

Standards and Competencies for Medical Therapeutics (Course # 5506)

	Begin-End Yr
Standard 1 - The student will demonstrate client interaction skills by explaining planned procedures and goals to clients/patients	2009 -
1.1 - Demonstrate their ability to adapt communication to individual's level of understanding and cultural differences.	2009 -
1.2 - Use verbal and non-verbal communication skills.	2009 -
1.3 - Verbalize an understanding of communication skills and barriers	2009 -
1.4 - Demonstrate appropriate medical telephone techniques	2009 -
Standard 2 - Students will research therapeutic careers, education requirements, licensure, and scope of practice	2009 -
2.1 - Examine various therapeutic careers and their scope of practice	2009 -
2.2 - Evaluate the use of tele-health care in the delivery of health care in a clinical and home setting	2009 -
2.3 - Adopt and demonstrate a professional attitude.	2009 -
2.4 - Demonstrate an understanding of medical legal requirements	2009 -
2.5 - Analyze various quality improvement initiatives	2009 -
2.6 - Compare and contrast the various health care delivery systems and payment sources	2009 -
Standard 3 - Students will monitor client status; utilize principles of body mechanics; and plan, implement, and analyze the provided care based on age, physical, and psycho-social needs.	2009 -
3.1 - Demonstrate the following skills: vital signs, cardiopulmonary resuscitation/basic first aid, oral hygiene: brushing and flossing, basic client transfers, specimen collections, handwashing, isolation	2009 -
3.2 - Demonstrate use of standard precautions.	2009 -
3.3 - Use appropriate medical language.	2009 -
3.4 - Compare and contrast how care is provided based on age, physical status, and psycho-social aspects of client's needs.	2009 -
3.5 - Analyze client's specific health education needs. Implement National HOSA Newsletter guidelines and provide resource and community service information to the community.	2009 -
Standard 4 - Students will provide care to patients based on fundamentals of wellness and the prevention of disease processes	2009 -
4.1 - Investigate available preventive health screening and examinations	2009 -
4.2 - Analyze alternative health practices.	2009 -
4.3 - Employ preventive health practices such as good nutrition and stress management	2009 -
4.4 - Appraise patients of health risk factors and methods of reduction.	2009 -
4.5 - Demonstrate knowledge of illness and prevention.	2009 -
Standard 5 - Students will analyze the facility protocol and guidelines for collecting data	2009 -
5.1 - Employ facility policies and procedures by the use of data collection	2009 -
5.2 - Assess the patient and the living environment.	2009 -
5.3 - Assemble, compare, and use appropriate patient information	2009 -
Standard 6 - The student will analyze the general purpose and components of the treatment plan	2009 -
6.1 - Involve the patient and primary caregivers in planning patient care	2009 -
6.2 - Compose a list of patient problems and apply possible interventions	2009 -
6.3 - Distinguish between various types of supplies and equipment needed to implement patient care plan	2009 -
Standard 7 - Students will apply basic pharmacological knowledge	2009 -
7.1 - Demonstrate the ability to educate patients/clients on the benefits and risks of medication	2009 -
7.2 - Illustrate safe administration of medication.	2009 -
7.3 - Research and document medications based on therapeutic classifications	2009 -
7.4 - Demonstrate knowledge of medication rights, drug interactions or complications	2009 -
Standard 8 - Students will perform classroom laboratory activities and apply knowledge and skills in a health care clinical setting	2009 -
8.1 - Read, interpret, verbalize, and apply policies and procedures appropriate to the health care setting skills	2009 -
8.2 - Participate in a health care facility orientation prior to clinical experience	2009 -
8.3 - Demonstrate the use of pertinent safety precautions and aseptic techniques. Utilize proper communication, critical thinking, and problem-solving techniques, safety, and aseptic techniques.	2009 -
8.4 - Demonstrate the safe and appropriate use of equipment and supplies.	2009 -
8.5 - Perform skills safely and effectively as outlined in policy and procedures of the health care facility and standards of the health care profession.	2009 -
Standard 9 - The student will complete an 8-hour feeding course as outlined by the Tennessee Department of Health	2009 -
9.1 - Analyze feeding techniques.	2009 -
9.2 - Illustrate feeding assistance and use of feeding devices.	2009 -
9.3 - Choose communication and interpersonal skills appropriate to the resident's needs	2009 -
9.4 - Evaluate appropriate responses to resident behavior.	2009 -
9.5 - Relate appropriate safety and emergency procedures including the Heimlich maneuver	2009 -
9.6 - Apply information control principles.	2009 -
9.7 - Illustrate resident rights.	2009 -
9.8 - Analyze amount and type of food intake and report feeding and/or swallowing issues	2009 -
9.9 - Analyze resident behavior related to typical changes in the elderly	2009 -
Standard 10 - The student will evaluate the use of tele-healthcare in the delivery of health care in a clinical and a home setting	2009 -
10.1 - Use technology to deliver tele-health.	2009 -
10.2 - Analyze data received via tele-health.	2009 -
10.3 - Apply nursing principles and technology to deliver health care via tele-health	2009 -