Subject Matter Expert Review
TAACCCT Grant – Round 4
Findings & Report

Program: Delaware Technical Community College (DTCC), Workforce Development and Community Education

Program Courses: Patient Care Technician Preparation (Hybrid); WYK 600 per DTCC Continuing Education catalog of courses

Faculty Developer(s)/Instructional Designer(s): Program lead- Cathy Hagan, Amy Martin-
Adjunct Instructor

Subject Matter Expert: Lana Gordineer

Subject Matter Expert Credentials: MSN, RN, CDE
See resume.

Date of Review: June 11, 2018

Synopsis of Findings:

This evaluator for TAACCCT IV reviewed 21 documents, which lay the foundation to the Delaware Technical Community Colleges' (DTCC) Patient Care Technician Hybrid course (PCT). Through review of the method of teaching for this program, the evaluator had the opportunity to assess and comment on PCT Handbook, PCT Orientation, Certified Nursing Assistant (CNA), Certified Phlebotomy Technician (CPT), and Patient Care Technician (PCT) syllabi and schedules, skills records and program evaluation documents. The program course overview and objectives directly relate to industry and employer standards and needs. The PCT Hybrid course meets State of Delaware and DTCC guidelines and requirements. Recommendations made for each document reviewed based on current standards and student success.

Overall, this is an excellent course in that it provides the student with training to become a CNA, CPT, and PCT. The opportunity to obtain three certifications in one course provides an excellent chance to find employment and with a higher starting salary than having just one of the pre-requisite certifications (CNA and CPT).

DTCC's PCT Hybrid course provides program information in a format that allows for general public review. Please be aware that some of the forms have titles that do not correspond to the information on that form. This can be confusing especially when two separate documents have the same name but not the same information. Please see Review of Documents for more in-depth discussion on this matter. However, this evaluator made every attempt to call each form by its entire name. Please note that this evaluator added in parentheses a description of each documents contents for clarification during the review.

Review of Documents

The document entitled Delaware Technical Community College Patient Care Preparation (Student Handbook) clearly describes the requirements, which need to be achieved prior to and during the classroom and clinical experience. Policy and procedures for entering the program and then successfully completing the program are concisely outlined. The student candidate has a clear concept of, program expectations, legal standards for admission into the program, code of conduct, and professional role one must take in order to achieve completion of the course.

I. **Patient Care Preparation (Handbook)- Recommendations**:
   A. Describe uniform for course under Materials Required and Dress Code.
   B. Update grading policy to reflect DTCC grading policy under Determination of Final Grades.
   C. Requirements for clinical: immunizations- add per CDC guidelines after "documentation of a TB test".
   D. Replace Non-Academic Admissions requirements with Non-Credit Admissions requirements.
   E. Define what Pass/Fail means- what is criteria for passing skills/clinical.
   F. Add handbook to the title of this document. It is recommended that the "title of the form" and the" saved" name of the document concur in the future.

The PCT Hybrid Course Syllabi (three syllabi reviewed for CNA, CPT and PCT) are informative and clearly state policies and objectives to help the student to successfully complete the course.

II. **Recommendations for Course Syllabus**:
   A. Suggest using the college web site to the bookstore in Required text' section of syllabus: www.dtcc,edu/student-resources/bookstores or www.dtcc.edu/allschedules or visit bookstore.
   B. In syllabus under Prerequisite, suggest putting ENG 090 or ENG 091 and MAT 010 in place of "College Ready" Reading & Math Skills per College placement testing.
   C. Textbook *edition* not stated for CNA section, it should **not** be more than 5 years old per the State of Delaware.
   D. There are three syllabi, one for each certification- could combine the syllabi and shorten objectives/competencies by referring to national/state standards of care.
   E. **Update** grading policy to reflect current DTCC grading policy.
   F. Under Program Graduate Competencies (PGC) take out the word medical in number three and four and replace with patient care assistant.
   G. Need to present objectives as outlined by DTCC syllabus template to have a more cohesive framework when outlining the course objectives. Core course needs to match Core Curriculum Competencies (CCC) and PGC.

PCT Orientation to Program Rules and Regulations adequately addresses all aspects of preparation, requirements, and successful completion of the PCT course. This document closely matches the information in the Patient Care Preparation (handbook) with the exception of the information on attendance.

III. **Recommendations for Orientation Document**:
   A. Section on Attendance does not match what is in the Patient Care Preparation (handbook) - should be the exact same information.
   B. Mention that interventions regarding absences apply to CNA part of course as well in the Attendance section.
   C. CNA course preparation not addressed in this document. Suggest updating the orientation document to include nursing assistant certification.
   D. **Update** grading policy to reflect DTCC current grading policy.
   E. Describe uniform under Dress Code for Lab section.
   F. More description regarding TB immunizations per CDC.
   G. Update season for flu shots per CDC guidelines.

PCT/CPT/CNA Syllabi/Schedules written in chronological order and in a way that the student would be able to know what is due for each class day for each certification section of the course. The schedule for the entire PCT Hybrid course gives a great look at course expectations regarding reading assignments, clinical and skills.

IV. **Recommendations for Syllabi/Schedules**:
   A. Change title of this document to more closely reflect its content which is a list of dates, times, assignments to **Course Outline/Schedule**.
   B. Evaluator reviewed the Syllabi/Schedules and found them to be confusing based on the information I have presented below.
      1. Some of the syllabi/schedules were just for one certification and did not flow with the sequential flow of the course regarding the certifications that follow.
      2. There was a schedule given to this evaluator that does outline the entire PCT Hybrid course and was easy to follow.
   C. Suggest using the college web site to the bookstore in Required text' section of syllabus: www.dtcc,edu/student-resources/bookstores or www.dtcc.edu/allschedules or visit bookstore.
   D. In syllabus under Prerequisite, suggest putting ENG 090 or ENG 091 and MAT 010 in place of "College Ready" Reading & Math Skills per College placement testing.
   E. Did not see the edition date for the CNA textbook section but it should not be more than 5 years to date per the State of Delaware.
   F. There are three syllabi, one for each certification- could combine the syllabi and shorten objectives/competencies by referring to national/state standards of care.
   G. Update grading policy to reflect current DTCC grading policy.

Conclusion:
Upon review of the DTCC PCT Hybrid course, it is the opinion of the Evaluator that this course meets standards to offer and sustain a feasible CNA, CPT, and PCT program which adequately prepares the student candidate through classroom, laboratory and clinical practice. It uses a variety of teaching methods in order to ready the student to sit both the written and practical tests for the State of Delaware, pass and earn certifications. Addressing the DTCC current grading policy as noted throughout the review of most of the documents is important to clarify and update for effective understanding for the student and to ensure student success.

- Other recommendations are made throughout the "Review of Documents" narrative above and clearly identify components which could be added to enhance forms already developed or add information to help strengthen content and make them more user-friendly.

The DTCC PCT Hybrid course effectively provides the groundwork necessary for learning the role and responsibility of a nursing assistant, phlebotomy technician, and patient care technician. This course provides a demanding, thorough and all-inclusive curriculum integrating hands on learning in both the lab and clinical setting that mimics real world experiences. During the course, the student will progress from one certification to next combining concepts from all three certifications to create a successful transition.

1. **PROGRAM AND COURSE OVERVIEW AND OBJECTIVES**	The overall design and purpose of the program and each course is made clear to the student. Core Course Performance Objectives (CCPO's) build upon knowledge and skills through the sequence of the program and align to the Program Graduate Competencies (PGC's).

Specific Review Standard	Accomplished	Satisfactory	Not satisfactory	Not applicable
1.1 The program graduate competencies are clearly stated.	✓	✓		
1.2 The goals and purpose of each course are clearly stated.	✓	✓		
1.3 Prerequisites and/or any required competencies are clearly stated.	✓	✓		
1.4 Learning objectives for each course describe outcomes that are measurable.	✓	✓		
1.5 Learning objectives are appropriately designed for the level of each of the	✓	✓		

	Accomplished	Satisfactory	Not satisfactory	Not applicable
courses.				
1.6 Instruction, activities, and assignments in courses are scaffolded from course to course, and throughout the program.	✓	✓		

Comments:
1. Great job on highlighting goals and purpose for each certification.
2. Prerequisites are clearly stated. Suggest however using course numbers per DTCC catalog.
3. Recommend presenting objectives as outlined by DTCC syllabus template to have a more cohesive framework when outlining the course objectives.
4. Core Course Competencies should match and direct the student to the Core Curriculum Competencies (CCC) and the Program Graduate Competencies (PGC).
5. PCG suggest changing the word medical in competencies number three & four to patient care technician.
6. There are a long list of learning objectives which could be shortened by referring to national/state standards of care and guidelines for each certification in this hybrid course. This would direct the student to access the state guidelines and standards of care for more information regarding each certification.
7. This evaluator looked at two separate course documents titled Syllabus/Schedule, each were for a specific part of the course. This was a bit confusing but I did see a good comprehensive Syllabus/Schedule of the PCT Hybrid course.

2. RELEVANCY	Program Graduate Competencies (PGC's) and Core Course Performance Objectives (CCPO's) are relevant to students, industry, and employers.			
Specific Review Standard	**Accomplished**	**Satisfactory**	**Not satisfactory**	**Not applicable**
2.1 Program Graduate Competencies (PGC's) represent industry's expectation of the overarching knowledge, skills, and abilities an associate-degree level student should have.	✓	✓		
2.2 Program competencies (PGC's) and core course competencies (CCPO's) are relevant to **industry and employers.**	✓	✓		
2.3 Instruction, activities, and assignments in individual courses are relevant and engaging to **students**.	✓	✓		

Comments:
The documents titled Syllabus/Schedules clearly outlines course content and what is expected of the students in order for them to complete the course successfully. Instructions prepare the student for each day/week by specifying reading assignment due dates, clinical date and times,

quizzes and tests and in what format they are to be taken in. Supplying students with a detailed Syllabus/Schedule gives them greater insight to the relevance of the assignments to what they will practice in class and ultimately in the job market.

1. The PGS's and CCPO's adequately represent the needs of industry and employers. This is a wonderful way to incorporate three certifications in one hybrid course. The student who successfully completes this course would be a benefit to the healthcare industry and employers.
2. There are three syllabi, one for each certification. I would suggest combining the syllabuses and shorten objectives/competencies by referring to national/state standards of care.
3. **Update grading policy to reflect current DTCC grading policy**.
4. Under Program Graduate Competencies (PGC) take out the word medical in number three and four and replace with patient care assistant.
5. Need to present objectives as outlined by DTCC syllabus template to have a more cohesive framework when outlining the course objectives. Core course needs to match Core Curriculum Competencies (CCC) and PGC.

3. RESOURCES AND MATERIALS	Instructional materials being delivered achieve stated course objectives and learning outcomes *(note: not all program/course materials are deliverable under CC BY licensing)*.			
Specific Review Standard	Accomplished	Satisfactory	Not satisfactory	Not applicable
3.1 The instructional materials contribute to the achievement of the stated course learning objectives.	✓	✓		
3.2 The purpose of instructional materials is clearly explained.	✓	✓		
3.3 The instructional materials present a variety of perspectives and approaches on the course content.	✓	✓		
3.4 The instructional materials are appropriately designed for the level of the course.	✓	✓		

Comments:

1. Evaluator given forms to review related to instructional materials for lab and in clinical. The forms/tools I reviewed were limited to vital signs, urine chemstrip results, post fall assessment, clinical scenarios for PCT, discontinue Foley catheter, discontinue intravenous catheter, glucometer quality checks and monitoring record, and biometric lab instructions. Most of the tools and lab practices given to this evaluator are strictly related to the CPT and PCT parts of the course, are well written, and will demonstrate the students' ability to accurately perform these skills. This evaluator did not review the skills that are required of the nursing assistant student other than the vital signs. The tools such as the Post Fall Assessment with Neurological Checks and during lab draws are nicely done and an excellent way to check the students understanding of the process. All the tools and forms I reviewed provide the student with the appropriate steps to good documentation and meet course-learning objectives.

4. ASSESSMENT AND MEASUREMENT	Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process.

Specific Review Standard	Accomplished	Satisfactory	Not satisfactory	Not applicable
4.1 The course evaluation criteria/course grading policy is stated clearly on each syllabus.			✓	
4.2 Course-level assessments (those that can be delivered) measure the stated learning objectives and are consistent with course activities and resources.	✓	✓		
4.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.		✓		
4.4 The assessment instruments (that can be delivered) are sequenced, varied, and appropriate to the content being assessed.		✓		

Comments:
Evaluator given five sample quizzes for the nursing assistant part of the course; all five quizzes were multiple choice and were for specific chapters. Each quiz represented information necessary for the student to know and understand. I also reviewed a PCT- Unit 1 Quiz Intro to Healthcare which had a nice variety of question types; multiple choice, true or false, and fill in the blank. Great review of the material the students needed to know and study. The PCT Abbreviations #1 Quiz is a great way to help students to remember frequently used abbreviations in the healthcare environment.

The following information I cut and pasted from the PCT Preparation (Orientation) document and the three syllabi I reviewed for each course certification:

1. Orientation document:
   Tests/Quizzes
   - The passing rate for tests quizzes, the course and the certification exam is 80%
   - You may retake timed-online quizzes twice if you do not obtain 80% on the first try.
   - In class tests are not retaken, remediation assignments are available online. Print those in the computer lab for in-class tests that you do not obtain 80%. See your classroom instructor regarding which questions you should answer as remediation.
2. Syllabus: CNA, CPT & PCT
   Evaluation Criteria/Policies:

Students will demonstrate proficiency on all Core Course Performance Objectives at least to the 75 percent level to successfully complete the course. The grade will be determined using a combination of the College Grading System and state certification testing standards:

92 – 100= A
85 – 91 = B
80 – 84 = C
 0 – 79 = F

The documents listed above contradict the passing grade requirements and do not match the DTCC current grading policy. This must be corrected. This could be very confusing to the student as to what exactly they need to pass this course. The current DTCC grading policy is listed below:

Students will demonstrate proficiency on all Core Course Performance Objectives at least to the 75 percent level to successfully complete the course. The grade will be determined using the College Grading System:

92 – 100 = A
83 – 91 = B
75 – 82 = C
0 – 74 = F

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

PCT Hybrid Course Syllabi	Document Reviewed: Certified Nursing Assistant Syllabus EYK 603	Document Reviewed: Certified Phlebotomy Technician EYK 601	Document Reviewed: Patient Care Technician WYK 600
Overall Comparison of Three Syllabi Created and Used by DTCC Patient Care Technician Preparation (Hybrid); Program and Recommendation for each form.	Overall syllabus is well done and addresses all areas students need to know regarding course content and objectives.	Overall syllabus is well done and addresses all areas students need to know regarding course content and objectives.	Overall syllabus is well done and addresses all areas students need to know regarding course content and objectives.
Prerequisite	Recommend using DTCC course descriptors such as; ENG 090, ENG 091 and MAT 012	Recommend using DTCC course descriptors such as; ENG 090, ENG 091 and MAT 012	Clearly stated.

Required text(s)	Two recommendations are noted: 1. Add textbook edition (per State of Delaware guidelines textbook edition cannot be more than 5 years old). 2. Add the bookstore web site, www.dtcc.edu/student-resources/bookstores or www.dtcc.edu/allschedules.	Two recommendations are noted: 1. Add textbook edition (per State of Delaware guidelines textbook edition cannot be more than 5 years old). 2. Add the bookstore web site, www.dtcc.edu/student-resources/bookstores or www.dtcc.edu/allschedules. .	Recommend adding: Bookstore web site, www.dtcc.edu/student-resources/bookstores or www.dtcc.edu/allschedules.
Core Course Performance Objectives (CCPO)	Recommend taking off the Chapters at the end of the objectives in this section. This is covered in the Syllabus/Schedule documents.	Well written performance objectives.	
Measurable Performance Objectives (MPO)	Two recommendations/ suggestions are noted: 1. Instead of listing, each specific skill could refer to State and Federal regulations and standards per Title 16 DOLTC and DHHS. 2. 4.3 replace the verb "adjust" with "apply appropriate" for a measurable objective.	One recommendation/ suggestion is noted: 1. Recommend leaving out the word" Properly" in 1.1 and start with "Identify".	MPO well written in measurable terms, all course objectives are covered.
Core Curriculum Competencies (CCC) and Program Graduate Competencies (PGC)	Recommend adding reference to Measurable Performance Objectives with each of the CCC and PGC competencies, such as: CCC 1. Communicate clearly and effectively both orally and in writing. (MPO, 4.2; 4.3; 4.6)	Recommend adding reference to Measurable Performance Objectives with each of the CCC and PGC competencies, such as: PGC 1. Exhibit effective nonverbal, verbal and written communication in patient/client and family interactions and education, and in professional	A/P Core Course Performance Objectives (CCPOs) reference CCC, well done. Would suggest doing the same for the CCC and PGCs regarding MPOs.

		relationships. (3.3; 3.5; 3.6)	
Evaluation Criteria/Policies	Two recommendations are noted: 1. Clarify which parts of the course are to use the DTCC grading policy guidelines and list separately the state certification testing standards. 2. The grades listed in this section do not represent the current DTCC grading policy.	Recommend updating grading system to reflect current DTCC Grading Policy.	Two recommendations are noted: 1. Clarify which parts of the course are to use the DTCC grading policy guidelines and list separately the state certification testing standards. 2. The grades listed in this section do not represent the current DTCC grading policy.