Westbury High School

Lesson Plans

Pharmacology Technician

Teacher: Debra Hurt  Weeks of: 01-14-15-01-15-15 (continued due to advocacy).

**Topics:**  Parental Routes- IV, IM, SQ and Intradermal injections

 Lesson: Labels and Prescriptions

 Key Terms:

 IV, SQ ML

 IM Intradermal Dorsogluteal Musle

 Deltoid Vastus Lateralis Ventrogluteal or Gluteus Medius

**Objectives:**

 1. Student will be able to demonstrate drawing medication from a vial or ampule using sterile techniques.

 2. Student will interpret and determine the parental sites on the anatomy of the human body.

C**lassroom Activities:**

 1. Video, note taking, and classroom discussions.

 2. Student will complete worksheet assignment on labels and prescriptions.

 3. Home work- LAB 6-1 (Checking a Prescription for Completeness).

**Do Now/Bell-:**

Instructional Method: [x]  Lecture with class discussion [x]  Individual

 [x]  Written work [ ]  Team

 [x]  Demonstration [x]  Audio/Visual

 [ ]  Work based [x]  Independent Study

Materials Needed: [x] Textbooks: The Pharmacy Technician-Mike Johnson

 Pharmacy Tech Program-Kaduceus

 [x]  Video

[x] Worksheet

 [x]  Other

Assessment: [x]  Teacher evaluation [x]  Peer/self- evaluation

 [ ]  Employer evaluation [x]  Skills performance

 [x]  Presentation [ ]  Tests

TEKS:

|  |  |
| --- | --- |
| Knowledge & Skills | Student Expectations |
| 1. The student applies math, science, English language arts, & social sciences in health science. | [x]  a. interpret data from various sources to make conclusions[ ]  b. compile information from a variety of sources to create a technical report[x]  c. research, write, & present a technical report[ ]  d. plan, prepare, & deliver a presentation[ ]  e. identify the environmental factors that affect homeostasis[ ]  f. observe & relate anatomical structure to physiological functions[ ]  g. identify atypical anatomy & physiology[x]  h. use the scientific method to prepare clinical case studies[ ]  i. compare & contrast community health issues of the U.S. with other countries[ ]  j. compare & contrast various health care reform plans |
| 2. The student used verbal & non-verbal communication skill.  | [ ]  a. accurately describe observations & procedures related to client care[ ]  b. demonstrate advanced communication skills to provide quality client care[x]  c. identify barriers to communication & take measures to minimize their effects |
| 3. The student knows the knowledge & skills necessary to maintain employment. | [ ]  a. monitor & evaluate his/her own performance to ensure continuous improvement[ ]  b. adjust career goals based on personal interests & clinical experience[ ]  c. describe the steps necessary for entrepreneurship in a free enterprise system[ ]  d. identify & follow procedures for advancement, resignation, or relocation[x]  e. transfer knowledge & skills to new situations & apply problem-solving strategies.[x]  f. demonstrate proficiency in medical terminology[ ]  g. update skills to enhance employability |
| 4. The student knows ethical behavior standards & legal responsibilities. | [ ]  a. practice ethical behavior standards[ ]  b. comply with industry standards of confidentiality[ ]  c. comply with protocol & legal requirements & perform within the designated scope of practice[ ]  d. review court cases related to professional liability & ethics |
| 5. The student knows the importance of functioning as a health care team member. | [x]  a. participate in team teaching[ ]  b. refine consensus-building techniques[x]  c. manage conflicts using peer mediation, problem-solving, & negotiation skills[ ]  d. identif6y leadership opportunities in the community |
| 6. The student maintains a safe environment to prevent hazardous situations. | [ ]  a. comply with standard precautions[ ]  b. teach principles of body mechanics to others[ ]  c. develop a fire prevention plan[ ]  d. respond to emergency situations consistent with level of training[ ]  e. participate in a disaster drill[ ]  f. comply with regulatory standards & guidelines |
| 7. The student demonstrates multi-competent health care worker knowledge & skills. | [ ]  a. identify knowledge & skills that are transferable among occupations[ ]  b. predict client’s needs for follow-up or alternative care[ ]  c. update skills to enhance employability[ ]   |