



# Patient Care Technician PCT Syllabus





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[ISBN: 978-603-8247-89-1](https://doi.org/10.1007/978-603-8247-89-1)

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## PROGRAM INTRODUCTION:

### OVERVIEW:

This program aims to prepare Patient Care Technicians (PCT) in Saudi Arabia to become valuable members of the healthcare system. Its purpose is to address the demand for skilled nursing professionals in alignment with the Kingdom of Saudi Arabia Vision 2030, attracting enthusiastic and highly qualified Saudi women and men. The program provides comprehensive training in clinical settings, enabling trainees to work under the supervision of registered nurses (RNs) and deliver direct patient care in both outpatient and inpatient environments.

PCTs will acquire fundamental skills necessary to support RNs in caring for individuals across various healthcare settings. Their responsibilities will include taking vital signs, making beds, assisting with dressing and bathing, aiding in procedures under the guidance of an RN, and helping patients with mobility and transfer. PCTs are also responsible for promptly reporting any concerns to the supervising RN. Upon successfully passing a final assessment exam, the PCTs will be classified by the Saudi Commission for Health Specialties (SCFHS).

The demand for PCTs primarily arises from the Ministry of Health, as well as some private sectors. The program was created and developed by the Health Academy, and it will be implemented by Saudi Arabian training centers that meet certain requirements.

To ensure the program's quality and relevance, the PCT curriculum has been internationally benchmarked against the American Red Cross' evidence-based Nurse Assistant Training, widely used in North America. This generic textbook has been carefully customized to the local setting in order to connect it with the PCT's job and prevent any confusion or overlap with RNs' duties. Since PCTs usually work under the direct or indirect supervision of an RN, it is crucial to understand that the PCT position is an addition to the RN's.

## PROGRAM DESCRIPTION

### Vision

The Patient Care Technician program (PCT) is an essential contribution in support of qualified nurses for delivery of patient care in the healthcare system in Saudi Arabia in alignment to Vision 2030.

### Mission

The Patient Care Technician (PCT) fulfills an essential role in caring for patients in either the ambulatory or inpatient care settings, and are fundamental to patients having a positive experience and better outcome. This patient outcome is gained through PCT foundational skills that range from responding to basic needs to a range of activities of daily living for the citizen as an activated person in the healthcare system. The PCT is a vital partner in a nursing team aimed at supporting the total delivery of patient care.





## Duties of the Patient Care Technician (PCT)

The PCTs will receive comprehensive training in essential skills to effectively assist RNs and deliver patient care in both ambulatory care and inpatient care settings as following:

1. follows the agreed-upon schedule and shows up on time for work.
2. Performs accurate vital sign measurements, including temperature, blood pressure, pulse, respiration rate, and height and weight, if necessary, promptly documenting them in the person's file or chart.
3. Provides personal care to enhance the patient experience, including:
  - a) Assisting in turning and repositioning individuals to prevent pressure ulcers.
  - b) Lifting patients onto beds, examination beds, wheelchairs, etc. in a safely manner.
  - c) Making beds, changing bed sheets, and ensuring patient comfort during bed rest.
  - d) Restocking examination rooms with necessary care-related supplies.
  - e) Assisting individuals with self-care activities if they are unable to do so independently.
  - f) Orienting patients to the ward, inpatient setting, clinic, and available services.
  - g) Obtaining samples (such as urine, feces, or sputum) for laboratory tests as instructed.
  - h) Conducting blood sugar level tests under the supervision of an RN.
  - i) Assisting with patient transportation throughout the hospital for examinations, operations, or therapeutic purposes.
  - j) Communicating effectively with patients, family members, and healthcare team members.
  - k) Answering questions within the PCT scope of practice or referring to an RN when necessary.
  - l) Maintaining strict patient confidentiality at all times.
4. Developing positive and supportive professional relationships with patients and their family members.
5. Reporting any observations or concerns about a patient's condition promptly to the RN or charge nurse.
6. keeping the work areas and patient environment where care is given clean, orderly, and safe.
7. ensuring adherence to safety goals, infection prevention and control procedures, and standard precautions as outlined in organizational rules and the treatment plan for the patient.
8. Monitoring patient intake and output, including nutrition, meal supplements, and fluids and promptly records all.
9. Assisting with admissions, transfers, and discharges as required.





10. following emergency preparations for fires and disasters and performing related tasks when necessary.
11. Attending all mandatory continuing development programs and training sessions.
12. Taking initiative in providing services within the scope of the PCT job role.
13. Recording necessary patient care information in manual and computerized records.
14. Answering calls politely, accurately relaying messages quickly, and addressing visitors' general questions.
15. Directing patients to relevant areas for investigations, providing verbal or written information as necessary.
16. Preparing specific equipment required for clinical procedures within the clinic before they commence.
17. Carrying out responsibilities and obligations delegated by an RN.

### Duration:

The program consists of a 52-week training period in one calendar year. The Trainee is required to maintain full-time enrollment throughout the entire duration of the program.

## PROGRAM GOAL AND LEARNING OUTCOMES

### Goals

The PCT role is to assist RNs in providing care to individuals in both outpatient and inpatient settings. This entails delivering effective and competent patient care while working together with the RN and other team members to achieve optimal healthcare outcomes for those in need of care.

### Program Learning Outcomes

At the end of the program, the trainees should be able to:

- Assists individuals with activities of daily living, including grooming, dressing, bathing, eating, and exercising, in both outpatient and inpatient care settings.
- Supports nursing staff by performing tasks such as taking vital signs, collecting specimens, reporting patient behaviors, and documenting relevant findings.
- Adheres to the instructions of the RN and other healthcare professionals (such as physiotherapists, respiratory therapists, and social workers) as advised by the RN.
- communicates with patients, their families or caregivers, and all healthcare professionals involved in their care in an effective manner.
- Provides appropriate support to individuals and their families as needed.
- Follow hospital policy and procedures to ensure patient safety.
- Documents observations and nursing care according to hospital policies.





- Reports any concerns or abnormal observations to the RN Immediately.
- Protects patient's confidentiality by ensuring that information is not shared outside the healthcare team.
- Performs in accordance with the country's laws, standards, and the SCFHS Code of Ethics,

### **PCT Trainee's Responsibilities**

Upon receiving written notification of acceptance into the PCT program, the following responsibilities will be applied:

#### **Before Clinical Experiences:**

Prior to engaging in clinical experiences, the following preparations are necessary:

1. Trainees must purchase the required uniform and necessary equipment.
2. Trainees are obligated to submit a recent medical report and provide their immunization record. Documentation of the following is required:
  - Mendel-Mantoux Test/Purified Protein Derivative (PPD)
  - Measles, Mumps and Rubella (MMR) Vaccine
  - Varicella Vaccine
  - Hepatitis B Titer and Immunization
  - Hepatitis C Test
  - Human Immunodeficiency Virus (HIV) Test
  - COVID -19 Vaccine
3. Trainees need to make appropriate arrangements for transportation to ensure attendance and avoid absenteeism.

#### **During Clinical Experiences:**

Trainees are expected to adhere to the following responsibilities:

- Communicate professionally with instructors, peers, and other program team members.
- Maintain a professional demeanor at all times.
- Take responsibility for active participation in their programs.
- Uphold the highest standards of honesty, effort, and performance.
- Complete assigned readings prior to each session.
- Bring all necessary materials to class and clinical training settings.
- Review course content and be prepared to discuss the topics during class.
- Seek clarification if anything remains unclear during lectures.
- Provide assistance to colleagues through discussions and practical sessions.
- Ensure timely completion of modules as specified.
- Fulfill all exercises and quizzes within the designated timeframes set by the course faculty.
- Complete all assignments according to the specified criteria.
- Develop and implements a plan to achieve educational goals.
- Wear the designated uniform and complies with all rules and regulations





- specific to each clinical setting.
- Informs the clinical instructor or faculty member in case of any absences promptly, including emergency situations or absence from classes and clinical settings.
- Reports any incidents, such as injuries, exposure to blood or body fluids, or needle injuries, to their clinical instructors.
- Obtained Basic Life Support (BLS) training is mandatory as part of the program requirements.
- Adhere to all program policies outlined in the curriculum.

**Under the supervision of the instructor or nursing staff, the Trainees have the right to:**

- Gain access to clinical settings to learn the required skills.
- Receive an orientation to the clinical site, including the nursing care routine and other healthcare team members.
- Assigned to preceptor.
- Introduced to the person/patient and all involved in their care and their role explained.
- Keep them updated on the condition and progress of the patients they are caring for.
- Provide direct care to individuals under RNs supervision.
- Access to supply rooms, patient files, and machines when necessary.
- Use the appropriate equipment and supplies when required.
- Receive support from RNs to participate in all aspects of care for their assigned patients.
- Receive regular constructive feedback about their training performance.
- Ask for help and seek support whenever needed.
- Collaborate with other trainees to enhance their learning experiences.
- Take breaks as instructed.





## Modules and Hours Schedule

- The program must be completed within a duration of **one full calendar year**
- \*The training hours are set at 8 hours per day (40 hrs./week), including designated break times.
- The 40 hours training will be distributed as following: (see appendix 4. Suggested Weekly Schedule)
  - For Module 1 (5 days theoretical teaching)
  - For Module 2 to module 6 (2 days theory and 3 days simulation/clinical hours)

\*Note: Please adhere to the training center's designated working hours for clinical training, which consist of 12-hour or 8-hour shifts.

Item	Module Name	Duration/ Hours	References
1.	<b>Program Introduction and Orientation</b>	1 Week	PCT Program Curriculum- Health Academy -SCFHS 2023
2.	<b>Module 1:</b> Introduction to Medical Terminology	3 Weeks	Judi L. Nath (2019). A Short Course in Medical Terminology, 4th Edition
3.	<b>Module 2:</b> PCT Role in the Health Care Settings	2 Weeks	1. Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier. 2. American Red Cross (2013). American Red Cross Nurse Assistant Training Textbook: Third Edition. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823, 3. Professionalism and Ethics Handbook for Residents Guide (2015) Saudi Commission for Health Specialties, Riyadh -
4.	<b>Module 3:</b> Promoting Safety in Health Care Settings	5 Weeks	1. Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier.) 2. American Red Cross (2013). American Red Cross Nurse Assistant Training Textbook: Third Edition. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823,
5.	<b>Module 4:</b> Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings	9 Weeks	1. Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier. 2. American Red Cross (2013). American Red Cross Nurse Assistant Training Textbook: Third Edition. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823,





6.	<b>Module 5: Special Care Situations</b>	8 Weeks	<p>1. Sorrentino, S. A., Remmert, L., &amp; Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier.</p> <p>2. American Red Cross (2013). American Red Cross Nurse Assistant Training Textbook: Third Edition. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823,</p>
7.	<b>Module 6: Transitioning from Trainee to Employee</b>	1 Week	<p>1. American Red Cross (2013). American Red Cross Nurse Assistant Training Textbook: Third Edition. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823,</p> <p>(Chapter 24- page 382)</p>
8.	<b>Modules Revision and Comprehensive Final Exam</b>	1 Weeks	The comprehensive final exam should be administered within a timeframe of 4 to 6 weeks after the completion of all modules.
9.	<b>Clinical placement and Mastery of Skills (Internship)</b>	20 weeks	PCT Program Curriculum- Health Academy -SCFHS 2023
10.	<b>Final OSCE Exam</b>	2 Weeks	The OSCE Exam is conducted at a designated center.
<b>TOTAL</b>		<b>52 WEEKS</b>	



**\*Module (Theory) Schedule:**

**Module 1: Introduction to Medical Terminology**

**Duration: 3 weeks**

Module: Introduction to Medical Terminology										
Weeks :1										
Date:										
Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00	
Sunday	Introduction to Medical Terminology	Acquiring and Using Language Sense	Break	Analyzing Medical Terms	Building Medical Terms from Word Parts	Define and use combining forms	Break	Exercise-Defining Terms	Exercise-Analyzing Terms	
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:	Venue:
Monday	Introduction to common prefixes and suffixes	Categories of Prefixes	Break	Prefixes of Time or Speed	Prefixes of Direction	Prefixes of Position	Break	Prefixes of Size and Number	Exercise-Define Prefixes	
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:	Venue:
Tuesday	Categories of Suffixes	Suffixes Signifying Medical Conditions	Break	Suffixes Signifying Diagnostic Terms, Test Information, or Surgical Procedures	Suffixes That Name a Medical Practice or Practitioner	Exercise - adding prefixes	Break	Exercise – adding suffixes	Completion of educational online content	
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:	Venue:
Wednesday	Introduction of organization of the body	Word Parts Related to Body Organization	Break	Anatomic Position	Directional Terms	Body Planes	Break	Exercise: Short answer True or false Matching Multiple Choice	Completion of educational online content	
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:	Venue:
Thursday	Systems of the Body: Integumentary	Integumentary: Common Combining Forms	Break	Integumentary: Common Suffixes	Integumentary: Common Prefixes	Integumentary: Common Signs and Symptoms	Break	Exercise: Word Parts Matching True or False	Quiz 1	
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:	Venue:





Module: **Introduction to Medical Terminology**  
Weeks :2 Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00- 13:00	13:00 – 14:00	14:00 – 15:00
Sunday	Introduction to the skeletal system.	Skeletal System: Common Suffixes	Break	Skeletal System: Common Prefixes	Skeletal System: Movements at joints	Skeletal System: common signs and symptoms	Break	Exercise1: Word Parts	Exercise 2: Matching Short Answer True or False
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Monday	Introduction to the Muscular System	Muscular System: Common Suffixes	Break	Muscular System: Common Prefixes	Muscular System: common signs and symptoms	Skeletal Muscle Actions	Break	Exercise 1: Word Parts Word Building	Exercise 2: Matching Short Answer True or False
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Tuesday	Introduction to Nervous System.	Nervous System: Common Suffixes	Break	Nervous System: Common Prefixes	Nervous System: Common Signs and Symptoms	Nervous System: Common Medical Procedures	Break	Exercise: Matching Short Answer True or False	Completion of educational online content
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Wednesday	Introduction to the Cardiovascular System	Cardiovascular System: Common Suffixes	Break	Cardiovascular System: Common Prefixes	Cardiovascular System: Common Signs and Symptoms	Cardiovascular System: Common Medical procedures	Break	Exercise: Word Parts Word Building Matching Short Answer	Completion of educational online content
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Thursday	Introduction: to the Respiratory System	Respiratory System: Common Suffixes	Break	Respiratory System: Common Prefixes	Respiratory System: Common Signs and Symptoms	Respiratory System: Common Diagnostic Procedures	Break	Exercise 1: Word Parts Word Building	Quiz 2
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	





**Module: Introduction to Medical Terminology**

Weeks : 3 Date :

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 13:00	13:00 – 14:00	14:00 – 15:00
Sunday	Introduction to the digestive system	The Digestive System Common Suffixes	Break	The Digestive System Common Prefixes	The Digestive System: Common Signs and Symptoms	The Digestive System: Common Medical and Surgical Procedure	Break	Exercise 1: Word Parts Word Building	Exercise 2: Matching Fill in The Blank True or False
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Monday	Introduction to the Urinary System	Urinary System: Common Suffixes	Break	Urinary System: Common Prefixes	Urinary System: Common Signs and Symptoms	Urinary System: Common Medical and Surgical Procedure	Break	Exercise : Word Parts Word Building	Completion of educational online content
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Tuesday	Introduction to the Reproductive	Reproductive system: Common Suffixes	Break	Reproductive system: Common Prefixes	Reproductive System: Common Signs and Symptoms	Reproductive System: Common Medical and Surgical Procedure	Break	Exercise 1: Word Parts Word Building	Exercise 2: Matching Fill in The Blank True or False
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Wednesday	Introduction to the Endocrine System	The Endocrine System: Common Suffixes	Break	The Endocrine System: Common Prefixes	The Endocrine System: Common Signs and Symptoms	Exercise:1 Word Parts Word Building	Break	Exercise 2: Matching Fill in The Blank True or False	Completion of educational online content
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Thursday	Introduction to special senses of sight and hearing	Special senses of sight and hearing: Common Suffixes	Break	Special senses of sight and hearing: Common Prefixes	Special senses of sight and hearing: Common	Exercise:1 Word Parts Word Building	Break	Exercise 2: Matching Fill in The	Quiz 3





				Signs and Symptoms			Blank True or False	
Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:



\*Module (Theory/ Clinical) Schedule:

Module 2: PCT Role in the Health Care Settings Duration: 2 weeks

*Modu: PCT Role in the Health Care Settings									
Week (1) Date :									
Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00- 13:00	13:00 – 14:00	14:00 – 15:00
Sunday	PCT Working as a Member of the Health Care Team	Role of PCT	Break	PCT within the healthcare team	Understanding the People in Our Care	Different types of healthcare settings	Break	Five principles of care	Assignment Group activities & Discussions
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Monday	Legal and ethical aspects of health care	Using ethics to guide behavior	Break	behaviors that can result in legal or disciplinary action	Professionalism and PCT	Assignment of Group activities: Case Discussion for Professional Conduct in the clinical setting	Break	Quiz 1	Completion of educational online content
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Tuesday	(Simulation lab/ clinical placement)						Break	(Simulation lab/ clinical placement)	
Wednesday	(Simulation lab/ clinical placement)						Break	(Simulation lab/ clinical placement)	
Thursday	(Simulation lab/ clinical placement)						Break	(Simulation lab/ clinical placement)	

\*Training centers have the flexibility to modify the scheduled days for theory and clinical sessions.





**Module 3: Promoting Safety in the Health Care Settings**

**Duration: 5 weeks**

Module: Prompting Safety in the Health Care Settings									
Week :1									
Date:									
Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00- 13:00	13:00 – 14:00	14:00 – 15:00
Day 1	international Patient Safety Goals (IPSG): Part I	International Patient Safety Goals (IPSG): Part II	Break	Patient Populations at risk for safety hazards	Protecting vulnerable patients from safety hazards	Correct Patient's Identification	Break	Patient Identification Adult: Case Scenarios	Patient Identification Pediatric & Newborn: Case Scenarios
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	
Day 2	Risk Factors of Falls Injury	Fall risk Prevention Strategies	Break	Fall risk assessment tools	Fall Risk Assessment Tools: Case Scenarios	Fall Risk Assessment Tools: Case Scenarios	Break	Completion of Online Module	Quiz 1
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**





**Module: Promoting Safety in the Health Care Settings**

Week: 2

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00- 13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Controlling the Spread of Infection: Part I	Controlling the Spread of Infection: Part II	Break	Transmission Modes of infection	Signs and Symptoms of Infection	Infection Control Standard precautions	Break	Infection Control isolation Precautions	Infection Control isolation Precautions
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	Hand Hygiene	Surgical Hand Rub	Break	Use of Personal Protective equipment	Use of Personal Protective equipment	Respiratory Hygiene (Cough Etiquette)	Break	Completion of Online Module	Quiz 2
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**





**Module: Promoting Safety in the Health Care Settings**

Week: 3

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Medical Wastes Disposable Part I	Medical Wastes Disposable Part II	Break	Ensuring safety in the patient/ clinical environment: Part I	Ensuring safety in the patient/ clinical environment : Part II	Common Hazards in Clinical Settings Part I	Break	Common Hazards in Clinical Settings Part II	Fire Safety in Workplace
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	Post Fall Intervention and Management Strategies: Part I	Post Fall Intervention and Management Strategies: Part II	Break	Sharps Safety	Safe Injection Practices	Improving Effective Communication among health care workers	Break	Completion of Online Module	Quiz 3
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**



**Module: Promoting Safety in the Health Care Settings**

Weeks: 4

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Handling Cytotoxic Material Part I	Handling Cytotoxic Material Part II	Break	Use of patient's alarms	Use of patient's alarms	Responding to patients alarms	Break	Manual Handling: Part I	Manual Handling: Part II
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Day 2	Quality and Patient safety Part I	Quality and Patient safety Part II	Break	Emergency and disaster Management: Part I	Emergency and disaster Management: Part II	Emergency and disaster Management: Case Scenarios	Break	Completion of Online Module	Quiz 4
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**





**Module: Promoting Safety in the Health Care Settings**

Week :5

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Common Medical Emergencies: Part I	Common Medical Emergencies: Part II	Break	Common Medical Emergencies: Part III	Responding to common medical Emergencies: Part I	Responding to common medical Emergencies: Part II	Break	Common Medical Emergencies: Case Scenarios	Common Medical Emergencies: Case Scenarios
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	
Day 2	Choking Management	Choking Management	Break	Signs and symptoms of adult cardiac arrest	Basic Life Support	Basic life support	Break	Completion of Online Module	Quiz 5
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**



**Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings**  
**Duration: 9 weeks**

**Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings**

Week :1

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Promoting Patient's comfort and rest	Promoting Patient's comfort and rest	Break	Bed Making: Occupied Bed	Bed Making: Unoccupied Bed	Measuring a Person's Blood Pressure (Manual and Electronic)	Break	Measuring Patient's Pulse Rate	Measuring Patient's Respiratory Rate
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	Measuring Patient's Temperature	Measuring Patient's Weight and Height	Break	Oxygen Saturation Measurement	Pain Assessment: Part I	Pain Assessment: Part II	Break	Wrap-up & Summary Points: Group Discussion	Quiz 1
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**





**Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings**

Week: 2

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Personal Hygiene and Care	Assisting patient's with personal care	Break	Mouth Care: (Conscious and unconscious patients)	Assisting in dressing and undressing	Assisting in maintaining vision and hearing aids	Break	Hands Care	Foot Care
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	Patient's Bathing: Part I	Patient's Bathing Part II	Break	Assisting in perineal care	Hair Care	Assisting in shaving	Break	Wrap up & Summary Points: Group Discussion	Quiz 2
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**



**Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings**

Week :3

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Assisting patients in performing passive ROM Exercises	Assisting patients in performing passive ROM Exercises	Break	Assisting patients in walking	Assisting patients in walking using assisted devices	Lifting patient from stretcher to bed	Break	Turning patient on bed Using the Logrolling Technique	Turning patient on bed Using the Logrolling Technique
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	Blood Glucose Testing	Measurement of blood glucose	Break	Measurement of blood glucose	Completion of Online Module	Completion of Online Module	Break	Wrap up & Summary Points: Group Discussion	Quiz 3
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**





**Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings**

Week: 4

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00- 13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Safe patient handling and mobility: Part I	Safe patient handling and mobility: Part II	Break	Risk factors of pressure injury	Pressure Injury Prevention strategies	Use of mobility assistive devices	Break	Patient Positioning: Part I	Patient Positioning: Part II
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	Moving a patient in Bed	Patient Re-positioning in bed	Break	Transferring patient from bed to chair	Transferring patient from chair to bed	Helping a patient to Use a Portable Commode	Break	Wrap up & Summary Points: Group Discussion	Quiz 4
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the scheduled days for theory and clinical sessions**





**Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings**

Weeks: 5

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00- 13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Assisting patients in walking	Use of mechanical lifting device	Break	Use of elastic stocking	Use of Pneumatic Compression device	Use of Pneumatic Compression device	Break	Patient's Nutrition	Factors affecting dietary intake
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	
Day 2	Types of therapeutic diets	Measurement of dietary intake and output	Break	Assisting the patient in eating and drinking	Role of PCT in caring of patients receiving enteral feeding	Role of PCT in caring of patients receiving Parenteral feeding	Break	Wrap-up & Summary Points: Group Discussion	Quiz 5
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the scheduled days for theory and clinical sessions**





**Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings**

Week :6

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Introduction to normal urinary Elimination: Part I	Introduction to Normal Urinary Elimination: Part II	Break	Urinary Incontinence	Care of patients with urinary Incontinence	Care of patients with urinary Incontinence	Break	Bladder Training	Bladder Training Methods
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	
Day 2	PCT's role in caring for patients with indwelling urinary catheters	PCT's role in caring for patients with indwelling urinary catheters	Break	Applying Condom Catheter	Care of patients with condom catheters	Care of patients with condom catheters	Break	Completion of Online Module	Quiz 6
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**





**Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings**

Week :7

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00- 13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Assisting patients in using a toilet	Assisting patients to use the toilet	Break	Measuring Urine output	Obtaining Urine specimen: Part I	Obtaining Urine specimen: Part II	Break	Emptying a urinary drainage bag	Emptying a urinary drainage bag
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	Introduction to normal bowel elimination: Part I	Introduction to Normal Bowel Elimination: Part II	Break	Factors affecting bowel elimination	Promoting Comfort during bowel elimination	Promoting Comfort during bowel elimination	Break	Completion of Online Module	Quiz 7
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	





**Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings**

Week :8

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Common bowel elimination problems: Part I	Common bowel elimination problems: Part II	Break	Assisting patient using the bedpan	Assisting patient using the bedpan	Assisting patients using the portable commode	Break	Obtaining stool specimen: Part I	Obtaining stool specimen: Part II
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	Care of patients with common elimination problems: Part I	Care of patients with common elimination problems: Part II	Break	Introduction to Ostomy Care	Changing an ostomy appliances	Changing an ostomy appliances	Break	Completion of Online Module	Quiz 8
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**



### Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings

Week:9

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Patient's admission, discharge and transfer Procedure: Part I	Patient's admission, discharge and transfer Procedure: Part II	Break	PCT Role in patient's admission procedure	PCT Role in patient's admission procedure	PCT Role in patient's Transfer procedure	Break	PCT Role in patient's Transfer procedure	PCT Role in patient's Discharge procedure
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	PCT Role in patient's Discharge procedure	Therapeutic Communication Part I	Break	Therapeutic Communication Part II	Completion of Online Module	Completion of Online Module	Break	Wrap-up & Summary Points: Group Discussion	Quiz 9
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**



**Module 5: Special Care Situations**

**Duration: 8 weeks**

Module 5: Special Care Situations									
Week :1					Date:				
Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00- 13:00	13:00 – 14:00	14:00 – 15:00
Day 1	General childhood responses to illness, injury and hospitalization	Factors affecting a child's response to illness, injury and hospitalization	Break	Caring for infants and children	Signs and Symptoms of Illness in Babies	Managing common childhood reactions to illness, injury or hospitalization	Break	Effect of chronic illness on children and family	Promoting Safety and Comfort
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	
Day 2	Specific care Responsibilities : Obtaining Vital Signs and Other Measurements 1	Specific care Responsibilities: Obtaining Vital Signs and Other Measurements 2	Break	Meeting Hygiene Needs	Ensuring Nutrition	Wrap-up & Summary Points: Group Discussion	Break	Completion of the online module	Quiz 1
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**





**Module 5: Special Care Situations**

Week: 2

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Differences between acute and chronic conditions	Understanding cancer disease	Break	Cancer Signs and Symptoms	Cancer Risk Factors	Cancer Treatment	Break	Promoting Safety and Comfort	Cancer Patients' Needs
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	Immune System: Body Structure and Function Review	Autoimmune Disorders	Break	HIV/AIDS	AIDS— Stages and Signs and Symptoms	Caring for the Person With AIDS	Break	Promoting Safety and Comfort for Person with AIDS	Quiz 2
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**



Module 5: Special Care Situations									
Week :3									
Date:									
Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Nervous System: Body Structure and Function Review	The Central Nervous System: Strock	Break	Stroke Care Measures	Parkinson's Disease	Multiple Sclerosis	Break	Head Injuries	Spinal Cord Injury
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	The Musculo-Skeletal System: Body system review	Arthritis and Osteoporosis	Break	Fractures	Care After Joint Replacement— Hip and Knee	Care of persons in casts, in traction, and with hip fractures.	Break	Wrap-up & Summary Points: Group Discussion	Quiz 3
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**





**Module 5: Special Care Situations**

Week: 4

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	The Cardiovascular: body system review	Cardiovascular Disorders: Focus on Children and Older Persons	Break	Cardiovascular Disorders— Risk Factors	Hypertension	Coronary Artery Disease	Break	Angina and Myocardial Infarction	Heart Failure and Dysrhythmias
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	The Respiratory System: Body system review	Chronic Obstructive Pulmonary Disease	Break	Asthma	Sleep Apnea	Pneumonia	Break	Wrap up & Summary Points: Group Discussion	Quiz 4
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**



### Module 5: Special Care Situations

Weeks: 5

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	The Digestive System: body system review	Gastro-Esophageal Reflux Disease and Vomiting	Break	Inflammatory Bowel Disease	Hepatitis	Promoting Safety and Comfort for Hepatitis Patients	Break	Cirrhosis	Completion of Online Modules
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	The Endocrine System (Pancreas): System review	Diabetes: Types, signs and symptoms	Break	Diabetes: complications	Diabetes: Treatment	Diabetes: focus on child, person, Family, and Yourself	Break	Wrap up & Summary Points: Group Discussion	Quiz 5
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**



Module 5: Special Care Situations									
Week :6									
Date:									
Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	The Urinary System: Body structure and function review	Urinary Tract Infections	Break	Prostate Enlargement	Kidney Stones	Kidney Failure	Break	Kidney Failure— Care Measures	Completion of Online Modules
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	Mental Health Disorders: Key terms	Mental Health Disorders	Break	Anxiety Disorders	Generalized Anxiety Disorder Panic Disorder	Obsessive-Compulsive Disorder Phobias	Break	Post-Traumatic Stress Disorder	Psychotic Disorders
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**





**Module 5: Special Care Situations**

Week :7

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	Mood Disorders: Bipolar Disorder Depression	Personality Disorders	Break	Substance Use Disorder	Addiction	Eating Disorders	Break	Suicide	Completion of the online module
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	
Day 2	Confusion and Dementia: Key terms	Confusion	Break	Delirium	Dementia	Mild Cognitive Impairment: Alzheimer's Disease	Break	Care of Persons with AD and Dementias	Quiz 6
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	





**Module 5: Special Care Situations**

Week :8

Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00
Day 1	End-of-Life Care: key terms	Terminal Illness	Break	Attitudes About Death	The Stages of Dying	End of life Comfort Needs: Physical Needs	Break	End of life Comfort Needs: Mental and Emotional Needs	Completion of Online Modules
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Instructor:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 2	End of life care: Legal Issues	Signs of Death	Break	Care of the Body After Death			Break	Wrap up & Summary Points: Group Discussion	Quiz 7
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:
Day 3	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 4	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	
Day 5	Clinical Placement/Simulation Lab		Break	Clinical Placement/Simulation Lab			Break	Clinical Placement/Simulation Lab	

**\*Training centers have the flexibility to modify the schedule days for theory and clinical sessions**





Module 6:

Week 1 Date:

Day/Time	7:00 – 8:00	8:00 – 9:00	9:00 – 9:15	9:15 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00-13:00	13:00 – 14:00	14:00 – 15:00	
Sunday	PCT Scope of Practice	Employee Rights and Responsibilities	BREAK	Plan a job search. Identifying the Right Job for You Identifying Job Opportunities	Prepare a résumé, reference list and cover letter. Preparing a Résumé Preparing a Reference List	Hands on training on how to prepare resume, reference list, and cover letter	BREAK	Completion of Online Module	Review all resume, reference list, and cover letter	
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:	Venue:
Monday	Describe the job application process. Submitting Job Applications	Interview effectively.	BREAK	Professional Development and career advancement	Employee self-care	Time management	BREAK	Completion of Online Module	Quiz	
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:	Venue:
Tuesday	Accept or decline a job offer.		Break	Role plays and training on interview by making a mock interview with all trainees  Hands on training on how to accept or decline a job offer			BREAK	Completion of Online Module	Quiz	
Wednesday	Know what to expect during your first few days on the job. Pre-placement Health Evaluation		BREAK	Orientation Probationary Period			BREAK	Completion of Online Module Assignment Group activities & Discussions		
Thursday	Revision		BREAK	Personal Office Questions and Answers			BREAK	Completion of Online Module		





## Internship:

Clinical placement and Mastery of Skills (Internship 20 Weeks)	Full-Time Practicum 8-12 hrs shift
Rotation based (Inpatient/Outpatient)	40 hrs./week X 20
	Preceptor- Trainee Ratio: 1:1 or 1:2

### Description:

The internship (practice field) consists of a 20-week period dedicated to hands-on training. Its primary objective is to foster the development of PCT nursing skills through practical experience. This practicum field period serves as an opportunity to apply the knowledge acquired during the program module and attain mastery of skills. Therefore, by the conclusion of this practicum field, you should have achieved the following:

- Acquired the necessary knowledge and skills to function as a competent PCT with minimal supervision.
- Demonstrated practical expertise consistently throughout the rotations.

### Clinical Assignments/Rotation Plan and Duty Hours

- The clinical duty hours for PCT Interns consist of 40 hours per week, which will be allocated based on the required shifts per Unit, either 8 hours/day or a combination of 12 hours/day shifts.
- PCT Interns are entitled to a one-hour break that includes time for prayer and lunch.
- Attendance at the "patient endorsement" or "patient handover" before and after the assigned shift is mandatory for PCT Interns.
- The Unit Nurse Manager's clinical duty assignments will be strictly followed.
- PCT Interns will receive supervision from the clinical preceptor in collaboration with the clinical instructor and program director.
- Changes in the assigned area of work will only be made after consultation with and approval from the program director, based on necessity or appropriateness.
- Trainees may be rotated in different areas/units, such as inpatient and outpatient settings Isolation rooms, ICUs, Emergency, etc., in accordance with the hospital's training policy and protocols.
- Upon completion of the Program, it is expected that PCT interns will have acquired the necessary skills and knowledge outlined in the PCT curriculum. These competencies are applicable to both ambulatory care and inpatient settings, and interns should demonstrate their ability to achieve and apply them effectively.





## Maintenance of Professional Appearance

### **1. Uniform and Dress Code:**

- Wear the designated uniform provided by the organization or follow the prescribed dress code policy.
- Ensure that your uniform is clean, well-fitted, and in good condition.
- Adhere to any specific guidelines regarding the use of name badges or identification tags.

### **2. Personal Hygiene:**

- Maintain a clean and neat appearance by grooming your hair appropriately.
- Keep your nails short, clean, and free from excessive nail polish or decorations.
- Avoid wearing strong perfumes, colognes, or excessive jewelry that may be distracting or cause allergies.

### **3. Footwear:**

- Wear comfortable, closed-toe shoes that are appropriate for the healthcare setting.
- Avoid wearing sandals, flip-flops, or shoes with high heels that may hinder your ability to perform your duties safely.

### **4. Jewelry and Accessories:**

- Keep your jewelry to a minimum, wearing only small, non-distracting pieces.
- Avoid wearing excessive or dangling jewelry that may pose a safety risk or interfere with your work.

### **5. Personal Protective Equipment (PPE):**

- Follow the organization's guidelines for wearing appropriate PPE based on the specific tasks and patient care activities.
- Ensure that you properly wear and dispose of gloves, masks, gowns, or other protective equipment as required.

### **6. Maintain a Professional Demeanor:**

- Demonstrate a positive attitude and maintain a calm and professional demeanor while interacting with patients, colleagues, and other healthcare professionals.
- Practice active listening, effective communication, and respectful behavior at all times.

## Attendance, Lateness, Absences, and Makeup Duty Policy

### **1. Attendance:**

- Attendance of PCT trainees will be checked by their respective clinical preceptors and monitored by clinical instructors and the program director.
- PCT trainees are expected to arrive on time at their designated areas.

### **2. Lateness Policy:**

- PCT trainees will be considered late if they arrive after the designated time of duty in the clinical unit. For example, if the duty starts at 07:00 AM, arrival between 07:01 AM and 07:30 AM will be considered late.
- Trainees who arrive late must report to the clinical preceptor to be marked as "late" instead of absent. Failure to do so will result in automatic marking as absent. However, they may still be allowed to stay in the clinical area, attend discussions, and continue their clinical duties.





- Two reports of lateness, whether scattered or consecutive, will be equivalent to one unexcused absence.

### 3. Absences Policy:

- PCT interns will be considered absent if they arrive more than 30 minutes after the designated time of duty in the clinical unit. For example, if the duty starts at 07:00 AM, arrival from 07:31 AM onwards will be considered absent.
- The same rules and regulations regarding attendance, lateness, absences, and makeup duty apply to pregnant PCT interns.
- Absences will be considered excused in the event of sudden illness, and PCT interns are entitled to a maximum of 14 excused days of leave throughout the entire PCT program.
- PCT interns are allowed a maximum of 5 unexcused absence days during the entire PCT program.
- In cases where a PCT intern cannot report for clinical duty, they must notify the clinical preceptor and program director in writing, via telephone call, or message at least 4 hours before the scheduled duty time, except in emergency cases.
- Upon returning from an absence, PCT interns should submit a fully substantiated medical certificate from an accepted private hospital, primary care clinic, or government hospital for approval by the program director within 24 hours.

### 4. Makeup Duty:

- PCT interns who have incurred absences during their clinical practice will be required to undergo makeup duty for each unexcused absence, as well as for absences made during scheduled makeup duty.
- Any necessary makeup duties will be scheduled during or at the end of the program.
- It is the responsibility of the PCT intern to arrange for makeup duty to compensate for missed clinical hours, in coordination with the training faculty.





## Assessment and grading system

The grading distribution criteria should be followed for each module of the PCT program, and at the end of the program, the average grade will be calculated.

Assessment and Evaluation Criteria Implemented During Modules Teaching	
Assessment Tools	Weight
Attendance <sup>1</sup>	5
Quizzes <sup>2</sup>	10
Performance Evaluation <sup>2</sup>	30
Specialized e-learning Content <sup>4</sup>	10
Assignments <sup>5</sup> 5 Assignments	5
End of module exam <sup>6</sup>	40
Successful Completion of Logbook <sup>7</sup>	Complete/Incomplete
<b>Total</b>	<b>100%</b>
Assessment and Evaluation Criteria Implemented During Internship Period	
Internship evaluation <sup>8</sup>	40
Final Written exam <sup>9</sup>	30
Final OSCE Exam <sup>10</sup>	30
<b>Total</b>	<b>100%</b>
End of Program Final Grading	
Completion Score <sup>11</sup> <i>To be eligible to sit in the final SCFHS exam</i>	The average score of the modules teaching assessment and internship assessment must be $\geq 60\%$ , in addition to the successful submission of the Logbook.
Final Grading after passing the SCFHS (OSCE exam) <sup>12</sup>	Pass/Fail (60%)

1. Assessment of Attendance	
Definition	Attendance means the actual presence of the trainees throughout the program (in-person or virtual). Attending the in-person classes and clinical duties without being absent. Trainees are required to attend all classes and clinical duties to get the full grade of attendance. Trainees will be expelled for missing more than 5 absences. Marks will be deducted for missing 1-5 classes, according to HA attendance criteria.
Criteria	<ul style="list-style-type: none"> <li>A report of attendance from training centers should be sent to HA Trainee Affairs (according to HA attendance criteria).</li> <li>Each one day of absence will subtract 1% of the total 5% dedicated to attendance.</li> <li>Final report should be submitted by the program director of all trainees' attendance to the Trainee Affairs (trainee name, mark as (x out of 5) with details of absence (e.g., the days of absence and excused absence if applicable). Note that weekly attendance list is to be sent to HA Trainee Affairs and final report with marks to be sent</li> </ul>
2. Performance Evaluation	
Definition	Performance evaluation refers to the process of evaluating the trainee's performance and professionalism throughout the program. It involves gathering and analyzing information about trainee's performance, skills, competencies, honesty, integrity, accountability, respect, confidentiality, and adherence to professional codes of ethics and standards.
Criteria	<ul style="list-style-type: none"> <li>Performance evaluation is a formative assessment implemented during the period of the program.</li> <li>The assigned trainer / preceptor will evaluate the trainee according to the preset evaluation criteria following each module (see appendix 1)</li> <li>The Evaluator and trainee are expected to sign the evaluation sheet after each module.</li> <li>To pass the performance evaluation, trainees need to "PASS" all the module evaluation. If the trainee fails to pass, he/she will be given the opportunity to "MAKE-UP" for it,</li> </ul>





	<p>based on the comments and recommendations provided by the training supervisor on the evaluation sheet.</p> <ul style="list-style-type: none"> <li>If a module does not include a clinical rotation component (Module 1), any items or criteria in the evaluation tool that are specifically related to clinical performance will be marked as "Not Applicable" (NA).</li> </ul>
<b>3. Quizzes</b>	
Definition	Quizzes refer to brief tests that are used as formative assessment to gauge a trainee's knowledge, comprehension, understanding, or skills on a specific subject or topic. Additionally, they can be used by instructors to monitor trainees progress, tailor instruction, and evaluate the effectiveness of teaching methods.
Criteria	<ul style="list-style-type: none"> <li>Quizzes can be used onsite as well as in online learning platforms.</li> <li>Quizzes can take various formats, including multiple-choice questions, true or false statements, fill-in-the-blank exercises, matching questions, and short answer responses.</li> <li>Quizzes should be administered within a limited time frame 5 to 10 minutes and may cover a specific section of material or a broader range of topics.</li> <li>A minimum of 2 quizzes are required for each module</li> <li>The average score for the total number of conducted quizzes per module will be submitted as the final quizzes score</li> </ul>
<b>4. Specialized e-learning Content</b>	
Definition	The specialized e-learning content is the online content posted on the HA Learning Platform. The content supports the on-site training content. Each week, there will be e-learning content posted online that follows the same weekly modules taught on-site.
Criteria	<ul style="list-style-type: none"> <li>Trainees are required to go online and complete the tasks, prompts, and required readings online.</li> <li>Final report will be generated by the e-learning team, and posted online for the Trainees to view their progress.</li> </ul>
<b>5. Assessment of Assignments</b>	
Definition	Assignments are the formative assessments implemented during the period of the program. Assignments are required to adhere to the guidelines and description provided in the program curriculum.
Criteria	<ul style="list-style-type: none"> <li>A minimum of 5 assignments required and its an individual work</li> <li>Each assignment will be graded 5 out 5, then the average score for the total number of assignments will be submitted as the final assignment score. (See appendix 2)</li> <li>Faculty report the types of assignments that is include trainee name; number of assignments, time of assignment held on (which week), grading. This report must be included in the trainee's portfolio.</li> <li>Faculty are to plan the required module's assignments as per curriculum outlines, training center policies and protocols or other assignments which can be suggested by the training faculty, options of assignments include but are not limited to: <ul style="list-style-type: none"> <li>Mandatory Infection Prevention &amp; Control Practices</li> <li>Electronic Health Record Training</li> <li>Fire Prevention</li> <li>Emergency and Disaster Awareness Course</li> <li>Baby Friendly Hospital</li> <li>Health Quality Related Courses and Activates</li> <li>Basic Life Support Certificate</li> <li>Handling of cytotoxic Material</li> </ul> </li> </ul>
<b>6. End of Module Exam</b>	
Definition	The "end of module final exam" refers to a comprehensive assessment administered at the conclusion of program modules. It is conducted to evaluate a trainee's overall understanding and mastery of the material covered throughout the module teaching.
Criteria	<ul style="list-style-type: none"> <li>End of module exams can be used on site as well as in online learning platforms.</li> <li>The format of the end of module final exam can take various formats, including multiple-choice questions, true or false statements, fill-in-the-blank exercises, matching questions, and short answer responses.</li> </ul>





	<ul style="list-style-type: none"> <li>• Trainees should have the opportunity to receive feedback on their performance, understand their strengths and areas for improvement, and have access to a review of the exam content, if necessary, prior to the final SCHS exam.</li> </ul>
<b>7. Logbook</b>	
Definition	The logbook is a documentation of the trainee's practicum competencies training.
Criteria	<ul style="list-style-type: none"> <li>• Logbook is a requirement, but no numerical grade is given for the completion of modules' competencies (competency checkoff). (See appendix 3)</li> <li>• Faculty need to send reports of trainees' completion of the logbook, including trainees who successfully/unsuccessfully completed the logbook.</li> <li>• The curriculum guide includes a comprehensive list of detailed competencies for the purpose of check-off assessments.</li> <li>• Following each clinical module, it is required to complete the competency check-off process.</li> <li>• If a trainee is found to be incompetent in performing a specific procedure, remediation (re-assessment) can be undertaken until the trainee achieves an acceptable level of performance.</li> </ul>
<b>8. Internship evaluation</b>	
Definition	<ul style="list-style-type: none"> <li>• Internship evaluation refers to the process of assessing and analyzing the performance, skills, and overall experience of a PCT intern during their internship period. It involves evaluating various aspects of the trainee's work, such as their knowledge, competencies, professionalism, communication skills, and ability to meet assigned tasks and objectives.</li> </ul>
Criteria	<ul style="list-style-type: none"> <li>• The evaluation is typically conducted by supervisors, preceptor, or designated evaluators.</li> <li>• The performance evaluation criteria No.2 will be used in monthly bases to assess the trainee's performance</li> <li>• Trainees should have the opportunity to receive feedback on their performance, understand their strengths and areas for improvement, and have access to review their evaluation.</li> <li>• The final score for the internship period will be calculated on a scale of 40%.</li> </ul>
<b>9. Final Written exam</b>	
Definition	<ul style="list-style-type: none"> <li>• A comprehensive exam is an evaluation that assesses a trainee's knowledge and understanding of a wide range of topics or a complete course of study. It is designed to test the trainees' overall comprehension and mastery of all modules outlined.</li> </ul>
Criteria	<ul style="list-style-type: none"> <li>• Content Coverage: The exam should cover all the relevant topics, concepts, and learning objectives that were taught throughout the course or program.) See appendix No. 5 Final exam blueprint)</li> <li>• Time Management: The exam should be designed in a way that allows trainees to complete it within a reasonable time frame, taking into consideration the complexity and length of the exam.</li> <li>• Balance of Difficulty: The exam should include a range of questions or tasks that appropriately challenge trainees at different levels of difficulty, allowing for differentiation among skill levels.</li> <li>• The written examination will consist of a single paper containing a minimum of 100 multiple-choice questions (MCQs). Each question will have four options, and the trainee must select the single best answer from the given options.</li> <li>• The final score for the final exam will be calculated on a scale of 30%.</li> </ul>
<b>10. Final OSCE Exam</b>	
Definition	<ul style="list-style-type: none"> <li>• The OSCE (Objective Structured Clinical Examination) is a type of examination to assess the practical clinical skills and competencies of trainees.</li> </ul>
Criteria	<ul style="list-style-type: none"> <li>• It should be a standardized assessment method that evaluates a trainee's ability to perform specific clinical tasks and interact with simulated patients or standardized patients in a controlled setting.</li> <li>• The OSCE should consist of a series of stations or stations where trainees rotate through different scenarios or skill stations, completing various tasks or assessments.</li> <li>• Each station is designed to assess specific clinical skills / procedures</li> <li>• The trainees should be evaluated by trained examiners who use standardized scoring criteria to assess trainees' performance at each station.</li> </ul>





	<ul style="list-style-type: none"> <li>The selection of clinical procedures, skills and scenarios can be determined by the faculty members.</li> <li>The final score for the final OSCE exam will be calculated on a scale of 30%.</li> </ul>
<b>11. Completion grade (excluding the SCHS exam)</b>	
Definition	The total grade is a sum of all the graded items described in the table above. The total grade represents the completion score that determines the trainees' eligibility to sit for the SCFHS final examination.
Criteria	<ul style="list-style-type: none"> <li>Gather a report for the final grades after the completion of the program.</li> <li>The final Grades report is determined by calculating the average score of the modules teaching assessment and internship assessment, both measured out of 100%, along with the successful submission of the Logbook.</li> <li>No numerical grade is to be announced to the trainees.</li> </ul>
<b>12. Final Grading after passing the SCHS exam (OSCE Exam)</b>	
Criteria	<ul style="list-style-type: none"> <li>An objective structured clinical examination (OSCE) will be held to assess the trainees' clinical skills upon successfully fulfilling the program training requirements.</li> <li>This examination will include a specific number of stations designed to achieve the training objectives.</li> <li>The examination format (including the number of stations, eligibility, and scores required to pass) will be based on the SCFHS Examination Rules and Regulations, available from the SCFHS website, <a href="http://www.scfhs.org.sa">www.scfhs.org.sa</a></li> </ul>





## Program References:

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2. Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier.)
3. American Red Cross (2013). American Red Cross Nurse Assistant Training Textbook: Third Edition. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823,
4. Professionalism and Ethics Handbook for Residents Guide (2015 )Saudi Commission for Health Specialties, Riyadh -

