations as a cause of high-risk pregnancy.

4. Identify the stages of labor and vaginal delivery and the responsibilities of a nursing assistant during each stage.
5. Identify and discuss why cesarean delivery might be necessary and the responsibilities a nursing assistant may have during and after a cesarean delivery.
6. Identify and discuss common postpartum complications and observations that the nursing assistant should immediately report to the nurse.

Unit XIII. Care of the Psychiatric Patient.

Unit Rationale: Healthcare providers are responsible for a wide range of care responsibilities in a variety of care settings. A well rounded understanding of skills and care options needed to care of psychiatric patients is necessary for the delivery of competent care.

Unit Objectives: At the completion of this unit students should be able to:

1. Identify and discuss where psychiatric care may be provided.
2. Identify and discuss the responsibilities of a nursing assistant who works in a psychiatric care setting.
3. Identify and discuss the goals of therapeutic communication and some common therapeutic communication techniques.
4. Identify measures to ensure safety in the workplace.
5. Identify and discuss conditions that may make restraint or seclusion necessary.
6. Discuss the nursing assistant's role in caring for a patient who has been restrained or who is in seclusion.
7. Identify and discuss four main categories of medications used to treat psychiatric disorders.
8. Identify and discuss observations a nursing assistant may make that should be reported to the nurse when caring for a patient who is being treated with medication for psychiatric disorders.
9. Discuss psychotherapy.
10. Identify the nursing assistant's role in caring for a patient who is receiving electroconvulsive therapy.
11. Discuss and identify some of the more common psychiatric disorders and the special considerations a nursing assistant should be aware of when caring for patients with these disorders.

Grading:

Quizzes and Exams:

A grade of "C" or 75% or better in all courses must be attained.

An instructor may choose to add short written quizzes, written papers, student presentation, etc. and assign points to them.

Theory grades are calculated on a point system and converted to a percent score.

EXAMPLE: If 40 points is the # of points you answered correctly and the possible maximum score is 50 points. This 40 is divided by 50 then your grade is $40/50$ or 0.80 which translates to 80% which would be a B.

Important: Prestige Medical Solutions maintain strict scholastic standards. The grading standard is on an ABSOLUTE SCALE:

Theory Clinical/Skills Lab Grade Grade Point Average

100 – 90 Satisfactory (A)

89 – 80 Satisfactory (B)

79 – 75 Satisfactory (C)

74 - 60 Unsatisfactory (D)

59 - below Unsatisfactory (F)

A grade of "C" or better is necessary to pass any given course. At the midterm, a student doing less than "C" work in theory will be given notification of academic deficiency. A student whose clinical performance is not satisfactory may be given a remediation plan noting areas needing improvement and by what date the improvement must be made.

Classroom Conduct/Student Responsibility: Please refer to the adopted student handbook.