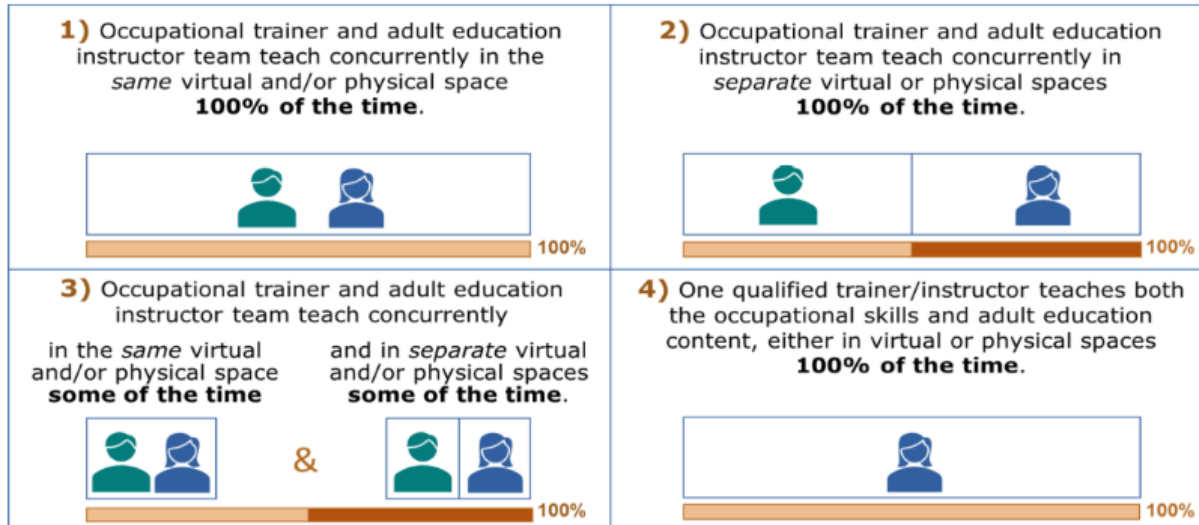


Faculty Partnership in IET

Coordinating instruction across the three required components of IET is vital to true integration. Faculty play a key role in this work. There are multiple approaches to team teaching an IET program. Faculty should consider their own teaching styles in relation to their co-teachers and strive to create a shared syllabus for their IET.

Four Common Instructional Delivery Approaches



Developing an IET Syllabus: Key Elements

This checklist can help IET program providers and instructors develop a comprehensive, integrated syllabus that can serve as a roadmap for their IET students. It is essential to incorporate both the foundational elements necessary for any strong syllabus and the IET-specific elements that convey to students the unique goals, structure, expectations, and requirements of the IET program.

Foundational Elements¹	
Does the syllabus include the foundational information students need to succeed in the course?	
1. Learning objectives (what students will learn and take away from the course)	<input type="checkbox"/>
2. Basic information (course logistics, instructor contact information, office hours)	<input type="checkbox"/>
3. Course content (schedule, outline, meeting dates, major topics and subtopics)	<input type="checkbox"/>
4. Student responsibilities (expectations, assignments, due dates, attendance/missed work policies)	<input type="checkbox"/>
5. Grading method (detailed description of assessment information and criteria)	<input type="checkbox"/>
6. Materials and access (required texts, equipment, tools, technology, and how to get them)	<input type="checkbox"/>
IET Elements	
Does the syllabus include the IET-specific information students need to succeed in the course?	
1. Are the benefits of the integrated IET instructional approach made clear to students?	<input type="checkbox"/>
2. Is it clear that two instructors are teaching the integrated course/program (if applicable)? Is it clear what students can expect from each instructor, what their roles are, and how they work together?	<input type="checkbox"/>
3. Is the syllabus written appropriately for and in language accessible to the intended adult learner audience?	<input type="checkbox"/>
4. Are the learning goals and outcomes integrated (i.e., reflective of the single set of learning objectives)?	<input type="checkbox"/>
5. Are the three required IET components identifiable (adult education and literacy, workforce training, and workforce preparation)? Are they offered concurrently and contextually?	<input type="checkbox"/>
6. Is the occupation and/or industry clearly identified? Is it clear which credential(s) are to be attained? Are the industry or occupational standards evident?	<input type="checkbox"/>
7. Are occupationally relevant materials referenced on the syllabus?	<input type="checkbox"/>
8. Does the syllabus describe support services available to learners?	<input type="checkbox"/>
9. Is there a statement that addresses inclusiveness and accessibility?	<input type="checkbox"/>

¹"Syllabus Design," Derek Bok Center for Teaching and Learning, <https://bokcenter.harvard.edu/syllabus-design>.

Exercise: What concepts within the IET syllabus checklist are evident in the below example?

Patient Care Technician IET Sample Syllabus

Name of Course:

Patient Care Technician (PCT)

Course Schedule:

Aug. 19, 2024–Nov. 8, 2024 (12 weeks)
Monday–Thursday, 5–8 pm

Instructor(s):

- Professor Smith, RN, MSN, PCT Instructor, aSmith@rhs.iet.edu, 216-235-0578
 - Office Hours: Fridays, 2:00–4:30 pm at Riverdale High School, Rm. 35
- Professor Haas, AEL, HSE Instructor, tHaas@rhs.iet.edu, 440-633-6301
 - Office Hours: Mondays, 9:00–11:00 am, 2:00–4:30 pm, by appt. on Zoom

Student Success Counselor:

- Name: Mr. Patel
- Contact: cPatel@rhs.iet.edu, 915-434-9955
- Location: Riverdale High School, Rm. 5
- Office Hours: 9:00 am–1:00 pm (MWF), 2:00–4:00 pm (Th), by appt. on Zoom

Course Format:

- Mondays, Professor Haas (HSE class), Riverdale High School, Rm. E-232
- Tuesdays and Wednesdays, Professors Smith and Haas (PCT class), Riverdale High School, Bldg. E, Lab 2
- Thursdays, clinical rotations, Unity Health Center, 7607 Allen Pkwy. (clinical instructors TBD)
- Weekly assignments and online class discussions can be found on our course website at rhs.iet.edu.

Course Description

This course prepares you to be a patient care technician (PCT) and to pass the [NCCT Patient Care Technician Certification](#). It is also designed to help you develop your academic skills in preparation for the GED exam.

By the end of this course, you will be able to:

- provide direct patient care,
- perform basic patient care tasks,
- take vital signs,
- communicate with healthcare team and patients,
- assist with activities of daily living (ADLs),
- comply with confidentiality requirements, and
- utilize your math, reading, and writing skills to prepare for a career in healthcare and to pass the GED exam.

You will attend lectures and labs and complete clinical rotations. You will complete weekly assignments on our online class platform, where you can view and submit all assignments and participate in our weekly online discussions. It's a fast-paced and rigorous program designed to develop academic, technical, and job skills.

You have the benefit of two instructors who will team-teach this course. Professor Haas teaches on Mondays. Professors Smith and Haas co-teach on Tuesdays and Wednesdays. Your professors will work together to deliver instruction, monitor your progress, and support you throughout the course. Having two instructors provides extra support and helps you

make clear connections between your academic and PCT learning, with the added benefit of making classes interesting and fun. Mr. Patel is your student success counselor and is available to help you with any challenges affecting your ability to complete this course successfully. This team is here to support your academic, personal, and career growth.

Student Expectations

To be successful in this class, you will need to attend all classes, participate actively in class discussions, and complete all in-class and at-home assignments.

Attendance: Attendance is required for all classes (lecture, lab, and clinical). If you miss more than two (2) classes, you will be placed on probation and may be withdrawn from the course.

Class Participation: You are expected to contribute to class discussions, both online and in person. **Weekly online class discussion prompts can be found on our course website at rhs.iet.edu.** You are responsible for posting and responding to add depth to the conversation. We encourage your active participation and open communication. There are many perspectives, backgrounds, and experiences represented in this class, and it is essential for all the students to show respect for each other.

Assignments: You are expected to complete all assignments on time. You can make up a missed exam within two class days. During the last week of the course, any missed exams or assignments will be scored as zero (0). Labs can be made up with advanced approval, but clinical time cannot be made up. If you have a physical or learning disability and need accommodations, please contact studentservices@rhs.iet.edu. Free tutoring is available to assist you in learning the material.

Evaluation: To pass the course, you must meet all course requirements satisfactorily. This includes demonstrating PCT skills competency in simulations. If you do not demonstrate a sufficient level of competency initially, you will be given up to two more attempts. If your third attempt still doesn't meet faculty expectations, you will be withdrawn from the course.

Grading: Weekly quizzes (25%), class participation (25%), midterm simulation (20%), final simulation (30%)

Required Course Materials (will be provided or require purchase):

- Syllabus
- Online course log-in information (for assignments and discussions)
- PCT uniform (provided by program)
- Textbook – *Mosby's Essentials for Nursing Assistants*, 7th edition (ISBN #978-0-323-11317-5)
- Supplemental readings
- GED account and practice tests (provided by program)
- GED exam (provided by program)
- PCT certification exam (provided by program)

Course Outline

Weekly Topic & Assignments	Skills Focus
<p>Week 1: Introduction to Healthcare and School Expectations</p> <p>No quiz this week</p> <p>Complete weekly discussions in online course</p>	<p>PCT Skills: Learning medical terms, understanding important body structures, and recording information in medical charts</p> <p>Academic Skills: Comprehending the meaning of words and phrases using context; interpreting meanings; and workplace writing</p> <p>Work Skills: Collaborative teamwork and communication in a healthcare setting (HIPPA)</p>

<p>Weeks 2–3: Infection Control and Safety Measures</p> <p>Quiz Topics: Infection control procedures, safety drills, and hygiene inspections</p> <p>Complete weekly discussions in online course</p>	<p>PCT Skills: Mastering infection control, following safety procedures, and practicing proper handwashing</p> <p>Academic Skills: Finding the main ideas in a passage, understanding inferences, and summarizing healthcare-related materials</p> <p>Work Skills: Stress management techniques and taking responsibility</p>
<p>Weeks 4–5: Patient Assessment and Vital Signs Monitoring</p> <p>Quiz Topics: Role-playing patient check, taking a pulse, and documentation</p> <p>Complete weekly discussions in online course</p>	<p>PCT Skills: Looking at patients, checking their heart, and documenting your findings</p> <p>Academic Skills: Using the appropriate terms, documenting notes, and converting numbers relevant to PCT role</p> <p>Work Skills: Communicating patient wellness, problem-solving, planning, and organizing</p>
<p>Weeks 6-7: Basic Life Support and Emergency Procedures</p> <p>Quiz Topics: CPR and AED, emergency simulations, and responding to patient discomfort</p> <p>Complete weekly discussions in online course</p> <p>Midterm PCT Skills Simulation Exam (Week 7)</p>	<p>PCT Skills: CPR and AED (automated external defibrillator) and recognizing patient discomfort</p> <p>Academic Skills: Locating evidence in readings to explain scientific theory, solving real-world healthcare problems, and identifying variables in a healthcare setting</p> <p>Work Skills: Leadership, communication skills, conflict resolution, and decision-making</p>
<p>Weeks 8-9: Patient Care Techniques and Procedures (Part 1)</p> <p>Quiz Topics: Skill demonstrations, giving medication, and helping patients move</p> <p>Complete weekly discussions in online course</p>	<p>PCT Skills: Patient care procedures, giving medication, and helping patients move</p> <p>Academic Skills: Using specific words for complex topics and converting units of measurement in everyday healthcare situations</p> <p>Work Skills: Time management, social skills, and responding to customer needs.</p>
<p>Weeks 10–11: Patient Care Techniques and Procedures (Part 2)</p> <p>Quiz Topics: Written assessments and practical evaluations of medication administration and wound care procedures</p> <p>Complete weekly discussions in online course</p>	<p>PCT Skills: Advanced patient care techniques, medication administration, and wound care</p> <p>Academic Skills: Using clear words, deciding if there is enough evidence, and explaining why one thing causes another in a healthcare environment</p> <p>Work Skills: Attention to detail, professionalism, and social skills</p>
<p>Week 12: Clinical Practicum and Capstone</p> <p>Quiz Topics: Application of academic knowledge and industry-specific skills</p> <p>Complete weekly discussions in online course</p> <p>Final PCT Skills Simulation Exam (Week 12)</p>	<p>PCT Skills: Review of academic knowledge and industry-specific skills</p> <p>Academic Skills: Using clear evidence from the healthcare readings to reach conclusions and explaining your understanding of the evidence</p> <p>Work Skills: Critical thinking, personal readiness, and collaboration</p>
<p>Post Class: Official GED Practice Exams and the NCCT Patient Care Technician Certification Exam (to be scheduled by the program)</p>	