



**Physical Therapist Assistant Program
Basic Patient Care Skills
PTHA 1405
Fall 2014
M, W: 12:30 – 2:30, TH: 8:30 – 11:30
CT 105/108**

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Office Hours: Monday, Wednesday 10:30 – 11:30, 2:30 – 4:30

Tuesday: 8:30 -11:30; 12:30 – 2:30 Thursday: 2:30 – 3:30, Friday 9:00 – 10:00

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 Texts:

1. Principles and Techniques of Patient Care, Pierson & Fairchild; Saunders Elsevier
2. Documentation Basics, by Erickson & McKnight; Slack, 2005
3. PTHA 1405 Course Packet for Fall 2013

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication

- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for __PTHA 1405__ (Source: *Odessa College Catalog of Courses*)

Outcome	ICO
NA	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
NA	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
NA	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
9.5* Discriminate pertinent information from case studies for inclusion in a group progress note.	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
NA	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
NA	<i>Social Responsibility</i> - to include intercultural competence,

	knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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Odessa College Policies

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for

beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Success Center (SSC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: *Odessa College Catalog of Courses 2012-2013, page 54*)

As part of the Design for Completion initiative, your Odessa College Student Success Coach and faculty mentor 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. Your Student Success Coach or faculty mentor will contact you to work toward a solution.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

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.

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in a timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

The Physical Therapist Assistant Program at Odessa College requires students adhere to the highest standards of academic integrity. Students are entrusted to be honest in **every phase of their academic life** and to present as their own work only that which is genuinely theirs. Cheating, plagiarism, collusion, violation of test conditions, taking part in dishonest behavior, or other falsification of academic work is a serious breach of College standards. *“Cheating on a test” shall include: a. Copying from another student’s test paper; b. Using test materials not authorized by the person administering the test, c. Collaborating with or seeking aid from another student during a test without permission from the test administrator, d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test, e. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test, f. Substituting for another student, or permitting another student to substitute for one’s self, to take a test, g. Bribing another person to obtain an unadministered test or information about an unadministered test. “Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. “Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.* Depending upon the nature of the case, a student guilty of academic dishonesty may receive penalties ranging from a grade of "F" for the work submitted to expulsion from the Program.

Description of students

Students enrolled in this course are preparing to enter into their first clinical rotation.

Course prerequisites

__ BIOL 2402 __ (Source: *Odessa College Catalog of Courses, page 218*)

Course Alignment with Industry Standards This course (Basic Patient Care Skills/ PTHA 1405/ Fall) has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in The PTA program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on “Blackboard” time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due

to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx)**.

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 Policy

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. **3 unexcused absences will result in loss of 10 points from the student's final grade, at the discretion of the PTA instructor.**

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grading Policy

Please understand that this is a required course for the _PTA_ program in order to prepare you for your first Acute Clinical Rotation. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time. A minimum grade of a 70 is required to pass PTHA 1405.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Mid-Semester Conference

Each student in the PTA Program will have a mid-semester conference, in which retention and progression through the program will be addressed, hosted by a faculty member in the PTA Program. The scope of this conference will include the student's grades in each PTA course, professional behaviors in all PTA courses, and a plan for retention to promote progression in the PTA Program.

Communication Plan

The best way to communicate with the course instructor is via email or text. Do not text after 8 PM unless it is an emergency. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

General Course Requirements

1. Attend class and participate.
2. Complete all scheduled unit exams.
3. Complete all lab check-offs
4. Complete all worksheets
5. Complete all assigned projects and/or presentations
6. Complete the final exam
7. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

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.

Grading Scale:

- "A" = 90-100
- "B" = 80-89
- "C" = 70-79
- "D" = 60-69
- "F" = 0-59

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Overview of assignments

<u>Type of Assignment</u>	<u>Percentage</u>
Unit Exams/Quizzes	40%
Documentation Unit	10%
Lab Checkoffs/Worksheets	10%
Final Lab Practical	10%
Final Exam	30%

Goals:

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 isolation procedures and sterile techniques.
- 6.0 Understand basic wound care, dressing, and bandaging techniques within the plan of care established by the physical therapist.
- 7.0 Understand principles of patient positioning.
- 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.

Objectives:

- 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 By the completion of the Body Mechanics unit, the student is expected to demonstrate competency in understanding body mechanics. The student should be able to:
 - 2.1. *Describe the principles of proper body mechanics.
 - 2.2. *Educate patients in practices that contribute to proper and faulty body mechanics.
 - 2.3. Integrate proper body mechanics in all laboratory sessions.
 - 2.4. Identify and assess proper and faulty body mechanics.
- 3.0 By the completion of the Vital Signs and measurements unit, the student is expected 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. *Analyze and describe factors affecting blood pressure, pulse, respiration, and temperature.

- 4.0 By the completion of the Vital Signs and Measurements unit, the student is expected to demonstrate competency in measuring selected anthropometrical characteristics. The student should be able to:
 - 4.1. Demonstrate accurate height measurements.
 - 4.2. Demonstrate accurate weights.
 - 4.3. Record height measurements and weights.
- 5.0 By the completion of the Medical Asepsis unit, the student is expected to demonstrate competency in understanding isolation and sterile techniques. The student should be able to:
 - 5.1. *Define and describe standard precautions and isolation and sterile techniques.
 - 5.2. * Perform hand washing, set up and maintenance of a sterile field, and gowning and gloving techniques.
 - 5.3. *Justify the rationale for use of standard precautions and isolation and sterile techniques.
- 6.0 By completion of the Wound Care and Dressings units, the student is expected 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:
 - 6.1. Identify selected types of dressings and bandages.
 - 6.2. *Explain the rationale for selection of dressings and bandages.
 - 6.3. *Identify safety factors and precautions related to application and removal of dressings.
 - 6.4. *Apply and remove selected dressings and bandages.
 - 6.5. Identify other agents used in wound care.
 - 6.6. *Compare and describe the rationale for selection of other wound care agents.
 - 6.7. *Identify appropriate use of other wound care agents.
 - 6.8. Define debridement
 - 6.9. *Justify the rationale for debridement.
 - 6.10. *Differentiate between viable vs. nonviable tissue.
 - 6.11. *List and describe the components necessary for wound care documentation.
 - 6.12. *Identify patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 6.13. * Describe / discuss the role of wound care in achieving short and long term goals within the plan of care.
- 7.0 By completion of the Therapeutic Positioning/ Draping, Contractures, and Pressure Ulcer units, the student is expected to demonstrate competency in understanding principles of patient positioning. The student should be able to:
 - 7.1. *Describe the causes and classifications of decubiti and contractures.
 - 7.2. *Identify and predict the areas at risk for development of decubiti and contractures.
 - 7.3. *Deduce the types of patients at risk for developing decubiti and contractures.
 - 7.4. *Justify the rationale for positioning techniques to prevent decubiti and contractures.
 - 7.5. *Describe selected supportive measures for the prevention of decubiti and contractures to include positioning as well as supportive and protective equipment and supplies.
 - 7.6. *Describe proper alignment of body parts in supine, prone, sidelying, and sitting positions for the prevention of decubiti and contractures.
 - 7.7. Perform and apply supine, prone, sidelying, and sitting positioning techniques for the prevention of decubiti and contractures.
 - 7.8. *Explain and justify the rationale for physical therapy treatment positioning techniques.
 - 7.9. *Integrate supine, prone, sidelying, and sitting physical therapy treatment positioning techniques.
- 8.0 By completion of the patient mobility units, the student is expected 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. *Demonstrate selected basic bed mobility training techniques.
 - 8.4. List and define various transfer techniques.
 - 8.5. *Justify the rationale for selection of appropriate transfer technique based on patient status.
 - 8.6. *Compare and demonstrate 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. *Explain the rationale for basic wheelchair management techniques.

- 8.12. *Perform basic wheelchair techniques and wheelchair mobility training.
 - 8.13. *Recall and explain 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 and discuss the rationale for preambulation mat activities.
 - 8.16. *Perform selected preambulation mat activities.
 - 8.17. *Describe and explain the rationale for progressive gait training and the selection of gait training parameters and techniques.
 - 8.18. *List assistive devices and justify 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 explain 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. *Identify patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 8.23. *Justify the role of mobility training in achieving short and long term goals within the plan of care.
- 9.0 By completing the Documentation Unit, the students is expected 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. Recall appropriate terminology, abbreviations, and formats.
 - 9.4. *Identify the content categories of medical documentation
 - 9.5. * Discriminate pertinent information from case studies for inclusion in a group progress note.
 - 9.6. *Organize information into the correct category.
 - 9.7. *Organize pertinent information in a concise, logical manner and write appropriate progress notes.
- 10.0 By completing the Range of Motion unit, the student is expected 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. *Identify patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 10.4. *Justify the role of range of motion exercises in achieving short and long term goals within the plan of care.

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. ANTHROMOPETRIC 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

SEI will be live week of 11/18-11/22/2013