**Buford High School**

**High School Course Syllabus**

 **Course Title** **Patient Care Fundamentals Term** **Fall 2018 – Spring 2019**

 **Teacher Kathy Shirley RN, MSN room #** **6102**

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| Email Address | kathy.shirley@bufordcityschools.org |
| Teacher Support | Help sessions are available before school on Tuesday and Thursday in Room 6102  |

### Course Description

This course is designed to provide students interested in the Therapeutic Services Pathway’s Career Specialty Nursing with entry level skills most commonly associated with the entry level career title Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), the department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act 1987 (OBRA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Prerequisites: **None**

Course Curriculum Content

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| **Georgia performance standards** | **Units/Topics** |
| A. The GPS (Georgia Performance Standards) can be accessed online at  <https://www.georgiastandards.org> **Teacher Web Page:**kathy.shirley@weebly.com Google classroom | 1. **August**: **Body Systems**: Chemistry, Systems, Bones

**Skills:** Healthcare Equipment & Proper Uses**Nursing**: Understanding Care of Elderly, Body Temperature Assessment, Review Healthcare Systems., 1. **September**: **Body Systems**: Muscles, Respiratory

**Skills**: Bed making, Linens, Movement, ROM, Respiratory Assessments (Stethoscopes). **Nursing:** Using Wheelchairs, Walkers, Canes and Crutches Review Legal/Ethical Care, Living Wills, and Power of Attorney, and OBRA. **3**. **October**: **Body Systems**: Circulatory & CardiacSkills: EKG Assessment, Blood Pressure Assessment, and Pulse Assessments, Venous Puncture, Administering Fluids and Blood**. Nursing**: Signs of Cardiac Arrest and Stroke.  **4. November**: **Body Systems**: Nervous and Sensory Systems. **Skills**: Bed Baths, (Partial & Complete), Skin Care for Elderly.**Nursing**: Skin Assessment, Edema, Bed Sores, and Positioning for elimination of bed sores.  **5**. **December**: **Body Systems**: Integumentary (Skin). **Skills:** Review First Semester Skills for Final. **6. January**: **Body Systems**: Digestive, Review Infection Control. **Skills:** Feeding the Elderly client (self, assisted), Tube Feeding, Peg-tube, Mickey Buttons, J-tube, and Nasal-tube feedings, pumps. **Nursing** **Assessment** of feeding needs, nutrition, and vitamins, nutrients for the elderly.  7. **February**: **Body Systems**: Bladder and Bowel. Skills: Providing Bladder and Bowel care for elderly, Foley Catheters. **Nursing:** Assessment of Bowels.  **8. March: Body Systems**: Reproductive, Stem Cell Research. **Nursing**: Assessment of Infant, Growth & Development Charts, and Vaccinations**. Skills**: Care of newborn child and children **9. April**: Review for End-of-Pathway Assessment (Cumulative). Date of Assessment**: 4-29-19** 10.  **May**: Resumes, and career choices in Healthcare. **Skills:** End-of-Life care, Hospice, living wills, power of attorney. |
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### Instructional Materials and Supplies

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| **Published Materials** | **Instructional Supplies** |
| **Textbooks and Novels:**  The New Nursing Assistant Textbook 8th EditionCost of Replacement $65.00Introductory Medical-Surgical Nursing 11th EditionClinical Nursing Skills & Techniques 8th EditionCost of Replacement $65.00**Novels**:*Bubonic Panic* 13.00*Every Patient Tells a Sto*ry 12.00*Losing Face* 12.00 | 1. Pen (blue or black only), highlight pens, colored pencils (48)

2) 3” Ring Notebook with loose paper3) Dividers for class work; Labeled:a**. Medical Terminology**b. **Anatomy & Physiology Notes** c**. Lab**1. Ear plugs (Auditory lessons)
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**Evaluation and Grading**

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| **Assignments** | **Grade Weights** | **Grading Scale** |
| Benchmark AssessmentsUnit Tests Class work Lab Skills and Skill Check-offs & ProjectsOff Site Project Performance Essay | Benchmarks 30%Major/Summative Assignments 40%Daily/Formative Assignments 20%Performance Assessment 10%**NOTE: Assignments that are not completed by the announced due date are worth only 70% of the grade earned. If the assignment is more than a week late, it will receive a grade of zero**. | A: 90 and aboveB: 80 - 89C: 70 - 79 F: 69 or below |

**Other Information**

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| **Expectations for Academic Success** | **Additional Requirements/Resources** |
| 1. Read daily and ask questions
2. Participate constructively as a team member
3. Proof read written assignments and edit meaningfully
4. Review multiple sources of information
5. Challenge yourself to continuously improve
 | * Community Support Services
* Clinical Safety Procedures
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*The syllabus may be updated as needed throughout the semester.*

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 Patient Fundamentals

**Honor Code Policy:**

All BHS students will strictly adhere to the BHS Honor Code which is posted on the BHS website.

For any violation of the BHS Honor Code, students will receive a 0 and be referred to the administration.

**Attendance Excused Absence Policy:**

Students who are granted **Excused Absent** status for days missed will be subject to the following:

* **All pre-assigned work will be due on the day of a student’s return from an absence.**
* For **assignments which did not have a pre-assigned due date during the time of the student’s absence**, students will be given five days to arrange for makeup work or follow other arrangements granted by the teacher. All incomplete work carried over into a new marking period should be completed no later than the tenth day of the following period.

**UPON RETURNING TO SCHOOL, IT IS THE STUDENT’S RESPONSIBILITY TO MAKE ARRANGEMENTS WITHIN 5 DAYS TO MAKE UP WORK.**

**ALL POLICIES OUTLINED IN THE BCSS STUDENT CODE OF CONDUCT AND THE BHS STUDENT HANDBOOK WILL BE FOLLOWED IN THIS CLASSROOM.**

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| **TEACHER CONSEQUENCES FOR MINOR CLASSROOM DISRUPTIONS** |
| 1st | Penalty assigned at teacher’s discretion – Parent Contact |
| 2nd | 30 minute faculty detention and parent contact |
| 3rd | 1 hour faculty detention and parent contact |
| 4th | Administrative Referral |

I have read and I understand the syllabus **Patient Fundamentals**

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s e-mail:

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s e-mail:

Parent’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_