

Patient Care Technician PCT Curriculum Guide





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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,

Targeted Learners (Trainee's Admission Criteria)

Admission criteria:

- Applicants must be a Saudi Citizen, with a bachelor's degree in science (Physics, Biology, Microbiology, Chemistry, Biochemistry, Biotechnology, Biomedical sciences, Medical Physics, Botany, Zoology).
- The required STEP 52
- Applicants must pass the application interview (personality, psychological stability, and physical fitness) to provide safe practice.

Essential Requirements:

To obtain **a certificate of PCT program**, the trainee must fulfill the following requirements:

- Training is a full-time commitment.
- The training must take place at institutions that have been accredited by the Saudi Commission for Health Specialties for PCT training.
- The trainee shall be actively involved in person care with gradual progression of responsibility.
- The trainee shall abide by the regulations and obligations established by the Saudi Commission for Health Specialties (SCFHS) and Health Academy.
- The medium of instruction of the program is the English language.

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.





PROGRAM COMPETENCIES

After completing the program, trainees must be able to demonstrate the program competencies, which are illustrated at the end of each module that include a variety of skills that are applicable to both inpatient and ambulatory care settings. These skills will guide the trainee on a step-by-step process to achieve competency in performing the skills to become a patient care technician (PCT). Bloom's taxonomy was used to construct all competencies, which comprise knowledge, psychomotor abilities, and attitude/approach.

The learner must first acquire knowledge and comprehension before beginning to practice a psychomotor skill. This is covered in the knowledge component of the first part. In the second section, the psychomotor abilities needed to carry out any given task or skill are demonstrated and evaluated step-by-step. With each skill it must be emphasized that professionalism and providing care with compassion are essential aspects. Maintaining patient safety, privacy, dignity, and independence is mandatory. Communication is one of the important skills that must be applied effectively.

These key areas include, but are not limited to the following:

- Knowledge of the human body, needs, and related activities of daily living.
- Using Medical terminology as applicable in the various modules for conceptualization in practice aimed a greater cognitive retention.
- Ethical underpinning of professional communication and interpersonal interaction in the health care team
- The vital activity of documentation regardless of whether an institution uses electronic or manual documentation systems.





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.	Program Introduction and Orientation	1 Week	PCT Program Curriculum- Health Academy - SCFHS 2023
2.	Module 1: Introduction to Medical Terminology	3 Weeks	Judi L. Nath (2019). A Short Course in Medical Terminology, 4th Edition
3.	Module 2: 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.	Module 3: 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.	Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings	9 Weeks	<p>1. Sorrentino, S. A., Remmert, L., & 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>
6.	Module 5: Special Care Situations	8 Weeks	<p>1. Sorrentino, S. A., Remmert, L., & 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.	Module 6: Transitioning from Trainee to Employee	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.	Modules Revision and Comprehensive Final Exam	1 Weeks	<p>The comprehensive final exam should be administered within a timeframe of 4 to 6 weeks after the completion of all modules.</p>
9.	Clinical placement and Mastery of Skills (Internship)	20 weeks	PCT Program Curriculum- Health Academy - SCFHS 2023
10.	Final OSCE Exam	2 Weeks	The OSCE Exam is conducted at a designated center.
TOTAL		52 WEEKS	





MODULES DESCRIPTION:

Modules 1: Medical Terminologies

Module Description:

Medical Terminology encompasses the utilization of specialized vocabulary used by healthcare professionals to facilitate precise and effective communication and familiarize trainees with the fundamental principles of medical terminology, including the significance of suffixes and prefixes in word formation, their definitions, and the terminology commonly employed within the healthcare field.

Module Main Objective:

The goal of this module is to help the trainee communicate successfully in health care settings by using medical terminology. The trainee will be able to create, pronounce, and spell medical terms as well as use prefixes, suffixes, root words, and plurals to construct medical terms. The course will teach the trainee how to recognize body organs, lab testing, and clinical procedures.

Module Blueprint:

Modules	Topic/Competencies	Learning Objectives	Domain	Educational strategy	Assessment method	Implementation
Module 1: Medical Terminology	<ul style="list-style-type: none"> Analyzing Medical Terms Common Prefixes and Suffixes Organization of the Body Body Systems 	<ul style="list-style-type: none"> Define and use combining forms, prefixes, and suffixes to build medical words and knowledge. Identify, pronounce, and spell medical terms. Utilize prefixes, suffixes, root words, and plurals to construct medical terms. Use the medical terms in context Analyze medical terms; translate abbreviations and interpret symbols. Define terms that apply to the structural organization of the body. 	Knowledge & Skill	<ul style="list-style-type: none"> Interactive lectures PowerPoint presentations Online modules Interactive group discussion Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quiz-presentations</p>	Assignment Quizzes Written Exams Online module completion	<ul style="list-style-type: none"> * Faculty * Internet Connection * Access to the online module <p>References: Judi L. Nath (2019). A Short Course in Medical Terminology 4th Edition</p>





• *Pertaining to body systems covered: name the organs, describe their locations and functions and describe disease processes and symptoms that affect these organs.*

• *Identify laboratory tests, clinical procedures, and abbreviations pertaining to the covered body systems.*





Module 2: PCT Role in the Health Care Settings

Module Description:

This module introduces the trainee to the fundamental concepts necessary for a patient care technician (PCT) working in a variety of health care settings by describing the PCT's roles and responsibilities, professionalism, and ability to communicate successfully with other health care professionals.

Module Main Objective:

The aim of this module is to introduce the trainee with the fundamental principles essential for a Patient Care Technician (PCT).

Module Blueprint

Modules	Topic/Competencies	Learning Objectives	Domain	Educational strategy	Assessment method	Implementation
Module 2: PCT Role in the Health Care Settings	<ul style="list-style-type: none"> Role of PCT PCT within Health care team Understanding the People in Our Care Different types of healthcare settings Legal and ethical aspects of health care Five principles of care Professionalism and PCT 	<ul style="list-style-type: none"> Describe the PCT tasks and responsibilities. Differentiate the functions of the PCT and Registered nurse. Describe the role of PCT within the health care team. List the tasks that are not within the scope of practice of PCT. List the five principles of care. Define professionalism. Describe the characteristics of a professional PCT. Differentiate between different types of healthcare settings. 	Knowledge Attitude	<ul style="list-style-type: none"> Interactive lectures PowerPoint presentations Online modules Interactive group discussion Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quiz-presentations</p>	Assignment Quizzes Written Exams	<ul style="list-style-type: none"> Faculty Internet Connection Access to audio-visual resources (videos) <p>References:</p> <ol style="list-style-type: none"> Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). <i>Mosby's Textbook for Nursing Assistants</i> (10th ed.). St. Louis, MO: Elsevier. <ul style="list-style-type: none"> Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 6 Chapter 7 Chapter 8 American Red Cross (2013). <i>American Red Cross Nurse Assistant Training Textbook: Third Edition. United States of America: Krames Stay Well Strategic Partnerships Division.</i> ISBN: 978-1584805823 <ul style="list-style-type: none"> Chapter 1 Chapter 2 Chapter 5





3. <https://twts.pressbooks.pub/nurseassi/>

Communicating With the Person

- Identify the elements needed for good communication.
- Describe how to use verbal and nonverbal communication.
- Explain the methods and barriers to good communication
- Explain how to communicate with persons who have special needs.
- Explain why family and visitors are important to the person.

- Faculty
 - Internet Connection
 - Access to audio-visual resources (videos)
- References:
1. Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). *Mosby's Textbook for Nursing Assistants (10th ed.)*. St. Louis, MO: Elsevier.
 - o Chapter 8
 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
 - o Chapter 5

Health Team Communication

- Explain the purpose, parts, and information found in the medical record.
- Describe the legal and ethical aspects of medical records.
- Explain the difference between objective and subjective data.
- Identify the observations and information you need to report to the nurse.
- List the rules for recording.
- Explain how electronic devices are used in health care.
- Explain how to protect the right to privacy when using electronic devices.

Knowledge,
&
Attitude

- Interactive
- Lectures (Face to Face) session
- Videos
- Roleplay
- Interactive
- Group discussion session
- Handouts

- * Assignment
- * Quiz
- * Group activities & Discussions
- * Clinical Rotation/ Placement with primary nurse

- Faculty
 - Internet Connection
 - Access to audio-visual resources (videos)
 - Attend training for hospital information system as per institution policy
- * References:
1. Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). *Mosby's Textbook for Nursing Assistants (10th ed.)*. St. Louis, MO: Elsevier. (chapter 8- page 243)
 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, (chapter 5- page 45)





Module 3: (Theory/ Practical): Promoting Safety in Health Care Settings

Module Description:

This module is essential for PCTs to understand the importance of infection control and injury prevention, as well as acquire the knowledge necessary to provide safe and effective care, protect themselves and others from harm, and thereby improve patient outcomes, reduce healthcare costs, and improve the overall quality of care.

Module Main Objective:

The aim of this module is to educate the trainees on the principles of infection prevention and equip them with the essential skills to ensure the safety of themselves, their colleagues in the healthcare setting, and the patients under their care.

Module blueprint:

Modules	Topic/Competencies	Learning Objectives	Domain	Educational strategy	Assessment method	Implementation
Module 3 <i>Promoting Safety in Health Care Settings</i>	<ul style="list-style-type: none"> International Patient Safety Goals (IPSG) 	<ul style="list-style-type: none"> List the six international patient safety goals 	Knowledge Attitude	<ul style="list-style-type: none"> Interactive lectures PowerPoint presentations Online modules Interactive group discussion Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quizpresentations</p>	<ul style="list-style-type: none"> Assignment Quizzes Written Exams 	<p>https://www.jointcommissioninternational.org/standards/international-patient-safety-goals/</p>





<ul style="list-style-type: none"> Controlling the Spread of Infection 	<ul style="list-style-type: none"> Describe the transmission of the infection from one individual to another. Identify the signs and symptoms of an infection. List the procedures that can control the spread of infection. Describe the importance of applying standard precautions and transmission-based precautions. Describe the procedures that are done to protect you from exposure to bloodborne pathogens on the job. Differentiate between different types of isolation precautions. <p>The corresponding skills:</p> <p>By the end of this session, the trainee must perform the following procedures using the checklist's:</p> <ul style="list-style-type: none"> Hand hygiene/ hand washing Put on and take off personal protective equipment (PPE) correctly. Open and close a trash bag correctly Apply different types of infection/ isolation precautions: <ul style="list-style-type: none"> Standard precautions Transmission-based precautions Airborne precautions, Droplet precautions, Contact precautions 	<p>Knowledge/ Attitude/ Skills</p>	<ul style="list-style-type: none"> Interactive Lectures (Face to face) Online modules Videos Roleplay Interactive Group discussion Handouts Demonstration Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quizpresentations</p>	<ul style="list-style-type: none"> Assignment Quiz Demonstration/ Competency Check off Group activities & Discussions Clinical Rotation/ Placement with primary nurse 	<ul style="list-style-type: none"> Faculty Internet Connection Access to audio-visual resources (videos) <p>References:</p> <ol style="list-style-type: none"> Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier. <ul style="list-style-type: none"> Chapter 16 Chapter 17 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 <ul style="list-style-type: none"> Chapter 6 https://totcs.pressbooks.pub/nursesassist/
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	<ul style="list-style-type: none"> • Ensuring safety in the patient/ clinical environment • Preventing Injuries • Common Hazards in Clinical settings 	<ul style="list-style-type: none"> • List the causes and risk factors for falls • Identify the factors that increase risk for injury • Describe the interventions that prevent falls injury • Describe the use of alarms (bed, Room) • Describe the importance and purpose of using bed rails • Recognize the interventions to prevent clinical hazards (falls, electrical shocks, burns and poisoning) from occurring. 	<p>Knowledge/ Attitude/</p>	<ul style="list-style-type: none"> • Interactive Lectures (Face to face) • Online modules • Videos • Roleplay • Interactive Group discussion • Handouts • Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quizpresentations</p>	<ul style="list-style-type: none"> • Assignment • Quiz • Group activities & Discussions • Clinical Rotation/ • Placement with primary nurse 	<ul style="list-style-type: none"> • Faculty • Internet Connection • Access to audio-visual resources (videos) <p>References:</p> <ol style="list-style-type: none"> 1. Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier. <ul style="list-style-type: none"> ○ Chapter 14 ○ Chapter 15 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 <ul style="list-style-type: none"> ○ Chapter 7 ○ Chapter <p>https://wtcs.pressbooks.pub/nurseassist/</p>
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	<p>Responding to Emergencies</p>	<ul style="list-style-type: none"> Recognize the signs and symptoms of some of the medical emergencies (stroke, myocardial infarction, choking, bleeding, shock, seizure, fainting and burns) Identify the steps to follow in common medical emergencies, including (stroke, myocardial infarction, choking, bleeding, shock, seizure, fainting and burns) Outline the steps to follow to prevent a fire emergency from occurring. Recognize the steps to Keep people safe in a fire emergency. <p>The corresponding skills:</p> <p>By the end of this session, the trainee must perform the following procedures using the checklist's:</p> <ul style="list-style-type: none"> Clear the airway of a conscious choking adult. Adult CPR. 	<p>Knowledge/ Attitude/</p>	<ul style="list-style-type: none"> Interactive Lectures (Face to face) Online modules Videos Roleplay Interactive Group discussion Handouts UseMentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quizpresentations</p>	<ul style="list-style-type: none"> Assignment Quiz Group activities & Discussions Clinical Rotation/ Placement with primary nurse 	<ul style="list-style-type: none"> Faculty Internet Connection Access to audio-visual resources (videos) <p>References:</p> <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 8</p> <p>https://wtcs.pressbooks.pub/nurseassistant/</p>
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Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings.

Module Description:

This module will prepare the trainee to assist a person with activities of daily living (ADLs), such as bathing, dressing, eating, drinking, transferring, and discharge. Trainees will acquire the skills of communication in healthcare settings, as well as how to do a basic vital signs assessment.

Module Main Objective:

The aim of this module is to equip the trainee with the necessary skills to provide assistance to patients in performing activities of daily living (ADLs) such as bathing, dressing, eating, drinking, transferring, and discharge. Additionally, to develop the trainee's ability to assess vital signs.

Module Blueprint

Modules	Topic/Competencies	Learning Objectives	Domain	Educational strategy	Assessment method	Implementation
Module 4 Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings	Bed Making	<ul style="list-style-type: none"> List the environmental changes that affect a person's comfort, Describe the nurse assistant's role in maintaining a comfortable environment for the person. Describe the importance of bed making. List the equipment that is used in the person room. List the linens and other supplies are needed to make a bed Explain the rules to handle bed linens <p>Corresponding skills</p> <p>By the end of this session, the trainee must perform the following procedures using the checklist's:</p> <ul style="list-style-type: none"> Make an unoccupied and an occupied bed. 	Knowledge/ Attitude/ Skills	<ul style="list-style-type: none"> Interactive Lectures (Face to face) Online modules Videos Roleplay Interactive Group discussion Handout Demonstration/r edemonstration 	<ul style="list-style-type: none"> Assignment Quiz Demonstration/ Competency Check off Group activities & Discussions Clinical Rotation/ Placement with primary nurse 	<ul style="list-style-type: none"> Faculty Internet Connection Access to audio-visual resources (videos) <p>References:</p> <ol style="list-style-type: none"> Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier. <ul style="list-style-type: none"> Chapter 22 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 <ul style="list-style-type: none"> Chapter 10 <p>https://wtcs.pressbooks.pub/nurseassist/</p>





<p>Vital signs</p>	<ul style="list-style-type: none"> • Explain the importance of measuring the vital signs • list the factors that can affect (body temperature, pulse, respiratory rate, blood pressure, oxygen saturation, and pain) • List the equipment used to assess the vital signs. • Explain when weight and height measurements should be taken. <p>Corresponding skills</p> <p>By the end of this session, the trainee must perform the following procedures using the checklist's:</p> <ul style="list-style-type: none"> • Checking body temperature. • Assessing pulse rate. • Assessing respiration rate. • Assess Puls Oxygenation • Assessing blood pressure. • Assessing pain level. • Measurement of weight and height. 	<p>Knowledge/ Attitude/ Skills</p>	<ul style="list-style-type: none"> • Interactive Lectures (Face to face) • Online modules • Videos • Roleplay • Interactive Group discussion • Handout • Demonstration/r edemonstration • Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quizpresentations</p>	<ul style="list-style-type: none"> • Assignment • Quiz • Demonstration/ • Competency Check off • Group activities & Discussions • Clinical Rotation/ • Placement with primary nurse 	<ul style="list-style-type: none"> • Faculty • Internet Connection • Access to audio-visual resources (videos) <p>References:</p> <p>1.Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier.</p> <ul style="list-style-type: none"> ○ Chapter 33 <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> <ul style="list-style-type: none"> ○ Chapter 09 <p>https://wtcs.pressbooks.pub/nurseassist/</p>
<p>Personal Hygiene and Care</p>	<ul style="list-style-type: none"> • Describe the importance of personal care and hygiene • List the five principles of care when assisting a person with personal care. • List the findings that should be reported when assisting a person with personal care. • Describe the importance of mouth care • Identify when mouth care should be done • List the steps assisting a person with dressing or undressing. • Explain how to assist a person with maintaining vision and hearing aids. • Explain why hand care and foot care are important. 	<p>Knowledge/ Attitude/ Skills</p>	<ul style="list-style-type: none"> • Interactive Lectures (Face to face) • Online modules • Videos • Roleplay • Interactive Group discussion • Handouts • Demonstration/r edemonstration • Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee 	<ul style="list-style-type: none"> • Assignment • Quiz • Demonstration/ • Competency Check off • Group activities & Discussions • Clinical Rotation/ • Placement with primary nurse 	<ul style="list-style-type: none"> • Faculty • Internet Connection • Access to audio-visual resources (videos) <p>References:</p> <p>1.Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier.</p> <ul style="list-style-type: none"> ○ Chapter 23 ○ Chapter 24 ○ Chapter 25 ○ Chapter 26





		<ul style="list-style-type: none"> • Explain general principles to follow when assisting a person with perineal care. • Explain the benefits of bathing. • Explain the benefits of a back rub. • Assist a person with natural teeth, a person with dentures and an unconscious person with mouth care. <p>Corresponding skills:</p> <p>By the end of this session, the trainee must perform the following procedures using the checklist's:</p> <ul style="list-style-type: none"> • Brush and comb a person's hair. • Wash a person's hair in bed. • Assist a person with shaving using a safety razor and an electric razor. • Assist a person to dress and undress. • Assist a person with hand and foot care. • Assist a person with perineal care. • Give a person a complete bed bath. • Assist a person with a shower or tub bath. 		<p>https://www.mentimeter.com/features/quizpresentations</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> <ul style="list-style-type: none"> ○ Chapter 13 <p>https://wtcs.pressbooks.pub/nurseassis/</p>
<p>Assisting Patients with Repositioning / Turning / Mobility</p>		<ul style="list-style-type: none"> • List the complications of immobility. • List the risk factors for developing pressure ulcers. • List the strategies that prevent pressure injury • Explain How the bedrest complications can be prevented • List the devices that support and maintain body alignment. • List the 4 walking aids. • Differentiate between different types of positions that are commonly used in the health care setting. • Explain the importance of good body mechanics. <p>Corresponding skills</p>	<p>Knowledge/ Attitude/ Skills</p>	<ul style="list-style-type: none"> • Interactive Lectures (Face to face) • Online modules • Videos • Roleplay • Interactive Group discussion • Handout • Demonstration/r edemonstration • Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee 	<ul style="list-style-type: none"> • Assignment • Quiz • Demonstration/ • Competency Check off • Group activities & Discussions • Clinical Rotation/ • Placement with primary nurse 	<ul style="list-style-type: none"> • Faculty • Internet Connection • Access to audio-visual resources (videos) <p>References:</p> <ol style="list-style-type: none"> 1.Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier. <ul style="list-style-type: none"> ○ Chapter 19 ○ Chapter 20 2. American Red Cross (2013). American Red Cross Nurse Assistant





		<p>By the end of this session, the trainee must perform the following procedures using the checklist's:</p> <ul style="list-style-type: none"> Helping a Person to Walk Reposition a person in bed or a chair. Transfer a person from a bed to a chair, and from a chair to a bed. Use of elastic stocking and pneumatic device Use a mechanical lift to transfer a person from a bed to a chair. (If available in the training center) 		<p>https://www.mentimeter.com/features/quizpresentations</p>		<p>Training Textbook: Third Edition. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823</p> <ul style="list-style-type: none"> Chapter 11 Chapter 12 <p>https://wtcs.pressbooks.pub/nurseassis/</p>
Eating & Drinking	<ul style="list-style-type: none"> Differentiate between different types of nutrients. List the factors that can affect the choices a person makes about food. Differentiate between different types of diet and nutrition orders. Describe different types of therapeutic diets. Identify the rationale for each type of prescribed diet. Describe the steps to help a person with eating. Describe how to measure food and fluid intake, and output. Describe the role of PCT in caring for a person who is receiving intravenous (IV) therapy or enteral nutrition (tube feedings). <p>Corresponding skill</p> <p>By the end of this session, the trainee must perform the following procedures using the checklist's:</p> <ul style="list-style-type: none"> Help a person to eat. 	Knowledge/ Attitude/ Skills	<ul style="list-style-type: none"> Interactive Lectures (Face to face) Online modules Videos Roleplay Interactive Group discussion Handouts Demonstration/r edemonstration Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quizpresentations</p>	<ul style="list-style-type: none"> Assignment Quiz Demonstration/ Competency Check off Group activities & Discussions Clinical Rotation/ Placement with primary nurse 	<ul style="list-style-type: none"> Faculty Internet Connection Access to audio-visual resources (videos) <p>References:</p> <ol style="list-style-type: none"> Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier. <ul style="list-style-type: none"> Chapter 30 Chapter 31 Chapter 32 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 <ul style="list-style-type: none"> Chapter 14 <p>https://wtcs.pressbooks.pub/nurseassis/</p>	
Helping with Elimination	<ul style="list-style-type: none"> Describe the rules for normal urination. 	Knowledge,	* Interactive	* Assignment	* Faculty	





(Inpatient care)	<ul style="list-style-type: none"> Describe normal urine. Identify the observations to report to the nurse. Describe urinary incontinence and the care required. Describe bladder training methods. Explain the purpose and rules for catheter care. Explain how to reconnect a catheter and drainage tubing. Explain how to apply a condom catheter. Describe normal defecation and the observations to report. Identify the factors affecting bowel elimination. Explain how to promote comfort and safety during bowel movements. Describe the common bowel problems. <p>The corresponding skills</p> <p>By the end of this session, the trainee must perform the following procedures using the checklist's:</p> <ul style="list-style-type: none"> Help a person use a toilet, portable commode, bedpan or urinal. Apply a condom catheter. Measure urine output. Obtain urine and stool specimens. Provide catheter care for a person with a urinary catheter. Empty a urine drainage bag. Change an ostomy appliance. 	Skill & Attitude	<p>Lectures (Face to Face) session</p> <ul style="list-style-type: none"> Videos Roleplay Interactive <p>Group discussion session</p> <ul style="list-style-type: none"> Handouts Demonstration/ redemonstration Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quizpresentations</p>	<ul style="list-style-type: none"> Quiz Demonstration/ Competency Check off Group activities & Discussions Clinical Rotation/ Placement with primary nurse 	<ul style="list-style-type: none"> Internet Connection Access to audio-visual resources (videos) References: <ul style="list-style-type: none"> Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). Mosby's Textbook for Nursing Assistants (10th ed.). St. Louis, MO: Elsevier. Chapter 27 Chapter 15 https://wtcs.pressbooks.pub/nurseassist/
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Module 5: Special Care Situations Module Description:

This module offers a more in-depth examination of caregiving scenarios, covering the following areas: care to infants and children, people with specific illness, and cognitive changes and dementia, and people at the end of life.

Module Main Objective:

This module aims to familiarize the trainee with the principles of providing care for different populations, including infants and children, individuals with acute and chronic conditions, cognitive changes, and people in end-of-life situations.

Module Blueprint

Modules	Topic/Competencies	Learning Objectives	Domain	Educational strategy	Assessment method	Implementation
Module 5 Special Care Situations	Providing Care to Infants and Children	<ul style="list-style-type: none"> List the common responses to illness, injury or hospitalization that children may show. Explain the factors that can affect how a child responds to illness, injury or hospitalization. Identify characteristic responses to illness, injury or hospitalization according to developmental level. Describe the effect of chronic illness on children and families. Discuss the concepts of family-centered care and atraumatic care. Describe how to meet the safety and security needs of infants and children. 	Knowledge & Attitude	<ul style="list-style-type: none"> * Interactive Lectures (Face to Face) session * Videos * Roleplay * Interactive Group discussion session * Handouts • Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quizpresentations</p>	<ul style="list-style-type: none"> * Assignment * Quiz * Group activities & Discussions 	<ul style="list-style-type: none"> * Faculty * Internet Connection * Access to audio-visual resources (videos) * References: <ol style="list-style-type: none"> Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). <i>Mosby's Textbook for Nursing Assistants (10th ed.)</i>. St. Louis, MO: Elsevier. <ul style="list-style-type: none"> Chapter 56 American Red Cross (2013). <i>American Red Cross Nurse Assistant Training Textbook: Third Edition</i>. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823, <ul style="list-style-type: none"> Chapter 21
	Caring for persons with acute and chronic care for specific conditions: <ul style="list-style-type: none"> Cancer, Immune 	Cancer, Immune System, Disorders <ul style="list-style-type: none"> Explain the differences between benign tumors and cancer. Identify cancer signs, symptoms, and risk factors. 	Knowledge.	<ul style="list-style-type: none"> * Interactive Lectures (Face to Face) session * Videos * Roleplay 	<ul style="list-style-type: none"> * Assignment * Quiz * Group activities & Discussions 	<ul style="list-style-type: none"> * Faculty * Internet Connection * Access to audio-visual resources (videos) * References:





	<p>System, Disorders</p> <ul style="list-style-type: none"> Nervous System and Musculoskeletal Disorders Cardiovascular and Respiratory disorder Digestive and Endocrine Disorders Urinary and Reproductive Disorders 	<ul style="list-style-type: none"> Explain the common cancer treatments. Describe the needs of persons with cancer. Describe the human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). Explain how to assist in the care of persons with AIDS. <p>Nervous System and Musculoskeletal Disorders</p> <ul style="list-style-type: none"> Describe the care required for stroke, Parkinson's disease, and multiple sclerosis, Describe the care required for traumatic brain injury, and spinal cord injury. Describe the care required for arthritis and osteoporosis. Explain how to assist in the care of persons after total joint replacement surgery. Explain how to assist in the care of persons in casts, in traction, and with hip fractures. <p>Cardiovascular and Respiratory disorder</p> <ul style="list-style-type: none"> Identify cardiovascular disorder risk factors and complications. Describe the care required for hypertension, coronary artery disease, angina, myocardial infarction, heart failure, and dysrhythmias. Describe the care required for influenza chronic obstructive, pulmonary disease, asthma, and sleep apnea and the care required. Describe the care required for pneumonia <p>Digestive and Endocrine Disorders</p> <ul style="list-style-type: none"> Describe the care required for gastro-esophageal reflux disease, vomiting, and inflammatory bowel disease. Describe the care required for hepatitis and cirrhosis. 		<p>* Interactive</p> <p>Group discussion session</p> <p>* Handouts</p> <ul style="list-style-type: none"> Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.menti-meter.com/features/quizpresentations</p>		<p>1. Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). <i>Mosby's Textbook for Nursing Assistants (10th ed.)</i>. St. Louis, MO: Elsevier.</p> <ul style="list-style-type: none"> Chapter 47 to Chapter 51 <p>2. American Red Cross (2013). <i>American Red Cross Nurse Assistant Training Textbook: Third Edition. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823,</i></p> <ul style="list-style-type: none"> Unit 4, chapter 18
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	<ul style="list-style-type: none"> Describe the care required for diabetes. <p>Urinary Disorders</p> <ul style="list-style-type: none"> Describe the care required for urinary tract infections. Describe the care required for acute and chronic kidney failure. 				
Caring for persons with Cognitive changes and dementia	<ul style="list-style-type: none"> Describe different types of cognitive changes, including age-related memory impairment, mild cognitive impairment, dementia and delirium. Describe the course of illness for people with dementia and list common symptoms that occur in each stage. Identify common mental health symptoms often experienced by those with dementia. Describe appropriate care measures to meet the needs of people with dementia. 	Knowledge & Attitude	<ul style="list-style-type: none"> Interactive Lectures (Face to Face) session Videos Roleplay Interactive Group discussion session Handouts Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quizpresentations</p>	<ul style="list-style-type: none"> Assignment Quiz Group activities & Discussions 	<ul style="list-style-type: none"> Faculty Internet Connection Access to audio-visual resources (videos) <p>* References:</p> <ol style="list-style-type: none"> Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). <i>Mosby's Textbook for Nursing Assistants (10th ed.)</i>. St. Louis, MO: Elsevier. <ul style="list-style-type: none"> Chapter 53 American Red Cross (2013). <i>American Red Cross Nurse Assistant Training Textbook: Third Edition</i>. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823, <ul style="list-style-type: none"> Chapter 19 <p>3.https://wtcs.pressbooks.pub/nurseassist/</p>
Caring for persons at End-of-Life	<ul style="list-style-type: none"> Describe palliative care and hospice care. Describe the factors affecting attitudes about death. Describe the 5 stages of dying. Explain how to meet the needs of the dying person and family. Identify the signs of approaching death and the signs of death. Explain how to assist with post-mortem care. 	Knowledge & Attitude	<ul style="list-style-type: none"> Interactive Lectures (Face to Face) session Videos Roleplay Interactive Group discussion session Handouts Use Mentimeter/ Quiz. Me Websites to create interactive 	<ul style="list-style-type: none"> Assignment Quiz Group activities & Discussions 	<ul style="list-style-type: none"> Faculty Internet Connection Access to audio-visual resources (videos) <p>* References:</p> <ol style="list-style-type: none"> Sorrentino, S. A., Remmert, L., & Wilk, L. S. (2020). <i>Mosby's Textbook for Nursing Assistants (10th ed.)</i>. St. Louis, MO: Elsevier. <ul style="list-style-type: none"> Chapter 59 American Red Cross (2013). <i>American Red Cross Nurse Assistant</i>





				<p>quizzes for the trainee</p> <p>https://www.mentimeter.com/features/quizpresentations</p>		<p>Training Textbook: Third Edition. United States of America: Krames Stay Well Strategic Partnerships Division. ISBN: 978-1584805823,</p> <ul style="list-style-type: none">○ Unit 4 Chapter 20 <p>https://wtcs.pressbooks.pub/nurseassist/</p>
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Module 6: Transitioning from Trainee to Employee

Module Description:

This module provides PCTs with the essential skills to succeed in their professional careers by covering fundamental aspects of being a new employee and helping them develop abilities and knowledge that enhance their physical and mental well-being in the workplace. The module includes instruction on time-management techniques, interpersonal skills, self-care strategies, and opportunities for career advancement. Through this comprehensive approach, PCTs will be well-equipped to achieve success and thrive in their career paths.

Module Main Objective:

The objective of this module is to equip the trainee with the necessary skills for successful employment, focusing on areas such as time management and professional development.

Module Blueprint

Modules	Topic/Competencies	Learning Objectives	Domain	Educational strategy	Assessment method	Implementation
<p>Module 6</p> <p><i>Transitioning from Trainee to Employee</i></p>	<ul style="list-style-type: none"> Employee orientation Meeting requirements of probationary period Rights of the Employee – HR Time and priorities management Continuing education/ In-Service training 	<ul style="list-style-type: none"> Describe the basic expectations employers have for those wishing to be employed as PCT Describe how to manage your time and prioritize your responsibilities. Describe the importance of caring for yourself, as well as others. Describe opportunities for career development and advancement for patient care technician 	<p>Knowledge & Attitude</p>	<ul style="list-style-type: none"> Interactive Lectures (Face to Face) session Videos Roleplay Interactive Group discussion session Handouts Use Mentimeter/ Quiz. Me Websites to create interactive quizzes for the trainee <p>https://www.mentimeter.com/features/quizpresentations</p>	<ul style="list-style-type: none"> Assignment Quiz Group activities & Discussions Clinical Rotation/ Placement with primary nurse 	<ul style="list-style-type: none"> Faculty Internet Connection Access to audio-visual resources (videos) References: <ol style="list-style-type: none"> 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, <ul style="list-style-type: none"> Chapter 24





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 trainees.
- 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 trainees 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 trainees 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 trainees 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 trainees are entitled to a maximum of 14 excused days of leave throughout the entire PCT program.
- PCT trainees are allowed a maximum of 5 unexcused absence days during the entire PCT program.
- In cases where a PCT trainee 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 trainees 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 trainees 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 trainees to arrange for makeup duty to compensate for missed clinical hours, in coordination with the training faculty.





EDUCATIONAL STRATEGIES

The following are general teaching methods recommended for delivery throughout the program:

The teaching methods are recommended on the following:

1. Interactive lectures and discussions.
2. Weekly reading assignments.
3. Simulations and clinical skills demonstrations.
4. Presentations by faculty, participants, and guest speakers.
5. Group discussion of case studies.
6. Theory
7. Post clinical debriefing.
8. Exam and Quizzes.
9. Videos.
10. Images.
11. Medical Dictionaries.
12. Games.
13. Audiovisuals materials.
14. Optional teaching strategies to include:
 - a. Know-Want to Know-Learned (KWL)
 - b. Computer assisted interactive instructional programs.
 - c. Use of the SCFHS digital library.





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 ¹	5
Quizzes ²	10
Performance Evaluation ²	30
Specialized e-learning Content ⁴	10
Assignments ⁵ 5 Assignments	5
End of module exam ⁶	40
Successful Completion of Logbook ⁷	Complete/Incomplete
Total	100%
Assessment and Evaluation Criteria Implemented During Internship Period	
Internship evaluation ⁸	40
Final Written exam ⁹	30
Final OSCE Exam ¹⁰	30
Total	100%
End of Program Final Grading	
Completion Score ¹¹ <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) ¹²	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"> A report of attendance from training centers should be sent to HA Trainee Affairs (according to HA attendance criteria). Each one day of absence will subtract 1% of the total 5% dedicated to attendance. 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
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"> Performance evaluation is a formative assessment implemented during the period of the program. The assigned trainer / preceptor will evaluate the trainee according to the preset evaluation criteria following each module (see appendix 1) The Evaluator and trainee are expected to sign the evaluation sheet after each module. 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,





	<p>based on the comments and recommendations provided by the training supervisor on the evaluation sheet.</p> <ul style="list-style-type: none"> 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).
3. Quizzes	
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"> Quizzes can be used onsite as well as in online learning platforms. Quizzes can take various formats, including multiple-choice questions, true or false statements, fill-in-the-blank exercises, matching questions, and short answer responses. 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. A minimum of 2 quizzes are required for each module The average score for the total number of conducted quizzes per module will be submitted as the final quizzes score
4. Specialized e-learning Content	
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"> Trainees are required to go online and complete the tasks, prompts, and required readings online. Final report will be generated by the e-learning team, and posted online for the Trainees to view their progress.
5. Assessment of Assignments	
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"> A minimum of 5 assignments required and its an individual work 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) 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. 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"> Mandatory Infection Prevention & Control Practices Electronic Health Record Training Fire Prevention Emergency and Disaster Awareness Course Baby Friendly Hospital Health Quality Related Courses and Activates Basic Life Support Certificate Handling of cytotoxic Material
6. End of Module Exam	
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"> End of module exams can be used on site as well as in online learning platforms. 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.





	<ul style="list-style-type: none"> • 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.
7. Logbook	
Definition	The logbook is a documentation of the trainee's practicum competencies training.
Criteria	<ul style="list-style-type: none"> • Logbook is a requirement, but no numerical grade is given for the completion of modules' competencies (competency checkoff). (See appendix 3) • Faculty need to send reports of trainees' completion of the logbook, including trainees who successfully/unsuccessfully completed the logbook. • The curriculum guide includes a comprehensive list of detailed competencies for the purpose of check-off assessments. • Following each clinical module, it is required to complete the competency check-off process. • 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.
8. Internship evaluation	
Definition	<ul style="list-style-type: none"> • 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.
Criteria	<ul style="list-style-type: none"> • The evaluation is typically conducted by supervisors, preceptor, or designated evaluators. • The performance evaluation criteria No.2 will be used in monthly bases to assess the trainee's performance • 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. • The final score for the internship period will be calculated on a scale of 40%.
9. Final Written exam	
Definition	<ul style="list-style-type: none"> • 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.
Criteria	<ul style="list-style-type: none"> • 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) • 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. • 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. • 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. • The final score for the final exam will be calculated on a scale of 30%.
10. Final OSCE Exam	
Definition	<ul style="list-style-type: none"> • The OSCE (Objective Structured Clinical Examination) is a type of examination to assess the practical clinical skills and competencies of trainees.
Criteria	<ul style="list-style-type: none"> • 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. • 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. • Each station is designed to assess specific clinical skills / procedures • The trainees should be evaluated by trained examiners who use standardized scoring criteria to assess trainees' performance at each station.





	<ul style="list-style-type: none"> The selection of clinical procedures, skills and scenarios can be determined by the faculty members. The final score for the final OSCE exam will be calculated on a scale of 30%.
11. Completion grade (excluding the SCHS exam)	
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"> Gather a report for the final grades after the completion of the program. 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. No numerical grade is to be announced to the trainees.
12. Final Grading after passing the SCHS exam (OSCE Exam)	
Criteria	<ul style="list-style-type: none"> An objective structured clinical examination (OSCE) will be held to assess the trainees' clinical skills upon successfully fulfilling the program training requirements. This examination will include a specific number of stations designed to achieve the training objectives. 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, www.scfhs.org.sa

Remedial Exam Policy

Policy Statement:

This policy outlines the guidelines and procedures for remedial exams (retake exams) for Patient Care Technician (PCT) trainees at the Training Centers. It aims to provide Trainees with an opportunity to improve their academic performance and demonstrate mastery of the theoretical and clinical program competencies.

Eligibility:

- 1.1. Trainees who have failed an exam or received a grade below the minimum passing criteria are eligible to retake the exam.
- 1.2. Trainees who have been granted an excuse for their absence during the administration of exams.
- 1.3. The retake option is available for final exams as determined by the curriculum
- 1.4. Retake Frequency: Trainees are allowed to retake exams on a single occasion.
- 1.5. Trainees who do not pass the retake of the final exams will not meet the eligibility to set for the final exams administered by SCFHS.

Conditions for Retake:

- 2.1 Trainees must meet any prerequisites or requirements specified by the program directors or Trainers before being allowed to retake an exam.
- 2.2 Trainees must adhere to the rules and regulations specified for retake exams at training facilities, including any specified time limits before completing the program requirements.
- 2.3 The retake exam schedule will be communicated to eligible trainees in a timely manner to allow for adequate preparation.
- 2.4 The retake exam grade will replace the original exam grade in the calculation of the final course grade, subject to the scoring system set by the curriculum.

Preparation and Support:





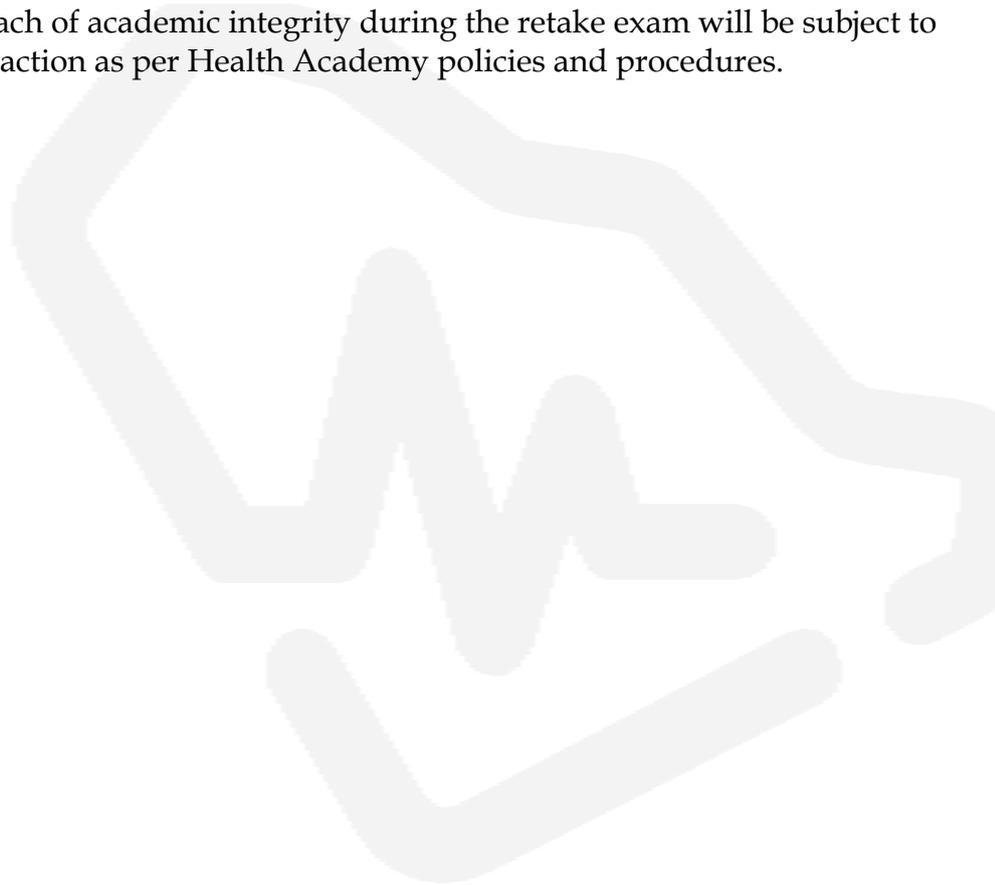
3.1. Trainees are encouraged to seek additional support, such as tutoring services, study resources, or academic advising, to improve their performance in preparation for the retake exam.

3.2 The program faculty may provide guidance or resources to assist trainees in their exam preparation.

Confidentiality and Integrity:

4.1. Trainees must adhere to the principles of academic integrity during the retake exam, including refraining from any forms of cheating, plagiarism, or unauthorized collaboration.

4.2. Any breach of academic integrity during the retake exam will be subject to disciplinary action as per Health Academy policies and procedures.





Appendices

Appendix 1: Trainee Performance Evaluation

Trainee's Name		Evaluated By :
Start date:		
End date:		Dates

	n/a	1	2	3	4
1. Discusses knowledge of PCT related topics, role and responsibility					
2. *Understands the rational, indications and complication of the procedure					
3. *Performs competent, safe care and documentation in the nursing note according to organization policy and scope of practice					
4. *Adheres to safety standards/protocols as outlined in hospital policies and procedures					
5. *Communicates with patients and families using therapeutic communication skills					
6. Maintains effective relationships with faculty members, nurses and other colleagues in the health care professions.					
7. Sets priorities and manages time to integrate practice, educational and personal life					
8. *Maintains patient confidentiality and privacy at all times.					
9. Accepts constructive feedback and uses suggestions for improvement					
10. Fulfills and adheres to the professional and ethical codes,					





standards of practice and organization policy.					
11. Self-motivated toward training and practice shows active participation in rotation assignments, classes, and discussions					
12. Recognizes limitations and seeks advice and consultations when necessary.					
13. Demonstrates accountability and punctuality by reports absence or sickness through the correct channels according to hospital policies					

- Items to be excluded for theoretical module evaluation (Module 1)

$$\text{Total Mark: } \frac{\text{Total Score } \{ \quad \}}{\text{Total Score of Evaluated Items } \{ \quad \}} \times 30\% =$$

Comments:

*Did you have an opportunity to meet with this trainee to discuss their performance?

- Yes
 No

(for the evaluatee to answer...)

*Are you in agreement with this assessment?

- Yes
 No

Please enter any comments you have (if any) on this evaluation.

Trainee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____





Appendix 2: Rubric for Assessing Individual Assignments

CRITERION	Completed Score = 2	Uncompleted Score = 1	No Submission Score = 0	Comments		
Section A <i>Completion = Covering all assignment's items</i>						
Section B <i>Accuracy = Related to the main topic with consistency</i>						
Section C <i>Effort / Neatness</i>						
Section D <i>Time = submitted in timely manner</i>						
Final Score				<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Signature	Evaluator:		Trainee's Name:			
General Comments						

Total Mark: $\frac{\text{Total Score } \{ \quad \}}{\text{Total Score of Evaluated Items } \{ \quad \}} \times 5\% =$

Comments:

*Did you have an opportunity to meet with this trainee to discuss their performance?

Yes

No

(for the evaluatee to answer...)

*Are you in agreement with this assessment?

Yes

No

Please enter any comments you have (if any) on this evaluation.

Trainee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____





Appendix 3: Logbook Procedure Checklist

Trainee's Name:						
Logbook Procedure Checklist			ASSESSMENT DATE	REVALIDATION DATE	REMARKS	EVALUATOR'S SIGNATURE
Module	Topic	Competency				
Apply different types of infection/ isolation precautions Standard precautions		Put on and take off personal protective equipment (PPE) correctly.				
		Open and close a trash bag correctly				
		Apply different types of infection/ isolation precautions: Standard precautions Transmission-based precautions Airborne precautions, Droplet precautions, Contact precautions				
	Responding to Emergencies	Clear the airway of a conscious choking adult.				
		Adult CPR.				
Module 4 Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings	Bed Making	Make an unoccupied and an occupied bed.				
	Vital signs	Checking body temperature.				
		Assessing pulse rate.				
		Assessing respiration rate and O ₂ Saturation				
		Assessing blood pressure				
		Assessing pain level.				
		Measurement of weight and height.				
	Personal Hygiene and Care	Brush and comb a person's hair.				
		Wash a person's hair in bed.				
		Assist a person with shaving using a safety razor and an electric razor.				
		Assist a person to dress and undress.				





Trainee's Name:						
Logbook Procedure Checklist			ASSESSMENT DATE	REVALIDATION DATE	REMARKS	EVALUATOR'S SIGNATURE
Module	Topic	Competency				
		Assist a person with hand and foot care.				
		Assist a person with perineal care.				
		Give a person a complete bed bath.				
		Assist a person with a shower or tub bath.				
	Assisting Patients with Repositioning / Turning / Mobility	Helping a Person to Walk				
		Reposition a person in bed or a chair.				
		Transfer a person from a bed to a chair, and from a chair to a bed.				
		Use of elastic stocking and pneumatic device				
		Use a mechanical lift to transfer a person from a bed to a chair. (If available in the training center)				
	Eating & Drinking	Help a person to eat.				
	Helping with Elimination (Inpatient care)	Help a person use a toilet, portable commode, bedpan or urinal.				
		Apply a condom catheter.				
		Measure urine output.				
		Obtain urine and stool specimens.				
		Provide catheter care for a person with a urinary catheter.				
		Empty a urine drainage bag.				
		Change an ostomy appliance.				
	Trainee's Signature					
Program Director's Signature						





Appendix 4: Suggested Theory and Clinical Weekly Schedule

Module 1 (Theory Only) Suggested Schedule:

	8:00 - 9:00	9:00 - 10:00	10:00- 11:00	11:00- 12:00	12: 00- 1:00 0	1:00 - 2:00	2:00- 3:00	3:00- 4:00
Sun	Introduction to the Module ICE break Activities	Interactive Lecture: Examples of methods to make the lectures interactive: <ul style="list-style-type: none"> Select the Best Response Re-order Steps Short Video Clip Student-created concept map Use Mentimeter Use Quizizz Online modules Roleplay Interactive Group discussion Handout Demonstration/redemonstration 			Lunch and Pray Break	Example of group activities: <ul style="list-style-type: none"> Case study Concept mapping Creating Questions from the content Name a body organ, name an equipment Reflection on the day Use The Learning Nurse Resources Network 		
Mon	Pre class revision/ assessment	Interactive Lecture				Group activities		
Tue	Pre class revision/ assessment	Interactive Lecture				Group activities		
Wed	Pre class revision/ assessment	Interactive Lecture				Group activities Study session		
Thu	Revision/ Exercises			Group Activities				





***Module (Theory/ Practical) Schedule:**

	8:00 - 9:00	9:00 - 10:00	10:00- 11:00	11:00- 12:00	12: 00- 1:0 0	1:00 - 2:00	2:00- 3:00	3:00- 4:00
Sun	Introduction to the topic	Interactive Lecture: Examples of methods to make the lectures interactive: <ul style="list-style-type: none"> Select the Best Response Re-order Steps Short Video Clip Student-created concept map Use Mentimeter Use Quizizz Online modules Roleplay Interactive Group discussion Handout Demonstration/redemonstration 			Lunch and Pray Break	Example of group activities: <ul style="list-style-type: none"> Case study Concept mapping Creating Questions from the content Name a body organ, name an equipment Reflection on the day Use The Learning Nurse Resources Network 		
Mon	Pre class revision/assessment	Interactive Lecture				Group activities		
Tue	Simulation lab/ clinical attachment)				Simulation lab/ clinical attachment)			
Wed	(Simulation lab/ clinical attachment)				(Simulation lab/ clinical attachment)			
Thu	(Simulation lab/ clinical attachment)				(Simulation lab/ clinical attachment)			

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





Appendix 5: PCT Final Written Exam Blueprint

Evaluation Item	No.	Module	Required Item	Weight %
100 MCQs 2 hours	1	Module 1: Introduction to Medical Terminology	15	15%
	2	Module 2: PCT Role in the Health Care Settings	10	10%
	3	Module 3: Promoting Safety in Health Care Settings	20	20%
	4	Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings	30	30%
	5	Module 5: Special Care Situations	20	20%
	6	Module 6: Transitioning from Trainee to Employee	5	5%
	Total			





Appendix 5: Module's Schedule

*Module (Theory) Schedule:

Module 1: Introduction to Medical Terminology

Duration: 3 weeks

Module: Introduction to Medical Terminology									
Weeks :1					Date:				
	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:
	Venue:	Instructor:		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:
	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:
	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:
	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:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:





Module: **Introduction to Medical Terminology**

Weeks :2 Date:

	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	Exercise 1: 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:	Instructor:
	Venue:	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:	Instructor:
	Venue:	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:	Instructor:
	Venue:	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:	Instructor:
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	Venue:





Module: Introduction to Medical Terminology

Weeks : 3 Date :

	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	Exercise1: 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 Signs and Symptoms	Exercise:1 Word Parts Word Building	Break	Exercise 2: Matching Fill in The Blank True or False	Quiz 3
	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 :

	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: PCT Role in the Health Care Settings
Weeks: (2) Date :

	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	Communicating With the Person	Communication Rules	Break	Methods and barriers to good communication	Communication with persons who have special needs.	Family and visitors Communication	Break	Assignment Group activities & Discussions	Completion of educational online contents
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	Venue:	Venue:		Venue:	Venue:	Venue:		Venue:	
Monday	Communicating with other Members of the Health Care Team	The purpose, parts, and information found in the medical record.	Break	The legal and ethical aspects of medical records.	Reporting and Recording	Delegation Guidelines: The Nursing Process	Break	Basic observations to be reported to the nurse	Quiz 2
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	
	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)							(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:	Instructor:
	Venue:	Instructor:		Venue:	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:	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: 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:	Instructor:
	Venue:	Instructor:		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:	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 :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:	Instructor:
	Venue:	Instructor:		Venue:	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:	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
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:	
	Venue:	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:	
	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:	Instructor:
	Venue:	Instructor:		Venue:	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:	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: 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:
	Venue:	Instructor:		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:
	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		Substance Use Disorder	Addiction	Eating Disorders	Break	Suicide	Completion of the online module	
	Instructor:	Instructor:		Instructor:	Instructor:	Instructor:		Instructor:	Instructor:	
	Venue:	Instructor:		Venue:	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:	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 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: Venue:	Instructor: Instructor: Venue:		Instructor: Venue:	Instructor: Venue:	Instructor: Venue:		Instructor: Venue:	Instructor: 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: Venue:	Instructor: Venue:		Instructor: Venue:	Instructor: Venue:	Instructor: Venue:		Instructor: Venue:	Instructor: 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:									
	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:
	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:
	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		





Appendix 6: Modules' Implementation Guide

Module Name	Module Duration	Training hours distribution	Theoretical Activities	Clinical Activities	Remarks
Program Introduction and Orientation	1 week	40 hrs.	Program Orientation		<ul style="list-style-type: none"> Trainees must fulfill the necessary steps of the joining process.
Module 1: Introduction to Medical Terminology	3 weeks	40 Theoretical hours 5 days class teaching	Refer to the module's blueprint and the weekly schedule as outlined in the curriculum.	NA	
Module 2: PCT Role in the Health Care Settings	2 weeks	40 hrs.: 2 days class teaching 3 days simulation / clinical allocation	Refer to the module's blueprint and the weekly schedule as outlined in the curriculum.	<p>The following clinical activities are carried out during the practical days:</p> <ul style="list-style-type: none"> Orientation tours of the hospital premises Introducing trainees to health care settings and showing the nature of services provided by the hospital through tours demonstrating patient cases and the services provided to them. Introducing the nursing team members within the hospital, including an overview of their main responsibilities. Introducing the different examples of healthcare teams within the hospital, including an overview of their main responsibilities. Introducing the role and responsibilities of the PCT within different hospital departments. Demonstrate how PCT can display professionalism on the job. Presentation of various ADLs for patients. Application of interprofessional communication skills. Introducing patients' rights by observing their application during the provision of medical services. Introduction to national and international accreditation standards, with examples of their implementation in the hospital. Introduction to the process of obtaining informed consent from patients. Presenting the hospital's policies regarding legal and ethical difficulties on the job Presentation of various communication methods within the medical team. Electronic Health Record Training Introduction to the hospital's internal system and policies for reporting and monitoring medical errors. 	<ul style="list-style-type: none"> Training centers have the flexibility to include supplementary activities that adhere to training hospital protocols, align with the scope of practice for PCT, and fulfill the objectives of the respective modules.
Module 3: Promoting Safety in Health Care Settings	5 weeks	40 hrs.: 2 days class teaching 3 days simulation / clinical allocation	Please refer to the module's blueprint and the weekly schedule as outlined in the curriculum.	<p>The following clinical activities and competencies are carried out during the practical days:</p> <p>Controlling the Spread of Infection</p> <ul style="list-style-type: none"> Hand hygiene/ hand washing Put on and take off personal protective equipment (PPE) correctly. Open and close the trash bag correctly. Apply different types of infection/ isolation precautions: <ul style="list-style-type: none"> Standard precautions 	<ul style="list-style-type: none"> Training centers have the flexibility to include supplementary activities that adhere to training hospital protocols, align with the scope of practice for PCT, and fulfill the objectives of the respective modules. During the clinical allocation, the trainees must be assigned a





				<ul style="list-style-type: none"> • Transmission-based precautions • Airborne precautions, • Droplet precautions, • Contact precautions <p>• Responding to Emergencies</p> <ul style="list-style-type: none"> - Clear the airway of a conscious choking adult. - Adult CPR. <p>Trainees are recommended to undergo training in the following activities.</p> <ul style="list-style-type: none"> • Mandatory Infection Prevention & Control Practices • Facility Management and Safety (FMS) Example: <ul style="list-style-type: none"> ▪ Fire Prevention ▪ Emergency and Disaster Awareness Course • Baby Friendly Hospital • Health Quality Related Courses and Activates • Basic Life Support Certificate • Handling of cytotoxic Material • Safe handling and moving. 	<p>preceptor, and they are expected to demonstrate their acquired knowledge and skills while delivering patient care under the supervision of their preceptor.</p>
<p>Module 4: Fundamentals of providing care by the PCT in the ambulatory and inpatient care settings</p>	9 weeks	40 hrs.: 2 days class teaching 3 days simulation / clinical allocation	Please refer to the module's blueprint and the weekly schedule as outlined in the curriculum.	<p>The following clinical competencies are carried out during the practical days:</p> <ul style="list-style-type: none"> • Bed Making <ul style="list-style-type: none"> - Make an unoccupied and an occupied bed. • Vital signs <ul style="list-style-type: none"> - Checking body temperature. - Assessing pulse rate. - Assessing respiration rate. - Assessing blood pressure. - Assessing pain level. - Measurement of weight and height. • Personal Hygiene and Care <ul style="list-style-type: none"> - Brush and comb a person's hair. - Wash a person's hair in bed. - Assist a person with shaving using a safety razor and an electric razor. - Assist a person to dress and undress. - Assist a person with hand and foot care. - Assist a person with perineal care. - Give a person a complete bed bath. - Assist a person with a shower or tub bath. • Assisting Patients with Repositioning / Turning / Mobility <ul style="list-style-type: none"> - Helping a Person to Walk - Reposition a person in bed or a chair. - Transfer a person from a bed to a chair, and from a chair to a bed. - Use of elastic stocking and pneumatic device - Use a mechanical lift to transfer a person from a bed to a chair. (If available in the training center) - Promoting Comfort and Rest • Eating & Drinking <ul style="list-style-type: none"> - Help a person to eat. - Measuring the Blood Sugar of a Person • Helping with Elimination (Inpatient care) 	<ul style="list-style-type: none"> • During the clinical allocation, the trainees must be assigned a preceptor, and they are expected to demonstrate their acquired knowledge and skills while delivering patient care under the supervision of their preceptor.





				<ul style="list-style-type: none"> - Help a person use a toilet, portable commode, bedpan, or urinal. - Apply a condom catheter. - Measure urine output. - Obtain urine and stool specimens. - Provide catheter care for a person with a urinary catheter. - Empty a urine drainage bag. - Change an ostomy appliance. 	
Module 5: Special Care Situations	8 weeks	40 hrs. / week: 2 days class teaching 3 Days clinical allocation	Please refer to the module's blueprint and the weekly schedule as outlined in the curriculum.	<p>The following clinical activities are carried out during the practical days under the supervision of preceptors:</p> <ul style="list-style-type: none"> • Delivering patient care following the scope of practice for PCTs. • Providing patient care for individuals with special care situations. • Demonstrating proficiency in all PCT competencies while administering care. 	<ul style="list-style-type: none"> • During the clinical allocation, the trainees must be assigned a preceptor, and they are expected to demonstrate their acquired knowledge and skills while delivering patient care under the supervision of their preceptor.
Module 6: Transitioning from Trainee to Employee	1 week	40 hrs. / week: 2 days class teaching 3 Days clinical allocation		<p>The following clinical activities are carried out during the practical day:</p> <ul style="list-style-type: none"> • Creating a résumé, reference list, and cover letter. • Explaining the process of job application. • Practicing effective job interview simulations. • Providing patient care following the scope of practice for PCTs. • Exhibiting proficiency in all PCT competencies while delivering care. 	<ul style="list-style-type: none"> • During the clinical allocation, the trainees must be assigned a preceptor, and they are expected to demonstrate their acquired knowledge and skills while delivering patient care under the supervision of their preceptor.
Internship (Clinical Placement and Mastery of Skills)	20 weeks	40 hrs. / week: Full-Time Practicum 8 Or 12 hrs. shift	<ul style="list-style-type: none"> • During the internship, Trainees are required to exhibit the complete role and responsibilities of a PCT following the scope of practice, while delivering patient care under minimal supervision of their assigned preceptor. • Demonstrated practical expertise consistently throughout the rotations. 		





Program References:

1. Judi L. Nath (2019). A Short Course in Medical Terminology, 4th Edition
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 -









