

Curriculum Evaluation Rubric

Program: Patient Care Technician Program

Date: June 16, 2016

1. Patient Care Tech Fundamentals of CNA (previous rubric)
See Rubric completed for SME CNA Rubric Final
2. Patient Care Tech Fundamentals of EKG (previous rubric)
See Rubric completed for SME EKG Rubric Final
3. Patient Care Tech Fundamentals of Phlebotomy (previous rubric)
See Rubric completed for SME Phlebotomy Rubric Final
4. Patient Care Tech Fundamentals of Health Unit Coordinator
See Rubric completion on this document
5. Patient Care Tech Acute Care of Patients
See Rubric completion on this document

Reviewer: Kathy Snider, MSN, MA, BSN

The philosophy of the curriculum review process is based on three principles: 1) continuous improvement; 2) professional development; and 3) direct application. There are no pass/fail or minimum scores for a course, provided that all required portfolio components are submitted by the participating college. The focus of the review process is to share best practices and feedback on the work of colleagues.

Instructions: Use one rubric per course.

Begin by reviewing the Syllabus/Course Outline and complete Sections A through F of the Rubric.

For each item, circle the appropriate rating number and place a tally total in the box indicated for each section. Please take time to identify related Strengths and Suggestions for each section; this is an opportunity for you to give specific feedback to the instructor / curriculum designer. There is also a section at the end of the rubric for General or Summary Comments about the course overall. Tally the 6 sections and record the total at the end of the document in the Total Score box.

When you complete the rubric, please save it and send it to: [Janice M. Johnston at Janice.M.Johnston@actx.edu](mailto:Janice.M.Johnston@actx.edu). Completed rubrics are due no later than June 30, 2016. If you have any questions or problems, contact Janice at 806-467-3110.

* Separate
Rubrics noted
above were already
submitted.

Received and Submitted by
Diederik 6/16/16

A. Syllabus & Course Outline: Patient Care Tech Fundamentals of Health Unit Coordinator

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|-----------|--|---|---|---|---|-----|
| A1 | Syllabus includes basic elements of the course (e.g., course title and number, credits, goals/objectives, learning outcomes, pre-requisites, course description) | 1 | 2 | 3 | 4 | N/A |
| A2 | Course texts (required and optional) are listed on syllabus; supplementary materials and resources are provided if appropriate. | 1 | 2 | 3 | 4 | N/A |
| A3 | Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus. | 1 | 2 | 3 | 4 | N/A |
| A4 | The Course Outline is appropriately formatted and includes major topics, activities, and length of classes/sessions. | 1 | 2 | 3 | 4 | N/A |

| | | | | | | |
|---------------|--|---|---|---|---|----|
| TOTALS | | 1 | 2 | 3 | 4 | 10 |
|---------------|--|---|---|---|---|----|

Strengths: The syllabus includes some basic elements of the course, such as the title, the number and the number of course hours (rather than credits). The outcome objectives are present, but very broad, and confusing at times (see below). The only text/resource found was The Health Unit Coordinator Skills Practice Manual and it is located under clinicals. Assessment methods are described in the grading policy as classroom work clinical skills, and written test scores. The grading scale and policy are listed. Prerequisites are listed

Suggestions: There are two sets of course outcomes/objectives; one is listed on the Patient Care Technician handout and the other on the Health Unit Coordinator Class Objectives. Sadly, the two say totally different things. This is not only confusing, but inaccurate. One says that the student will gain knowledge to be employed as a Patient Care Technician...Shouldn't this be a Health Unit Coordinator? The other one said that upon completion of the course, the participant will "Practice essential elements..." Do you want them to practice upon completion, or during the course? Objectives should be measurable and state what knowledge will be gained. Practicing something is not an outcome. Also, one states that an outcome will be to "measure vital signs". This is NOT a function of a HUC. It is for a PCT, but not a HUC.

The HUC clinical expectations says personal appearance should be "appropriate". I would recommend that you add "business casual", as many people think differently about what is appropriate.

I would recommend putting the required textbook at the beginning of the syllabus, not hidden in the clinical area. That is the only place I could find any text/resource.

There is no calendar of events, or when and where the class will meet. Listing out the calendar will help the student to know what topics will be covered and when. There is also mention that "Lab Recommended". A little more detail about lab would be helpful, and if it is not required, students will not take advantage. Perhaps listing out what will happen in the lab, may help the student know how much time they might want to spend in lab.

B. Learner Objectives & Interaction: Patient Care Tech Fundamentals of Health Unit Coordinator

Scale:

1: *Not evident* 2: *Somewhat evident* 3: *Mostly evident* 4: *Completely evident* N/A – *Not applicable*

| | | | | | | |
|---------------|---|---|---|---|---|-----|
| B1 | The learning activities promote the achievement of the stated learning objectives. | 1 | 2 | 3 | 4 | N/A |
| B2 | Learning activities provide opportunities for interaction that support active learning. | 1 | 2 | 3 | 4 | N/A |
| B3 | The course learning objectives are measurable. | 1 | 2 | 3 | 4 | N/A |
| B4 | All learning objectives are stated clearly and written from the student's perspective. | 1 | 2 | 3 | 4 | N/A |
| B5 | The learning objectives are appropriately designed for the level of the course. | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 2 | 0 | 9 | 0 | 11 |

Strengths: The objectives are somewhat measurable, not all. The objectives seem to reflect the level of the course requirements.

Suggestions: The learning activities appear to be classroom and clinical experiences, but there are no others listed. I would recommend that when the calendar is listed out, the learning activities are listed. These can be included next to the grading scale and grading policy. Because there are no specific learning activities described, I would recommend adding these. Additionally, I would recommend how they will tie back to the learner outcomes and course objectives.

Not all of the learning objectives/outcomes are measurable. "Practice, effectively, all departments, be prepared" are all vague and cannot be measured. Reworking these to include very specific outcomes such as "list, apply, demonstrate" may be better. There are not any learning activities described to be able to tie back to the objectives, and cannot be validated. Same for the support of active learning. If activities are listed out, these can be more clearly evident.

C. Instructional Design: Patient Care Tech Fundamentals of Health Unit Coordinator

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|---------------|--|---|---|---|---|-----|
| C1 | The course organization and design is clear, coherent, and structured in a developmentally appropriate way. | 1 | 2 | 3 | 4 | N/A |
| C2 | Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill. | 1 | 2 | 3 | 4 | N/A |
| C3 | The course teaches and uses active learning strategies to engage students and foster understanding. | 1 | 2 | 3 | 4 | N/A |
| C4 | The course accommodates a variety of learning styles and ability levels. | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 4 | 0 | 0 | 0 | 4 |

Strengths: None –no evidence of any of the above is seen.

Suggestions: There is no way to determine how this course is to be taken by the student; all with the other PCT, or separately? I recommend that these documents be pulled together in a cohesive fashion so the student understands the entire PCT program, and how it is designed to be used by the learner. I believe this would help the overall course organization and design. Also, it would answer how the concepts and skills would build on one another, in a logical and purposeful design. The transitions and support for each of the courses is unclear.

The course does not demonstrate how active learning strategies will be implemented and utilized to engage and encourage students in their varying learning styles, ability levels, and achievements. I would recommend a linear calendar, or schedule, that demonstrates how each course progresses, how they build on one another, what activities and learning outcomes will occur at each course, and how the student will be able to assess their learning before moving on.

No discussion of skill sets is mentioned in any course, but chapters are discussed, yet no book is provided in the syllabus. Also, the clinical talks about a handbook but no evidence is found in the textbook requirements. The skills for this role must be practiced, learned, practiced again and applied. There exists no evidence of hands on learning or lab practicum for student learning listed out or described.

D. Instructional Materials: Patient Care Tech Fundamentals of Health Unit Coordinator

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|---------------|---|---|---|---|---|-----|
| D1 | The instructional materials contribute to the achievement of the stated course objectives. | 1 | 2 | 3 | 4 | N/A |
| D2 | The purpose of the instructional materials and how the materials are to be used for learning activities are clearly explained. | 1 | 2 | 3 | 4 | N/A |
| D3 | The instructional materials are current. | 1 | 2 | 3 | 4 | N/A |
| D4 | The instructional materials present a variety of perspectives on the course content. | 1 | 2 | 3 | 4 | N/A |
| D5 | Instructional materials connect students to what they already know and include real-world examples to which the students can easily relate. | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 5 | 0 | 0 | 0 | 5 |

Strengths: None

Suggestions: There is no evidence of any instructional materials and therefore, no way to measure or evaluate the method used to enhance learning. The materials cannot be validated for current relevance, or for perspective. No real world understanding can be inferred.

There is a Lippincott textbook described in the PCT syllabus, however in looking through the textbook, the chapters include nothing about health unit coordinators or their job duties. I went online to look at the National Health Unit Coordinator Examination and found quite a bit of information on the exam, but nothing to tell a student what is covered. If some kind of guide could be found and this could somehow be tied back to the learning outcomes and used as a tool for teaching, that would be very helpful.

E. Assessment & Measurement: Patient Care Tech Fundamentals of Health Unit Coordinator

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|---------------|--|---|---|---|---|-----|
| E1 | The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources. | 1 | 2 | 3 | 4 | N/A |
| E2 | The course grading policy is stated clearly. | 1 | 2 | 3 | 4 | N/A |
| E3 | Specific and descriptive criteria are provided for the evaluation of students' work and participation, and they are tied to the course grading policy. | 1 | 2 | 3 | 4 | N/A |
| E4 | The assessment instruments selected are varied and appropriate to the student work being assessed. | 1 | 2 | 3 | 4 | N/A |
| E5 | Students have opportunities to measure their own learning progress. | 1 | 2 | 3 | 4 | N/A |
| E6 | Assessment results are used to help students progress. | 1 | 2 | 3 | 4 | N/A |
| E7 | The sample Assessments (e.g., test, rubric, performance checklist) include information on administration, scoring, and use of results with students. | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 3 | 6 | 0 | 4 | 13 |

Strengths: The grading policy is clearly written (not what is graded) and attendance is addressed.

Suggestions: There are no assessments described other than exams, clinical skills and classroom work. The assessments are listed out in the syllabus as attendance, tests, clinical rotations, and classroom work. I would recommend that each of these be weighted: attendance, study questions, quizzes and final exam, to total 100% of the grade. I do not see where there is any room for the clinical rotations to be evaluated/assessed. The assessments that are utilized should reflect the ability to gauge learning, and demonstrate application of knowledge and skills.

I would recommend breaking out the different sections of the course into lecture and clinical and "professional", so students may see the progression of the course in its entirety. To each course, there should be a calendar and course outline, with descriptors of what will be evaluated and how. There is discussion about clinicals, but no example of a clinical grading rubric, or clinical expectations (per a grading scale). There is not a clear descriptive and specific criteria listed for the evaluation of students' work and participation, or if remediation is allowed. There are no examples of rubrics, or grading criteria for the types of questions, study or exam, for the student to measure and assess their own learning progress. I would recommend including sample assessments, rubrics, checklists -- may be helpful to include an example.

F. Industry-Based Application: Patient Care Tech Fundamentals of Health Unit Coordinator

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|---------------|--|---|---|---|---|-----|
| F1 | The course includes multiple opportunities for students to learn about the target occupations/industry (e.g., clinical application such as HIPAA, documentation, communicating | 1 | 2 | 3 | 4 | N/A |
| F2 | Assessment tools include some authentic measures (e.g., they match or align with ways students would be assessed or expected to work in the workplace). | 1 | 2 | 3 | 4 | N/A |
| F3 | Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry. | 1 | 2 | 3 | 4 | N/A |
| F3 | Course materials, activities, and learning outcomes reflect direct application to the NHA/ATI curriculum. | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 4 | 0 | 0 | 0 | 4 |

Strengths: None

Suggestions: It is not readily clear how the assessment tools provide authentic applications to the workplace. I would recommend providing examples within the syllabus and course description so the student is better able to understand the expectations of the course, and use these tools to practice on their own, prior to being tested.

I was not able to find anything that directly tied back to the Certification Exam curriculum within this course description or syllabus. I was able to access some information on the website. The Exam Content Guideline could be downloaded and printed, for a fee, or a code only. I was not able to evaluate if these would reflect in the course activities, and learning outcomes directly. I would recommend giving more information to the students on how to access the website and gain additional information if this is the certification site responsible for testing the students. The content outline on the webpage would likely be accessed by an instructor and could give more information on the topics that would be tested, and support the course outline. I would recommend using the one (HNA/ATI) to support the other (Course syllabus).

A. Syllabus & Course Outline: Patient Care Tech Acute Care of Patients

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|---------------|--|---|---|---|---|-----|
| A1 | Syllabus includes basic elements of the course (e.g., course title and number, credits, goals/objectives, learning outcomes, pre-requisites, course description) | 1 | 2 | 3 | 4 | N/A |
| A2 | Course texts (required and optional) are listed on syllabus; supplementary materials and resources are provided if appropriate. | 1 | 2 | 3 | 4 | N/A |
| A3 | Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus. | 1 | 2 | 3 | 4 | N/A |
| A4 | The Course Outline is appropriately formatted and includes major topics, activities, and length of classes/sessions. | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 2 | 0 | 6 | 0 | 8 |

Strengths: The course syllabus contains the course title, number and hours. The outcomes and prerequisites are listed, along with the course description.

Suggestions: There is no consistency with course outcomes and learning outcomes. The PCT/Acute Care lists objectives in the big syllabus as “various specialties within a hospital, home health setting, hospice and or physician’s office”, however, the Patient Care Technician information sheet lists the outcomes for NURA-1001 CNA as the EXACT SAME as for NURA-1001 PCT fundamentals. I think this needs to be changed because one course describes caring for all types of populations, and then the other paperwork says the student will learn to care for the basic needs of residents of long-term care facilities. The outcomes are very vague, also, and incomplete, the PCT and CNA skills don’t include any other the Texas DADS skills like vital, bathing, grooming, ambulation, etc. and yet that curriculum is listed as the basis for the course.

The course outline describes chapters, but those chapters do not align with the required textbook, so the student will not know where to find this information. If another resource is required, that should be listed.

B. Learner Objectives & Interaction: Patient Care Tech Acute Care of Patients

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|---------------|---|---|---|---|---|-----|
| B1 | The learning activities promote the achievement of the stated learning objectives. | 1 | 2 | 3 | 4 | N/A |
| B2 | Learning activities provide opportunities for interaction that support active learning. | 1 | 2 | 3 | 4 | N/A |
| B3 | The course learning objectives are measurable. | 1 | 2 | 3 | 4 | N/A |
| B4 | All learning objectives are stated clearly and written from the student's perspective. | 1 | 2 | 3 | 4 | N/A |
| B5 | The learning objectives are appropriately designed for the level of the course. | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 2 | 4 | 3 | 0 | 9 |

Strengths: The learning activities are partially described in the syllabus. Many of the learning objectives are measurable.

Suggestions: The learning activities that are described in the syllabus are not consistent from one document to another, and should be aligned and comparable to the learning objectives for the CNA Curriculum from DADS (cited at the bottom of the page on PCT program).

There is no evidence that the learning activities provide opportunities for interaction that supports active learning, or that help to achieve the objectives. This should be rewritten and utilize a guideline from what "acute care" means—long term care is the opposite of acute care, so this should be examined and clarified.

Many of the learning outcomes/objectives are measurable, however, some are not. As stated earlier, the acute care of patients has the exact same objectives as the CNA course; these should be different, or else be the same course. It is not possible to measure "effectively". The course objectives of the PCT/Acute Care are not written from the student's perspective and are far too vast. They should be rewritten from the standpoint of the student and be measurable by providing details.

C. Instructional Design: Patient Care Tech Acute Care of Patients

Scale:
 1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|---------------|--|---|---|---|---|-----|
| C1 | The course organization and design is clear, coherent, and structured in a developmentally appropriate way. | 1 | 2 | 3 | 4 | N/A |
| C2 | Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill. | 1 | 2 | 3 | 4 | N/A |
| C3 | The course teaches and uses active learning strategies to engage students and foster understanding. | 1 | 2 | 3 | 4 | N/A |
| C4 | The course accommodates a variety of learning styles and ability levels. | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 3 | 2 | 0 | 0 | 5 |

Strengths: The concepts in the outline are listed out.

Suggestions: The concepts in the outline do not correlate with the textbook that is required. They do not seem to follow any particular order or logic, and actually, are out of sequencing for the chapters used, so seems to be “all over the place”.

I would recommend that the course description include some wording such as: This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the health care industry; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of a career in the health care industry. This program offers a broad foundation of knowledge and skills, expanding the traditional role of the nursing assistant, for both acute and long term care settings.

The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

D. Instructional Materials: Patient Care Tech Acute Care of Patients

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|---------------|---|----------|----------|----------|----------|-----------|
| D1 | The instructional materials contribute to the achievement of the stated course objectives. | 1 | 2 | 3 | 4 | N/A |
| D2 | The purpose of the instructional materials and how the materials are to be used for learning activities are clearly explained. | 1 | 2 | 3 | 4 | N/A |
| D3 | The instructional materials are current. | 1 | 2 | 3 | 4 | N/A |
| D4 | The instructional materials present a variety of perspectives on the course content. | 1 | 2 | 3 | 4 | N/A |
| D5 | Instructional materials connect students to what they already know and include real-world examples to which the students can easily relate. | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 1 | 6 | 0 | 4 | 11 |

Strengths: The textbook required is current for the health care industry today, however, a 4th edition is available.

Suggestions: The instructional materials are current (textbook and DADS curriculum). I would recommend pulling in an access link for the DADS website and the NHA website so the student can have access to the information that will be required of them.

The textbook listed does not address the content listed in the syllabus outline. I do not know where that information is supposed to come from. It would be important to list that out.

It is not readily clear how the assessment tools provide authentic applications to the workplace. I would recommend providing examples within the syllabus and course description so the student is better able to understand the expectations of the course, and use these tools to practice on their own, prior to being tested.

I was not able to find anything that directly tied back to the Certification Exam curriculum within this course description or syllabus. I was able to access on the website some information, but not a thorough understanding of what will be tested.

I would include learning activities that support a variety of perspectives for the industry, and include how and where these will be accomplished (class, lab, and clinicals).

E. Assessment & Measurement: Patient Care Tech Acute Care of Patients

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|---------------|--|---|---|---|---|-----|
| E1 | The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources. | 1 | 2 | 3 | 4 | N/A |
| E2 | The course grading policy is stated clearly. | 1 | 2 | 3 | 4 | N/A |
| E3 | Specific and descriptive criteria are provided for the evaluation of students' work and participation, and they are tied to the course grading policy. | 1 | 2 | 3 | 4 | N/A |
| E4 | The assessment instruments selected are varied and appropriate to the student work being assessed. | 1 | 2 | 3 | 4 | N/A |
| E5 | Students have opportunities to measure their own learning progress. | 1 | 2 | 3 | 4 | N/A |
| E6 | Assessment results are used to help students progress. | 1 | 2 | 3 | 4 | N/A |
| E7 | The sample Assessments (e.g., test, rubric, performance checklist) include information on administration, scoring, and use of results with students. | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 6 | 2 | 0 | 0 | 8 |

Strengths: Some evidence exists that suggests that the tests, classroom work and clinicals with assist the student to achieve the outcomes.

Suggestions: No real evidence is found that the assessments assist to achieve the learning outcomes and the course activities and resources are further supported.

There is not grading policy. A great deal of information is given as to what constitutes disciplinary action with regard to behaviors, but not to grading. No criteria is provided for how the student will be graded, or if they have a way to measure their own progress. No samples of any assessments are in the syllabus, and should be. This helps the student know what is expected of them.

I would recommend that multiple measures including homework, daily attendance quizzes, periodic tests, comprehensive final exams, individual and group projects, are used to assess student learning. The student learning outcomes specified in the course outlines of record provide the framework for assessing student performance in attaining the desired learning outcomes.

Also, I suggest that because the course has a clinical component, students must demonstrate competency on designated skills, as assessed by observation by clinical instructors, to successfully complete those courses that do have a clinical component. An example the tool used to evaluate clinical performance of a single skill should be included in the syllabus.

F. Industry-Based Application: Patient Care Tech Acute Care of Patients

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

| | | | | | | |
|---------------|--|---|---|---|---|-----|
| F1 | The course includes multiple opportunities for students to learn about the target occupations/industry (e.g., clinical application such as HIPAA, documentation, communicating | 1 | 2 | 3 | 4 | N/A |
| F2 | Assessment tools include some authentic measures (e.g., they match or align with ways students would be assessed or expected to work in the workplace). | 1 | 2 | 3 | 4 | N/A |
| F3 | Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry. | 1 | 2 | 3 | 4 | N/A |
| F3 | Course materials, activities, and learning outcomes reflect direct application to the ASCP Phlebotomy Technician (PBT) Certification Exam curriculum. <i>(typo??? I know this is supposed to be for PCT acute care)</i> | 1 | 2 | 3 | 4 | N/A |
| TOTALS | | 1 | 6 | 0 | 0 | 7 |

Strengths: The course materials provide some opportunities for students to learn about acute care.

Suggestions: As it stands alone, the PCT Acute Care course does not describe any clinical applications of HIPAA, documentation or communication. It is not readily clear how the assessment tools provide authentic applications to the workplace. I would recommend providing examples within the syllabus and course description so the student is better able to understand the expectations of the course, and use these tools to practice on their own, prior to being tested.

I was not able to find anything that directly tied back to the Certification Exam curriculum within this course description or syllabus. I was able to access on the website some information. The DADS curriculum is online but does not include any other settings besides long term care. For acute care, some other resources are needed. The assessment tools (described previously) would better support what the student would experience in the variety of areas that the syllabus describes. I would recommend giving more information to the students on how to access the website and gain additional information if this is the certification site responsible for testing the students.

| Section Totals | | | | |
|--------------------|----------------------------------|--------------|------------|-----------|
| Sections | | Fundamentals | Acute Care | Total |
| A | Syllabus & Course Outline | 10 | 8 | 18 |
| B | Learner Objectives & Interaction | 11 | 9 | 20 |
| C | Instructional Design | 4 | 5 | 9 |
| D | Instructional Materials | 5 | 11 | 16 |
| E | Assessment & Measurement | 13 | 8 | 21 |
| F | Industry-Based Application | 4 | 7 | 11 |
| FINAL TOTAL | | 47 | 48 | 95 |

General / Summary Comments: The CNA syllabus is well written and should be the foundation for the PCT course. All of the courses should be described in a similar fashion. I would recommend including an overall course description that reads something like:

Upon completion of the PCT Course, the student may find employment in long-term care facilities, hospitals, laboratories, and clinics where basic bedside nursing skills are required, as well as the skills of phlebotomy, performing electrocardiograms (EKG), stress testing, and Holter monitoring procedures. All OBRA skill standards are included into this competency-based curriculum. The program consists of classroom/lab instruction and supervised/preceptor clinical activities. Prior to clinical, the student must present a current CPR card for Basic Life Support for Health Care Providers. Upon successful completion of this competency-based program, students may be eligible to take certification exams in Phlebotomy, Nursing Assistant, Electrocardiogram (EKG) Technician, and/or Patient Care Technician.

The course learning outcomes might look something like this:

- Assist patients in the acute care setting with activities of daily living; accurately measure vital signs; provide advanced patient care skills; communicate effectively with patients, family members, and staff; and possess a basic understanding of the disease process
- Assists the registered nurse to enhance the ability of patients to achieve their highest health potential via safe patient care.
- Assists patients/clients/residents to undertake activities of daily living, such as nutrition, elimination, hydration, mobility, social functioning and personal hygiene in a safe environment.
- Undertakes observation, reporting, recording and documentation of patient health status.
- Applies the principles of infection control , asepsis and surgical asepsis

- Practice therapeutic relationships and professional boundaries
- Recognizes own scope of practice and limitations based on the nursing process and "five rights".
- Demonstrate competency in assisting with feeding, Foley insertion and application of splints

The Grading Policy might be:

Unit Tests 40%
Quizzes 15%
Homework 15%
Final Exam 30%
Grade scale:

A= 90 -100
B= 80 – 89
C= 75 – 79
D= 70 – 74

The learning strategies could be developed to look something like this (and reflect back on the outcomes):

The student will read required material as per instructor. Students understand, and interpret written information in documents such as case scenarios and flow sheets.

The student is required to provide written reports on assigned topics as per instructor.

Students must communicate thoughts, ideas, information and messages in writing, and create case studies on patients cared for in the clinical setting.

Students are required to use arithmetic and mathematical operations, calculate intake and output and caloric intake.

Oral reports and in class group discussion will be required from all students.

All students must demonstrate ability to effectively communicate with patients, peers and supervisors. The student must receive, process auditory stimuli, and respond to verbal messages and other cues in order to carry out instructions given by the instructor and during role play assignments.

Students must demonstrate ability to understand the nursing process and its characteristics. In-class individual and group projects require the student to collect data, recognize patient needs, develop goals, implement the plan, and evaluate the results of the process. Problem solving is required in the evaluation of unexpected outcomes.

The student will work on their skills in class by having small and large group discussions and scenarios presented by the instructor.

Students will organize and process symbols, pictures, graphs, and other information.

Students will write reports on patient care via case scenarios or clinical experience with assigned patients.

Students will recognize that a healthcare worker must identify, organize, plan and allocate resources effectively

Participate as member of a team manner.

Teach others new skills

Individual projects will require the student to set goals, practice self-management, and monitor progress as required by the instructor.

All students are required to exhibit self-control and act in a professional, courteous, and ethical

Behavioral guidelines are clearly defined for the students at the beginning of the course.

The student will review a problem scenarios and using critical thinking skills make decisions involving allocation of time, preparation and scheduling of material and human resources.

All students must demonstrate ability to prioritize.

Students will recognize their individual scope of practice and operate within those guidelines. In-class discussion and assigned projects require the student to work as a member of an interdisciplinary team effectively.

Students will collaborate with a group member to solve a problem and work through a group conflict situation.

Students will train peers in skills such as: incentive spirometry, deep breathing, cough and turn and correct ambulation skills.

Students will demonstrate skills to deal effectively with dissatisfied clients in a lab setting. Holistic care is stressed.

Students will demonstrate an understanding of socio-cultural differences and display sensitivity to those unique behaviors of each individual client, family member, or member of the health care team via role-play in a lab setting.

Student must understand complex Interrelationships

Student must be able to work with a variety of technologies

The student researches books, publications and internet recourses for assigned patient care scenarios. Their care is evaluated by comparing their patient outcomes with those expected outcomes outlined in written materials provided by instructor.

Students are required to organize patient care information for required written reports. Students collect data and document on appropriate forms.

Students give at least one oral presentation to the class to demonstrate effective communication.

The student recognizes the importance of social, organizational and technical relationships and how they affect patient care decision-making.

Students are given case scenario situations where an outcome needs to be improved; they are required to break it down, examine it and propose an improvement. The nursing process requires that students evaluate existing methods of basic patient care and develop new or alternate approaches to improve the quality of care.

The student identifies the overall function of a variety of technical equipment. Choose the correct equipment for tasks assigned: set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting simple malfunctions; examples; pulse oximeter and glucometer.

Students are required to access their college e-mail account weekly. Students are encouraged to communicate with their instructors for clarification of assignments via e-mail

Adapted by Marissa M. Cochran, M.Ed., Amarillo College, from a rubric developed by Eileen Casey White, Ed.D., Connections Consulting Inc.

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