

San Joaquin Delta College Psychiatric Technician

Current → Proposed curriculum content comparison PT 001 → NURSPT 010 Foundations of Nursing

| <p align="center">CURRENT CURRICULUM PT 01-FOUNDATIONS OF NURSING</p> | <p align="center">EXPLANATION OF CHANGES</p> | <p align="center">PROPOSED CURRICULUM NURSPT 010-FOUNDATIONS OF NURSING</p> |
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| <p>1. Introduction to Nursing [Moves to new Module 1]</p> <ol style="list-style-type: none"> 1. Role of the Licensed Vocational Nurse and Psychiatric Technician 2. Legal and Ethical Aspects of Nursing [Moves to new Module 2] 3. Issues and Trends <p>2. Foundations of Nursing</p> <ol style="list-style-type: none"> 1. Nursing Process 2. Critical Thinking [Moves to new Module 6] 3. Therapeutic Communication [Moves to new Module 3] 4. Documentation and Reporting 5. Patient Education 6. Professionalism in Nursing [Moves to new Module 9] <p>3. Concepts of Health and Illness [Moves to new Module 9]</p> <ol style="list-style-type: none"> 1. Mechanisms of Disease 2. Wholism and Basic Human Needs [Moves to new NURSPT 011 Module 1] 3. Stress and Adaptation 4. Cultural and Spiritual Aspects [Moves to new NURSPT 11 Module 5] 5. Basic Health Assessment [Moves to new Module 6] <p>4. Gerontology and the Aging Process</p> <ol style="list-style-type: none"> 1. Theories of Aging 2. Physiologic Changes in Aging 3. Wholistic Care of the Geriatric Patient <p>[Integrated throughout the curriculum.]</p> <p>5. Patient's Physiologic Needs and Implications for Nursing Care</p> <ol style="list-style-type: none"> 1. Oxygenation 2. Nutrition and Elimination 3. Pain and Comfort 4. Infection and Inflammation [Moved to Module 5 & 8] | <p>Name Change: No change.</p> <p>2. Content Change: There is realignment of course content, consistent with the Psychiatric Technician Curriculum Model. The content for the current PT 001 and PT 002 is divided into three courses in the proposed curriculum: NURSPT 010, NURSPT 011, and NURSPT 012. Content that is the foundation of nursing relates to concepts and skills that are applicable throughout all of the courses in the program. These foundational concepts include role, scope of practice, legal and ethical issues, communication, safety, general principles of medication administration, and general concepts related to nutrition. Basic nursing skills and health assessment are introduced. Pharmacology content is moved to separate pharmacology courses in line with the Psychiatric Technician Curriculum Model.</p> <p>3. Units change: With the realignment of course content, Foundations of Nursing is now 4.5 units. PT 001 & 002 equal 17 units. NURSPT 010, 011, and 012 equal 14 units. NURSPT 020, 021, & 022 [Pharmacology courses] equal 3 units. The content is redistributed resulting in no change in units.</p> <p>4. Program Correlation: Proposed curriculum reflects the proposed program conceptual and organizational framework of Client Needs Model.</p> | <p>Module 1 – Introduction to the Role of a Psychiatric Technician</p> <ol style="list-style-type: none"> 1. Course expectations and requirements for theory and clinical 2. Role of the Psychiatric Technician. 3. Professional organizations and licensing boards that govern Psychiatric Technician practice. 4. Psychiatric Technician Scope of Practice. 5. Standards of Practice for the Psychiatric Technician. <p>Module 2 – Legal and Ethical Issues in Healthcare Practice</p> <ol style="list-style-type: none"> 1. Legal aspects of Psychiatric Technician practice. 2. Patient rights as outlined by the American Hospital Association. 3. Code of Ethics in Psychiatric Technician practice. <p>Module 3 – Health Promotion</p> <ol style="list-style-type: none"> 1. Healthy People 2010. 2. Health promotion. 3. Health care delivery systems. 4. Role of the psychiatric technician in client education <p>Module 4 – Client Care Concepts</p> <ol style="list-style-type: none"> 1. Describe the role and responsibilities of the psychiatric technician student in the clinical setting. 2. Application of the nursing process to basic medical-surgical nursing. 3. Role of the psychiatric technician in the nursing process. 4. Relationship between the nursing process and critical thinking. 5. Characteristics of a critical thinker. 6. Critical thinking skills in clinical practice. 7. Holistic health. 8. Guidelines for the nurse-client relationship. 9. Health-illness continuum. 10. Maslow's five basic human needs. 11. Describe the pathophysiology of the stress response system. |

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| <p>6. Fluid and Electrolytes [Moved to NURSPT 011 Module 8] a. Activity and Rest 7. Introduction to Pharmacology [Moved to NURSPT 020] a. Math and Drug Calculations b. Principles of Pharmacology c. Drugs/Agents and factors affecting their Action d. The nursing process and Pharmacology 8. Nursing Care of the Patient with Integumentary Dysfunction [Moved to NURSPT 011 Module 9] a. Describe and identify normal anatomy and physiology of the skin and related structures. b. Identify subjective and objective data essential to the assessment of the skin c. Describe common medical terms to identify skin lesions d. Review the changes in the skin and special considerations for the elderly client e. Describe the nursing care for patients/clients with following medical conditions including signs and symptoms: 9. Peripheral Vascular Disease 10. Foot Ulcers 11. Decubitus Ulcers a. The nursing process and the care of the patient/client with skin dysfunction b. Pharmacologic therapies for the patient/client with a skin disorder c. Patient Education for the client/patient with a skin disorder 12. Diagnostic Tests [Moved to NURSPT 011 Module 3] 13. Identify and describe the 5 types of diagnostic test that are commonly used. 14. Describe and discuss appropriate preparation and patient education for the patients undergoing diagnostic evaluation.</p> | | <p>12. Identify common coping strategies. 13. Define and describe complementary and alternate therapies and the Psychiatric Technician's role in relation to both.</p> <p>Module 5 – Disease Transmission and Prevention 1. Factors that predispose an individual to infection. 2. The chain of infection and preventing the spread of infectious diseases. 3. Standard Precautions and for Transmission-Based Precautions for infection control. 4. Body defense mechanisms that provide protection against infection. Common types of infectious diseases, their etiologies, treatments, and nursing interventions. 5. Diagnostic tests and procedures used to determine specific infectious diseases. 6. Nosocomial infection. 7. Inflammation, a bodily defense mechanisms. 8. Signs and symptoms of infection. 9. Nursing care for a client with an infectious disease 10. Special considerations for the elderly</p> <p>Module 6 – Communicating and the Nurse-Patient Relationship 1. Basic components of communication 2. Factors that influence the way a person communicates. 3. Basic communication skills required for effective communication 4. Therapeutic communication techniques. 5. Blocks to communication. 6. Establishing a nurse-patient/client relationship.</p> |

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| | | <p>Module 7 – Cultural Concepts</p> <ol style="list-style-type: none"> 1. Cultural concepts related to nursing and health care 2. Traditional health practices and beliefs of major ethnic groups in the United States. 3. Cultural influences on the interactions of patients and families within the health care system. 4. Cultural considerations in providing culturally sensitive nursing care. 5. Planning and implementation of nursing interventions adapted to a client's ethnicity. <p>Module 8 – End of Life Care</p> <ol style="list-style-type: none"> 1. Loss and grief. 2. The process of dying and the client's rights during the dying process. 3. Legal and ethical aspects of life and death issues. 4. Signs of impending death. 5. Use of the nursing process for the dying patient. 6. Religious and cultural practices. 7. Hospice. 8. Post-mortem care. <p>Module 9-Nutritional Concepts</p> <ol style="list-style-type: none"> 1. Identify essential nutrients and the dietary sources of each. 2. Discuss the standards of a healthy diet. 3. Identify therapeutic diets frequently see in patient care and the types of foods allowed or encourages with each. 4. Identify the indications for enteral nutrition and the associated safety considerations. 5. Describe the cultural influences on nutritional practices. 6. Describe the appropriate nursing care when feeding a patient with dysphagia. |

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| | | <p>Module 10 – Laboratory and Diagnostic Testing</p> <ol style="list-style-type: none"> 1. Commonly used diagnostic tests and specimen collection procedures. 2. Psychiatric technicians' responsibilities related to specimen collection and diagnostic testing procedures. <p>Module 11 - Medication Administration</p> <ol style="list-style-type: none"> 1. Review various aspects of pharmacology and medication administration 2. Discuss medication administration and safety. 3. Describe the techniques of administering oral, topical, and inhalant medications. 4. Describe techniques of administering intradermal, subcutaneous, and intramuscular injections. 5. Review calculations of dosages and conversion between systems. |

NURSPT 010
FOUNDATIONS OF NURSING

WEEK #1

Module 1: Introduction to Role of a Psychiatric Technician

1. Summarize the course expectations and be able to state where information can be found concerning requirements for theory and clinical.
2. Describe the role of the Psychiatric Technician.
3. Identify professional organizations and licensing boards that govern Psychiatric Technician practice.
4. Describe the Psychiatric Scope of Practice
5. Identify the Standards of Practice for the Psychiatric Technician.

Module 2: Legal and Ethical Issues in Healthcare Practice

1. Discuss the legal aspects of Psychiatric Technician Practice.
2. Identify and discuss the rights as outlined by the American Hospital Association.
3. Discuss the Code of Ethics of Psychiatric Technician Practice.

Module 3: Health Promotion

1. Identify Leading Health Indicators for Healthy People 2012 and discuss how these can help improve the health of a community.
2. Define health promotion and how early intervention can promote health.
3. Describe various health care delivery.
4. Explain the role of the Psychiatric Technician in patient education.

WEEK #2

Module 4: Patient Care Concepts

1. Describe the role and responsibilities of the Psychiatric Technician student in the clinical setting.
2. Describe the application of the Nursing Process to Medical Surgical Nursing
3. Explain the role of the Psychiatric Technician in the Nursing Process.
4. Explain the relationship between the Nursing Process and Critical Thinking.
5. Describe the characteristics of a critical thinker.
6. Describe how critical thinking skills are used in clinical practice.
7. Define the concept of holistic health.
8. Describe the guidelines for nurse-patient relationship.
9. Describe the health-illness continuum.
10. List Maslow's Five Basic Human Needs and explain why they constitute a hierarchy.
11. Describe the pathophysiology of the stress response system.
12. Identify common coping strategies.
13. Define and describe complementary and alternate therapies and the Psychiatric Technician's role in relation to both.

WEEK #3

Module 5: Disease Transmission and Prevention

1. Identify factors that predispose an individual to infection.
2. Define and discuss the chain of infection and methods used to break the chain in order to prevent the spread of infection.
3. Define and differentiate between the guideline issued by the Center of Disease Control (CDC) for Standard Precautions and for Transmission Based-Precautions for infection control.
4. Identify the various body defense mechanisms which provide protection against infection
5. Identify common types of infectious diseases, their etiologies, treatments, and related nursing interventions.
6. Identify and describe the diagnostic tests and procedures used to determine specific infectious diseases.
7. Define and discuss the term "nosocomial" infection.
8. Describe how inflammation acts as a bodily defense mechanism.
9. Identify the signs and symptoms of infection.
10. Describe the nursing care for a patient with an infectious disease.

WEEK #4

Module 6: Communicating and the Nurse Patient Relationship

1. Identify and discuss the basic components of communication.
2. List and describe factors that influence the way a person communicates.
3. Identify basic communication skills required for effective communication.
4. Identify and discuss therapeutic techniques.
5. Identify and discuss blocks to communication.
6. Establish a nurse-patient/client relationship.

Module 7: Cultural Concepts

1. Describe cultural concepts related to nursing and health care.
2. Identify traditional health practices and beliefs of the major ethnic groups in the United States.
3. Explain some of the cultural influences of the interactions of patients and families within the health care system.
4. Discuss cultural considerations in providing culturally sensitive nursing care.
5. Discuss ways in which planning and implementation of nursing interventions can be adapted to a patient's ethnicity.

Module 8: End of Life Care

1. Describe the difference between loss and grief.
2. Discuss the process of dying and the patient's rights during the dying process.
3. Define the legal terms and identify the associated ethical aspects of life and death issues.
4. Identify the signs of impending death.
5. Apply the nursing process to the dying patient.
6. Identify death related religious and cultural practices.
7. Describe the role of hospice.

WEEK #5

Module 9: Nutritional Concepts

1. Identify essential nutrients and the dietary sources of each.
2. Discuss the standards for a healthy diet.
3. Identify the therapeutic diets frequently seen in patient care and the types of foods allowed or encouraged with each.
4. Identify the indications for enteral nutrition and the associated safety considerations.
5. Describe cultural influences on nutritional practices.
6. Discuss the important considerations when feeding patients.
7. Describe the appropriate nursing care when feeding a patient with dysphagia.

Module 10: Laboratory and Diagnostic Testing

1. Identify and describe the more commonly used diagnostic tests and specimen collection.
2. Identify the Psychiatric Technician's responsibilities related to specimen collecting and diagnostic testing procedures.

WEEK #6

Module 11: Medication Administration

1. Review various aspects of pharmacology and medication administration.
2. Discuss medication administration and safety.
3. Describe the techniques of administering oral, topical, and inhalant medications.
4. Describe techniques of administering intradermal, subcutaneous, and intramuscular injections.
5. Review calculations of dosages and conversion between systems.

Vocational Nursing/Psychiatric Technician Program
Curriculum Content - NURSPT 010
Instructional Plan: Level Term 1

Unit Title: Introduction to the Role of the Psychiatric Technician Week: #1
 Theory Hours this Week: 8 Hours Clinical Hours this Week: 18 Hours

| Curriculum Content/Hrs | Theory Objectives | Content Outline | Method of Instruction | Assignments | Clinical Hours | Skills Lab Clinical Objectives |
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| MODULE 1 (Fund-2.5) (LDR-0.5) (PT ED-2.0) (ETH-3.0) | Objective 1 Summarize the course expectations and be able to state where information can be found concerning requirements for theory and clinical | A. Examine the student handbook B. Examine the theory syllabus for requirements C. Examine the theory calendar theory related deadlines D. Discuss clinical expectations in general (specifics to be covered in Module 13) | Lecture Discussion Reading Transparencies Study guide Audiovisual aids <u>Learning Activities</u> Use activities in selected text or accompanying study guide. | Student Handbook Theory syllabus Theory calendar <u>Required Reading</u> In required textbook(s), read chapters on topics listed in Column 1 (applied to objectives 1-5) <u>Group Activity</u> - Internet visit to California BVNPT website. (Obtain their state psychiatric technician practice act from the California BVNPT website as a homework activity). - Internet visits and activities to CAPT sites. | | <u>Day #1-Skills Lab (6 hrs)</u> Module 5: Patient and Personal Safety Objective #1-Describe standard precautions and how they are used to stop the spread of infection. Upon completion the student will be able to correctly: <ol style="list-style-type: none"> 1. identify when hands should be washed 2. demonstrate hand washing technique 3. demonstrate donning and removal of protective masks 4. demonstrate donning and removal of protective gowns 5. identify when non-sterile gloves should be worn 6. demonstrate the donning, removal, and disposal of non-sterile gloves 7. identify when sterile gloves should be worn 8. demonstrate the donning, removal, and disposal of sterile gloves |

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| | <p>Objective 2 Describe the role of the Psychiatric Technician</p> | <p>A. Psychiatric technician roles</p> <ol style="list-style-type: none"> 1. Assist with and support patient treatment plans 2. Consult and counsel re, medication therapies, treatment options, behavioral interventions, group or individual therapy 3. Monitor medications and records 4. Research and keep up to date: medications, dosage requirements, safety issues 5. Reporting: issues, concerns or problems, changes in patient mental or physical health <p>B. Tasks</p> <ol style="list-style-type: none"> 1. Assist with personal hygiene 2. Administer medications 3. Monitor vital signs 4. Assessment and data collection 5. Observation Record keeping and documentation 6. Lead group sessions 7. Serve as part of crisis intervention team <p>C. Skills required of the psychiatric technician</p> <ol style="list-style-type: none"> 1. Active listening 2. Reading comprehension 3. Oral expression 4. Knowledge of human behavior 5. Assessment skills 6. Basic nursing skills 7. Critical thinking | | | | <p>Objective #2-Discuss the importance of using proper body mechanics in patient care.</p> <p>Upon completion the student will be able to correctly:</p> <ol style="list-style-type: none"> 1. state the principles of correct body mechanics. 2. Use proper body mechanics in lifting, moving, transferring, and ambulating a patient. <p>Objective 3-Demonstrate the principles of positioning, moving, transferring and transporting patients.</p> <p>Upon completion the student will be able to correctly:</p> <ol style="list-style-type: none"> 1. Safely and correctly place clients in supine, Fowler's, Semi-fowler's, and Sim's positions as appropriate in the clinical setting. 2. Utilize positioning devices safely and correctly in the clinical setting. 3. Correctly demonstrate logrolling with a client as appropriate. 4. Correctly and safely demonstrate how to move a patient up in bed. 5. Use a gait belt to transfer a patient to a chair or wheelchair correctly. 6. Demonstrate safe transportation of a patient in a wheelchair. |

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| | <p>Objective 3 Identify professional organizations and licensing boards that govern Psychiatric Technician practice.</p> | <p>A. Professional Organizations</p> <ol style="list-style-type: none"> 1. Board of Vocational Nursing and Psychiatric Technician 2. California Association of Psychiatric Technicians <p>B. Define the term professional</p> <ol style="list-style-type: none"> 1. Refers to types of work that requires a high degree of knowledge, skill, sound judgment, and practice. 2. Also refers to a set of qualities of personal behavior in work-related situations. <ol style="list-style-type: none"> a. Competent and qualified b. Conscientious, serious c. Integrity, high personal standards d. Courteous | | <p><u>Research internet resources</u> http://psychtechs.net/pages/home.cgi CAPT website http://www.bvnpt.ca.gov/ Board of Vocational Nursing and Psychiatric Technicians</p> <p><u>Study Guide 1.1</u> Psychiatric Technician Scope of Practice. Review in class and discuss the wide variety of tasks, skills and responsibilities required of Psychiatric Technicians</p> <p><u>Study Guide 1.2</u> Standards of Practice for the Psychiatric Technician. Review in class and discuss how important Standards of Practice are to a profession</p> | | <p>Objective 4-Identify and discuss the difference between active and passive range of motion.</p> <p>Upon completion the student will be able to correctly:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to safely perform passive range of motion to all extremities. |
| | <p>Objective 4 Describe the Psychiatric Technician Scope of Practice.</p> | <p>A. Scope of Practice – identify and discuss.</p> | | | | |
| | <p>Objective 5 Identify the Standards of Practice for the Psychiatric Technician.</p> | <p>A. Standards of Practice</p> <ol style="list-style-type: none"> 1. Documentation 2. Planning 3. Intervention 4. Evaluation 5. Interdisciplinary collaboration 6. Peer review 7. Continuing education 8. Healthcare programs 9. Research | | | | |

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| <p>MODULE 2 (ETH-4.0)</p> | <p>Objective 1 Discuss legal aspects of Psychiatric Technician practice</p> | <p>A. Sources of Law</p> <ol style="list-style-type: none"> 1. Judicial law 2. Administrative law <p>B. Laws related to Nursing Practice and licensure</p> <ol style="list-style-type: none"> 1. Nurse Practice Act 2. Scope of Practice 3. Licensure 4. Professional Accountability 5. Professional Discipline <p>C. Laws and guidelines affecting Nursing Practice</p> <ol style="list-style-type: none"> 1. Occupational Safety and Health Act (OSHA) 2. Child Abuse Prevention and Treatment Act 3. Discrimination 4. Sexual Harassment 5. Patient's Rights 6. HIPPA/Confidentiality <p>D. Legal Documents</p> <ol style="list-style-type: none"> 1. The chart or medical record 2. Consents and releases 3. Advance directives <p>E. Violations of Law</p> <ol style="list-style-type: none"> 1. Negligence and malpractice 2. Assault and battery 3. False imprisonment (use of restraints) 4. Invasion of privacy | <p>Learning Activities Use activities in selected text or accompanying study guide.</p> | <p>Required Reading Read chapters in selected text on the topics in Column 1. (applies to objectives 1-3)</p> | | <p>Day #2-Skills Lab (6 hrs)</p> <p>Objective #5 -Discuss the use of assistive devices in patient care</p> <p>Upon completion the student will be able to correctly:</p> <ol style="list-style-type: none"> 1. demonstrate how to measure for crutches 2. Assist clients in the clinical setting with assistive devices as appropriate. 3. demonstrate walking with crutches using a four point gait, three point gait, two point gait, and a swing through gait. 4. demonstrate how to walk with a walker. <p>Objective #6-Describe the safe ambulation of patients.</p> <p>Upon completion the student will be able to:</p> <ol style="list-style-type: none"> 1. Correctly and safely demonstrate how to sit a patient up in bed, dangle at the bedside, and move to a standing position. 2. Correctly and safely demonstrate how to ambulate a patient using a gait belt. 3. Correctly demonstrate how to break a fall. |

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| | <p>Objective 2 Identify and discuss patient rights as outlined by the American Hospital Association.</p> | <p>F. Decreasing legal risks</p> <ol style="list-style-type: none"> 1. Competency in practice 2. Following policies and procedures 3. Proper documentation <p>Incidence or occurrence reports.</p> <ol style="list-style-type: none"> 1. The American Hospital Association Patient's Bill of Rights was a set of goals that defined a patient's rights in a hospital setting. Included: <ol style="list-style-type: none"> 2. Right to considerate and respectful care 3. Right to current and understandable information concerning diagnosis, treatment, and prognosis 4. Right to know the identity of physicians, nurses, and others involved in their care 5. Right to make decisions about the plan of care prior to and during the course of treatment, and to refuse a recommended treatment or plan of care 6. Right to have an advance directive 7. Right to every consideration of privacy | | | | |

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| | <p>8. Right to expect that all communications and records pertaining to his/her care will be treated as confidential, except in cases such as suspected abuse and public health hazards</p> <p>9. Right to review the records pertaining to his/her medical care</p> <p>10. Right to expect that, within its capacity and policies, a hospital will make reasonable response to the request of a patient for appropriate and medically indicated care and services</p> <p>11. Right to ask and be informed of the existence of business relationships among the hospital, educational institutions, other health care providers, or payers that may influence the patient's treatment and care</p> <p>12. Right to consent to or decline to participate in proposed research studies or human experimentation</p> | <p>Group Activity Assign one or two of the rights to groups of students, have them discuss the implications for practice and present their findings to the class</p> | | | | <p>Objective 7-Discuss safety issues</p> <p>Upon completion of this unit the student will be able to correctly:</p> <ol style="list-style-type: none"> 1. Verbalize the circumstances under which restraints may legally be used in the health care setting. 2. Demonstrate how to do a quick release knot 3. Demonstrate application of the following types of restraints: posey vest, wrist restraints, and mitt. |

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| | <p>Objective 3 Discuss Code of Ethics in psychiatric practice.</p> | <p>13. Right to expect reasonable continuity of care</p> <p>14. Right to be informed of hospital policies and practices that relate to patient care, treatment, and responsibilities</p> <p>15. This bill of rights has been replaced with the Patient Care Partnership, also from the American Hospital Association, which serves the same goals</p> <p>The PT provides care with respect for human dignity and the uniqueness of the client/patient</p> <p>A. The PT acts to safeguard the client's right to privacy and dignity</p> <p>B. The PT acts to protect clients/patients and the public from the incompetent, unethical, or illegal practice of any person</p> <p>C. The PT assumes responsibility and accountability for individual nursing judgments and actions, and for the quality and extent of services performed</p> <p>D. The PT maintains professional competency through continuing education</p> | | | | <p><u>Day #3-Skills Lab (6)</u> Module 6-Introduction to Nursing and Basic Nursing Skills</p> <p>Objective 3-Discuss each vital sign and the normal ranges for each one.</p> <p>Upon completion of this unit the student will be able to:</p> <ol style="list-style-type: none"> 1. Correctly convert between Fahrenheit and Centigrade. 2. Correctly demonstrate how to take both an oral and an axillary temperature. 3. Demonstrate accurate interpretation of the temperature. 4. Accurately record temperature on vital sign flow sheet 5. Correctly and accurately demonstrate how to take a radial pulse. 6. Correctly and accurately demonstrate how to take an apical pulse 7. Correctly identify the characteristics of the pulse. 8. Accurately record pulse on vital sign flow sheet. 9. Correctly and accurately demonstrate how to measure respirations through observation. 10. Accurately record respiratory rate on vital sign flow sheet. 11. Utilize correct blood pressure cuff size when taking blood pressure. |

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| | | <p>E. The PT respects the findings, views, and actions of other disciplines</p> <p>F. The PT participates in activities that contribute to the ongoing development of the profession</p> <p>G. The PT participates in the profession's efforts to implement and improve the profession's Standards of Practice</p> <p>H. The PT participates in the profession's efforts to establish and maintain conditions of employment conducive to quality psychiatric nursing care</p> <p>I. The PT participates in the profession's effort to protect the public from misinformation and misrepresentation, and to maintain the integrity of psychiatric nursing care</p> <p>J. The PT collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the mental health needs of the public</p> <p>K. The PT maintains readiness to provide appropriate professional services in public emergencies</p> | <p>Interpretive statements for the Code of Ethics may be found at: http://psychtechs.net/pages/home.cgi</p> | <p>Study Guide 1.3 Psychiatric Technician Code of Ethics</p> | | <p>12. Demonstrate accuracy in the measurement of blood pressure.</p> <p>13. Correctly record blood pressure reading on vital sign flow sheet.</p> <p>14. Utilize pain scale correctly when assessing a client for pain.</p> <p>15. Conduct an interview to evaluate the results of pain treatment.</p> <p>16. Record pain assessment on vital sign flow sheet correctly.</p> |

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| | | | | | | <p>Objective 5-Identify methods of providing/assisting with personal care needs and patient hygiene.</p> <p>Upon completion of this unit the student will be able to:</p> <ol style="list-style-type: none"> 1. Assess for and collect supplies needed to provide for personal hygiene and basic patient care needs. 2. Give a bed bath to a client in a safe and correct manner. 3. Correctly demonstrate how to make an occupied bed. 4. Correctly and safely demonstrate how to provide oral care for the conscious and unconscious patient. 5. Give a back massage to a client in the clinical setting in a correct manner. |

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| MODULE 3 | <p>Objective 1 Identify Leading Health Indicators for <i>Healthy People 2012</i> and discuss how these can help improve the health of a community.</p> <p>Objective 2 Define health promotion and how early intervention can promote health</p> | <p>A. Leading Health Indicators</p> <ol style="list-style-type: none"> 1. Physical activity 2. Overweight and obesity 3. Tobacco use 4. Substance abuse 5. Responsible sexual behavior 6. Mental health 7. Injury and violence 8. Environmental quality 9. Immunization 10. Access to health care <p>B. See Group Activity and Internet Resource.</p> | <p>Learning Activities</p> <ul style="list-style-type: none"> - Use activities in selected text or associated study guide from text. <p>Internet Resources</p> <p>http://www.healthypeople.gov/LHI/ Healthy People Leading Health Indicators</p> | <p>Required Reading</p> <p>In required textbook(s), read chapters on topics listed in Column I</p> <p>Group Activity</p> <ul style="list-style-type: none"> - Have students identify organizations and programs in their community that address these specific indicators. - Have groups identify what may be included in the assessment of each one of these indicators. <p>Group Activity</p> <p>Identify 2 activities that could be organized in the community for:</p> <ol style="list-style-type: none"> 1. Primary prevention 2. Secondary Prevention 3. Tertiary Prevention | | |

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| | <p>Objective 3 Describe various health care delivery</p> | <p>A. Health care delivery systems can be categorized in many ways, for example:</p> <ol style="list-style-type: none"> 1. According to the type and complexity of the services provided: <ol style="list-style-type: none"> a. Health promotion and illness prevention (address healthy eating, weight control, stress reduction, immunizations, flu shot clinics, etc.) b. Diagnosis and treatment of illness. c. Rehabilitation (restoring people to useful function in physical, mental, social, economic, and vocational areas) 2. Location of services: <ol style="list-style-type: none"> a. Public Health Systems (community clinics) b. Private Physician's Offices c. Acute care settings (hospitals, emergency rooms) d. Ambulatory Care Centers e. Occupational Health Clinics f. Long Term Care Facilities 3. Source of Funding: <ol style="list-style-type: none"> a. FFS (fee for service) b. HMO (Health Maintenance Organization) c. PPO (Preferred Provider Organization) | <p>Lecture/Discussion - The World Health Organization (WHO) recently (in 2000) ranked the overall performance of the U.S. healthcare systems 37th out of 191 countries worldwide. Any ideas why?</p> | | | |

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| | <p>Objective 4 Explain the role of the psychiatric technician in patient education.</p> | <ul style="list-style-type: none"> a. Funded through local, state or federal government: <ul style="list-style-type: none"> i. Medicare ii. Medicaid iii. SCHIP (State Children Health Insurance Program) A. Purposes of teaching <ul style="list-style-type: none"> 1. Prevention of illness / promotion of wellness 2. Increase knowledge and understanding of disease or disorder, including diet, medications, treatment, and self-care 3. Increase motivation and compliance 4. Decrease anxiety/worry B. Modes of learning <ul style="list-style-type: none"> 1. Visual 2. Auditory 3. Kinesthetic C. Domains of learning <ul style="list-style-type: none"> 1. Cognitive 2. Affective 3. Psychomotor D. Assessment of learning needs <ul style="list-style-type: none"> 1. Factors affecting learning <ul style="list-style-type: none"> a. Culture b. Confidence and abilities c. Readiness d. Barriers E. Teaching plan <ul style="list-style-type: none"> 1. Identify objectives 2. Collaborate with others 3. Identify resources F. Implement G. Evaluate H. Document | | <p>Group Activity Create a teaching plan for a specific disease or disorder</p> | | |

Key:

| For All Programs: | NP | Nursing Process | CCC | Culturally Congruent Care | M/S | Medical/Surgical Nursing |
|-----------------------------------|-------|------------------------------|------------------------------|---------------------------|-----|------------------------------|
| A/P Anatomy and Physiology | PE | Patient Education | EOL | End-of-Life Care | REH | Rehabilitation Nursing |
| CDIS Communicable Diseases | PHARM | Pharmacology | For VN Programs only: | | | |
| COM Communication | LDR | Leadership | FUN | Nursing Fundamentals | NS | Nursing Science Fundamentals |
| NUT Nutrition | SUP | Supervision | MAT | Maternity Nursing | MD | Mental Disorders |
| PSY Psychology | ETH | Ethics and Unethical Conduct | PED | Pediatric Nursing | DD | Dev. Disabilities |
| G/D Normal Growth and Development | CT | Critical Thinking | GER | Gerontological Nursing | | |

Vocational Nursing/Psychiatric Technician Program
Curriculum Content
Instructional Plan: Level Term 1

Unit Title: Patient Care Concepts Week: #2
Theory Hours this Week: 8 Hours Clinical Hours this Week: 18 Hours

| Curriculum Content/Hrs | Theory Objectives | Content Outline | Method of Instruction | Assignments | Clinical Hours | Skills Lab Clinical Objectives |
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| MODULE 4 (A/P-0.5) (NP-3.0) (Fund-2.0) (CT-2.5) | Objective 1 Describe the role and responsibilities of the psychiatric technician student in the clinical setting. | A. Examine the clinical syllabus 1. Attendance/punctuality 2. Uniform 3. Equipment/supplies 4. Attends orientation and post conferences 5. Policies and protocols 6. Confidentiality 7. Teamwork 8. Breaks 9. Communication 10. Interpersonal relationships 11. Documentation 12. Reporting 13. Bloodborne pathogen exposure B. Examine the clinical calendar for clinical related deadlines 1. Assignments | Lecture Discussion Reading Transparencies Study guide Audiovisual aids <u>Study guide 1.1</u> Maslow's Hierarchy of Needs | (Applies to Theory Objectives 1-13) Required Reading - Clinical Syllabus - Clinical Calendar/Schedule Study Guide Book Learning Activities Select activities from study guide to book applicable to lecture material | | <u>Day #1-Skills Lab (6 hrs)</u> Module 7-Physical/Health Assessment Objective #1-Discuss the initial data collection included in a physical health assessment. Objective #2-Explain and describe physical examination techniques. Objective 3-Identify components of a head to toe assessment Upon completion of this unit the student will be able to: 1. Correctly demonstrate a comprehensive head to toe physical assessment using the techniques of inspection, observation, palpation, percussion, and auscultation Module 10-Nutritional Concepts Upon completion of this unit the student will be able to 1. Discuss the considerations important when feeding patients. 2. Demonstrate the nursing care when feeding a patient with dysphagia. |
| | Objective 2 Describe the application of the nursing process to basic medical-surgical nursing. | A. Identify the goal of the nursing process B. Identify the components of the nursing process C. Identify the different types of assessment (comprehensive, focused, ongoing) D. Identify the difference between objective and subjective data E. Identify the components of a health history F. Identify the difference between a medical diagnosis and a nursing diagnosis | | | | |

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| | <p>Objective 3 Explain the role of the psychiatric technician in the nursing process.</p> | <p>A. Establish a database concerning a client's physical, emotional, and psychosocial health</p> <p>B. Identify health promoting behaviors as well as actual and/or potential health problems</p> <p>C. Plan nursing interventions that can help prevent, minimize, or alleviate specific health problems</p> <p>D. Identify long term and short term goals to determine outcomes of care</p> <p>E. Implement nursing actions directed at preventing or minimizing the underlying causes of a problem</p> <p>F. Assess patient before, during, and after interventions have been implemented</p> <p>G. Evaluate the outcomes of the interventions</p> | <p>Group Activity Complete a nursing care plan on a selected patient problem.</p> | | | <p><u>Day #2-Skills Lab (6 hrs)</u></p> <p>Module 7-Physical/Health Assessment</p> <p>Objective #1-Discuss the initial data collection included in a physical health assessment.</p> <p>Objective #2-Explain and describe physical examination techniques.</p> <p>Objective #3-Identify components of a head to toe assessment</p> <p>Upon completion of this unit the student will be able to:</p> <ol style="list-style-type: none"> 1. Correctly demonstrate a comprehensive head to toe physical assessment using the techniques of inspection, observation, palpation, percussion, and auscultation |
| | <p>Objective 4 Explain the relationship between the nursing process and critical thinking.</p> | <p>A. Identify the components of critical thinking: observing, deciding what is important, looking for patterns & relationships, identifying normal and abnormal, identifying the problem, transferring knowledge from one situation to another, applying knowledge, and evaluating outcomes according to criteria established</p> <p>B. Assessment</p> <ol style="list-style-type: none"> 1. Is the data complete? 2. What other data is needed? | <p>Group Activity Read a case study; write a care plan; have students evaluate other students' care plans, looking for the components of critical thinking</p> | | | |

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| | | <ol style="list-style-type: none"> 3. What are some possible sources of that data? 4. What assumptions of biases do I have in this situation? 5. What is the client's point of view? 6. Are there other points of view? 7. What does this data mean? 8. What else could be happening? 9. Are there any gaps in the data? <p>C. Planning and outcome identification</p> <ol style="list-style-type: none"> 1. What are the goals for this client? 2. What are the expected outcomes for this client? 3. What interventions are to be used? 4. Who is the best qualified person to perform these interventions? 5. How much involvement can the client and family or significant others have at this time? 6. How much involvement does the client wish to have at this time? <p>D. Implementation</p> <ol style="list-style-type: none"> 1. What are the most critical steps in this intervention? 2. How do I meet the client's needs and maintain safety? 3. What is the client's response to the intervention? | | | | <p><u>Day #3-Skills Lab (6 hrs)</u></p> <p>Objective #3: Discuss each vital sign and the normal ranges for each one.</p> <p>Skills competency-Vital Signs</p> <p>Upon completion of this unit the student will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Correctly demonstrate how to take both an oral and an axillary temperature. 2. Correctly and accurately demonstrate how to take a radial pulse. 3. Correctly and accurately demonstrate how to take an apical pulse 4. Correctly identify the characteristics of the pulse. 5. Correctly and accurately demonstrate how to measure respirations through observation. 6. Utilize correct blood pressure cuff size when taking blood pressure. 7. Demonstrate accuracy in the measurement of blood pressure. 8. Correctly record blood pressure reading on vital sign flow sheet. 9. Utilize pain scale correctly when assessing a client for pain. 10. Record pain assessment on vital sign flow sheet correctly. |

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| | <p>E. Evaluation</p> <ol style="list-style-type: none"> 1. Were the interventions successful / goals achieved? 2. Do I need to alter the intervention – why? – How? 3. How could things have been done differently? 4. What data do I need to make new decisions? <p>A. Curiosity B. Systematic thinking C. Analytical D. Open minded E. Self-confident F. Mature G. Truth seeking H. Aware of strengths and capabilities I. Aware of limitations J. Creative K. Aware that mistakes lead to new knowledge L. Willing to persevere M. Able to weigh advantages and disadvantages before making decisions</p> <p>A. Interpretation B. Analysis C. Evaluation</p> <p>A. A system of comprehensive patient care that considers the physical, emotional, social, economic, and spiritual needs of individuals</p> | | | | | |
| | <p>Objective 5 Describe the characteristics of a critical thinker.</p> | | | | | |
| | <p>Objective 6 Describe how critical thinking skills are used in clinical practice.</p> | | | | | |
| | <p>Objective 7 Define the concept of holistic health.</p> | | | | | |

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| Objective 8 Describe the guidelines for nurse-patient relationship. | | <p>A. Identify the difference between being a helper (caregiver role) versus being a friend while in a caregiver role.</p> <p>B. Characteristics:</p> <ol style="list-style-type: none"> boundaries professional time limited one way | | | | |
| Objective 9 Describe the health-illness continuum. | | <p>A. Describe the concept of a health-illness continuum and the fact that at any given time each one of us is somewhere on that continuum</p> <p>B. Identify the following terms:</p> <ol style="list-style-type: none"> Homeostasis Morbidity Mortality Acute illness Chronic illness Sequelae Primary illness Secondary illness Terminal illness Remission Exacerbation Heredity conditions Congenital disorders <p>C. Describe the difference between primary, secondary, and tertiary prevention</p> | | | | |
| Objective 10 List Maslow's five basic human needs and explain why they constitute a hierarchy. | | | <p>Study Guide 13.1 Maslow's Hierarchy of Needs</p> | | | |

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| | <p>Objective 11 Describe the pathophysiology of the stress response system.</p> | <p>A. Homeostasis - tendency of biologic systems to maintain stability of the internal environment by continuously adjusting to changes necessary for survival</p> <p>B. Stress – biologic reactions that take place in response to a stressor as the organism attempts to adapt</p> <ol style="list-style-type: none"> 1. Identify/explain the following: <ol style="list-style-type: none"> 2. The difference between local adaptation and general adaptation 3. The body’s response to “fight or flight” 4. The three stages of the stress response system <ol style="list-style-type: none"> a. Alarm Reaction Stage b. Resistance Stage c. Exhaustion 5. The signs and symptom of stress 6. The concept of ‘diseases of adaptation’ 7. The impact of chronic stress on health 8. The impact of stress on the family <p>C. Reducing stress and anxiety in patients</p> <ol style="list-style-type: none"> 1. Explain things 2. Listen 3. Provide privacy 4. Satisfy dietary needs 5. Return to bedside when you say you will Administer pain meds as needed 6. Allow for rest periods | | <p>Group Activity Have students discuss why it is important to identify their role when taking care of people they know.</p> | | |

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| | <p>Objective 12 Identify common coping strategies.</p> | <ol style="list-style-type: none"> 7. Limit visitors 8. Reduce noise level 9. Keep patient informed 10. Allow for choices 11. Provide for personal comfort <p>A. Healthy coping strategies:</p> <ol style="list-style-type: none"> 1. Use of support systems 2. Accepting responsibility 3. Prayer 4. Meditation 5. Relaxation techniques 6. Problem solving 7. Visual imagery <p>B. Unhealthy:</p> <ol style="list-style-type: none"> 1. Overeating 2. Withdrawal 3. Aggression/anger 4. Substance use/abuse | | <p>Group Activity Have students stand somewhere on a line that represents the health -illness continuum, with one end of the line representing optimal health and the other end representing death. Have students explain why they placed themselves in that position and strategies they can implement to move closer to the optimal health end of the continuum.</p> | | |
| | <p>Objective 13 Define and describe complementary and alternative therapies and the psychiatric technician's role in relation to both.</p> | <p>A. National Center for Complimentary and Alternative Medicine:</p> <ol style="list-style-type: none"> 1. Complementary medicine is used together with conventional medicine 2. Alternative medicine is used in place of conventional medicine. <p>A. Alternative remedies</p> <ol style="list-style-type: none"> 1. Herbal remedies 2. Acupuncture <p>B. Mind-body interventions</p> <ol style="list-style-type: none"> 1. Meditation 2. Yoga 3. Prayer 4. Guided imagery 5. Biofeedback | | <p>Group Activity Have students read through a case study, identify the various problems, determine where each problem falls on the hierarchy, and determine the priority of care for each of the problems.</p> <p>Group Activity Complete a Life Events Stress Scale. Identify current stressors</p> | | |

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| | | <ul style="list-style-type: none"> C. Manual healing <ul style="list-style-type: none"> 1. Touch 2. Chiropractic 3. Reflexology D. Diet, nutrition, lifestyle changes <ul style="list-style-type: none"> 1. Metabolic diet 2. High dose vitamin therapy E. Use of unapproved and/or recreational drugs F. PT's role <ul style="list-style-type: none"> 1. Know therapies patient is taking/using 2. Identify potential for interaction with current treatment 3. Respect patient's rights in relation to the use of alternative therapies 4. Patient education | | | | |

Vocational Nursing/Psychiatric Technician Program
Curriculum Content
Instructional Plan: Level Term 1

Unit Title: Disease Transmission and Prevention

Week:

#3

Theory Hours this Week: 8 Hours

Clinical Hours this Week: 18 Hours

| Curriculum Content/Hrs | Theory Objectives | Content Outline | Method of Instruction | Assignments | Clinical Hours | Skills Lab Clinical Objectives |
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| MODULE 5 CDIS (8.0 Hr) | Objective 1 Identify factors that predispose an individual to infection | A. Age B. Disease History C. Medical Treatments D. Surgical Procedures E. Nutritional Status F. Immunization History G. Socioeconomic status H. Lifestyle | Lecture/Discussion <ul style="list-style-type: none"> Discuss the different circumstances under which Standard Precautions vs. airborne, droplet, and contact precautions would be implemented. Identify and discuss methods for implementing airborne, droplet, and contact precautions | (Applies to Theory Objectives 1-10) Required Reading Read appropriate chapters in selected text. Study Guide Book Learning Activities Select activities from study guide book applicable to lecture material. Group Activity - Analyze a case in which the chain of infection is maintained. - Analyze a case in which the chain of infection is broken | | Day #1-Clinical Facility (6 hrs) Orient to Clinical Facility Upon completion of the clinical experience the student will be able to: <ol style="list-style-type: none"> 1. Explain the HIPAA requirements of the facility 2. Discuss the purpose of an Ombudsman 3. Discuss the specific policies and procedures of the facility 4. Discuss the routine of the unit. 5. Identify locations of patient care equipment. 6. Identify when hands should be washed 7. Demonstrate hand washing technique If needed and appropriate: 8. Demonstrate donning and removal of protective masks 9. Demonstrate donning and removal of protective gowns 10. Identify when non-sterile gloves should be worn 11. Demonstrate the donning, removal, and disposal of non-sterile gloves 12. Identify when sterile gloves should be worn 13. Demonstrate the donning, removal, and disposal of sterile gloves |
| | Objective 2 Define and discuss the chain of infection and methods used to break the chain in order to prevent the spread of infection | A. Chain of Infection: <ol style="list-style-type: none"> 1. Infectious agent 2. Reservoir or source 3. Portal of exit 4. Mode of transmission 5. Portal of entry 6. Susceptible host B. Methods used to break the chain: <ol style="list-style-type: none"> 1. Bodily defenses against infection 2. Hand washing 3. Medical and Surgical Asepsis 4. Standard Precautions 5. Personal Protective Equipment (PPE) | | | | |

