

## PTA 205L PT Interventions – Complex Medical Dysfunctions Lab

### Winter 2011 – CRN 32690

Tentative Syllabus- Subject to change as needed by the instructors

#### Accessibility Notice

If you need support or assistance because of a disability, you may be eligible for academic accommodations through Disability Services. For more information, contact Disability Services at (541) 463-5150 (voice) or 463-3079 (TTY), or stop by Building 1, Room 218.

#### Catalog Description

This co-requisite lab for PTA 205 allows for practical application of physical therapy interventions related to complex medical conditions, including biofeedback, external compression, chest percussion, pulmonary drainage, positioning for pressure relief, advanced infection control, prosthetic training and wound care. Issues regarding patient communication, safety, integration of the health care team, and tests and measures for this patient population are covered. May be offered through distance learning or in a format including some online instruction. 2 Credit hours.

#### Instructors and Lab Contact Information

<b>Course Prefix, Number, Section, PS Class #</b>	PTA 205L, 32690
<b>Credits</b>	2 laboratory/ 60 - 72 contact hours)
<b>Instructors</b>	Beth Thorpe, BS, PTA  Brian Wilkinson, DPT  Christina Howard, MPT
<b>Instructor's E-mail Address</b>	<a href="mailto:thorpeb@lanecc.edu">thorpeb@lanecc.edu</a>  <a href="mailto:howardc@lanecc.edu">howardc@lanecc.edu</a>  <a href="mailto:wilkinsonb@lanecc.edu">wilkinsonb@lanecc.edu</a>
<b>Course/Faculty Website</b>	<a href="http://media.lanecc.edu/users/howardc/PTA205L">http://media.lanecc.edu/users/howardc/PTA205L</a>

**Office Number** Building 30  
**Office Hours** W, 10-11; Th 9:30-11:30 (lab); by appointment  
**Office Phone** (541)463-5764  
 (541)463-5167 – Divisional Office – (call to reach instructors during lab instruction time)  
**Beginning Date** 09/26/2010  
**Meeting Times/Location** Monday 8-5, weeks 1-2, and weeks 10-11, Building 30, Room 122.  
 Lab Final Tuesday, Week 11.

Moodle attendance at least 2 times a week Weeks 1-11.

Voice mail responses: Students can expect to receive a returned phone call from the instructor(s) within 24 business hours. For more immediate response, students should call the HP Department, 541-463-5167.

Email responses: Email responses to students are completed same day by 10:00pm, Monday through Friday. Weekend responses are at the discretion of the instructors.

### Prerequisites or Co-requisites

Prerequisites: Admission to the Physical Therapist Assistant Program and completion of PTA 104, PTA 104L, PTA 133 and PTA 133L with a grade of "C" or better or instructor permission.

Co-requisites: PTA 205

Required Texts
Barbara Behrens & Susan Michlovitz, <i>Physical Agents: Theory and Practice</i> . 2 <sup>nd</sup> Edition. F.A. Davis Company.
Michelle Cameron & Linda Monroe, <i>Physical Rehabilitation: Evidence-Based Examination, Evaluation, and Intervention</i> . 1st edition. Saunders Elsevier.
Carol Davis. <i>Patient Practioner Interaction</i> . 4 <sup>th</sup> edition. SLACK, Inc.
Carolyn Kisner & Lynn Allen Colby. <i>Therapeutic Exercise</i> . 5th edition. F.A. Davis
Frank Pierson & Sheryl Fairchild. <i>Principles and Techniques of Patient Care</i> . 1st edition. Saunders Elsevier
Darcy Umphred & Constance Carlson, <i>Neurorehabilitation for the Physical Therapist Assistant</i> . 1st edition. SLACK Inc.

## Course Outcomes

The successful student will be able to achieve the following course objectives. Specific lesson level objectives are included in weekly Moodle resources. One or more of the following assessments will verify course outcomes:

### Safety

OUTCOME	ASSESSMENT
Demonstrate precautions and techniques to ensure protection of self and patient during simulated patient care activities	Skill check, laboratory examination
Demonstrate safe and effective technique during case-simulation, skill checks, and practical examination for lesson topics posted on the class schedule	In-class activities and supervised practice, skill check, laboratory examination
Disinfect treatment tables and table tops according to classroom schedule	In-class activities

### Professional Conduct and Behavior

OUTCOME	ASSESSMENT
Demonstrate reliability by meeting participation standards	Professionalism and Attendance Rubric
Sign into course at least twice a week	Moodle activity reports
Completes on-line assignments completely and on-time; Initiates discussions with classmates	Professionalism and Attendance Rubric; Moodle assignment activity logs
Demonstrate informed consent and protection of patient privacy during laboratory activities	Laboratory activities and examination, skill checks
Accepts constructive feedback and seeks opportunities to improve clinical skills/treatment planning	Laboratory activities and examination, skill checks
Reflects on clinical problem-solving skills and judgment	Laboratory activities and examination, skill checks

### Technology and Computer Literacy

OUTCOME	ASSESSMENT
Use technology appropriately, efficiently, and effectively for course assignments, self-assessments, and peer and instructor communication	Moodle message logs, uploaded assignments; Moodle activity reports

Demonstrates knowledge and understanding of the college and program Appropriate Use Policy for computer use and electronic communications.	Moodle activity reports; Moodle message logs
Communicate with instructors and classmates synchronously and asynchronously through email and the college course management system	Moodle message system; Professionalism and Attendance Rubric
Use laboratory equipment appropriately, efficiently, and effectively for course activities and self-assessments during practice and case simulations	Policies and procedures for laboratory conduct and lab use; safety policies followed in laboratory; skill checks

## Communication

OUTCOME	ASSESSMENT
Document accurate and thorough treatment information for course specific patient case simulations using SOAP and proper medical format.	Documentation Criteria Rubric; written assignments and examination; laboratory activities and laboratory practical
Demonstrate effective written, oral, and non-verbal communication in classroom assignments and practical examinations	Skill check, laboratory examination, discussion forums
Discuss rationale for selected physical therapy interventions	In-class activities; Laboratory Examination
Discuss reasons to withhold or modify selected interventions within the plan of care	In-class activities; Laboratory Examination
Respond appropriately to a patient with complex medical dysfunctions	Pre-lab assignments, Laboratory Manual activities

## Individual and Cultural Differences

OUTCOME	ASSESSMENT
Identifies and responds to various individual and cultural differences, i.e. deafness, non-English speaking, etc. in simulated patient scenario with respect.	Written assignments and examination; case simulation
Reflect on values around death and dying	Laboratory Manual Activities and/or forum discussion
Discuss barriers and biases regarding HIV infection	Forum discussion

## Interventions

OUTCOMES	ASSESSMENT
Instruct a patient with complex medical conditions in energy conservation techniques for the home setting during a case simulation	In-class case study activity
Document signs and symptoms of cardiovascular endurance during a home-simulation functional activity.	In-class case study activity
Perform manual techniques for manual lymphatic drainage during a case-simulation.	Laboratory activity
Apply compression garments for lymphatic edema management during a case simulation.	Skill Check
Measure and record limb length and girth, including unit conversions, before and after compression garment application during a student simulation.	Laboratory activity
Instructs and documents caregiver instruction in ROM techniques prior to splint application in a patient with a complex medical conditions.	Laboratory exam and/or laboratory activity
Assesses and documents a caregiver's ability to correctly and safely apply an upper/lower extremity splint and/or prosthetic during a case-simulation.	Laboratory exam and/or Amputee laboratory activity
Communicate changes in skin condition during prosthetic gait training to the supervising PT during a case simulation.	Amputee Laboratory activity
Describe gait deviations that may indicate a need for improved prosthetic fit and communicate findings to the supervising physical therapist.	Amputee Laboratory activity
Instruct and document a patient's level of independence with stump compression and care during a case simulation.	Amputee Laboratory activity
Assesses and documents wound attributes during a case simulation.	Laboratory exam and/or laboratory activity
Perform and instruct a patient in self-care teaching guidelines for skin and wound assessment.	Laboratory exam and/or laboratory activity
Practice sterile technique with any wound contact	Skill check
Safely and correctly apply, change and remove a dressing during a case simulation using sterile technique.	Skill check
Describe interdisciplinary treatment and discharge	Amputee Laboratory Activity

planning for a complex medical patient during a case-simulation.	
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### Clinical Problem Solving and Judgment

OUTCOME	ASSESSMENT
Document clinical wound measurement, wound characteristics, functional mobility status and outcomes of patient education in self-management for coordination of discharge planning with the interdisciplinary team and the supervising PT.	Laboratory activities, laboratory exam
Select and apply physical agents during a case simulation for a wound patient	Laboratory activities, laboratory exam
Communicates understanding of the rationale for PT interventions for a patient with a complex medical condition through case study activities and analysis.	Laboratory activities and skill checks
Selects, applies, modifies, and assesses patient response and progression through the plan of care (including discharge planning) and communicates patient status to the supervising PT for a patient with a complex medical dysfunction in the acute setting.	In-class case study, and/or laboratory exam
Selects, applies, modifies, and assesses patient response and progression through the plan of care (including discharge planning) and communicates patient status to the supervising PT for a patient with a complex medical dysfunction in the SNF, sub-acute setting, or long-term care setting	In-class case study, and/or laboratory exam
Selects, applies, modifies, and assesses patient response and progression through the plan of care (including discharge planning) and communicates patient status to the supervising PT for a patient with a complex medical dysfunction in the outpatient or home health or outpatient setting.	In-class case study, and/or laboratory exam
Analyzes case study interventions and provides feedback for elements of organization, clarity, and clinical decision-making elements	In-class case study, and/or laboratory exam
Research and present appropriate referrals for physical therapy for a patient with a complex medical diagnosis	Co-op Handout

## Informed Consent

### Hybrid Design

This lab course is a hybrid design with both face-to-face and distance learning components. In order to meet course objectives and provide evidence of sufficient contact hours of instruction, there will be assigned project-based activities outside of scheduled lab hours. Students will be given at least two weeks notice if there are face-to-face class activities that are required beyond our scheduled in-class time.

### Technology Requirements

Students are expected to have access to an internet connection (preferably high speed), be able to send and receive email, be able to send and receive email attachments, download applications, and view videos linked within lessons. Specific course requirements include:

Computer with personal access to the Internet (e.g., computer with a modem, or cable modem connection).

An e-mail account.

Web-browser software

For PC: Windows 98 operating system or higher

For Macintosh: OS9 operating system or higher

The latest virus-checking software

Microsoft Office software

iTunes

Some web sites require additional software programs for your web browser called "plugins" that enable your browser to display various audio, video, or graphics. Some of these utilities are:

Adobe Acrobat Reader (for PDF files)

Quicktime digital media player

RealPlayer digital media player

Macromedia Shockwave Player

WSFTP Free Version

PowerPoint Viewer

Technology can have its challenges, so please take a moment to access the [Student Help Desk](#) at the college and use this resource when you have questions or challenges with Moodle.

### Manual contact participation

This course requires a high level of touch as it deals with the actual delivery of physical therapy treatments and procedures while in class. Clinical considerations for cases of

physical, mental, emotional, and/or sexual abuse will be discussed on-line and in face-to-face formats.

All students are expected to actively participate in the delivery and reception of such modalities and procedures as: external compression, electrical stimulation, exercise instruction, dressing changes, skin inspections, and transfer training.

Anyone with physical contraindications to the reception of any modality or procedure in this course has the responsibility to notify the instructor before acting as a patient for a fellow student.

A high level of professionalism and respect is expected this class. Anyone who feels compromised by a fellow student or instructor has the responsibility to discuss the situation with the parties involved at an appropriate time and location. Students with apprehension regarding communication style, amount of touch required, given, or received, or with apprehensions regarding the delivery of modalities to fellow students has the responsibility to talk to the instructor or Program Coordinator at an appropriate time and location.

## **Personal Care**

### **Dress**

Shorts (running, short-legged) for men and women and halter or jog bras for women are the appropriate lab attire for all lab courses. Access to the trunk, low back, shoulders, and extremities are required for certain activities. Sweats may be worn over lab clothing when not playing the role of a patient.

Recommended shoes are to be closed toe and heel and of low height sole and heel. No flip flops or sandals without a back strap. Shoes may be removed when simulating the role of the patient. Hair will be worn up or pulled back off the face during all lab sessions. Jewelry shall be simple - dangling earrings, bracelets, necklaces, caps and hats are not allowed.

### **Hygiene**

Good personal hygiene is a must and should include the avoidance of an excessive amount of perfumes, sprays, colognes, strong breath smells resulting from smoking or eating certain foods, smoky clothing, etc. Gum chewing is not allowed.

## **Equipment and Lab Practice Rules**

### **Laboratory Requirements**

All students are expected to abide by the rules of the lab. Safety is the most important consideration. When in doubt, ask your instructor(s). No one is to leave the lab until it is in order. Students are responsible for straightening the lab area and returning all equipment to its proper place at the conclusion of each lab session.



## Equipment Operation

During any open lab time or any lab time in which the assigned activities have been completed, the students are encouraged to practice treatment procedures that have been previously covered in class. The students may not operate equipment that has not been introduced in class discussion. Any broken equipment shall be reported immediately, promptly tagged, and placed out of commission.

All equipment will be handled with care and respect. The appropriate machine instruction booklet (when available) will be read prior to the use of any machine.

## Additional Lab Practice

The lab area will be available to students outside of class time since there are many skills and techniques to be mastered during the course. Immediate supervision will not be available. An instructor will be available Thursdays from 9:30 to 11:30am.

The lab is not available on holidays, or immediately prior to lab tests. Any use of the lab space after 6pm on weekdays or during weekends must include notification of campus Public Safety officers. Any request for supervised lab times other than the scheduled time must be presented to the instructor in advance. All clinic rules apply during lab practice.

## Grading Policies

Grades are based on the following:

Course Percentage	Activity
5%	Professionalism and Attendance (lab, Moodle)
25%	Pre-Lab Quiz/Assignments
15%	Graded Assignments
30%	Skill Checks
25%	Laboratory Case Study Examination

Laboratory grades are based on attendance, quality of participation in on-line and face-to-face instructional activities, safety, skill check criteria, and professionalism. To obtain full credit for Moodle professionalism and attendance, students must actively engage in classroom discussions and activities, ask questions to clarify concepts in which the student may need additional instruction, check the Moodle forums regularly, download and print necessary materials from the web, and submit any assignments online as required. Student engagement is evaluated at the discretion of the instructor.

Student must who do not earn 70% of all points in each course activity category will receive < 'C' grade. A grade of 'C' or higher is required to pass the course. There is no option to change grading basis for this course to pass(P)/no pass(NP).

The instructors may assign additional activities. In such case, students will be informed of any additional requirements and how those requirements will be included when calculating the final grade for the course.

### **Professionalism and Attendance**

Lateness/tardiness is unacceptable behavior in the classroom as well as in the clinic. All assignments are to be submitted on time. If an assignment is submitted after the due date, it will be graded and the final grade will be lowered 15% for each calendar day the assignment is late. No assignments will be accepted later than 3 days past the original due date without prior approval by the instructor. Deadlines and due dates are available on the Moodle course calendar.

**The health professions (HP) office phone is 541-463-5167. Call the HP office to reach instructors during instructional time.**

Do not come to class if you have a fever >100 degrees Fahrenheit. Send instructors a message (telephone or electronic) regarding the nature of your absence so that we can make arrangements to make up work and practice.

**Snow or Ice:** When bad weather strikes, check <http://mylane.lanecc.edu> or call 541-463-3000 to find out about college closures or delays. KLCC (89.7 FM) broadcast closure information Closure notices also will be posted on the local school closure website at [www.valleyinfo.net](http://www.valleyinfo.net)

It is up to the instructor to determine the nature and amount of make-up activities and face-to-face practice time due to any scheduled or unscheduled absence.

#### Grading Criteria for Lab Professionalism and Attendance

50/50 😊

Dressed appropriately for all lab sessions

Present and punctual for all class and lab sessions

Prepared for all class and lab sessions (reading assignments, practicing skills, and participating in class/lab discussions).

Asked or answered questions 90% of class sessions

Demonstrated active listening and thoughtful speaking in all class sessions

Demonstrated consistent professional behaviors (i.e. notifies instructor before class if absent or late, respectful, accepts constructive feedback, accepts responsibility for own learning).

Completed all written assignments on time and completely

42/50 😊

Dressed appropriately for all but one lab session

Absent one time, notified instructor before class began, made up all assignments

Late or left early <=2 times, notified instructor before class began/ended

Prepared for 90% class and lab sessions by reading assignments, practicing skills, and participating in class/lab discussions.

Asked or answered questions 80% of class sessions  
Demonstrated active listening and thoughtful speaking in all class sessions  
Demonstrated consistent professional behaviors most of the time (i.e. notifies instructor before class if absent or late, respectful, accepts constructive feedback, accepts responsibility for own learning).  
Completed 90% written assignments on time and completely.

35/50 😊

Dressed appropriately for all but two lab sessions  
Absent two times, notified instructor before class began, made up 50% of all assignments  
Late or left early 3 times, notified instructor before class began/ended  
Prepared for 80% class and lab sessions by reading assignments, practicing skills, and participating in class/lab discussions.  
Asked or answered questions 60-70% of class sessions  
Demonstrated active listening and thoughtful speaking in most class sessions  
Demonstrated consistent professional behaviors most of the time (i.e. notifies instructor before class if absent or late, respectful, accepts constructive feedback, accepts responsibility for own learning).  
Completed 60-80% written assignments on time and completely.

20/50 😞

Dressed appropriately for all but three lab sessions  
Absent three times, notified instructor for some but not all absences, no make up assignments completed  
Late or left early 4 times, notified instructor for some but not all of the times  
Prepared some of the time, frequently not prepared for questions, discussions, small group work, etc.  
Asked or answered questions less than 50% of class sessions  
Demonstrated active listening and thoughtful speaking inconsistently  
Demonstrated consistent professional behaviors inconsistently  
Completed  $\leq 50\%$  written assignments on time and completely.

10/50 🙄

Dressed appropriately for all but four or more lab sessions  
Absent  $>3$  times, did not notify instructor before class began, made up no assignments  
Late or left early  $>4$  times, did not notify instructor before class began/ended  
Frequently not prepared for class and lab sessions  
Asked or answered questions less than 30% of class sessions  
Consistently demonstrated lack of active listening and thoughtful speaking in most class sessions  
Consistently demonstrated lack of professional behaviors

## Critical Safety Elements

### Red Flags are Critical Safety Elements

Students must demonstrate competency in identified patient safety skills during skill checks and formal assessments. Failure to demonstrate a critical safety element according to the skill check/lab assessment will result in automatic failure of the skill check/assessment. Critical Safety elements for skill checks include, but are not limited to:

- safety belts used
- wheelchairs locked
- foot rests lifted
- good body mechanics
- bed locked
- wash or sanitize hands before and after patient contact, hands on patient and,
- alert to patient's response; vital sign monitoring

### Skill Check Grading

Students will show evidence of basic competency in delivering skills taught in class before completing a formal lab test that includes the skill. Students are responsible for approaching the instructor to have the skills observed and evaluated as being competent level according to the PTA 205L schedule. If competency is not achieved during the initial skill check, the student must continue to practice and request a repeat skill check. If students are absent, perform at a sub-proficient level, or are unable to complete the skill check in the allotted time, the skills will not be re-scored. Rather, the skills will be repeated until proficiency is attained while carrying the earned score for the initial skill check. If a person is absent, a grade of zero will be earned for that skill check (with exceptions according to course Wellness Policy). Scheduled repeats are within a timeframe established by the instructor and at the convenience of the instructor.

No student may participate in a formal lab examination without first completing all skill checks. Students should make use of the skill sheets provided in each corresponding lesson to perform practice and self-evaluation activities during lab practice. Students will receive points based on the performance of the FIRST attempt of the skill check. Scoring criteria is as follows:

<b>80-100% points, 100% on safety criteria</b>	<b>V or V+</b> 😊
<b>70-80%, omissions in safety</b>	<b>V-</b> 😞
<b>&lt;70%, omission in safety</b>	<b>Repeat</b>

## Laboratory Case Study Examination

This is a three-part case study examination completed in lab under supervision.

### Part One: Treatment Planning

Plan a treatment session for an assigned case study. Predict the expected patient response based on the clinical case through application of theoretical and practical knowledge from the course. After turning in your treatment plan, modify and/or

progress the treatment plan based on communication from the supervising PT and the patient response (provided to you by the instructor).

#### Part Two: Analysis and Feedback

Submitted Treatment Plans (see Part One) are anonymously exchanged with classmates. Students will analyze and evaluate the Treatment Plan utilizing the PTA Problem-Solving Algorithm. Students will rate the Treatment Plan based on clarity, professional language, inclusion of any probable precautions, inclusion of a detailed supply list, and appropriate treatment response. Students will provide specific, constructive feedback which includes demonstrates proficiency in applying the PTA Problem-Solving Algorithm, theoretical knowledge and proficiency in the various activities learned in lab.

#### Part Three: Integration and Self-Assessment

Students review anonymous analysis and feedback (Part Two) and self-assess thoroughness of Treatment Plan (Part One) based on feedback. Students revise and/or defend treatment planning after reviewing feedback.

The instructors will assign case studies at the start of the final exam time, week 11. Final exam case study grades are based on quality and thoroughness of treatment planning (as evaluated by instructor), thoroughness of peer case analysis, and self-assessment. The instructor assigns the final grade. A grade of no less than 70% of the total for the exam is required to pass the course. Students may re-take the final exam once. The initial exam is the scored attempt. Students may also be required to perform remedial study, assigned by the instructor, prior to retaking a laboratory exam. This may include, but not be limited to, a peer evaluation of competency performance.

Make-up tests are allowed under extenuating circumstances of a medical nature.

### **Guidelines for Documentation**

Students will be provided guidelines for documentation on each skill check and practical examination.