



**ODESSA COLLEGE**  
**Physical Therapist Assistant Program**  
**Fall 2012**

**COURSE SYLLABUS**

<b>Course Number:</b>	PTHA 1405		
<b>Course Title:</b>	<b>Basic Patient Care Skills</b>		
<b>Credit Hours:</b>	3 (1 lec/2 lab)		
<b>Contact Hours:</b>	16 lecture/6 lab		
<b>Prerequisite/s:</b>	BIOL 2401, 2402		
<b>Corequisite/s:</b>	PTHA 1201		
<b>Instructors:</b>	Matt Bertrand (primary)	Tana Pipes	Mikala Reznik-Ratliff
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<b>Office Hours</b>	Matt:	Tana:	Dr. Reznik:
Monday	10:30 – 11:30, 2:30 – 4:30	10:30 – 11:30, 2:30 – 4:30	9:00 – 10:30 am
Tuesday	8:30 9:00, 2:30 – 4:00	1:00 – 3:00	9:30 – 11:00 am      2:30 – 4:30 pm
Wednesday	10:30 – 11:30, 2:30 – 4:30	10:30 – 11:30, 2:30 – 4:30	9:00 – 10:30 am
Thursday	2:30 – 4:30	2:30 – 4:30	9:30 – 11:00 am      2:30 – 4:30 pm

**Course Description:**

The application of basic patient handling, functional skills, communication, and selected data collection techniques. Vital signs, medical asepsis, body mechanics, bed mobility and transfers, pre-ambulation activities, and progressive gait training are studied. (ICOs 1, 2, 3, 4, 5)

**Required Textbooks:**

1. Mobility in Context: Principles of Patient Care Skills, by Johansson and Chinworth 2012
2. Documentation Basics, by Erickson & McKnight; Slack, 2005
3. PTHA 1405 Course Packet for Fall 2012

**Objectives:**

After completing this course, the student should be able to:

- 1.0 Utilize terminology and abbreviations unique to physical therapy.
- 2.0 Understand principles of body mechanics related to safety of patient and caregiver.
- 3.0 Monitor vital signs.
- 4.0 Measure selected anthropometrical characteristics.
- 5.0 Understand principles of patient positioning.
- 6.0 Understand isolation procedures and sterile techniques.
- 7.0 Understand basic wound care, dressing, and bandaging techniques within the plan of care established by the physical therapist.
- 8.0 Understand principles of basic mobility and ADL training within the plan of care established by the physical therapist.
- 9.0 Produce accurate, well-organized progress notes.
- 10.0 Understand principles and application of range of motion exercise within the plan of care established by the physical therapist.

## Competencies:

- 1.0 In order to demonstrate competency in utilizing appropriate terminology and abbreviations unique to physical therapy, the student should be able to:
  - 1.1. Define terminology as presented in class.
  - 1.2. Define abbreviations as presented in class.
- 2.0 To demonstrate competency in understanding body mechanics, the student should be able to:
  - 2.1. \*Describe the principles of proper body mechanics.
  - 2.2. \*Identify proper and faulty body mechanics.
  - 2.3. \*Describe practices that contribute to proper and faulty body mechanics.
  - 2.4. \*Utilize proper body mechanics in all laboratory sessions.
- 3.0 To demonstrate competency in monitoring vital signs, the student should be able to:
  - 3.1. Take accurate measurements of blood pressure, pulse, respiration, and temperature in various positions.
  - 3.2. Record measurements of blood pressure, pulse, respiration and temperature.
  - 3.3. List normal adult ranges for blood pressure, pulse, respiration, and temperature.
  - 3.4. \*Identify and describe factors affecting blood pressure, pulse, respiration, and temperature.
- 4.0 To demonstrate competency in measuring selected anthropometrical characteristics, the student should be able to:
  - 4.1. Take accurate height measurements.
  - 4.2. Take accurate weights.
  - 4.3. Record height measurements and weights.
- 5.0 To demonstrate competency in understanding principles of patient positioning, the student should be able to:
  - 5.1. \*Describe the causes and classifications of decubiti and contractures.
  - 5.2. \*Describe the areas at risk for development of decubiti and contractures.
  - 5.3. \*Identify the types of patients at risk for developing decubiti and contractures.
  - 5.4. \*Describe the rationale for positioning techniques to prevent decubiti and contractures.
  - 5.5. \*Describe selected supportive measures for the prevention of decubiti and contractures to include positioning as well as supportive and protective equipment and supplies.
  - 5.6. \*Describe proper alignment of body parts in supine, prone, sidelying, and sitting positions for the prevention of decubiti and contractures.
  - 5.7. Perform supine, prone, sidelying, and sitting positioning techniques for the prevention of decubiti and contractures.
  - 5.8. \*Describe the rationale for physical therapy treatment positioning techniques.
  - 5.9. \*Perform supine, prone, sidelying, and sitting physical therapy treatment positioning techniques.
- 6.0 To demonstrate competency in understanding isolation and sterile techniques, the student should be able to:
  - 6.1. \*Define and describe standard precautions and isolation and sterile techniques.
  - 6.2. \*Describe the rationale for use of standard precautions and isolation and sterile techniques.
  - 6.3. \*Perform hand washing, set up and maintenance of a sterile field, and gowning and gloving techniques.
- 7.0 To demonstrate competency in understanding of basic wound care, dressing, and bandaging techniques within the plan of care established by the physical therapist, the student should be able to:
  - 7.1. Identify selected types of dressings and bandages.
  - 7.2. \*Describe the rationale for selection of dressings and bandages.
  - 7.3. \*Identify safety factors and precautions related to application and removal of dressings.
  - 7.4. \*Apply and remove selected dressings and bandages.
  - 7.5. Identify other agents used in wound care.
  - 7.6. \*Describe the rationale for selection of other wound care agents.
  - 7.7. \*Describe appropriate use of other wound care agents.
  - 7.8. Define debridement
  - 7.9. \*Describe the rationale for debridement.
  - 7.10. \*Describe differentiation of viable vs. nonviable tissue.

- 7.11. \*List and describe the components necessary for wound care documentation.
- 7.12. \*Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 7.13. \* Describe / discuss the role of wound care in achieving short and long term goals within the plan of care.
- 8.0 To demonstrate competency in understanding principles of basic mobility and ADL training within the plan of care established by the physical therapist, the student should be able to:
  - 8.1. List and define levels of assistance.
  - 8.2. \*Define and describe basic bed mobility skills.
  - 8.3. \*Perform selected basic bed mobility training techniques.
  - 8.4. List and define various transfer techniques.
  - 8.5. \*Describe the rationale for selection of appropriate transfer technique based on patient status.
  - 8.6. \*Select and perform transfer techniques.
  - 8.7. \*Describe use of tilt table for accommodation to the upright position.
  - 8.8. \*Perform selected tilt table activities.
  - 8.9. Identify and correctly manipulate the parts of a wheelchair.
  - 8.10. \*Describe basic wheelchair management techniques.
  - 8.11. \*Describe the rationale for basic wheelchair management techniques.
  - 8.12. \*Perform basic wheelchair techniques and wheelchair mobility training.
  - 8.13. \*Describe the process of measuring for a wheelchair prescription.
  - 8.14. \*Perform measurements for a wheelchair prescription as directed by a supervising physical therapist.
  - 8.15. \*Describe the rationale for preambulation mat activities.
  - 8.16. \*Perform selected preambulation mat activities.
  - 8.17. \*Describe the rationale for progressive gait training and the selection of gait training parameters and techniques.
  - 8.18. \*List assistive devices and describe the rationale for selection of device.
  - 8.19. \*Identify and describe requirements for safe and effective use of assistive devices.
  - 8.20. \*Perform gait training techniques to include instruction in gait pattern and adjustment of assistive device.
  - 8.21. \*List and describe the components necessary for documentation of mobility training to include level of assistance, weight bearing status, transfer type or bed mobility skill, method of wheelchair propulsion, gait pattern, assistive device, surface, and/or distance.
  - 8.22. \*Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
  - 8.23. \*Describe / discuss the role of mobility training in achieving short and long term goals within the plan of care.
- 9.0 To demonstrate competency in producing accurate, well-organized progress notes, the student should be able to:
  - 9.1. Write legibly.
  - 9.2. Use correct spelling and proper grammar.
  - 9.3. Use appropriate terminology, abbreviations, and formats.
  - 9.4. \*Identify the content categories of medical documentation
  - 9.5. \*Sort information into the correct category.
  - 9.6. \*Identify pertinent information for inclusion in a progress note.
  - 9.7. \*Organize pertinent information in a concise, logical manner and write appropriate progress notes.
- 10.0 To demonstrate competency in understanding principles and application of range of motion exercise within the plan of care established by the physical therapist, the student should be able to:
  - 10.1. \*Describe and differentiate different types of range of motion exercises.
  - 10.2. \*Perform selected passive and active-assisted range of motion techniques.
  - 10.3. \*Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
  - 10.4. \*Describe / discuss the role of range of motion exercises in achieving short and long term goals within the plan of care.

*\* Indicates integrated, core curriculum skills (math, reading, communication, technological literacy and/or critical thinking)*

**Methods of Presentation:**

Lectures, demonstrations, laboratory practice, reading assignments, and outside assignments.

**Course Requirements:**

In order to receive credit for this course, all students must:

1. Complete all scheduled unit exams.
2. Complete all lab check-offs.
3. Complete all worksheets.
4. Complete all assigned projects and class presentations.
5. Complete the final exam.

<b>Grade Compilation:</b>	Unit Exams/Quizzes	40%
	Documentation Unit	10%
	Lab Checkoffs/Worksheets	10%
	Final Lab Practical	10%
	Final Exam	30%

<b>Grading Scale:</b>	90-100 = A
	80-89 = B
	70-79 = C
	60-69 = D
	Below 60 = F

*Note: Students must make a minimum grade of C in each PTA course in order to remain in the program.*

**Student Success**

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

**Procedure for Requesting Special Accommodations**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If the student has any special needs or issues pertaining to access to and participation in any class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

Physical therapist assistant students with a disability who request reasonable accommodations should meet with the Program Director no later than the first week of classes. Reasonable accommodations will be provided as authorized by the Office of Disability Services as long as the ability to meet course requirements is not compromised. Physical Therapist Assistant faculty provide no accommodations without authorization. It is the student's responsibility to be a self-advocate when requesting accommodations. The student will need to meet with each course instructor at the beginning of class to discuss the particular accommodation needed. Documentation of special needs will be maintained in the student's file.

**Professional Behavior:**

Professional behavior is absolutely essential both while the individual is a student in this program as well as after graduation. The Professional Behaviors Assessment form provides a standard for behavior and a mechanism for self-assessment by the student as well as assessment by faculty during the academic component of the program. If a faculty member observes consistent failure to demonstrate acceptable professional behavior by a student, the faculty member will utilize the assessment form as a tool for counseling the student. **Failure to respond appropriately to counseling regarding professional behaviors will result in dismissal from the program.**

**Attendance:**

Regular attendance at lecture and lab is essential and has a direct effect on the final grade that a student earns in class. Non-attendance on the part of a student may result in grade penalty or may lead to dismissal from the program.

A student should attend all lecture and laboratory sessions. Habitual or patterned absenteeism in lecture or lab will not be tolerated. As soon as such a problem is identified, the student will be required to meet with the faculty to determine a course of action and, if the problem is not corrected, the student will be subject to dismissal from the program. Absences in laboratory sessions are particularly problematic because of the lost opportunity to practice skills; therefore, students will be penalized for missing more than one lab session per semester. Should a student miss more than one lab session, one point for each missed session will be deducted from the final course grade.

All absences must be reported to the appropriate faculty member prior to the start of class. If the faculty member cannot be reached directly, a voice mail message may be left. Failure to notify the faculty prior to an absence will affect the student's Professional Behaviors Assessment.

**Acceptance of Late Assignments:**

Projects or outside assignments are due at the beginning of class on the assigned due date. Late papers will receive a 5% per day grade penalty. This penalty will continue to be assessed each day the assignment is not turned in.

**Missing an Exam:**

Exams are defined as formally scheduled examinations covering a major portion of the course content and cumulatively comprising a relatively large percentage of the overall grade for a course. Every effort should be made by the student to be present for all exams. If it is necessary for a student to miss an exam, the instructor must be notified prior to the scheduled exam time and arrangements must be made for make-up. It is the instructor's option to give the same exam as the one missed or a different exam over the same content. If the exam is not made up within one class day, a 5% per day penalty will be assessed each day the exam is not taken.

**Expectations for Engagement – Online Learning**

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

**Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
  - getting "kicked off" of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - access my course several times during the week to keep up with assignments and announcements.

#### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and

- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
    - return classroom activities and homework within one week of the due date and
    - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

#### Laboratory Check-offs:

Laboratory check-offs are formal procedures in which students must perform selected skills to a predetermined minimum level of competence. Students receive skills check-off sheets on which all expected performance elements are listed. Critical safety elements that, if not performed correctly will result in failure, are identified with an asterisk. All check-offs must be passed in order for students to pass the course. If a check-off is failed, students must repeat it; students are allowed three attempts to pass a check-off and will receive a maximum grade of 70 on a repeated check-off. If a student is not successful within the allowed number of repeats, the student will not be allowed to complete the course and will be withdrawn from the PTA Program.

#### Quizzes:

All quizzes given, whether scheduled or given unannounced, may not be rescheduled if missed. A zero will be the grade recorded for an unexcused missed quiz. All quizzes will be averaged together to obtain a percentage of the final class grade. Any exceptions to this policy will be announced in class.

#### Documentation Unit:

The documentation unit will be taught utilizing face-to-face instruction augmented by Blackboard. Students will be required to access Blackboard to obtain instructions and written assignments. The written assignments will be submitted on Blackboard. The documentation unit grade will consist of grades on the written assignments as well as a class participation grade and comprises ten percent of the final course grade. Further instructions will be provided in class and on Blackboard.

**Course Outline:**

- I. BODY MECHANICS
  - A. Why should anyone care about this?
  - B. Why body mechanics is important
  - C. Basic Anatomy
  - D. Care of the Back--Postural
  - E. Body Mechanics
- II. MEASUREMENTS
  - A. VITAL SIGNS
    - 1. Four Cardinal Signs (brain stem functions)
    - 2. Reasons for Monitoring Vital Signs
    - 3. Temperature
    - 4. Pulse
    - 5. Respiration
    - 6. Blood Pressure
    - 7. Important parameters to remember
  - B. ANTHROPOMETRIC MEASUREMENTS
    - 1. Height
    - 2. Weight
- III. MEDICAL ASEPSIS
  - A. Definitions
  - B. Transmission of Disease
  - C. Techniques to Avoid Transmission
  - D. Personal Protective Equipment
  - E. Standard Precautions
  - F. Transmission-Based Precautions
  - G. Communicable Diseases
- IV. WOUND CARE
  - A. Introduction
  - B. Assessment of Wound Characteristics for Documentation
  - C. Debridement
- V. DRESSINGS AND BANDAGES
  - A. Dressings
  - B. Preparation and Application Hints
  - C. Compression Wraps
- VI. DOCUMENTATION
  - A. Introduction
  - B. Principles of Good Documentation
  - C. Progress Notes
  - D. Tips for Writing for Third-Party Payers
- VII. DECUBITI
  - A. What is a Decubitus?
  - B. Classification of Lesions
  - C. Defenses Against Decubiti



- D. Identifying the Patient at Risk
  - E. Bony Prominences Vulnerable to Breakdown
  - F. Prevention of Decubiti
  - G. Supportive Measures
  - H. Documentation
- VIII. CONTRACTURES
- A. Definitions
  - B. 3 Categories of contracture
  - C. Causes of Contractures
  - D. Prevention and treatment of muscle contractures
  - E. Common Sites for Contractures
- IX. THERAPEUTIC POSITIONING
- A. Definition of Therapeutic Positioning
  - B. General Guidelines
  - C. Purposes
  - D. Basic Positioning Plan: (nurses usually responsible)
  - E. Hints
- X. RANGE OF MOTION EXERCISES
- A. Definitions
  - B. Principles
  - C. Types of ROM exercise
  - D. ROM Exercise Techniques
- XI. WHEELCHAIRS
- A. Equipment options
  - B. Wheelchair Fit Confirmation
  - C. Transporting patients
    - 1. Level Surfaces
    - 2. Elevators
    - 3. Ramps and Inclines
    - 4. Technique Of Tilting A Wheelchair Backward
    - 5. Curbs
    - 6. Steps
    - 7. Escalators
- XII. SPECIAL EQUIPMENT
- A. IV Therapy
  - B. Catheters
  - C. NG Tube
  - D. Feeding Pump
  - E. Respirator
- XIII. PATIENT TRANSFERS
- A. Planning a Transfer
  - B. Review of Body Mechanics
- XIV. PATIENT TRANSFERS LAB
- A. Four-Man Stretcher Lift Transfer:
  - B. "Log-Roll" Lift and Carry Transfer:
  - C. Two Man (4 Man) Long Sitting Lift:
  - D. Moving Patient Forward/Backward in Chair
  - E. Moving Patient from Supine to Long Sitting Position-knees Extended
  - F. Pivot Transfers
  - G. Special Transfers

- XV. PRE-AMBULATION MAT PROGRAM
  - A. Overall Purpose
  - B. Program Guidelines
  - C. Specific Activities
- XVI. TILT TABLE
  - A. Introduction
  - B. Indications
  - C. Effects:
  - D. Procedures
  - E. Precautions/ Problems
- XVII. PARALLEL BARS
  - A. Adjustment of height
  - B. Gait Belt
  - C. Wheelchair
  - D. Demonstrate
  - E. Assuming Standing
  - F. Initial Activities
- XVIII. ASSISTIVE DEVICES
  - A. Three Major Categories
  - B. Indications for Use
  - C. Canes
  - D. Crutches
  - E. Walkers
- XIX. GUARDING TECHNIQUES
  - A. WC to standing
  - B. Bed to standing
  - C. Gait with assistive devices
  - D. To get into and out of bed using a step stool
- XX. STANDING AND SITTING WITH ASSISTIVE DEVICES
  - A. Cane
  - B. Crutches
  - C. Forearm Crutches
  - D. Walker
- XXI. STAIR-CLIMBING TECHNIQUES
  - A. Cane
  - B. Crutches: 3-point NWB
  - C. Crutches: 3-Point PWB
  - D. Crutches: 2 and 4 point
  - E. Crutches: Swing Through Gait

**The SEI process for face-to-face and online courses is scheduled for the week of November 26th.**