

# NAPA VALLEY COLLEGE PSYCHIATRIC TECHNICIAN PROGRAM PTEC 155



Developmental & Intellectual Disabilities

Updated 1/20/20

**Napa Valley College  
Psychiatric Technician Program  
PTEC 155 – Developmental &  
Intellectual Disabilities**

**TABLE OF CONTENTS**

Course Objectives.....	1 – 2
Clinical Objectives.....	3 – 5
Clinical Evaluation Form .....	6 – 11
Assignment Sheet.....	12 – 16
Medication Guidelines.....	17
Late Adulthood Assignment.....	18
Community Experience.....	19 - 21

## **GENERAL COURSE OBJECTIVES**

- I. The purpose of this semester of instruction is to prepare the Psychiatric Technician student for working with people who have been classified as intellectually or developmentally disabled. Many of these people were previously placed in an institution, such as Sonoma Developmental Center. More recently a growing number are living in the community and have day program or educational options.
    1. **Historical Perspectives**

The student will demonstrate an understanding of the various laws and practices that have impacted the care of intellectually and developmentally disabled by achieving a passing score of 75% on a written exam.
    2. **Pharmacology Module**

The student will demonstrate an understanding of the generic name, classification, and side effects of drugs given to the developmentally disabled client by achieving a passing score (75%) on a written exam.
    3. **Definitions and Terminology**

The student will demonstrate understanding of definitions and terminology by achieving a passing (75%) score on a written exam, and through their communication both verbally and in writing their daily log and other written assignments as well as in the clinical setting and in conferences.
    4. **Client's Rights**

The student will demonstrate understanding of client's rights by achieving a passing (75%) score on a written exam, and through their conduct in the clinical area.
    5. **Assessment and Intervention**

The student will demonstrate an understanding of the assessment and intervention process by doing clinical assignments and by achieving a passing score (75%) on a written exam.
    6. **Behavior Modification**

The student will demonstrate beginning competence in applying the principles of behavior modification by achieving a passing score (75%) on a written examination on the philosophy and principles of learning theory and behavior modification.
    7. **Tests and Measurements**

The student will demonstrate an understanding of the psychological tests and measurements utilized in the diagnosis and treatment of the developmentally disabled client, by achieving a passing score (75%) on a written exam.
    8. **Etiologies & Prevention**

The student will gain an understanding of the causes and classifications of developmental disability and will demonstrate this understanding through classroom discussion and by passing (with 75%) a written exam on etiologies.
    9. **Normalization**

The student will demonstrate beginning competence in applying the principles of normalization and active treatment by achieving a passing score (75%) on a written examination on the philosophy and principles of normalization and active treatment.
-

**10. Sensory Integration**

The student will demonstrate an understanding of and competence in sensory integration techniques by demonstration on the units and by achieving (75%) on a written exam.

**11. Teaching and Training**

The student will demonstrate an understanding of the teaching/training techniques utilized in developmental disabilities by achieving a (75%) score on a written exam.

**12. Associated Diseases**

The student will gain an understanding and an ability to deal with special nursing problems associated with developmental disability such as seizures, cerebral palsy, blindness, deafness, feeding problems and communicable disease. The student will demonstrate competence in the clinical area to the instructor and by passing (with 75%) a written exam on these materials.

**13. Characteristics of Individuals with Mild to Severe Impairment**

The student will demonstrate understanding in the differences and similarities among individuals with developmental and intellectual disabilities along a continuum by achieving a passing score on a written exam (75%) and in their daily log assignments.

**14. Family Considerations**

The student will demonstrate an understanding of how developmental and intellectual disabilities affect the family by achieving a passing score on a written exam (75%) and in their daily log assignments.

**15. Assistive Technology**

The student will demonstrate understanding of the various assistive technologies can be used for individuals with developmental and intellectual disabilities by achieving a passing score on a written exam (75%) and in their daily clinical interactions with clients being served at various clinical sites.

**16. Intellectual Disabilities Throughout the Lifespan**

The student will demonstrate understanding in the differences and similarities among individuals with developmental and intellectual disabilities from infancy and early childhood and school years to adulthood by achieving a passing score on a written exam (75%) and in their daily log or other written assignments.

## CLINICAL OBJECTIVES

- I. The student will demonstrate a professional attitude in the areas of punctuality, attendance and appearance by meeting the following criteria:
  - A. The student will report to the assigned clinical area on time.  
**Three episodes of tardiness are considered excessive.**
  - B. Regular attendance is essential to meeting clinical objectives. **(ALL clinical time missed during this semester MUST be made up to ensure meeting clinical objectives).**
  - C. **In the event of impending absence or tardiness, the clinical instructor must be notified at his/her cell.**
  - D. The dark blue PT uniform shirt, grey pants and PTEC ID badges from last semester are required in the clinical area. Clothing should be appropriate, clean and serviceable. A long-sleeved solid color (white, grey, or black) undershirt may be worn beneath the uniform shirt. Shoes should be of the oxford type. No sandals or open toes.
  - E. Student will maintain a neat appearance, paying attention to good hygiene, i.e., clean hair, nails, body (use of deodorant where necessary).
  - F. Student will maintain good mental and physical health. Behavior consistent with the use of alcohol or drugs will result in removal from the clinical area and will result in dismissal from the program. **No cell phone use in the clinical areas. English only will be spoken in the presence of clients.**
  - G. All policies and procedures as listed in the student handbook as well as those of the clinical facility will be followed.
- II. The student will demonstrate an understanding of generic name, classification, action, dosage and side effects of the drugs he/she will administer:
  - A. With 75% accuracy or better before giving medication or treatments in a written exam and 90% accuracy in an oral exam.
  - B. Failure to receive passing grades on drug quizzes (including online testing) will result in the medication experience being suspended until the student has done remedial work and has taken and passed a written make-up quiz. One retake exam of similar material will be provided, if the student is still unable to obtain 75% or better they will not meet the medication requirement for the clinical objectives. The retake exam grade does not count in the overall GPA. It is only to show proficiency for clinical purposes.
  - C. The student will pour, administer and chart medication to the assigned clients with 100% accuracy when this experience is available. Failure to do so will result in the student being removed from the administration of medications until remedial work has been completed.

**NOTE:** The student will pour, administer and chart medication to the assigned clients with 100% accuracy via a simulated program (SwiftRiver). A simulated medication administration and dosage calculation will be required weekly. Students must administer medications 80% of the days available in order to meet the Pharmacology Objective. Students who do not achieve 80% of the medication pouring experience will not have met a critical objective for this semester and will receive an Unsatisfactory Clinical Evaluation.

**Napa Valley College**  
**Psychiatric Technician Program**  
**PTEC 155 – Developmental &**  
**Intellectual Disabilities**

- III. The student will demonstrate competence in the documentation procedure through the following media:
  - A. The student will demonstrate competence in observing and recording, by charting monthly summaries and/or behavior notes as available (facility specific) on assigned clients as stated on the assignment sheet. This may also be accomplished in a simulated charting assignment in the student's daily log.
  - B. The student will demonstrate competence in transcribing physician's orders as outlined by the assignment sheet (as available or in simulation or skills lab).
- IV. The student will attend interdisciplinary, annual, biannual, and psychotropic drug reviews as available and document this experience in his/her log.
- V. The student will demonstrate beginning competence in applying the principles of behavior modification, normalization, and active treatment in the treatment programs of specific clients in the following ways:
  - A. On the units and classrooms the students will be involved with the residents during the morning routine participating in all of the ADL's and meal activities.
  - B. The students will show an understanding of the principals of normalization, and active treatment as well as behavior modification as they work with the students/clients.
  - C. Students will attend off-site activities and will assist their clients in participation in these activities as directed by the off-site staff.
  - D. Students will accurately observe and record behaviors in his/her log as outlined by the assignment sheet to demonstrate knowledge of base lining and behavioral assessment.
  - E. Student will accurately observe and record behavioral sequences 15 times as outlined in the assignment sheet.
  - F. Student will document in his/her log on a daily basis (80% of the available days to meet clinical objectives) an intensive learning project for his chosen client, involving a specific behavioral or activity project. This will include:
    - 1. Long term goal
    - 2. Baseline (3 days)
    - 3. Short term goal
    - 4. Behavior shaping techniques used to achieve stated goals
    - 5. A graph showing the degree of success achieved by the client on a daily basis
- VI. The student will gain an understanding and an ability to identify, prioritize and intervene with special nursing problems associated with developmental and intellectual disabilities such as: cerebral palsy, blindness, deafness, feeding problems, autism and communicable disease. The student will demonstrate competence in the clinical area to staff and the instructor. To expand his/her knowledge in the above:
  - A. The student will attend and participate in tours and various workshops at a variety of clinical settings, where he/she will be exposed to many levels of severity of developmental disabilities.

**Napa Valley College**  
**Psychiatric Technician Program**  
**PTEC 155 – Developmental &**  
**Intellectual Disabilities**

- B. The student will have an experience in the community where he/she can assist with the programs provided in day service centers and classrooms to a variety of developmentally or intellectually disabled clients who live outside the institutional setting.
- VII. The student will participate fully in maintaining a safe and hygienic space for residents by:
- A. Cleaning up after incontinent residents.
  - B. Performing needed housekeeping tasks to prevent residents with PICA from having access to undesirable objects.
  - C. Assist in cleaning up the dining area after meals.
  - D. Learning and safely maintaining areas containing poisons. E.  
Learning and properly maintaining locked areas.
- VIII. The student will study etiology of their chosen ILP resident and write a comprehensive research paper as outlined in the assignment.
- IX. The student will do a five part log assignment that includes documentation of the experiences as outlined in the Assignment sheet to be handed in at the end of the semester. This log will be graded on a pass/fail basis.
- A. Student will have log accessible to the instructor on a daily basis. B.  
Student will be up to date on log entry deadlines.
- X. The student will maintain respect for the integrity of the client.
- A. Student will maintain confidentiality of the client.**
  - B. Students will use only first initials on written assignments, which are to be carried outside the clinical area, either by the student or the instructor.
  - C. The student will maintain the civil rights of the client. D.  
The student will maintain the privacy of the client.
  - E. The student will maintain respect for the client as a person.**
- XI. The student will maintain therapeutic nursing skills and technical competence by performing any nursing skills available at their particular clinical site within their scope of practice.

**Napa Valley College**  
**Psychiatric Technician Program**  
**PTEC 155 – Developmental &**  
**Intellectual Disabilities**

Napa Valley College- PTEC 155 Clinical Performance Evaluation

Name:

Date:

Date:

Date:

PTEC 155 Clinical Performance Evaluation	Student Formative				Instructor Formative				Summative		Comments
	S	NI	U	NO NA	S	NI	U	NO NA	S	U	
Formative/Summative Evaluation Tool <b>CLINICAL PERFORMANCE OBJECTIVES</b>											
<b>PROFESSIONAL ATTITUDE</b>											
A. Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
B. Attendance-including notifying clinical area of absences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
C. Appearance and personal hygiene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D. Ability to set priorities in patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
E. Ability to develop and maintain effective working relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
F. Initiative in utilizing learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G. Meets all professional standards outlined in PTEC handbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>MAINTAIN RESPECT FOR INTEGRITY OF THE PATIENT</b>											
A. Confidentiality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
B. Civil Rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
C. Privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D. Respect for patient as person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>SAFETY</b>											
A. Attends orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
B. Follows all facility standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
C. Follows standard precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D. Demonstrates medical and surgical asepsis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
E. Performs all skills in safe, accurate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>COMMUNICATION</b>											
A. Communicates appropriately with staff, patients, peers and instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
B. Ability to develop and maintain effective working relationships with staff, patients, peers, and instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
C. Reports to staff at beginning of shift and gives report at end of shift	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D. Reports and charts in a timely complete manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
E. Participation in clinical conference and seminars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



**Napa Valley College**  
**Psychiatric Technician Program**  
**PTEC 155 – Developmental &**  
**Intellectual Disabilities**

PTEC 155 Clinical Performance Evaluation	Student Formative				Instructor Formative				Summative		Comments
	S	NI	U	NO NA	S	NI	U	NO NA	S	U	
Formative/Summative Evaluation Tool											
<b>WRITTEN ASSIGNMENTS</b>											
A. All work turned in on time	0	0	0	0	0	0	0	0	0	0	
B. All work prepared <b>as assigned</b>	0	0	0	0	0	0	0	0	0	0	
C. Charting is concise, clear, accurate and complete	0	0	0	0	0	0	0	0	0	0	
D. Follows charting format of facility	0	0	0	0	0	0	0	0	0	0	
E. All work completed by end of rotation	0	0	0	0	0	0	0	0	0	0	
<b>PHARMACOLOGY SKILLS</b>											
A. Maintain 75% accuracy on exams	0	0	0	0	0	0	0	0	0	0	
B. 90% accuracy on generic name, classification, action, dosage and side effects of drugs administered	0	0	0	0	0	0	0	0	0	0	
C. Demonstrate knowledge of the rules of medication administration	0	0	0	0	0	0	0	0	0	0	
D. 100% accuracy in pouring, administering, and charting	0	0	0	0	0	0	0	0	0	0	
E. 80% of the available medication experience	0	0	0	0	0	0	0	0	0	0	
<b>DEVELOPMENT OF THERAPEUTIC NURSING SKILLS</b>											
A. Accurate assessment of self and impact of self on others	0	0	0	0	0	0	0	0	0	0	
B. Receptivity to feed-back	0	0	0	0	0	0	0	0	0	0	
C. Accurate assessment of patient	0	0	0	0	0	0	0	0	0	0	
D. Use of problem-solving to implement plan of care	0	0	0	0	0	0	0	0	0	0	
E. Ability to develop and maintain professional therapeutic relationships	0	0	0	0	0	0	0	0	0	0	
F. Systematic observation of deviant behaviors	0	0	0	0	0	0	0	0	0	0	
G. Demonstrates appropriate therapeutic interventions	0	0	0	0	0	0	0	0	0	0	

**Napa Valley College**  
**Psychiatric Technician Program**  
**PTEC 155 – Developmental &**  
**Intellectual Disabilities**

KEY: S= Satisfactory  
NI= Needs Improvement  
U= Unsatisfactory  
NO/NA= Not observed/Not applicable

**Student Comments- Formative:**

My Strengths:

Areas to work on:

**Instructors Comments:**

Absences/Tardies:

Summative:

Clinical Performance Evaluation

Rotation # 1	SITE:
--------------	-------

Performance \_\_\_\_\_ Instructor \_\_\_\_\_  
Student \_\_\_\_\_ Hours Absent \_\_\_\_\_

---

Date	Problem	Deficits/Problems Date Resolved	Instructors Initials
------	---------	------------------------------------	----------------------

---

Date probation begins \_\_\_\_\_ Date probation ends \_\_\_\_\_

**Clinical Performance Evaluation**

Rotation # 2	SITE:
--------------	-------

Performance _____	Instructor _____
Student _____	Hours Absent _____

		Deficits/Problems	
Date	Problem	Date Resolved	Instructors Initials

Date probation begins	Date probation ends
-----------------------	---------------------

**Professional Behaviors Rubric**

**Dangerous to Practice:** Unable to interact with staff students patients. Disrespectful. Appearance and hygiene are unkempt, unprofessional. Does not participate. Does not accept constructive criticism. Aggressive or abusive to others. ( If one or more of these are present at any time during clinical rotation the instructor may remove the student the program or put on probation)

**Needs Improvement:** Nervous, scattered thoughts. Difficulty completing tasks. Respectful appearance and hygiene are appropriate. Attentive, participated with encouragement. Receives and accepts constructive criticism professionally. (Student may be put on probation).

**Acceptable for Experience:** Interacts clearly and professionally, may be less than calm. Self-motivated. Respectful, appearance/hygiene are appropriate. Actively participates, attentive, receives and accepts constructive criticism professionally.

**Proficient/Field Ready:** Interacts calmly, clearly and professionally. Self-motivated, delegates within team, respectful, appropriate appearance, and personal hygiene. Actively participates, engaged and attentive. Receives & accepts constructive criticism in a professional manner.

**Student Learning Outcome**

- 1. Accurately perform and document basic nursing skills, including medication pass without error, basic physical assessments and interventions while prioritizing patient care.
- 2. Student will ethically advocate for patients with developmental disabilities and children, in all settings, assuring patient's rights, privacy, dignity and confidentiality.
- 3. Student will develop leadership and supervision skills and identify need for crisis intervention using the least restrictive measures.
- 4. Able to effectively participate in a therapeutic environment and communicate in a professional and respectful manner.

**KEY: S = Satisfactory**  
**X = Less than satisfactory**  
**O = Not available**

## ASSIGNMENT SHEET

### 5 part log:

You will maintain a record of your experiences on your assigned unit in a spiral notebook, preferably one with tab dividers. The structure and content of this record (log) is outlined below. The log will be turned in for grading (pass or fail only, part of clinical evaluation) on the last day of your clinical rotation, or announced date. The log will be kept in a mutually agreed upon place, for daily inspection by your instructor. Failure to maintain the log on a daily basis or failure to comply with log deadlines will result in a counseling slip from your instructor and/or a less than satisfactory clinical evaluation. **All entries are to be written clearly and legibly! Log is worth 100 pts (at the end of the semester).**

### **NEVER USE CLIENT'S SURNAME!! USE FIRST NAME OR INITIALS ONLY!!**

With the assistance of unit staff, you are to choose a client with whom you would like to work (one that staff deem appropriate). Your objective is to find an acceptable task to teach this client. This can be either a change in behavior, i.e., decrease self-injurious behavior; or a learning project, i.e., teach client to brush teeth.

### **YOU MUST OBTAIN UNIT STAFF AND INSTRUCTOR APPROVAL BEFORE COMMITTING YOURSELF TO THIS CLIENT AND PROJECT!!**

### **PART ONE: OBSERVATION OF YOUR ASSIGNED CLIENT: 10pts**

- A. Before you get to know your assigned client very well, preferably on the day you choose him/her; write out your personal observation of him/her. Describe color of hair, eyes, skin, texture of skin, physical attributes, anomalies (deformities, problems, etc.), i.e., gait, stylized mannerisms or habit that you can observe visually.
- B. Write out a chart description of the resident as provided by the unit record. This should be very comprehensive, and should include the following:
1. Diagnosis
  2. Social history
  3. Medical history
  4. Problems
    - a. Physical
    - b. Behavioral
    - c. Psychological
  5. Plans and Objectives
    - a. any open plans and objectives
    - b. drug regime: Describe the drugs being used by the client in regard to actions, uses, side effects and reason for this particular client to receive them. (You may use your drug cards. I will return them.)
    - c. Any other programs or interests the client is involved in, i.e., Special Olympics, foster grandparents, etc.

**PART TWO: BEHAVIORAL SEQUENCES 15pts**

Besides observing the resident's physical characteristics, it is important that you begin to observe behaviors and identify sequences of events. You will record at least 15 behavioral sequences in this semester.

Behavioral sequences are recorded in five parts:

- A. ANTECEDENT: e.g., the observable act that precedes and precipitates the behavior. This is **usually** something or someone other than the client. Ask the questions where, with whom, what time and what occurs immediately before the occurrence of the behavior?
- B. BEHAVIOR: i.e., the action observed by you that is the client's response to the antecedent. However, when you are making behavioral observations, it is with this behavior that you begin. Then you infer from it what came before, that is the **antecedent**, and what reaction followed.
- C. CONSEQUENCE: The action or reaction that follows a behavior. Sometimes the consequence of one behavior is the antecedent for another behavior.
- D. Report if the behavior is part of a plan.
- E. Comment on your assessment of the situation.

**USE THE FOLLOWING SUGGESTED FORMAT TO RECORD BEHAVIORAL SEQUENCES!**

<u>DATE/Number (A) ANTECEDENT</u>	<u>(B) BEHAVIOR</u>	<u>(C) CONSEQUENCE</u>
Client is in the dining room	Client bangs head	Client gets a 1:1

- D. Client has a behavior objective for SIB.
- E. Client appears to bang head as an attention seeking behavior.

Client is in his bedroom	Client listens to music in room	Client praised by staff
--------------------------	---------------------------------	-------------------------

- D. Client has an objective for leisure activities.
- E. Clients who exercises options and choices seem to have fewer behavioral incidents.

**PART THREE: TIMED OBSERVATIONS 5pts**

Make entries of two specific kinds of timed observations of a resident (preferably your ILP)

1. Record the frequency of one specific behavior in a ten-minute period. (If your client has a behavioral problem that you are going to attempt to change, use this behavior as both your ten-minute observation and your behavior baseline.) This is your baseline.
2. Record the frequency of all behaviors in a 10-minute period. Write a paragraph on your observations. Comment on whether their behavior is desirable, undesirable, or neutral. Was the client offered any options or choices of alternate activities during this period?

**PART FOUR: INTENSIVE LEARNING PROJECT (ILP) 50pts**

**Log entries are 35pts; 25 question practice exams 15pts; one per week 15 total for the semester**

For your ILP, use the same resident for the entire semester. Use the ILP for the entire semester. Maintain an anecdotal record of the ILP. At the beginning of the section in your log (designated ILP), state your Long Term Goal, i.e., the client will learn to clean own teeth, independently; or the client will cease hitting behavior. If choosing to decrease a particular behavior, find out if the client already has a plan for this behavior in his record. Talk to the staff that know the client the best and ask the SPT for input or suggestions on what long term goals would be realistic.

Before **each** daily entry, state the date and Short Term Goal (STG) for the day, i.e., the client will hold the toothbrush for two seconds, or the client will reduce hitting behavior from 12 episodes in a five-minute period to 10 episodes in a five-minute period.

Then write an anecdotal paragraph about what happened in your attempt to train the client. State what reinforcers you used and how you went about the training; at the end of the paragraph state whether or not the daily goal was achieved. Finally, comment on whether the ILP should be continued as is, i.e., with the same activity and reinforces, or should they be modified to enhance the client's learning.

**Also include in your daily log: per week one medication, one lecture entry, one reflective journal entry and one entry related to the information from theory per week.**

**Community sites also required to make a daily entry.**

**Your daily entries should look like this:**

- 1/26** STG – The client will hold the toothbrush for two second. Today I assisted with physical prompt by holding my hand over this when he allowed this. I added the toothbrush, praising him for every gesture in the right direction, and giving him raisins as a reward. We did this three times, when I sensed he was losing interest, so I terminated the session. My goal for today was not met, but I was encouraged enough to continue with the same plan for tomorrow. Client offered a choice of which toothbrush he wanted to use; his right to make choices
- 1/27** STG – The client will hold the toothbrush for two seconds. I was absent and did not work with client. Noted client receives valproic acid for seizures.
- 1/28** STG – The client will hold the toothbrush for two seconds. The client was off the unit today, and I did not get to work with him. I feel frustrated that the client is not making progress as expected.



**ON A DAILY BASIS, YOU WILL ALSO MAKE AN ENTRY ON A GRAPHIC SHEET (AS PROVIDED IN YOUR MODULE, OR ONE FROM THE UNIT), THE PROGRESS YOUR CLIENT IS MAKING.**

As you can see from the above examples, you must make a log entry every day, whether you are present or not. If you are absent, make entry as shown above. **Even though you may not be working with one particular individual in the community rotation, you must still make a daily log entry.**

Likewise, if you are on duty, but unable to work the client on ILP, make an entry as shown above, indicating the reason for not doing ILP with client.

In order to maintain a satisfactory clinical evaluation, you must be present and have made a log entry at least 80% of the available clinical days. (If you are absent, the day was available; if you were on duty, but unable to do ILP due to ward circumstances, it was not an available day.)

#### **PART FIVE: WORKSHOPS AND CONFERENCES                      20pts total for narrative entries**

Write an anecdotal narrative of about two paragraphs in length in your log describing the experience, reaction and critique of any outside guest speaker. The first paragraph summarizes the workshop; the second paragraph describes what you learned and if the information presented was useful to you. Each presenter during the Workshops needs an individual narrative i.e., you cannot just summarize an entire day if you have several presenters. Narratives are also needed for workshops, films, and visits made on a group or individual basis. You do not need to do narratives on the Community Experience as a separate assignment is made for that set of experiences.

Examples of experiences needing narrative summaries are:

- A. Behavior Modification workshop
- B. Orientation and Mobility workshop
- C. PAST/MAB
- D. Visits to Sunrise Industries
- E. Movies or training videos e.g., Marian Rose White,
- F. EEO Training; Regional Center; Regional Project

#### **PART SIX: term paper                      100pts**

Each student will write a research paper in **MLA format**, using information from theory presented in class and at least **three** outside references as sources of information. **Citations from internet sources must include the URL and be available for review by your clinical instructors.**

**50 % of your research paper will consist of the client's etiology in your ILP.** For example, if your client has Down's syndrome, do the paper on Down's syndrome. Other possible etiologies may be cerebral palsy, epilepsy, obsessive/ compulsive disorder or any of a number of syndromes discussed in our etiologies module. If you are interested in any particular topic concerning developmental and intellectual disabilities, client's rights for example, check with the instructor and we'll figure out a format for your paper. **The remaining 50% of the paper will discuss how the symptomology affects your client's daily living. This information is obtained through observation and the daily recording of your ILP PROJECT. Please summarize the information from your ILP, including long term goals, barriers to training, medications, social and medical history, especially how it relates to client outcomes.**

If you read a book related to intellectual disabilities incorporate a short synopsis of the book. You may also summarize any information learned about the etiology from your ILP presentation.

**Napa Valley College  
Psychiatric Technician Program  
PTEC 155 – Developmental &  
Intellectual Disabilities**

**You must include a bibliography!! If you make a direct quote from something you have read it must be acknowledged as to its source, i.e., put in quotes, and give the source, put the source behind the material in parenthesis or use one of the other forms of quoting material that are required in a research paper. Using material directly quoted from an outside source without acknowledging the source is plagiarism!!!!**

DUE DATE: (see PTEC 155 calendar)

Grading: Paper will count for 100 points.  
Late papers will be penalized 5 points per day.

**Growth & Development  
Late Adulthood Assignment**

**50 points**

Each student will visit a facility that provides services to adults age 65 and up. e.g., a retirement community, assisted living community, meals on wheels, senior centers, transportation, etc. **This should not be a skilled nursing facility as it is not a look at the “infirm” population but rather a look at relatively healthy seniors.**

**Behavioral Objectives**

**Part I**

1. The student will investigate what services are available in the community for the elderly. Examples: housing, special transportation, meal program, nursing services, activities, etc.
2. The student will find out who can use the available services, who is eligible as well as, how the various program are funded.

**Part II**

1. The student will interview at least one senior citizen to discover what it is like to be an adult of 70 or so years of age? What is their social and economic status? Are their needs being met? Do they get enough sleep, enough to eat, enough exercise? What do they have to talk about?

**Part III**

1. The student will prepare an oral report summarizing their visit and findings.
2. Each student will be responsible for sharing their finding in class on: (Specific Dates – TBA)
3. The student will write the following information to hand in on a 3x5 card after their report:
  - a. Name of Facility
  - b. Address
  - c. Phone Number
  - d. Person Contacted

**NOTE: The oral presentation part of this assignment is an integral part of the assignment. If you are absent, you must turn in a 300 word written report plus a synopsis of 4 other presentations for each hour missed.**

## COMMUNITY EXPERIENCE

### DEVELOPMENTAL DISABILITIES PTEC 155 Napa Valley College

#### HOURS:

From: 0630 - 1300 (Actual starting and ending time will depend on which program you are assigned to.) pre-conference at agency 0630-0730; post-conference at agency 1200-1300.

- It is our expectation that you will keep absences to a minimum and that you will be in attendance the hours assigned at each facility; i.e. you will be on time and you will not leave early. All clinical absences must be made up; you will be expected to do make-up at the community program on Friday (if available).

LEVEL OF PARTICIPATION: It is expected that you will work along with the staff doing activities with the clients and following their direction in terms of what level of involvement you will have. **This is not just an observational experience.** It is expected that you will follow staff directions regarding activities taking place at each site and will be involved as much as possible in daily activities. In addition, as you are, among other things, being role models to their clients. It is expected that you will not carry beverages around the site drinking them and you will limit breaks to 10 minutes and take no more than 2 in a morning.

You should check in with the site supervisor each day to find out the day's activities and your specific assignment. You also need to sign in on the clip board and if you go off site, please write down on the clip board where you have gone.

PURPOSE: The purpose of this experience is to allow you to observe and participate in the daily routine of developmentally disabled persons who are not residents at SDC and to help you gain an appreciation of the resources available in helping these individuals be successful in the community.

WRITTEN ASSIGNMENT: At the end of this experience you will be required to turn in a paper detailing which sites you attended:

- (1) stating the site's purpose and goals,
- (2) what activities were available at the site,
- (3) who was the population being served,
- (4) where did these people live (i.e. at home, supported living, board & care homes, etc.),
- (5) what sources of transportation were used by persons served at this site,
- (6) Briefly describe what your involvement was at the site and
- (7) Also briefly describe at least one person attending each site and
- (8) what you did with that person.

**PAPER IS DUE.** In class (see calendar)

Point value - 50 points. Failure to turn it in will result in an incomplete and you will lose 3 points for each day paper is late. **Instructor will be checking each site daily and will be available by pager if a problem or question arises.**

**Classroom Presentation:** each student will give a 5-10 minute presentation on their experience in the community.

## DEVELOPMENTAL DISABILITIES NVUSD

Over the next few weeks you will attend a community program in the Napa Unified School District. Remember that all student information is confidential and is not to be discussed outside the classroom setting.

### **ROTATION Mon, Tues, and Wed**

#### **HOURS:**

From: 0630-0730 Pre-conference at NVC. Post-conference at NVC 1300-1400. It is our expectation that you will keep absences to a minimum and that you will be in attendance the hours assigned at each facility; i.e. you will be on time and you will not leave early. ALL clinical absences for the rotation will be expected to be made up at the program on Friday (if available)

**LEVEL OF PARTICIPATION:** It is expected that you will work along with the teachers doing activities with the students and following their direction in terms of what level of involvement you will have. **This is not an observational experience.** It is expected that you will follow staff directions regarding activities taking place at each site and will be involved as much as possible in daily activities. In addition, as you are, among other things, being role models to their students. It is expected that you will not carry beverages around the site drinking them and you will limit breaks to 10 minutes and take no more than 2 in a morning. A break from 10-1030 will be allowed. You should check in with the teacher each day to find out the day's activities and your specific assignment. You also need to sign in on the clip board and if you go off site, please write down on the clip board where you have gone.

**PURPOSE:** The purpose of this experience is to allow you to observe and participate in the daily routine of developmentally disabled children in a classroom setting. Early intervention with such etiologies as cerebral palsy and autism can help these children develop skills necessary to reach their highest functioning level. This experience will help you gain an appreciation of the resources available children with disabilities and an idea of what is involved in developing an IEP. (Individual education program) You may also be involved with mainstreaming disabled students into a regular classroom setting.

**WRITTEN ASSIGNMENT:** At the end of this experience you will be required to turn in a paper detailing which sites you attended:

- (1) stating the classroom's purpose and goals,
- (2) what activities were available at the school,
- (3) who was the population being served,
- (4) where did these students live (i.e. at home, supported living, board & care homes, etc.),
- (5) What sources of transportation were used by students served at this site,
- (6) Briefly describe what your involvement was at the site and
- (7) Also briefly describe at least one person (adhering to confidentiality guidelines) attending each site and
- (9) what you did with that person.

**PAPER IS DUE.** In class on (see calendar)

Point value - 50 points. Failure to turn it in will result in an incomplete and you will lose 3 points for each day paper is late.

**Instructor will be checking each site daily and will be available by pager/cell phone if a problem or question arises.**

**Classroom Presentation:** Each student will give a 5-10 minute presentation on their experience in the classroom. This presentation can focus on specific work done with a particular student, or your involvement with all of the students. You can discuss such topics as specific skills learned, barriers to developing a project, differences in therapeutic approaches compared to your experience at SDC or NSH or previous clinical rotations, pros and cons of mainstreaming, availability of adaptive equipment, etc.

