

PT 435: INTRODUCTION TO PATIENT/CLIENT CARE AND INTERVENTIONS

DESCRIPTION: Basic physical therapy patient care skills addressing multiple areas of the physical therapy practice. A sample of topics address injury to the integument, select interventions for all patients, positioning of patients, vital signs, aseptic technique, and basic wheelchair techniques. Laboratory.

DEPARTMENT OF PHYSICAL THERAPY

INSTRUCTOR(S): Emily Henneman, PT, DPT; Sue Jenó, PT, PhD; Rachel Bothun, PT, DPT; Ricky Morgan PT, DPT.

CREDIT HOURS: Four (4) credit hours

CLOCK HOURS: Lecture/Lab: Tuesday 3-5 pm; Thursday 1-5 pm (see course schedule)

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to complete the following objectives in the elements of patient/client management:

1. Demonstrate professional communication skills in lecture, laboratory, written, and practical exams.
2. Demonstrate therapeutic massage techniques.
 - A) Demonstrate proper draping and positioning of the patient.
 - B) Select proper media for the massage type.
 - C) Demonstrate appropriate techniques used for the type of massage.
 - D) Discuss indications and contraindications for massage.
3. Demonstrate appropriate wheelchair measurement and use
 - A) Students will demonstrate basic wheelchair measurement using a tape measure.
 - B) Identify wheelchair options for a few medical diagnoses. This may include, but is not limited to, appropriate seating system, size of wheelchair frame, types of w/c propulsion, reimbursement.
 - C) Students will demonstrate the knowledge and skill to maneuver a wheelchair within various settings.
 - D) After performing a **wheelchair excursion into the community, students will write a 2 page reflective paper on the wheelchair experience.** The paper will incorporate an assessment of wheelchair accessibility into the home and identification of at least one obstacle in the community. Students will provide descriptions of personal feelings and physical barriers encountered during the excursion.
4. Identify function, indications/contraindications and safe patient handling for a variety of medical equipment within a simulated acute care setting.
5. Demonstrate appropriate applications of passive and active-assistive range of motion techniques.
6. Describe the basic principles underlying control of heart rate, blood pressure, and respiratory rate.
7. Correctly perform and interpret the vital sign measurements of heart rate, respiratory rate, blood pressure, pulse oximetry, and spirometry relative to resting and physical activity, health status, and safety.
8. Demonstrate appropriate technique for auscultation of heart and lung sounds.
9. Demonstrate appropriate examination, evaluation, prognosis, plan of care, and interventions for transfers/moving & lifting.
 - A) discuss the importance of safe transfers and the factors that a physical therapist considers in determining a correct type of transfer within a client's plan of care.
 - B) using proper body mechanics, perform a selection of transfer types on peers.
 - C) examine and evaluate body mechanics of peers while performing transfers.
 - D) perform a hydraulic lift transfer and determine its advantages/disadvantages over a manual transfer
 - E) describe and/or demonstrate the most appropriate type of transfer for case study clients with various impairments. Provide alternatives when the most appropriate transfer technique is not feasible
 - F) discuss appropriate delegation to support personnel based on professional, ethical, and legal requirements

10. Demonstrate appropriate examination, evaluation, prognosis, plan of care, and intervention for assistive gait activities. The student will demonstrate this objective by:
 - A) identifying various ambulation aides and discuss the advantages/disadvantages of each within the clients specific plan of care
 - B) demonstrate the ability to measure a client for ambulation aides
 - C) prescribing an appropriate gait pattern and assistive device for client/patient scenarios
 - D) discussing examination & evaluation of client's self-care and home management
 - E) demonstrate proper technique for assisted ambulation
 - F) demonstrate the ability to instruct clients/patients in proper gait patterns as well as use of ambulation aides for gait and transfers.
 - G) demonstrating the ability to examine and evaluate body mechanics of the client and PT
 - H) modifying interventions based on progress toward attainment of goals and outcomes.
11. Demonstrate knowledge of microbial transmission, infectious processes, and aseptic technique. To demonstrate this ability, the student will be able to:
 - A) define bloodborne pathogens, infectious transmission, and specific disease(s) related to bloodborne pathogens
 - B) define sepsis and asepsis, and describe the infection process
 - C) discuss the difference between clean and sterile
 - D) correctly utilize a sterile tray, personal protective equipment (PPE), and clean and/or sterile supplies during simulated PT intervention(s)
12. Demonstrate knowledge of various types of isolation procedures. To demonstrate this ability, the student will be able to:
 - A) discuss standard precautions, identify when the procedures are utilized, and demonstrate appropriate procedures
 - B) demonstrate the proper entrance and exit procedures for strict isolation and for working with an immunocompromised client
 - C) understand and display a knowledge of contact, airborne, and droplet isolation including specific disease examples for each level of protection and personal protective equipment
13. Discuss preferred practice patterns for prevention/risk factor reduction and impaired integrity of the integumentary system based on clinical decision making, research, ethical, legal, and professional standards.
 - A) discuss and implement prevention/risk factor reduction within a comprehensive plan of care
 - B) identify and classify wounds when presented with written or visual examples
 - C) discuss and demonstrate wound examination and evaluation
 - D) determine various modalities most appropriate for wound cleansing and intervention
 - E) discuss and identify appropriate wound dressing options
 - F) discuss the role of CPM, orthopedic traction, specialized beds, and wheelchair cushions in the management of wounds and surgical procedures
14. Perform an examination and evaluation of the integumentary system to determine appropriate physical therapy diagnosis and intervention including:
 - A) description of gross anatomical components and relationships along with cellular function as they relate to the examination, evaluation, diagnosis, and prognosis of the client
 - B) description of cellular response to injury and associated inflammation, repair, and regeneration; including interventions/factors which augment or attenuate healing
 - C) performing specific techniques of circulatory special tests, observation, wound measurement, and wound staging
 - D) ability to identify conditions of the integumentary system amenable to physical therapy intervention based upon the client's current health status.
 - E) description of medical and surgical interventions used to manage pathological conditions of the integumentary system
 - F) describe indications and contraindications of interventions for the management of wounds and ulcers by physical therapists

15. Determine appropriate physical therapy diagnosis, prognosis, intervention, and outcomes regarding purpose and functions of bandages and other forms of support for the integumentary and musculoskeletal systems based on examination and evaluation findings.
- Including:
- A) demonstrate appropriate basic bandaging based on a clinically relevant problem.
 - B) safe and effective plan of care developed with client goals and outcomes within available resources and expected time constraints.
16. Describe and demonstrate appropriate acute care examination, evaluation, prognosis, diagnosis, intervention, and expected outcomes for postoperative limb amputation in preparation for prosthesis. To demonstrate this ability the student will be able to:
- A) discuss appropriate examination and evaluation testing.
 - B) discuss underlying primary or secondary systems pathology in relation to prognosis and outcomes.
 - C) discuss the various postoperative dressings available to influence residual limb shaping
 - D) discuss & demonstrate proper positioning of the client and residual limb to prevent joint restrictions which may adversely affect prosthesis fitting and use
 - E) demonstrate proper wrapping of the residual limb to provide the best shape of the residual limb for prosthetic fitting
17. Identify medical emergencies and basic emergency first aid and lifesaving techniques. To demonstrate this ability, the student will be able to:
- A) describe what constitutes a medical emergency
 - B) discuss cardiopulmonary resuscitation (CPR) skills applied to respiratory and circulatory emergencies
 - C) discuss the need for hospital emergency planning and demonstrate knowledge of procedures for notification of proper personnel and documentation

COURSE PREREQUISITES:

Registered in Professional Physical Therapy curriculum.

TEACHING METHODS AND CURRICULUM PRACTICE MODEL: Teaching methods in this course include lecture, laboratory, case scenario, and use of reflection. The above objectives contribute to the Practice Model Components of Basic Science; Patient/Client Care: Screening/Evaluation/Progression/Discharge; Patient/Client Care: Physical Therapy Intervention; and Communication. Also addressed are the Components of Specialty Areas/Clientele and the Continuum of Care.

METHODS FOR EVALUATION:

Written examinations may include true/false, multiple choice, multiple-multiple choice, matching, completion, short answer, and/or essay questions. Three (3) written exams and three (3) lab practical examinations are scheduled. Activities using simulators will be utilized. Announced/unannounced quizzes and/or projects may be utilized to facilitate learning of the material.

OUTLINE OF CONTENT AND REQUIRED/RECOMMENDED READINGS:

See attached course content schedule.

EXAMINATIONS:

Students are expected to pass written and laboratory examinations. Passing scores for written and laboratory exams are 76% and 80% respectively. Failure to successfully complete a practical examination will result in one retake examination to demonstrate proficiency. Inability to obtain a passing score on two attempts will result in review by the UND PT Scholastic Standards Committee and possible failure of the course. See the UND-PT *Scholastic Standards* document.

ATTENDANCE:

Class attendance is expected 100% of the time. Students must first attempt to notify the instructor by phone or in person for any absences. The student must also contact the instructor directly through e-mail or written documentation for any absences.

MAKE UP WORK/EXAMINATIONS:

If an absence is anticipated, make up examinations should be completed *prior* to the absence. If an absence is unanticipated, arrangements for make-up examinations must be made *by the student within three days* of the student's return to classes. **Students may be assigned additional coursework for all absences.** Students will not be allowed to make-up in-class quizzes/projects due to an absence.

FINAL GRADE COMPOSITION:

Exam I	15%
Exam II	15%
Exam III (Comprehensive)	25%
Lab Practical I	10%
Lab Practical II	10%
Lab Practical III	15%
Simulation Activities	5%
Attendance/Quizzes/Assignments/WC paper	5%

Final grade will be determined as follows:

90-100%	A
80-89.9%	B
76-79.9%	C
<76%	Unsatisfactory

ACADEMIC INTEGRITY:

In accordance with the rules concerning scholastic dishonesty in the *Code of Student Life** at the University of North Dakota, I affirm that I understand these rules and I agree to comply with them.

I will not:

- receive any additional information or assistance for any exam other than what was provided during class or approved tutor sessions
- copy from another student's test
- collaborate with or seek aid from another student who may have previously taken the exam
- knowingly use, buy, sell, steal, or solicit in whole or in part the contents of any exam
- bribe another person to obtain information about any exam

Department of Physical Therapy Honor Code Pledge:

"Upon my honor as a professional student in the physical therapy program at the University of North Dakota, I pledge that I will not give nor receive unauthorized aid on written examinations, laboratory practical examinations, written assignments, take home assignments or clinical assignments"

Examination disclaimer: "I affirm that I have adhered to the Honor Code in this assignment"

A. Forms of Academic Dishonesty. Academic dishonesty includes, but is not limited to:

- Copying or distributing examination items
- During testing, using crib notes or various forms of technology not authorized by faculty
- Copying another student's written paper or examination, with or without their knowledge
- Helping someone else cheat on a test
- Communicating or collaborating during a test by electronic means such as instant messaging, telephone, texting, smart watches, or social media.

6. Discussing test items or answers (written or laboratory) with students who have not yet taken the examination
7. Cutting and pasting text from any source without giving proper citation to that source
8. Plagiarism of any materials
9. Fabricating or falsifying written materials
10. Falsely reporting information or actions in clinical or classroom laboratories
11. Submitting the same paper, or a substantially similar paper, for the requirements of more than one course without the approval of the instructor(s) concerned
12. Submitting term papers or assignments written by another person
13. Consenting to having one's work used by another student as his or her own
14. Collaborating on a project (in person or via electronic means) when the instructor asked for individual work
15. Using a false excuse to obtain an extension on a due date or delay an examination
16. Depriving other students of necessary course materials by stealing books, periodicals, or other materials from libraries, AV centers, etc.

If problems occur, students are required to work through channels of communication to resolve the problem before going to the chair or dean. The channel is student, instructor, chair, associate dean health sciences, and dean. rev 2/06, 5/06, 5/07, 4/08, 5/09, 5/10, 5/11, 8/13, 8/14, 8/15, 8/16, 8/19

NOTICE OF NONDISCRIMINATION

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

DISABILITY ACCESS STATEMENT:

Contact me, Emily Henneman (office 777-2831, email emily.henneman@und.edu) to request disability accommodations, discuss medical information, or plan for an emergency evacuation. To get confidential guidance and support for disability accommodation requests, students are expected to register with DSS at UND.edu/disability-services 180 McCannel Hall, or 701.777.3425.

REPORTING SEXUAL VIOLENCE: If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu or go to UND.edu/affirmative-action/title-ix.

FACULTY REPORTING OBLIGATIONS REGARDING SEXUAL VIOLENCE: It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at UND.edu/affirmative-action/title-ix.

UND CARES RESPONSE TEAM:

The [UND Cares Response Team](#) is available to assist with incidents involving UND students 24 hours a day, seven days a week. They respond to incidents such as major accidents, missing students, sickness that interferes with attending classes, death, suicidal ideations, situations involving self-harm, psychological trauma and sexual violence. Contact directly at 701.777.2664 during regular business hours OR University Police Department 701.777.3491 after hours.

COVID-19 STATEMENT:

In this course, students are expected to wear face coverings while in the classroom and/or laboratory. Students electing not to comply with these expectations will not be permitted to enter the room. UND strongly encourages all members of the University community, including students, to get vaccinated and model positive behavior both on- and off-campus in order to foster a healthy and safe learning environment for all students. Individuals who would like to discuss disability accommodations regarding face coverings should contact the Disability Services for Students (DSS) office at 701-777-2664 or UND.dss@UND.edu. Individuals who are unable to wear a face covering due to a sincerely held religious belief should contact the UND Equal Opportunity and Title IX Office at 701.777.4171 or UND.affirmativeactionoffice@UND.edu.

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DEPARTMENT OF PHYSICAL THERAPY				
COURSE CONTENT SCHEDULE				
LECTURE/LAB: T 3-5 pm; Th 1-5 pm; ROOM E312				
FACULTY: Emily Henneman, PT, DPT; Sue Jenö, PT, PhD; Rachel Bothun, PT, DPT; Ricky Morgan, PT, DPT				

BLOCK 1	Tues	8/24/21	EH/RB/RM	Course Intro; W/C Excursions	W/C Measurement; Mobility
	Thurs	8/26/21	EH/SJ	Body Mechanics & Positioning	Body Mechanics & Positioning
	Tues	8/31/21	EH/SJ/RB/RM	Range of Motion (PROM & AAROM)	Range of Motion (All)
	Thurs	9/2/21	SJ/RB/RM		Range of Motion (Group A: 1-3pm) Range of Motion (Group B: 3-5pm)
	Tues	9/7/21	EH/SJ/RB/RM	Range of Motion Review/Cases	Range of Motion (All)
	Thurs	9/9/21	EH/RB/RM	Lines & Tubes/Vital Signs	Vital Signs
	Tues	9/14/21	EH/RB/RM	Medical Emergencies/PPE	
	Thurs	9/16/21	EH/SJ/RB/RM	Medical Asepsis	Aseptic Technique
	Tues	9/21/21	EH/SJ/RM	Acute Care Cases	Practical Exam Review
	Thurs	9/23/21	ALL		Practical Exam I
			ALL		Written Exam I

BLOCK 2	Tues	9/28/21	EH/SJ/RB/RM	Transfers	Transfers
	Thurs	9/30/21	EH/SJ/RB/RM		Transfers (Group B: 1-3pm) Transfers (Group A: 3-5pm)
	Tues	10/5/21	EH/SJ/RB/RM	Transfer Cases	
	Thurs	10/7/21	EH/SJ/RB/RM	Gait	Gait: Group A & B
			EH/SJ/RB/RM	Gait	Gait: Groups A (3-5pm)
	Tues	10/12/21	EH/SJ/RB/RM	Gait	Group B
	Thurs	10/14/21	EH/SJ/RB/RM	Gait	Gait: Groups A & B
	Tues	10/19/21	EH/SJ/RM	Gait Cases	Practical Exam Review
	Thurs	10/21/21	ALL		PRACTICAL EXAM 2
					Written Exam 2

BLOCK 3	Tues	10/26/21	EH/SJ/RB/RM	Wound Healing	Acute/Aseptic Technique Review
	Thurs	10/28/21	ALL	SIM CENTER	SIM CENTER SCHEDULE (1-5pm)
	Tues	11/2/21	EH/SJ/RM	Wound assessment	
	Thurs	11/4/21	EH/SJ/RB/RM	Skin/Wound	Theory, Assessment, Intervention, Gauze Bandaging
	Tues	11/9/21	EH/SJ/RB/RM	Skin/Wound	Intervention: Gauze and Elastic Bandaging
	Thurs	11/11/21	NO CLASS		NO CLASS: VETERAN'S DAY
	Tues	11/16/21	EH/SJ/RM	Massage	Massage
	Thurs	11/18/21	SJ/RB/RM		Massage (Group B: 1-3pm) Massage (Group A: 3-5pm)
					Massage (Group A: 3-5pm)
	Tues	11/23/21	EH/SJ/RB/RM	Burn Care	Assessment & Intervention Cases
	Thurs	11/25/21	NO CLASS		NO CLASS: THANKSGIVING DAY
	Tues	11/30/21	EH/SJ/RB/RM	Lymphedema	Lymphedema
	Thurs	12/2/21	EH/SJ/RB/RM		Lymphedema (Group A: 1-3pm) Lymphedema (Group B: 3-5pm)
					Lymphedema (Group B: 3-5pm)
		TBD	ALL		FINAL PRACTICAL
	TBD	ALL		FINAL WRITTEN	