

# BOSTON REED

## Instructor Handbook



# Introduction

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Welcome to the Boston Reed-(BRC) Allied Health Training Programs. As a BRC-instructor, you are part of a team dedicated to improving students' lives.

This Instructor Handbook includes the BRC Policies & Procedures and provides instruction to carry out the teaching and administrative responsibilities for BRC and our partner schools. It also includes an outline to help you prepare and deliver classroom instruction.

All of the documents and forms referenced throughout this handbook are located in the Table of Documents section. In addition, links to supporting documents and forms are underlined and in blue. Simply click on a link to open a document.

BRC is dedicated to providing you with the support you need to teach the program effectively. **Remember the number one determinant of your success as an instructor is your ability to stay organized.** Give your Program Manager a call if you have any questions.

May every class be a great one!

Boston Reed

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# I. About Boston Reed

# About Boston Reed

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**Boston Reed:** Since 1991, Boston Reed (BRC) has provided affordable training to busy adults seeking a new career in the healthcare industry. Boston Reed has educated over 75,000 students nationwide and currently has over 9,000 students enrolled in hundreds of locations in 25 states. BRC is a private organization with corporate offices in Napa, California.

**Our Mission:** *“Boston Reed provides students, clients and team members with a learning and working environment where quality services are delivered at an affordable price. We hire good people. We encourage innovative thinking. We continually assess and adjust our operations. These practices make us leaders in providing practical and value-driven education opportunities.”*

**What Makes BRC Different:** Unlike the competition, BRC does not own or manage any physical campuses. BRC partners with educational organizations including adult schools, community colleges and universities to add healthcare career training programs to their curriculums. Partner schools host the programs by providing classrooms, advertising, and a variety of other services. This partnership allows BRC to provide students with the most advanced healthcare training and to do so at lower prices than other schools.

**Expected outcomes:** We are dedicated to training caregivers who provide safe and respectful healthcare. We expect all completing trainees to:

- **Apply** learned technical, workplace and life skills to the chosen allied health profession.
- **Communicate** effectively and professionally with clients, employers and members of the healthcare team.
- **Recognize** lifelong learning opportunities to allow the maintenance and growth of knowledge in the chosen profession.
- **Exercise** critical thinking to receive, process, and act on information that will lead to safe and effective care for clients served.
- **Work** collaboratively and independently in diverse environments, recognizing cultural and spiritual differences and treating others with respect and dignity.

## **II. Policies & Procedures**

# Instructor Responsibilities

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All BRC instructors (lead, substitute and assistant) are to adhere to the following Policies and Procedures.

## **Lead Instructor Responsibilities:**

- Preparing and presenting the theoretical and laboratory portions of the program
- Following the curriculum and satisfying objectives according to the program's lesson plan
- Ensuring the completion of quizzes, as well as midterm and final examinations
- Understanding and holding students accountable to the guidelines in the Student Handbook
- Supervising and directing assistant instructors (if applicable)
- Completing BRC administrative duties on time (e.g. updating grades, tracking attendance, completing student evaluations and sending in sponsored student progress reports)
- Understanding and following the partner school's policies and procedures
- Completing administrative duties for the partner school on time (i.e. registration, attendance and timesheets)
- Collecting tuition from students (if applicable)
- Communicating with BRC regarding issues or needs of students and other instructors.
- Communicating with the partner school
- Identifying and recommending instructor assistants to BRC (students who demonstrate an aptitude for the field and for teaching)
- Making suggestions to improve the quality of the program

## **Conduct:**

- Always present the program materials and career field in a positive manner. Know the statistics for employment and encourage students.
- Make sure the information presented represents the field as a whole.
- Never argue, disagree with or criticize another instructor, student, partner or BRC representative in the presence of students.
- Always be prepared and have the necessary supplies. If supplies are unexpectedly low, do not let it disrupt the class (improvise, borrow and be resourceful).

**Appearance:** Instructors are to look professional at all times. Appropriate dress includes business attire (no jeans or shorts) and a lab coat, scrubs or uniform. Instructors are also required to wear the name tag provided by BRC.

**Documents:** Instructors are required to submit documents including student evaluations, occurrence reports, exit inventories, etc. to the general fax line 707-307-5052 or to [instructorpaperwork@bostonreed.com](mailto:instructorpaperwork@bostonreed.com).

**Instructor Timesheets:** Instructors are required to submit their timesheets online in Inview Workforce Management (IWFEM) on a bi-weekly basis. BRC compensates instructors directly by check or direct deposit. Complete a Direct Deposit Form to have your check automatically

deposited into your account. In the rare event that an instructor is hired by a partner school, all or part of the instructor's compensation will be made by the partner. In addition:

- Timesheets must be submitted online at **inviewwfm.ceridian.com**.
- Timesheets must be received no later than 10:00am PST on the last day of the pay period.
- Any additional time over the expected preparation time and class schedule must be preapproved by the Program Manager.
- Checks will be mailed or direct deposited on the Friday following the end of the pay period.
- Instructors are allotted a maximum of \$150 for out-of-pocket expenses per program session. To request reimbursement, a copy of the receipts must accompany the requests for expense reimbursement.
- **Instructor pay may be delayed if the timesheet is filled out incorrectly or not submitted on time.**

**Instructor Absence:** Instructors are required to give the Program Manager at least two weeks notice if the instructor knows in advance that a class will be missed. It can be very difficult to find a qualified substitute on short notice. In the event of an absence, instructors will also need to complete the Substitute Information Form to prepare the substitute to teach the class. ***Instructors are required to notify the Program Manager prior to canceling class for any reason.*** If there is an emergency, call the Program Manager's cell phone number (see Contact Information page). Leave a message if it is after business hours. BRC will notify students of the cancellation.

**Assistants:** An assistant may be provided to help an instructor in the classroom. Assistants are scheduled and compensated to aid the instructor for a specific period of time. **Instructors are not to schedule or give work to an assistant that has not been preapproved by BRC.** BRC may assign an assistant to:

Schedule	Assist the instructor with:
First day / night of class	<ul style="list-style-type: none"> <li>• Taking attendance</li> <li>• Collecting tuition</li> </ul>
Labs	<ul style="list-style-type: none"> <li>• Lab practice skills instruction</li> </ul>
Midterm and final examinations	<ul style="list-style-type: none"> <li>• Administering examinations</li> <li>• Grading examinations</li> </ul>
Retake examinations	<ul style="list-style-type: none"> <li>• Administering examinations</li> <li>• Grading examinations</li> </ul>

Other class times as needed (if pre-approved by the program manager)	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Inventory of supplies and equipment</li> <li>• Quiz retakes</li> <li>• Role-play labs</li> </ul>
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Instructors may also contact the Program Manager to request an assistant. Approval is based on need and the availability of a qualified assistant.

**Assistant Responsibilities:**

- Following BRC policies and procedures
- Communicating the needs of the class with the instructor
- Completing a timesheet to reflect each day of work and total number of hours spent in class
- Submitting in the timesheet online by 10:00am CST on the last day of the pay period
- Making suggestions to improve the quality of the program

**Program Schedule:** Instructors are required to teach all program modules and stay on schedule according to the program curriculum. BRC Programs are distinct and can meet anywhere from one to five days per week. The number of teaching modules and the number of days a class meets per week will determine how much material is covered in each class. Instructors are required to contact their Program Manager if they fall four or more hours behind in instruction or are having difficulty presenting materials in the required time.

**Class Timing and Breaks:**

- Instructors are to arrive no later than 15 minutes prior to the start of class.
- The classroom should be completely set-up by the scheduled start time.
- Class begins no later than the scheduled start time.
- **Class ends no earlier than the scheduled end time. Dismissing class early is not allowed.**
- Allow one or two 15-minute breaks during each three and one half hour class session. Taking breaks is important and improves the learning experience for students. On occasion, if the instructor and students agree not to take a break, adjust the end time accordingly (e.g. a three and one half hour class can be let out in three hours if there were no breaks taken).

**Student Attendance:** Instructors are required to follow both the BRC and partner site's attendance policy and procedures. Student attendance is to be recorded in BRC Online for each class session. Students may not miss more than 14 hours of instruction for the entire program. Missing more than 14 hours may result in the student being dismissed from the program. Instructors are also required to:

- Take attendance at the beginning of class and after breaks.
- Counsel and remind any student who misses 10 or more hours of instruction about the possibility of being dismissed from the program.
- Submit an Occurrence Report Form to the Program Manager when a student misses 10

or more hours of instruction (see Occurrence Reporting).

**Visitors:** Visitors, including children and parents of students, are not permitted in the class. A potential student who requests to “sit in” and preview a class must be approved by the Program Manager.

**Student Evaluations:** Instructors are required to perform student evaluations. Evaluations are necessary to ensure student success and to place students in an externship (if applicable for the program). After the midterm, the instructor must complete a Student Evaluation Form for each student and provide it to BRC. A link to the Student Evaluation Form is provided in BRC online within the midterm module. The instructor must also notify the students of their progress after each midterm. At a minimum, the instructor must show the student their grade and provide direction for improvement.

**Sponsored Students:** Some classes may include students who have sponsors. Sponsors pay for a student's tuition and require evaluations to be completed monthly. Instructors will receive a list of sponsored students with evaluation due dates prior to the first class meeting. Instructors with sponsored students are required to send BRC and the sponsor a copy of the Sponsored Student Report Form for each student. Instructors must send BRC the completed forms at the end of each calendar month. Payment to BRC for Sponsored Students depends upon timely reporting by instructors. **Instructors may be subject to disciplinary action if the forms are not received on time.**

**Roster Verification:** Roster verification is a two-step process that includes completing the Roster Verification Form and then calling Boston Reed to provide the roster information. The Roster Verification Form will be emailed to the instructor prior to the first day of class. The form will be used to record student attendance, assessment scores and tuition (if applicable) on the first day of class.

Instructors are required to email Boston Reed (**on the same day class starts**) stating the roster information. Boston Reed Please include the following in your email:

1. Your full name.
2. The name of the program you are teaching.
3. The city where you are teaching.
4. The name of the partner school.
5. The names of the students who were absent.
6. The names of any waitlist students added to the class.
7. The names of any walk-in students added to the class.

**Student Waitlist:**

Full classes may include students on a waitlist. If a class has students on a waitlist, a separate form (Similar to the Roster Verification Form) will be provided to the instructor. The form will include the student's priority in signing up. If a space opens up in a full class due to a no show, the instructor will allow the first student on the waitlist into the class. If more than one space opens up, the instructor will allow students into the class according to their position on the

waitlist. If a student is a walk-in and there is room for that student to be admitted, have the student fill out an enrollment form.

**Student Tuition (adult school programs only):** Instructors will be notified if they are required to collect student tuition. In those cases, students are aware they will be paying tuition at the beginning of the first class session and at the midway point of the program. If you will be collecting tuition, follow the [Tuition Collection Instructions](#) located in Documents & Forms.

**Curriculum Amendments:** Instructors are required to report errors, omissions, or out of date information in instructional materials and textbooks. If an error is discovered or a revision is needed, submit the [Curriculum Amendment Form](#) to Boston Reed. Approval of any changes will be made by the Curriculum Manager.

## Equipment, Supplies & Storage

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**Laptop and/or Projector:** BRC will provide a Laptop and/or projector if one is unavailable at the partner site. The laptop and/or projector are provided to run PowerPoint presentations during class instruction. To set up, follow the instructions in the [Laptop and Projector Setup Guide](#). In addition, the laptop and/or projector are:

- Under the care of the instructor
- Not for personal use
- Not to be used to access the internet unless required by the program
- To be kept locked in the classroom cabinet when not in use

Instructors are encouraged to orient themselves to the laptop and/or projector well in advance of the first day of class. Always have a backup plan in case the equipment malfunctions. For example, instructors can lecture using printed PowerPoint slides and writing on the board. Instructors are required to notify the Program Manager immediately if there are any issues with the laptop and/or projector.

**Lab Equipment & Supplies:** Every classroom includes a cabinet to hold and secure lab equipment and supplies unless the program does not require a cabinet. In most cases, the cabinet will be stocked prior to the first class meeting. Instructors are required to unpack and organize lab equipment and supplies during the first week of class. Supplies are to be kept in the cabinet at all times and should be organized by module/topic according to the program's [Equipment Inventory Form](#). Have students organize cabinets, rotate stock, check expiration dates, and do inventory as part of the learning experience. (Students will do this on the job as well.)

**Equipment Storage:** Instructors are required to keep the equipment storage area clean and secure. Equipment and supplies must be locked in the designated cabinet when not in use. Make sure the high-priced items including laptop, projector, blood pressure machine, torsion balance and sharps containers are secured at all times. **If there is no room in the cabinet, store non-essential items in a box on top of the cabinet. Boxes should never be left on the floor or to the side of the cabinets.**

**Equipment Request:** Instructors are required to make sure equipment is appropriately stocked for each class. Inventory should be checked weekly to plan for classes in advance. If items are missing or running short, instructors must submit an Equipment Request Form to the Program Manager. Requests need to be made five business days in advance of when the equipment will be utilized. Any urgent requests must be approved by the Program Manager.

**Sharps Container:** Boston Reed provides puncture proof sharps containers for disposal of all sharps. “Sharp(s)” are any object used or encountered that can be reasonably anticipated to penetrate the skin or any other part of the body resulting in an exposure incident, including but not limited to, needle devices, used glass ampoules, scalpels, lancets, broken glass, broken capillary tubes, exposed ends of dental wires and dental knives, drills and burs. In addition:

- Instructors are responsible for teaching students how to use the sharps container properly.
- Except when being used, all sharps must be kept in sharps containers and locked in the equipment cabinet.
- Sharps containers are considered full and ready for replacement when the addition of any more sharps will exceed the “Full Line” indicated on the container label.
- NEVER use an alternate container such as a box or coffee can to store sharps.

Classrooms should be equipped with enough sharps containers. In the rare event that a replacement is needed, contact the Program Manager before the container is three-fourths full. It takes approximately five business days to fulfill a request. Replacement containers are shipped via standard mail and include an empty box for returning the full container to a hazardous waste collection agency. To return the full container:

1. Place the full container and signed manifest into the empty return box.
2. Attach the pre-paid postage return label.
3. Send via the US Postal Service.

**Housekeeping Checklist:** Have the students help clean the classroom after each class session. Make sure to:

- Move the tables and chairs back to their original position.
- Wipe off and clean the tables.
- Return any partner site materials and equipment to their original positions.
- Return program equipment and supplies to the cabinet.
- Dispose of hazardous materials and sharps properly and lock the cabinet housing these storage containers

- Lock the cabinet.
- Dispose of any trash, food, etc.
- Erase or wipe off the boards.
- Turn off the air conditioning or heating.
- Close and lock the windows.
- Make one last check to make sure everything is in order (look under desks).
- Turn the lights off and lock the doors.

**Exit Inventory:** Instructors are required to send the Program Manager a completed Equipment Inventory Form no later than seven days following the last class session. This ensures the equipment cabinet is appropriately stocked for the next program session. Have students assist in taking the final inventory during the last week of class. The Form can be sent by fax or email to [instructorpaperwork@bostonreed.com](mailto:instructorpaperwork@bostonreed.com). **Instructors may be subject to disciplinary action if the form is filled out incorrectly or not received on time.**

## Grades & Homework

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Grades and the completion of homework are to be recorded weekly in the online Grade Book. Grading varies by program and is based on homework, quizzes, one midterm exam and a final exam. The Grade Book is located in BRC Online and will automatically calculate student progress and final grades. In addition:

- The Program Manager must be notified that the grade book is complete no later than seven days after each midterm and final examination.
- Instructors are required to verify the completion of student homework. Record 100% for the student who entirely completing a module's homework assignment and 0% for incomplete homework.
- Students are required to score 80% or higher on the midterm and the final exams.
- The instructor, at his or her discretion, may give extra credit points to students who participate regularly or display great practical skills in the classroom. Extra credit up to five percentage points can be added to a student's score on the midterm and final exam (e.g. if a student receives a 75% on a midterm and receives 5% for extra credit, the student will receive a passing grade of 80%).
- If a student does not achieve a score of 80% or higher on the midterm or final exam (including extra credit), the student must retake the examination.
- If a student passes the re-examination, he/she can only receive a maximum score of 80%.
- If the student does not achieve 80% or better on the re-examination (including extra credit), the instructor is required to (1) inform the student that he/she did not meet the academic requirements of the program, and (2) complete an Occurrence Report Form

and include details regarding the student's attendance, behavior, etc.

## Occurrence Reporting

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An Instructor may encounter inappropriate behavior, a situation involving a student or other occurrence that would require BRC notification and formal documentation of the occurrence. Occurrences requiring notification and documentation include but are not limited to:

- Poor class performance
- Excessive absences
- Disruptive behavior
- Negative attitude or disrespect
- Dress code violation
- Accident or injury
- Any safety issue
- Damage to property
- Bloodborne exposure (see protocol below)

**Notification:** Instructors are required to contact the Program Manager by phone to report occurrences. Leave a message if it is after business hours. If there is an emergency or immediate assistance is required, call the Program Manager's cell phone.

**Documenting Occurrences:** Instructors are required to send an Occurrence Report Form by fax or email to the Program Manager no later than 24 hours following an occurrence. Remember that the Occurrence Report Form can be used to support instructor actions if the incident should be brought into question.

**If personal injury is involved, take immediate action as necessary.** Render first aid, secure the safety of the individual(s) involved, refer the individual to their personal physician or call 911.

### **Bloodborne Exposure:**

If a student is exposed to a contaminated needle or is splashed with blood, remain in complete control of the parties involved as well as the classroom. Instruct the student(s) who were involved in the exposure to:

1. Remove gloves and dispose of them properly.
2. Squeeze the puncture site to promote bleeding (if a needle stick).
3. Wash the area well with soap and water.
4. Swab the area with alcohol.

Once these steps have been completed, stop the class and inform the students what has occurred.

If possible, have another instructor explain the accidental stick protocols with the class while you speak in private to the student(s) involved in the exposure. Go over the accidental stick protocols with the class regardless of whether it has been done previously. Sit down with the student(s) involved in the exposure and:

1. Explain the bloodborne protocol and the need to fill out a report.
2. Reassure the students that the risk of harm is minimal, but for their peace of mind and protection, we recommend a blood test to check for HIV, Hepatitis B and Hepatitis C. This determines if the student was previously infected. This does not preclude the student from continuing the class. The student(s) does not have to leave the class for testing, but may do so if they choose to. It is recommended that the student(s) be retested at six weeks, three months, six months and one year.
3. Once again, reassure the student(s) of the minimal risks and advise them that they will have a chance to speak with a doctor and ask any questions that they might have.
4. Refer the student to their private physician. The student is liable for any costs associated with such an injury. Boston Reed does not pay for any associated costs.

Report the incident by filling out the **Bloodborne Exposure Report Form**. Have the report signed by at least two instructors and fax or email it to BRC immediately.

## The Partner School

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**Partner School Requirements:** In most cases, BRC does not manage the facilities where its programs are held. Therefore, instructors are also required to understand and follow the partner school's policies and procedures. The partner school may require an instructor to perform a number of duties including recording attendance in their format or collecting additional forms from students. The partner school contact person and the Program Manager will provide the instructor with any additional requirements by the partner school.

**Partner Site:** Partner sites are all unique. Instructors need to know important information regarding the partner site including whether the class is held on or off-site and how to access the classroom prior to the first day of class. The **Partner Site Checklist** in Documents & Forms will help the instructor obtain important information regarding the partner site and partner school requirements.

# Training

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BRC provides instructors with training and ongoing development to meet the company's educational goals and uphold the company's educational values.

**New Instructors:** New instructors are required to complete a comprehensive three-part training program. Trainings may be previously recorded or held in a live or online format (in no particular order) and cover:

## I. Administrative

- BRC Policies & Procedures
- Instructor administrative requirements

## II. Program Specific (“Curriculum Orientation”)

- The first class meeting
- Module content and presentation

## III. Train the Trainer

- Instructional methods

New instructors will also receive ongoing coaching from the Program Manager or other BRC instructor.

**Instructor Development:** All BRC instructors are required to complete two Faculty Development training sessions annually. The training sessions focus on developing new skills to apply in the classroom. Instructors can fulfill this requirement by:

- Taking an online class provided by BRC
- Taking online or traditional classes approved by BRC
- Requesting credit for classes they are already taking
- Requesting credit for a self-study track
- Attendance at the annual faculty development workshop

**Instructor Workshop:** All instructors are required to attend an annual faculty workshop presented by both inside and outside speakers. The workshop provides an opportunity for faculty to keep abreast of new teaching methods, to exchange feedback and criticism, and to reinforce the faculty's commitment to sound fundamentals and to scholarly excellence.

**Class Observations:** Classes will be observed for monitoring purposes. Observations provide BRC and the instructor valuable feedback to maintain a high level of quality. An unannounced observation can be made by any BRC or partner representative. Observation notes will be shared directly with the instructor. Additional instructor support may be assigned based on performance.

**Student Feedback:** In order to meet the needs of students and to maintain quality, the Program Manager will contact students on an ongoing basis (by phone or online survey) to obtain their feedback. Information provided by students will be shared with instructors for development purposes. Currently, these are the student survey forms used routinely:

- A Classroom Environment Survey is given at the 3-week point
- The Mid-Term Survey gathers student feedback more generally about their experience of instruction.
- An End of Course Survey collects information about student goal attainment and overall satisfaction with the training experience.

Instructors are encouraged to provide students other surveys and questionnaires so that the instructor is constantly aware of the student experience of the class.

## III. Preparing for the First Class Meeting

# Preparing for the First Class Meeting

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This section includes a step-by-step guide on how to prepare for the first class meeting. The steps you will follow will help you stay organized and will also give you a strong foundation to prepare for subsequent classes. It takes approximately 45 minutes to an hour to prepare for each class meeting. If this is your first time teaching the program, your preparation may take longer until you become familiar with the program and materials.

## I. Review all Documents and Handouts:

Most documents for the first class meeting are available in BRC Online. Documents required for the first class meeting include:

- **Roster Verification Form:** You will use this form to record student attendance, assessment scores and tuition collection. *(Provided by email)*
- **Student Handbook:** The Student Handbook covers school policies, college contact information, student success tips, externship information, etc. You will need to review this information with your students on the first day of class.
- **Program Calendar:** You will need to review this information with students on the first day of class. *(Mailed with the student materials)*
- **Student Assignment Sheet:** This sheet gives an overview of the entire program. You will need to review this information with students on the first day of class.

**Student handouts:** Students are required to print and bring their handouts to each class. The instructor's copies of handouts are located in BRC Online. **You will need to print your own copies for subsequent classes. Alternatively, you can display the handouts with the laptop and projector during class.**

## II. Review the Lesson Plan:

The Lesson Plan gives you an outline to guide class instruction and includes the objectives, teaching methods and other important information for a given module. Lesson plans for each module are provided in BRC Online. **You will have to print out the lesson plan for subsequent classes.**

## III. Review the PowerPoint presentation:

The program's CD includes a PowerPoint presentation and a PowerPoint outline for each module unless the program modules are housed in BRC Online. The PowerPoint presentation will be used for classroom lecture. The PowerPoint outline includes three slides per page and can be used to write notes. At a minimum, you should review the slides and determine what areas you need to brush up on before the next class. You may wish to edit slides, for example, to provide a meaningful image that clarifies a concept. Or you may wish to insert additional slides that pose students questions for individual, pair, or group reflection.

## IV. Review the Quiz for the section you will be covering:

Reviewing the quiz will show you where to focus the lecture. Although it is not BRC's policy to teach to the test, the fast-paced nature of the program requires instructors to focus on the areas on which students will be tested. We hope the quiz content coincides with the most important information needed for success on the job.

**V. Review the Book Chapters You Will be Covering:**

Focus on the areas you need to brush up on prior to the lecture. Highlight the areas in the book on which students will be tested. If this is your first or second time teaching the program, you may want to read the chapters in detail. If you have taught the class a few times before and feel comfortable with the information, skim the chapters to refresh your memory. The more comfortable you are with the information, the more confident and authoritative you will appear to students.

**VI. Prepare an Agenda for the Class Meeting:**

Creating a simple agenda for the class meeting will help make sure you stay organized and complete the teaching requirements for the class. Below is a sample agenda for the first class meeting (yours may vary).

- Introduction
- Take attendance and collect tuition
- Share the agenda with the class
- Ice breaker activity
- Break
- Opening session information
- Review Student Handbook
- Begin Module 1

## **IV. The First Class Meeting**

# The First Class Meeting

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The first class meeting begins with taking attendance, collecting tuition (if applicable), reviewing policies and procedures, and beginning Module 1. All students should have completed their preassessment online.

**Arrive at least 30 minutes early to set up the classroom and the laptop and projector.**

The first day of class is usually filled with questions and anxiety. Your students may be nervous about embarking on their new career. They may have some self-doubts and fears. They may also be extremely excited. All of these emotions and many more are normal. To help put students at ease and to make them feel welcome, write the following on the board prior to class:

- A welcome message to the students (This can be as simple as, “Welcome Pharmacy Technician students.” Feel free to write any other positive message or inspirational quote that you think will put students at ease)
- Your name, program name, your email address and your phone number
- The Program Manager's contact information
- An abbreviated agenda from the one you created in the previous section.

**Before all subsequent classes, write your name, program name and the agenda for the day on the board.**

Begin the class promptly at the scheduled class starting time. Everything you do during this first day will set the tone for the rest of the program. If you start this first class late, then you're setting the expectation that it's okay to be late for class. If you are disorganized or unprepared, the students will perceive you that way.

## **I. Introduce Yourself:**

At the class start time, ask everyone to please take a seat. State some preliminary words such as, “Hello. It's so great to see everyone here today. Welcome to the Boston Reed \_\_\_\_\_ program.” Then introduce yourself by stating the following (even if some of the information is already written on the board):

- Your name
- How long you've been teaching the program (Avoid saying it is your first time teaching the program. Emphasize your work experience instead)
- Where you work and your title
- How long you've been in the field
- State that this is a Boston Reed program in partnership with partner school name
- Introduce any additional instructors, assistants or partner school staff who are present (If the partner school requires any additional information or forms to be completed by students, do it now.)

## II. Take Attendance:

Take attendance after you introduce yourself to the students. This gives a few extra minutes for any students having difficulty finding the classroom. Take out the Roster Verification Form and use it to take attendance. Make note of any absences, students who are walk-ins and/or students who should be on the list but are not.

## III. Collect Tuition (if applicable):

Students are aware that they have to pay part of their tuition on the first day of class. Students are also required to pay off their balance in the classroom at the midway point of the program. If you have been instructed by BRC to collect tuition on the first day of class, print out and follow the Tuition Collection Instructions. **Record the collection of student tuition on the Roster Verification Form as you take attendance.**

## IV. Share the Agenda:

Share the agenda with the students. An example would be, "Today we will begin the first lecture. We will cover important information about Boston Reed and begin the first module of the program. You will be dismissed at \_\_\_\_\_ o'clock."

# Preassessments (HOBET)

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Students are aware that this assessment is not intended to filter students out of the program; rather, it is to inform them of their individual strengths and areas for improvement.

## I. Do an Ice Breaker Activity:

Take 15 or 20 minutes for students to learn about each other and for you to learn more about them. The following ice breaker activity will help build a bond between you and your students.

Ask each student to take out one sheet of blank paper and to fold it vertically (on the long side) so they create a tent with the paper. Have them write on one display side of the tent their name and the reason why they are taking this program. They can then prop the tent in front of them on their desk.

Go around the room and have each person stand and tell the class the following information:

- Their name
- Where they are from
- Why they're taking the program

As each person has a turn, feel free to ask a question or two. For example, if someone says they're taking this program because they want to earn more money to buy a new car, ask what kind of car they want. If someone says they are taking the program so they can provide a better future for their kids, ask the names and ages of their kids.

The point is to make students feel that you are taking a personal interest in them. This is important because it builds teacher-student trust and helps form a common bond.

This exercise will be too time consuming for classes with 15 or more students. For larger classes, have students introduce themselves in groups of 3 or 4.

## Module 1

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**Opening Session Information:** After the ice breaker activity, it's time to begin Module 1. During the opening session, you'll be giving students important information about Boston Reed and setting the program structure and student expectations. **While you don't have to recite everything below word-for-word, you should make sure students understand what Boston Reed is, what the program is about, what the students' responsibilities are and what the classroom rules are.**

### I. Describe Boston Reed:

Boston Reed was founded in 1991. BRC is a provider of several healthcare training programs including:

- Administrative Medical Assistant
- Clinical Medical Assistant
- Pharmacy Technician
- Medical Billing and Coding
- Phlebotomy Technician
- EKG Technician
- Optometric Technician
- Electronic Health Records Technician
- Veterinary Assistant

Boston Reed's goal is to provide students with an affordable skills-based training that enables them to make a career change in a relatively short period of time in a dynamic and growing field. By partnering with organizations like adult schools, community colleges, and other healthcare facilities, Boston Reed is able to provide programs like this one at a significant savings.

## II. Describe the Program Structure and Student Requirements:

This is a fast-paced training program. There will be a written and practical midterm in the \_\_\_ module of the program and a written and practical final in the \_\_\_ module of the program (see calendar for dates). You will have quizzes after each module and you may receive a “pop” quiz at any time.

**You are required to download the handouts required for each class session. These are available in BRC Online.**

As a participant in a BRC program, you must be a partner in your training. Your success is not dependent solely on the instructor reciting the program information; rather, your success is dependent on your ability to complete assignments and seek out learning experiences in the classroom. A high school diploma or GED is required for this program, as you will need to perform basic math calculations and read at a 12th grade level. If either of these areas are a problem for you, consider a method for remedial training right away.

**Again, this program is fast-paced and is not designed to provide remedial training in these areas.**

BRC may utilize a variety of instructors, professionals in the field, or speakers to assist you in the completion of the program.

Competency in or completion of a basic computer course is required. If you are not computer-literate, please enroll in a keyboarding or basic computer operations course immediately. Verification will be required prior to externship placement (if applicable).

### **Describe the student requirements for successful completion of the program.**

To pass the program students must:

- Adhere to the guidelines in the Student Handbook
- Successfully complete practical and written mid-term and final examinations, with an average score of 80% or better
- Successfully complete quizzes with a score of 80% or better
- Complete all homework assignments
- Demonstrate competency in the program skill requirements outlined in the externship resource book
- Actively participate in classroom discussions and exercises assigned by the instructor
- Adhere to attendance requirements, including but not exceeding maximum number of absences AND arriving on time, staying until class is dismissed and not leaving during the middle of class
- Uphold financial responsibilities on designated due dates
- Complete externship with a satisfactory or better evaluation

Please refer to your student guidelines for the attendance policy. If you are unable to attend either classroom or practical portions of the program, call the toll free student line at 800-201-1141, option 3, and leave a detailed message. A Boston Reed representative will NOT return your call.

Your final tuition payment will be due the first night of class module \_\_\_ (**see calendar, adult school locations in California only**).

Upon successful completion of this program, you will receive a Certificate of Completion from Boston Reed. Later in the program, we will also discuss any licensing requirements for your profession.

### **III. Explain the Classroom Rules:**

This is a critical step for the instructor and sets the ground rules for subsequent classes. A good way to begin this conversation is to ask the students what they think are some good rules for the classroom. If no one volunteers, suggest a rule, as in, “How about being on time?” This is a good lead-in to discussing the rules and making the students part of the process. The classroom rules include:

- Calculators: Limit student use of calculators at all times. Calculators can be used to verify work only. All problems should be worked out longhand and all work shown. A similar, silent, non-programmable calculator without a fraction key is acceptable. **The use of cell phones as a calculator is prohibited.**
- Cell Phones and Texting: Use of cell phones and/or texting is never permitted in class.
- Homework: Students will have homework every week. They should expect to spend three to five hours per week on homework. Each student is expected to complete all homework. Students will not receive a grade for individual homework assignments.
- Program Manager: Let students know that there is a Program Manager for the class who will deal with any issues, such as date conflicts, books not arriving on time, etc. Additionally, if students have a problem with the class or instructor and don't feel comfortable talking to the instructor, they can contact the Program Manager.

### **IV. Review the Student Handbook:**

Tell the students to take out their Student Handbook. Students should have read this prior to the first day of class. You will cover a number of important areas in the Handbook and the students will sign and hand in the Assumption of Risk Form on the last page. If a student did not bring a copy to class, stress the importance of students' responsibility for printing all materials before coming to class. You can also have that students share with each other or display the handbook with the laptop and projector. Make sure to cover:

- Attendance Policy
- Student Absence
- Grading Policy
- Grounds for Dismissal
- Externship Information (if applicable)

**Have the student sign the Assumption of Risk Form and collect them.** Return the forms to BRC in the envelope provided in your class materials box.

## V. Review the Calendar and Student Assignment Sheet:

**Calendars:** Pass out the Calendars to the students. Make note of important dates including midterm(s), final exam, holidays, etc...

**Student Assignment Sheet:** Students should have their Student Assignment Sheet with them. This sheet gives an overview of the entire program and alerts students to what information they need to prepare for each class, as well as which handouts to print out and bring to class. Review the assignment sheet for Module 2 so students understand how to use it. They will perform subsequent module reviews on their own using their Student Assignment Sheet.

## VI. Make Sure all the Students Have Their Books:

If a student does not have their books inform them to call customer service at 800-201-1141, option 0.

## VII. Begin the PowerPoint Presentation:

As you move into the lecture and PowerPoint section of the class, explain to students that good note taking is essential. How the student chooses to take notes is up to them. Some will write notes on notebook paper while others will highlight text in their book and write notes in the margins.

Explain to students that while all the information is important, you will be stressing the most crucial points and writing key sections or elements on the board. You can even tell them that the points you stress are likely to appear on a quiz, midterm or final exam.

You can choose to expand upon any other PowerPoint slides as you see fit. Since each instructor has a unique background and expertise level, your contributions and discussion points are welcome and encouraged. **Feel free to insert slides into the PowerPoint, for example, to pose discussion questions for students to discuss in small groups. This helps keep students engaged during the hours of class.** Just remember to stay on topic and to cover the critical concepts or information adequately.

After the PowerPoint and lecture are over, assign homework according to the Student Assignment Sheet. All homework should be complete by the start of Module 2.

Ask if students have any questions about the lecture and answer them to the best of your ability.

If you're leading a Saturday class, take a lunch break before going into the second half of the module. If you're leading a two-day class, wrap up for the night and continue with the second half of the module on your next meeting day.

**End of Class:** Ten minutes prior to the scheduled end of class:

- Ask the students if they have any questions.
- Give the students their assignments for the following class.

- Tell the students the day and time of the next class meeting.
- Tell the students they will be taking a quiz at the next class meeting or to complete Quiz 1 in BRC Online prior to the next meeting (depending on your program).
- **Recruit students to assist cleaning up the classroom. Follow the Housekeeping Checklist in the Equipment, Supplies and Storage section.**

**After Class:**

- Perform the roster verification procedure.
- Record attendance in the grade book.

## **V. The Second Class Meeting**

# The Second Class Meeting

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The second class meeting and every meeting there after (except for midterm and final exam dates) will be structured in the same manner. In review, to prepare for the second class meeting and subsequent classes:

- Review all documents and handouts.
- Review the lesson plan.
- Review the PowerPoint presentation.
- Review the quiz for the section you will be covering.
- Review the book chapters you will be covering.
- Prepare an agenda for the class meeting.

## I. Begin the Class:

At the class start time, ask everyone to take their seats so you can begin the class. You have a lot of material to cover, so starting on time is crucial.

Begin by welcoming students back to class. They know they have a quiz to take at the start of each module. While there's no need to do a review of the previous module before the quiz, you can ask if anyone has any questions before the quiz. Keep any answers brief. Direct students back to the textbooks, handouts, or homework questions if needed for more clarification.

**Make sure to share the agenda with the class.**

## II. Administer the Quiz (if applicable):

Pass out the quiz for the completed module. As you distribute the quiz, tell the students the following:

- Have a pen or pencil ready. If you do not have one, please ask your neighbors if they have an extra one you can borrow.
- Clear your desk of all materials other than your pen or pencil.
- No talking is allowed during the quiz.
- Please keep your eyes on your own paper.
- Bring the quiz to the front when you are finished.

Students should complete the quiz in 20 to 25 minutes. If someone is still taking the quiz after 25 minutes, ask him or her to please finish up. Give the student two to three more minutes to complete the quiz.

## III. Grade the Quiz/Review the Online Quiz:

Use the Answer Key located on the program's CD to score the quizzes as they are handed in. For larger classes, have the students score each other's quiz. Make sure no one has his or her own quiz. Everyone should be scoring another student's quiz.

Go over each answer using the answer key for the quiz. As you review the answers, give students the opportunity to challenge the answers. If they disagree with an answer, have them explain why they think their answer is correct. Create an environment of classroom involvement and discussion. This approach helps develop critical thinking skills. If a student makes a good argument and you believe he or she has a valid point, give them the question. However, if their argument is invalid, hold true to the answer in the answer key.

Once you've gone through all the questions, have the students calculate the percentage grade based on how many questions are answered correctly. Do an example for the students. For example, if someone got 23 out of 25 questions correct, then they're grade is a 92% (23 divided by 25). As a side benefit, this helps students reinforce their mathematical percentage skills.

Have each student write the grade on the quiz and then pass the quizzes back to you so you can record them. While you record the grades, do a quick scan of the quizzes and grades to catch any student errors.

The total time to go over the quizzes is approximately 10 minutes.

**Homework:** During the break, post the homework answers from the previous module on the screen. The homework answers can be found on the program's CD. There is no need to grade the homework. Simply view and record in the grade book that students have completed it. Tell the students to take two minutes to compare their answers to the posted ones. If anyone has questions, invite them to speak to you during the break.

**Lecture and Handouts:** Presenting the PowerPoint presentations and going over class handouts follows the same format as described in the previous section. Students should come to class prepared with the handouts and ready to move into the new materials. If any students are unprepared, remind them the importance of reviewing the Student Assignment Sheet and coming to class with the necessary materials. If a student is continually unprepared despite your warnings, notify your Program Manager.