



HEALTHCARE SCIENCE

COURSE: 25.525 General Medicine

UNIT: 11.2 Practicum: Professionalism & Safety



INTRODUCTION

Annotation:

In this unit, students will learn measures that ensure client safety along with client privacy and client confidentiality and how these measures promote professionalism. This unit emphasizes the role of the PCT and can be used as a good review on safety for the PCT just before beginning the Practicum.

Grade(s):

<input type="checkbox"/>	9 th
<input checked="" type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time: Five to six 50 minute periods.

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Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

PROFESSIONALISM

HS-TGM-2. Students will demonstrate professional demeanor at all times, both in the classroom and within the healthcare facilities.

- D. Understand and demonstrate honesty as it relates to willingness to admit mistakes, to get help when unsure of a procedure, and to act in the interest of client
- E. Understand and demonstrate integrity as it relates to client privacy and client confidentiality.

HS-TGM-5. Students will understand the importance of and demonstrate data collection as it relates to the goals, objectives, and implementation of the treatment plan according to their scope of practice.

- a. Observe, record, and report client behavior.
- b. Assist treatment team in observing, reporting, and recording client healthcare needs, strengths, and problems.
- c. Follow policies and protocols of the facility.
- d. Understand and demonstrate all necessary interventions of the patient treatment plan as it relates to their scope of practice.
- e. Examine and demonstrate the importance of client collaboration and acceptance in identifying and implementing appropriate interventions in the treatment plan.
- f. Assist in identifying potential educational needs.

INFECTION CONTROL

HS-TGM-6. Students will understand and apply infection control guidelines including techniques for maintaining isolation.

- a. Demonstrate understanding of and practice standard precautions.
- b. Demonstrate understanding of isolation techniques.
- c. Describe risk and prevention of cross contamination.
- d. Demonstrate sanitizing, disinfecting, and sterilizing techniques.

ADVANCED TECHNICAL SKILLS

Students who have successfully completed Nursing Essentials may be eligible to receive Patient Care Technician Certification by completing the following standards.

HS-TGM-10. Students will demonstrate understanding of and perform advanced technical skills in musculoskeletal system care – Physical Therapy and Orthopedics.

- a. Describe management of clients with immobilization devices.
- b. Set up clients correctly in special devices for promoting mobility and circulation.
- c. Demonstrate techniques for applying anti-embolic hose to extremities.
- d. Demonstrate the care and use of prosthetic and orthotic devices.

MONITORING CLIENT STATUS

HS-TGM-11. Students will understand and demonstrate the process for monitoring client health status according to professional standards and report results accurately – MedSurg (Medical and Surgical).

- a. Measure and report vital signs including pain assessment.
- b. Make observations related to circulation and report findings.
- c. Monitor and report intake and output.
- d. Assist with admitting, transferring, and discharge.
- e. Report results of point of care testing.
- f. Observe and report cognitive function.
- g. Assess overall patient appearance and report.

HS-TGM-12. Students will demonstrate understanding of advanced technical skills in respiratory care – Respiratory Therapy.

- a. Identify normal and abnormal respiratory effort.
- b. Demonstrate correct placement of cannula and mask for oxygen therapy.
- c. Describe croup tent usage and maintenance.
- d. Correctly apply pulse oximeter for measurement of oxygen saturation and recognize the difference between normal and abnormal readings.
- e. Assist clients with respiratory management devices.
- f. Demonstrate techniques for suctioning based on facility protocol.
- g. Describe and demonstrate care for a tracheostomy based on facility guidelines within their scope of practice.

HS-TGM-13. Students will demonstrate understanding of advanced technical skills in wound care within their scope of practice – MedSurg (Medical and Surgical).

- a. Describe variations in wounds and methods for reporting.
- b. Describe pain associated with wounds and techniques for assessing, reporting, and managing pain.
- c. Demonstrate techniques in caring for wound drains.
- d. Demonstrate techniques for wound care including reporting observations.
- e. Demonstrate techniques for wound irrigation including documentation.
- f. Demonstrate techniques for application of sterile dressings, bandages, and binders including documentation.
- g. Demonstrate techniques for applying hot and cold treatments including documentation.
- h. Utilize sterile technique in performing surgical dressing changes.

HS-TGM-14. Students will demonstrate understanding of advanced technical skills in nutrition and fluid intake, elimination, and ostomy care –Medical Laboratory, Gastroenterology, and Urology.

- a. Demonstrate measurement of fluid intake and output including documentation.
- b. Assist in management of patients receiving tube feedings according to facility protocol and scope of practice.
- c. Obtain blood glucose samples correctly and record and report findings to the nurse.
- d. Observe IV site for signs/symptoms of infiltration and report findings to the nurse.
- e. Demonstrate techniques for peripheral IV removal.
- f. Demonstrate techniques for urinary catheterization including documentation.
- g. Demonstrate techniques for catheter removal.
- h. Demonstrate techniques for enema administration including documentation.

- i. Demonstrate techniques for collecting urine and stool specimens including documentation.
- j. Demonstrate techniques for bladder and catheter irrigation and catheter care including documentation.
- k. Demonstrate ostomy care procedures.

HS-TGM-15. Students will demonstrate understanding of and perform advanced technical skills in cardiovascular care – Medical Laboratory and Cardiology.

- a. Describe the difference between a normal and abnormal EKG.
- b. Set up client and apply leads for EKG or cardiac monitoring correctly.
- c. Demonstrate proper procedure for capillary blood tests.
- d. Identify and demonstrate techniques for venipuncture procedures based on school and facility protocol.

HS-TGM-16. Students will demonstrate understanding of the services provided in diagnostic imaging – Diagnostic Imaging Services (Radiology).

- a. Differentiate between the types of diagnostic imaging techniques, including but not limited to: diagnostic, treatment, and monitoring systems and the types of medical information/records each generates including Computer Assisted Tomography (CAT), Magnetic Resonance Imaging (MRI), Positron Emissions Tomography (PET), Ultrasound Imaging, X-Rays, arrhythmia monitoring, pulmonary monitoring, and Obstetrical/Neonatal monitoring.
- b. Examine the types of medical information/records each generates including but not limited to: Computer Assisted Tomography (CAT), Magnetic Resonance Imaging (MRI), Positron Emissions Tomography (PET), Ultrasound Imaging, X-Rays, arrhythmia monitoring, pulmonary monitoring, and Obstetrical/Neonatal monitoring.
- c. Discuss the impact of technology on diagnostic imaging techniques and treatments such as fiber optics and laser therapy.

GPS Academic Standards:

SAP4. Students will analyze the physical, chemical and biological properties of process systems as they relate to transportation, absorption and excretion including the cardiovascular, system.

SCSh3. Students will identify and investigate problems scientifically.

SCHSh4. Students use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.

MM4P3. Students will communicate mathematically.

MM4P4. Students will make connections among mathematical ideas and to other disciplines.

MM4P5. Students will represent mathematics in multiple ways.

SAP4. Students will analyze the physical, chemical and biological properties of process systems as they relate to transportation, absorption and excretion including the cardiovascular, respiratory, digestive, excretory systems

SAP2. Students will analyze the interdependence of the integumentary, skeletal, and muscular system as these relate to the protection, support, and movement of the human body.

SAP1. Students will analyze anatomical structures in relationship to their physiological functions.

SAP2. Students will analyze the interdependence of the integumentary, skeletal and muscular systems as these relate to the protection, support and movement of the human body

SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations

National / Local Standards / Industry / ISTE:

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Describe the role, responsibilities, and scope of practice of the patient care technician (PCT)
- Explain why standards of care are important
- Explain the purpose of quality assurance
- List the five rights of delegation and provide examples of situations in which delegating a procedure to a PCT is not appropriate
- Explain desirable qualities of the PCT that promote patient safety
- Identify professional boundaries in relationships with patients and families
- Explain how safety measures are adjusted to the patient's age.

Essential Questions:

- What is the role of the PCT, and the responsibilities?
- How can the PCT maintain scope of practice?
- What is the importance of quality assurance, and how does it relate to patient safety?
- What are four categories of serious events?
- What does it mean to act in the interest of client safety?
- Why are standards of care important?

- What are the five rights of delegation?
- What desirable qualities should the PCT possess in order to maintain client safety and privacy?
- How can safety measures be adjusted to ensure age-appropriate care?

Knowledge from this Unit:

The student will know . . .

- The importance of adhering to scope of practice
- The relevance of standards of care
- The five rights of delegation
- How to promote patient safety as a PCT
- The importance of maintaining professional boundaries in the work setting
- The purpose of quality assurance/performance improvement
- Safety measures that correlate with age-appropriate care

Skills from this Unit:



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☒ Quizzes/Tests
 - ☒ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☒ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion

- _____ ☐ Student/teacher conferences
- _____ ☐ Partner and small group discussions
- _____ ☐ Whole group discussions
- _____ ☐ Interaction with/feedback from community members/speakers and business partners
- _____ **Constructed Responses**
- _____ ☐ Chart good reading/writing/listening/speaking habits
- _____ ☐ Application of skills to real-life situations/scenarios
- X ☒ Post-test

Assessment(s) Title:

General Medicine Safety Test (Post Test)

Assessment(s) Description/Directions:

This assessment utilizes a variety of assessment methods such as true/false, multiple choice, and short answer questions.

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

2. Review Essential Questions.

- What is the role of the PCT, and the responsibilities?
- How can the PCT maintain scope of practice?
- What is the importance of quality assurance, and how does it relate to patient safety?
- What are four categories of serious events?
- What does it mean to act in the interest of client safety?
- Why are standards of care important?
- What are the five rights of delegation?
- What desirable qualities should the PCT possess in order to maintain client safety and privacy?
- How can safety measures be adjusted to ensure age-appropriate care?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

- Introduce lesson/essential questions
- Discussion – What do you think helps a patient to feel safe in the hospital?
- Have one of the beds in the lab as an “unsafe environment” – one side rail up/the other side rail down, linen on the floor, the call light out of reach – have the students observe/record unsafe features then discuss
- Introduce vocabulary for unit:
 - a. Process improvement/quality improvement
 - Activities designed to evaluate care and facility practices so that staff can identify and correct problems
 - b. Benchmark
 - A standard reference point against which performance is measured
 - c. Quality indicators
 - Decision-making and research tools used for tracking changes, recognizing potential quality problems, and identifying areas that need further study, investigation, and research
 - d. Adverse events
 - Untoward incidents, events, and injuries associated with patient care and services
 - e. Close calls
 - An event or situation that could have resulted in an adverse event but did not
 - f. Intentionally unsafe acts
 - Criminal acts, purposefully unsafe acts, acts related to alcohol or substance abuse by health care workers, or any type of patient abuse or neglect
 - g. Sentinel events
 - Type of adverse event that results in patient death or serious physical or psychological injury, or creates a risk of death or serious injury
 - h. Root cause analysis
 - A process for identifying the causative or contributing factors associated with adverse events, close calls, or sentinel events
 - i. Transparency
 - A part of the root cause analysis investigative process that involves keeping people informed.
 - j. Unlicensed assistive personnel (UAPs)

- Individuals who are trained to assist the licensed personnel
- k. Standards of care
 - Common health care practices based on laws, facility policies and procedures, information learned in class, job descriptions, and information in academic sources (books)
- l. Competent
 - Describes someone who knows how to correctly perform the procedures he or she is responsible for
- m. Nurse practice act
 - A document describing the licensed nurse's scope of practice in a particular state
- n. Negligence
 - Failure to exercise the degree of care considered reasonable in a situation, or failure to act with prudence that a reasonable person with equal qualifications would exercise in the same circumstances
- o. Malpractice
 - Failure to act in accordance with the acceptable course of conduct, or negligent conduct by a worker that results in damage, harm, or injury to a patient
- p. Delegation
 - The transfer of responsibility
- q. Assign
 - Inform, instruct, or advise another person to complete a task – the person assigning must have the authority to do so
- r. Ethics
 - Principles of conduct or moral values
- s. Professional boundaries
 - Limits on how a health care worker acts with patients
- Quality assurance/performance improvement , and benchmarks
- Quality indicators
- Serious events – adverse events, close calls, intentionally unsafe acts, sentinel events
- Root cause analysis
- Role & responsibilities of a PCT * See sample PCT job description from Duke University Hospital
- Standards of care (may use case studies from American College of Physicians website)
 - t. Negligence
 - u. Malpractice
- Delegation, five rights of delegation

- Qualities of the PCT that promote patient safety – ethics, priorities, responsible behavior
- Professional boundaries
- Age-appropriate safety measures
- Patient safety/movement – see attached rubrics
 - v. Gait belts
 - w. Body mechanics (personal/patient safety)
 - x. Transferring patient to and from bed
 - y. Transferring patient to and from wheelchair
 - z. Assisting patient with ambulation
- Incidents – be thorough, document objectively
 - aa. Review sample incident report – this is a separate record (not a part of the chart)
- Combative patients
 - bb. Remain calm
 - cc. Try to identify the cause and eliminate it
 - dd. Show interest
 - ee. Redirect behavior with a positive activity
 - ff. Avoid becoming defensive
 - gg. Have an escape (do not let patient get between you and the door)
 - hh. Reassure the patient
 - ii. Call for assistance if necessary

Attachments for Learning Experiences: Please list.

- Patient Safety PowerPoint
- Safety PowerPoint
- Rubrics for skills
- Sample PCT job description
- Sample incident report

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

You may want to link restraints with this unit. You may also have a guest speaker such as a police officer or security officer (a hospital security officer would be great) to give a presentation to students about basic self defense. The books used to form this lesson plan were *Diversified Health Occupations*, and *Advanced Skills for Health Care Providers*, 2nd Ed. by B. Acello.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated

Attachments for Culminating Performance Task



UNIT RESOURCES

Web Resources:

Malpractice Case Studies <http://www.acpinternist.org/archives/2006/09/malpractice.htm>

Patient Safety Video <http://www.youtube.com/watch?v=JoUhC244cYY>

Sample Incident Report

www3.cutr.usf.edu/bussafety/documents/ncdotcd/04_ACC~1/A_I_REPORT~1/ACC_IN~1/ACC_IN~1.DOC

Attachment(s):

Rubrics – Patient Safety/Movement

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		