Course Number and Title: HLH 101 Intro to Patient Care

Campus Location:
Georgetown, Wilmington

Effective Date:
2018-51

Prerequisite:
BIO 120, SSC 100 or concurrent

Co-Requisites:
None

Course Credits and Hours:
2.00 credits
2.00 lecture hours/week
1.00 lab hours/week

Course Description:
This course provides the basic concepts of patient care, including consideration of the physical and psychological needs of the patient and family. Topics include routine and emergency patient care procedures as well as infection control procedures using standard precautions.

Required Text(s):
Obtain current textbook information by viewing the campus bookstore - https://www.dtcc.edu/bookstores online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:
Department policy manuals

Schedule Type:
Classroom Course
Hybrid Course

Disclaimer:
None

Core Course Performance Objectives (CCPOs):

1. Identify and discuss trends in modern healthcare and hospitals. (CCC 1; PGC 1, 3)
2. Describe the role and responsibilities of the healthcare provider, and explain how to maintain effective communication. (CCC 1, 2, 3, 4; PGC 1, 3)
3. Demonstrate the skill needed to safely move and reposition patients. (CCC 1, 3, 4; PGC 1, 2)
4. Differentiate and discuss selected issues encountered in general patient care. (CCC 1, 2; PGC 1, 3)
5. Discuss and explain considerations of interacting with the terminally ill person. (CCC 1, 2, 3; PGC 1, 3)
6. Demonstrate the skills and ability to obtain and interpret vital signs. (CCC 1, 5; PGC 1, 2, 3)
7. Demonstrate the ability to maintain asepsis in patient care. (CCC 1, 5, 6; PGC 1, 2)
8. Explain and discuss the significance of infection control in the healthcare environment. (CCC 1, 6; PGC 1, 2, 3)
9. Identify and demonstrate selected emergency situations encountered in the healthcare environment. (CCC 1, 2; PGC 1, 2, 3)
10. Demonstrate the skills associated with cardiopulmonary resuscitation (CPR) at the healthcare provider level. (CCC 1, 3; PGC 1, 2, 3)
11. Discuss the significance of selected groups of drugs commonly encountered in patient care. (CCC 1, 5; PGC 1)
12. Discuss the purpose of and demonstrate commonly used techniques for venipuncture and injection. (CCC 1, 3, 4; PGC 1)
13. Explain and discuss the significance of chemical hygiene, right to know, and fire safety in the healthcare environment. (CCC 1, 6; PGC 1)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):
Upon completion of this course, the student will:

1. Identify and discuss trends in modern healthcare and hospitals.
    1. Identify at least two current trends in modern healthcare.
    2. List and describe the main function of at least three types of acute care hospitals.
    3. Briefly describe the main functions of four general classifications of hospital departments.
    4. Identify at least six areas of specialty and the type of service they provide.
    5. List and describe one purpose of accreditation.
2. Describe the role and responsibilities of the healthcare provider, and explain how to maintain effective communication.

1. Discuss the responsibilities of the healthcare facility and medical team with respect to caring for ill and trauma patients, promoting health, preventing disease, education, and research.
2. Describe the appropriate methods for verifying proper patient identification.
3. Describe and simulate appropriate methods of greeting a patient.
4. Describe the sections of a medical chart and what information is contained in each.
5. Explain the importance and characteristics of the helping interview.
6. Describe the purpose and contents of the Patient's Bill of Rights.
7. Identify and practice effective communications skills in various simulated patient scenarios.
8. Discuss the Health Insurance Portability and Accountability Act (HIPAA) with respect to disclosure procedures, patient rights, security standards, and other aspects of HIPAA.

3. Demonstrate the skill needed to safely move and reposition patients.
    1. Describe and demonstrate good principles of body mechanics applicable to patient care.
    2. Demonstrate techniques for various types of patient transfers:
        1. Wheelchair to table/table to wheelchair
        2. Stretcher to table/table to stretcher
        3. Wheelchair to bed/bed to wheelchair
        4. Stretcher to bed/bed to stretcher
        5. Three-man lift
        6. Draw sheet lift
    3. Describe and safely demonstrate the mechanics for turning and positioning patients with various conditions that include severe trauma, unconsciousness, disorientation, and amputation.
4. Differentiate and discuss selected issues encountered in general patient care.
    1. Describe and demonstrate restraint techniques for various types of procedures and patient conditions that include trauma, pediatric, geriatric, physically handicapped, and emotionally disturbed.
    2. Discuss the administration of parenteral fluids in terms of methods, description/purpose, and considerations that include subcutaneous, intramuscular, intravenous, and intra-arterial.
    3. Describe the support, warmth, and privacy for patient comfort, and discuss the importance of each to the care and safety of the patient.
    4. Identify various aspects of general patient care, given specific patient situations that include trauma, pediatric, geriatric, physically handicapped, and emotionally disturbed.
    5. Explain specific aspects of general patient care, given specific patient situations and conditions that include tubes/catheters, casts, surgical, cardiac, unconsciousness, disorientation, and inebriation.
    6. Discuss procedures for security of property of inpatients and outpatients.
5. Discuss and explain considerations of interacting with the terminally ill person.
    1. Discuss how the patient and the professional understand the process of dying.
    2. Distinguish the ethical, emotional, and physical aspects of death.
    3. List the stages of dying and describe the characteristics of each stage that include rejection, denial, anger, bargaining, and acceptance.
    4. Identify the support mechanisms available to the terminally ill that include family and/or friends, pastoral care, patient-to-patient service groups, psychological support groups, hospice, and health professionals.
6. Demonstrate the skills and ability to obtain and interpret vital signs.
    1. List and discuss the significance of each vital sign that include temperature, pulse, respiration, and blood pressure in the assessment of patient condition.
    2. Explain the physiological principles related to temperature, pulse, respiration, and blood pressure.
    3. Identify normal values for clinical measurement of temperature, pulse respiration, and blood pressure.
    4. Discuss the use and maintenance of equipment used for measuring vital signs.
    5. Given a simulated patient, collect and record each of the vital signs.
7. Demonstrate the ability to maintain asepsis in patient care.
    1. Define *asepsis, antiseptic/disinfectant, sterile/clean, sterile area/contaminated area,* and *endogenous infections/ectogenous infections*.
    2. List some common antiseptics.
    3. Describe the methods of sterilization that include autoclave, dry heat, chemical, and gas.
    4. Discuss and demonstrate scrubbing, proper gowning and donning of gloves, handling of instruments, and maintenance of a sterile area.
    5. Explain the principles for care of wounds.
8. Explain and discuss the significance of infection control in the healthcare environment.
    1. Identify the following terms: infectious pathogens, communicable diseases, nosocomial infections, Centers for Disease Control and Prevention (CDC), human immunodeficiency virus (HIV), and hepatitis B virus (HBV).
    2. Describe and demonstrate the use of universal precautions and isolation procedures that include the precautions for blood, body fluids, and secretions and the isolation for respiratory tract airborne and burn patients.
    3. Describe sources and modes for transmission of infections and diseases, including infectious sources and transmission modes.
    4. Explain Occupational Safety and Health Administration (OSHA) procedures for infection control through universal precautions.
    5. Discuss psychological considerations for the management of patients using universal precautions.
9. Identify and demonstrate selected emergency situations encountered in the healthcare environment.
    1. Identify signs and symptoms that are manifested emergencies that include cardiac arrest, anaphylactic shock, convulsion/seizure, hemorrhage, apnea, vomiting, aspiration, suspected/confirmed fractures, and diabetic coma/insulin shock.
    2. Describe the emergency medical code system for the institution, and discuss the role of the student in this procedure.

3. For the above emergencies, discuss acute care procedures that include cardiopulmonary resuscitation (CPR), hemorrhage control, and suction.
4. Discuss the use of medical emergency equipment and supplies that include oxygen, aspirator, resuscitator, medications, and emergency cart.
5. Demonstrate set up of emergency equipment, including oxygen and suction.
6. Given simulations, demonstrate basic first aid techniques.

10. Demonstrate the skills associated with cardiopulmonary resuscitation (CPR) at the healthcare provider level.
    1. Successfully complete a CPR course at the healthcare provider level.
11. Discuss the significance of selected groups of drugs commonly encountered in patient care.
    1. Describe the characteristics of the drugs, usage, side effects, cautions, and interactions for the following drug groups:
        1. Analgesics (acute or chronic pain, narcotic [opioid], non-narcotic, and anti-inflammatory drugs)
        2. Antipsychotic, antiemetic, antianxiety drugs
        3. Antidepressants, psychomotor stimulants, lithium
        4. Antiarrhythmic drugs
        5. Antianginal agents (vasodilators)
        6. Diuretics
        7. Antihypertensive agents
        8. Anticoagulants and coagulants
        9. Anti-allergic/antihistamine drugs
        10. Bronchodilator drugs
        11. Antiulcer therapy
        12. Adrenal steroids
        13. Gonadal hormones and oral contraceptives
        14. Antibacterial agents
        15. Antiprotozoal drugs
        16. Antiseptics and disinfectants
    2. Discuss specific drugs for CPR procedures.
12. Discuss the purpose of and demonstrate commonly used techniques for venipuncture and injection.
    1. Check proper patient identification, lab slips, and chart orders.
    2. Identify the different size needles, syringes, butterflies, and Jelco® safety devices.
    3. Describe hospital policy concerning needles and syringes.
    4. Correctly prep the patient prior to an intramuscular (IM) or intravenous (IV) injection.
    5. Practice proper handling of needles and syringes.
    6. Develop a full working knowledge of the medical terminology associated with IV injections.
13. Use chemical hygiene, right to know, and fire safety procedures in the healthcare environment.
    1. Discuss the right to know law.
    2. Discuss the employee/student's right and obligations.
    3. Identify a workplace chemical list.
    4. Interpret labels and material data safety sheets (MSDS).
    5. Discuss physical and health hazards of chemicals.
    6. Explain proper handling, storage, and disposal practices.
    7. Use protective measures as appropriate.
    8. Initiate first aid and emergency procedures as needed.

Evaluation Criteria/Policies:
Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

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

Students should refer to the Student Handbook - https://www.dtcc.edu/handbook for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Apply theoretical information that leads to an appropriate action in the application or delivery of respiratory care procedures.
2. Perform technical skills in the implementation of respiratory care procedures within a plan of care.
3. Practice behaviors that are consistent with professional and employer expectations/requirements of their employees.

Disabilities Support Statement:
The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the disabilities services - https://www.dtcc.edu/disabilitysupport web page or visit the campus Advising Center.