

UNIVERSITY OF FLORIDA
College of Public Health and Health Professions
Department of Physical Therapy
Fall 2018

Course Number:	PHT 6206C
Course Title:	Basic Skills I
Instructors:	Dr. Gloria Miller, PT, PhD gtmiller@php.ufl.edu Guest lecturers: Dr. Emily J. Fox, PT, DPT, PhD, NCS(ejfox@php.ufl.edu) Michelle Musalo, DPT, NCS musalm@shands.ufl.edu
Office hours:	Appointment by email
Teaching Assistants:	Kavya Kamalamma (kskavya@ufl.edu) Kanika Bansal (kanika.bansal@php.ufl.edu) <u>Clinical Faculty</u> Catherine Boissoneault, DPT ca.boissoneault@gmail.com
Credit Hours:	Two (2)
Clock Hours:	One hour of lecture per week/Case studies/Clinical discussion One, 2- hour lab per week Lecture 12:50-1:40 (location 1104) Labs CLC unless otherwise noted*. 1 st Lab: 2:10-4:10 2 nd lab: 4:25-6:25 *Due to safety considerations around the CLC outdoor space, we will occasionally need to use the HPNP Space for w/c practice (ramps, curbs) and gait training.
Semester Offered:	1st Semester

Prerequisites: Course participation is limited to entry-level DPT students in the first year of the UF program.

Required Textbook:

Fairchild SL: *Principles and Techniques of Patient Care, Sixth Edition* W.B. Saunders Co./Elsevier, 2017. (ISBN: 9781455707041)
Edition 5 acceptable

Kettenbach G: *Writing Patient/Client Notes: Ensuring Accuracy in Documentation, 5th Edition*. F.A. Davis, 2016. (ISBN: 9780803618787)

Additional Readings: Other resources as provided. Includes videos of procedures, internet resources, and others.
 Brief pathophysiology related to case studies and intended to help link physiology will be provided.

Want to explore/learn more (Canvas): this is optional

Course Description:

This course will introduce the student to basic clinical skills, problem-solving and clinical decision making abilities to be built upon in future course work. It is an introductory course designed to prepare the student for patient care activities and includes general patient care skills such as: assessment of vital signs; principles of body mechanics; positioning; draping; transfers; gait training; wheelchair measurement and management; basic exercise. Students will also develop communication skills (to include documentation) for interacting with patients, families and other health care professionals. This course will provide students the opportunity to develop these basic patient care skills in a lab setting in the classroom and apply this knowledge to simple patient case examples prior to part-time and full-time clinical experiences.

Students will be expected to use these skills in many future courses and clinical settings. E.g. Putting Families First (HPWI/II) vital signs; Principles of Disease and NRI/bed mobility, transfers, VS, gait; Clin Ed I/II/bed mobility, transfers, VS, gait.

Course Objectives:

Upon completion of this course the student will be able to:

1. **Communication:**
 - 1a. Identify, organize thoughts, and demonstrate effective communication skills (both verbal and written) in treatment scenarios and demonstrate appropriate verbal and non-verbal communication in patient treatment, including effective teaching skills when instructing a patient, family member or aide.
 - 1b. Adapt communication for cultural and individual differences/needs.
2. **Documentation:** Identify, select, write appropriate documentation using all principles and procedures to correctly reflect patient examination, intervention, results, and goals with emphasis on accuracy and conciseness.
3. **Infection control:** Select and perform appropriate infection control techniques.
4. **Vital Signs:** Describe normal and abnormal vital signs for all age groups and the influence of these findings upon further patient examination and intervention. Describe factors that can alter an individual's vital signs and describe normal and abnormal vital sign responses to mobility and exercise. Demonstrate the ability to accurately assess and report vital signs for all age groups. Report VS that are abnormal.
5. **Body mechanics:** Demonstrate proper body mechanics when performing patient care techniques including: positioning, transfers, wheelchair skills and management, gait training, and exercise. Describe, demonstrate and teach proper body mechanics to be used for lifting, reaching, pushing, pulling and carrying objects.
6. **Positioning:** Discuss indications and precautions related to patient positioning including impaired sensation and/or pressure ulcers. Describe, select, and perform appropriate positioning of the trunk, head, and extremities when patient is in supine, prone, side-lying or sitting. Describe, select, and demonstrate the ability to assist and instruct a patient/family member with bed mobility skills.
7. **Draping:** Describe, select, and demonstrate appropriate draping techniques, and explain the rationale for proper draping. Describe, determine, and demonstrate value for maintaining patient modesty, including respect for cultural differences and social norms.
8. **Assessment strength/ROM:** Describe, select, and demonstrate ability to assess gross muscle strength and ROM of the upper and lower extremities for the purposes of assisting a patient in transfers or ambulation.
9. **Transfer training:** Select, describe, demonstrate, and teach appropriate transfer techniques for a variety of patient diagnoses and dysfunctions.
10. **Gait training:**
 - 10a. Select, describe, perform, and teach the appropriate gait patterns using assistive devices, and summarize their advantages and disadvantages, including the following gait patterns: 2-point, modified 2 point, 4-point, modified 4 point, 3-point, and modified 3 point gait (three-one-point) patterns.
 - 10b. Describe, select, and demonstrate the ability to safely and effectively guard an individual who is learning to use an assistive device.
 - 10c. Discuss a variety of assistive ambulation devices and their appropriate use for a variety of patient diagnoses and impairments.
11. **Wheelchair prescription and use:** Identify various types of wheelchairs and components and match these with the specialized needs of the wheelchair user. Measure a patient for a wheelchair, perform basic adjustments or modifications to the wheelchair, confirm the fit of the wheelchair, and identify potential complications from an ill-fitting wheelchair. Describe and teach appropriate methods for a wheelchair user to perform various skills such as propulsion on level surfaces, ramps, curbs and stairs. Describe and teach the procedure for assisting a patient in performing wheelchair skills such as propulsion on level surfaces, ramps, and curbs.
12. **Exercise (PROM, AAROM, AROM, isometrics, resistive):** Identify indications, limitations, contraindications, and goals for passive, active and active-assisted range of motion, isometrics, and resistive exercises. Describe, select method, and perform passive, active and active assisted exercises appropriately for a patient case scenario. Adapt positioning based on patient case.
13. **Safety:** Describe precautions and environment set-up to improve safety in the treatment setting.
14. **Clinical decision making:** Demonstrate clinical decision making skills and provide appropriate rationale for selection and application of evaluation and treatment techniques when given a patient case scenario.
15. **Values/ethics:** Demonstrate value and appreciation for maintaining patient modesty and appropriate communication with the patient and/or caregivers when performing the skills outlined above, including range of motion, wheelchair skills, gait training and assessment of vital signs.

Teaching Method:

The course will include blended learning, lectures, discussions, and lab sessions. Lectures (or on-line tutorials) will be used to introduce and clarify topics. Case studies will provide authentic activities to explore and integrate information. Laboratory sessions

will provide guided practice, and integration of skills into authentic cases. Laboratory sessions will offer the opportunity to apply and practice the described skills and techniques and receive feedback from the course instructors. Additionally, the lab sessions will include patient case scenarios to facilitate problem-solving and application of new knowledge and skills.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Responsibilities of Students:

- **Attendance: SIGN IN FOR LECTURE/LAB REQUIRED.** attendance is required (mandatory) for all lectures and lab. Students have one (1) unexcused absence for lecture and one (1) unexcused absence for lab. It is courteous to notify instructor even in the case of unexcused absence so that corrections can be made to the lab schedule. Greater than one absence from each lecture/lab will lead to a professional warning (see handbook) and a letter drop in grade (e.g. A becomes A-). Greater than total of four (4) absences lecture/lab will result in course failure and referral to Program Director.
- **Notification of front office:** Students are expected to notify the office (273-6085) and the course instructors of any unexpected, unavoidable absences from class. (e.g. illness) by 8:30 of the morning of absence.
- **Preparation for class:** Students are expected to attend and be prepared for all lecture and laboratory sessions. This will often include the review and practice of various procedures. Students are expected to arrive to lecture and lab sessions on-time, and prepared with the appropriate clothing and equipment
- **Attire:** Lab attire acceptable for both lecture and lab. Lab attire is required for lab.
- **Practice:** Students are expected to review and practice hands-on skills outside of class/lab. (see online resources)
- **Request for extra assistance or use of resources (lab/equipment):** Please contact our lead TA, Kavya, if you would like to set up a time for the lab space/equipment to be used for preparation for practicals, etc. If you require individual tutoring, please contact one of the assigned TAs directly.

If a student needs help or requires clarification of any class or lab material, the student should schedule an appointment with the class instructor or TAs. Please do not hesitate to ask for help if needed. The course instructor is available via email and by appointment.

Professional Behavior:

Effective professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of these behaviors and has incorporated the development, as well as the evaluation, of these professional behaviors into each academic course. Being punctual to class, completing assignments on time, being in the correct lab uniform, and participation in discussions and practice opportunities are all examples of expected professional behavior.

Professional behaviors also include:

- Appropriate communication with the course instructor when absence from class is unavoidable
- Appropriate lab and lecture attire
- Adherence to all university policies
- Respect towards instructors and classmates
- Effective use of time and participation in class/lab activities
- Acceptance of self- responsibility i.e. test preparation, seeking of information, seeking assistance when necessary

Additionally, students are expected to demonstrate appropriate affective behavior during class and lab sessions. These behaviors include but are not limited to respect, consideration, communication, and professionalism. Please refer to the generic abilities and professional development plan for details. Students are expected to use feedback to improve affective skills.

Cell phones are expected to be turned off or to vibrate during class and labs. Students must maintain entry-level professionalism throughout the academic and clinical curriculum. Failure to do so will prevent the student from advancing in the curriculum. Laptops and other digital devices should only be used during class time for purposes related to the course. Students should notify instructor if there is an emergency situation that requires constant cell phone monitoring (e.g. birth of baby).

Student Evaluation:

Student performance will be evaluated by in class performance/behavior, written examinations and quizzes, practical examinations, and assessment of the student's display of professionalism during class sessions. There will be:

Three (3) written exams (320 points), eight (8) quizzes (80 points), and two (2) practicals.

Exam I 80 points

Exam II 100 points

Exam III 140 points (comprehensive)

Quizzes (8) 80 points (10 points each) Objectives will be ID for each quiz; will include documentation (Kettenbach)

Total 400

Practicals (2) P/F (pass is 90% on skills and 100% on safety). See handbook in instance of failure.

Documentation required/electronic.

The course has a total of 400 points. Grades will be determined according to the established grading scale in the Student Handbook.

There will be no rounding of points. The points are as follows:

93-100 = A (4.00 grade point)

90-92 = A- (3.67 grade point)

87-89 = B+ (3.33 grade point)

83-86 = B (3.00 grade point)

80-82 = B- (2.67 grade point)

70-79 = C (2.00 grade point)

60-69 = D (1.00 grade point)

< 60 = E (0.00 grade point)

All practical exams must be passed at 90% or higher and 100% on safety items. Additionally, students must demonstrate appropriate affective behavior during all components of their practical exams. These behaviors include but are not limited to respect, consideration, communication, and professionalism. Please refer to the generic abilities and professional development plan for details. Students are expected to use feedback to improve affective skills.

If a student performs lower than 90% on the practical or fails a safety item, the student must repeat the practical exam. If the student fails the second attempt, the student is subject to failing the course. A student may petition the academic progression committee (APC) for a third attempt. The petition will be considered by the APC and a recommendation made on whether the student will be allowed a third attempt or fail the course. Please refer to Student Handbook for details of this procedure.

Outline and Schedule

See table at the end of this document.

Policy Related to Class Attendance:

Attendance to lectures and labs is mandatory. Please contact the instructors prior to any absence and as soon as possible if you are unable to attend class for any reason. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Attendance and appropriate communication are part of professional behavior; see the section above for related policies.

Policy Related to Make-up Exams:

In extraordinary circumstances it may be possible to take an exam early or late. If for any reason you are unable to attend an exam at the last minute, you must notify the instructor as soon as possible. Personal issues with respect to exams will be handled on an individual basis.

Academic Honesty:

In this professional program we are particularly sensitive to students submitting independent work and to using complete and accurate referencing in compliance with the University of Florida Rules - 6C1-4.017 Student Affairs: Academic Honesty Guidelines. Further detail regarding the University of Florida academic honesty policy is available at: www.aa.ufl.edu/aa/Rules/4017.htm

All students are required to abide by the Academic Honesty Guidelines; the following pledge has been accepted by the University and is expected of all students:

"I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University."

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Accommodations for Students with Disabilities:

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://oss.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health:

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or

<http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center.

For more information, contact the clinic at 392-0627 or check out the web site at:

www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789. BUT

– Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone - do not hesitate to ask for assistance.

Fall 2018 SCHEDULE

Week	DATE	TOPIC	Readings	Assignments
Week 1 No class Classes start Wed.		Lecture (HPNP/1104) 12:50-1:40 Labs CLC unless otherwise noted Labs switch order each week 1 st Lab: 2:10-4:10 2 nd lab: 4:25-6:25	To be reviewed before class Pierson/Fairchild Ed.5 Edition 4 (in parentheses)	To be completed before class Includes Kettenbach Quizzes/Exams (prepare) Videos (review after lab)
Week 2 Lab order A → B	Mon 8/27	Introduction Quizzes: knowledge Set-up/clean-up/laundry/doors Clinical decision making, ICF, cases Informed consent Communication Body mechanics Bed mobility Documentation/SOAP/Practice Fusion	Pierson/Fairchild Ch. 1 Preparation for patient care activities Ch. 4 Body mechanics Ch. 8 Mobility activities 169-183	Assignment 1 Review the ICF model and six (6) case pathologies before class. Look up terms you are unfamiliar with. 1. Total knee arthroplasty 2. Total hip arthroplasty 3. Stroke 4. Chronic obstructive pulmonary disease 5. Amputee (above knee/below knee) 6. Other: Pneumonia, CABG, Laminectomy, Cancer
Week 2	Wed 8/29 A 7:30 B 1:00	Special Interdisciplinary session Lab A 7:30-8:20/Lab B 1:00-1:50 Nursing lab (1 st floor). Gait belts.	No additional readings	Reflection details TBA
Week 3 B → A	Mon 9/3	Labor Day –off Enjoy – B for Balance Lab Make up: Tuesday or Thursday opposite anatomy lab. TBA Quiz 1 (10 min/10 questions) online Body mechanics/mobility (5)/ VS (5) Infection control/hand hygiene Vital signs/emergency procedures/positioning/draping Lab: Hand hygiene/Vital signs/draping	Pierson/Fairchild Ch. 2 Infection control Hand hygiene 28-33 Edition 4 (24-34) Ch. 3 Vital Signs Pulse, BP, RR, Pain (adults) Assessment tools (pain) Ch. 5 Position/Draping Kettenbach Ch. 1,6,7 Kettenbach Ch. 8, 9 Ch. 14 (Subjective) 103-104, 114- 117	Quiz 1 see objectives Videos VS-HR, BP, RR Videos bed mobility, positioning, draping Home vital signs Family/friends x 5 Practice body mechanics Kettenbach worksheets Ch. 14 Worksheet 1 Part I/II
Week 4 A → B	Mon 9/10	Quiz 2 Guest lecturer: TBA CDM process, Outcome measures, Prognostics and Progress, EHR Lab: Positioning/ transfers	Pierson/Fairchild Ch. 5, 8 Kettenbach Ch. 2,5 Kettenbach Ch. 15 text only	Assignment 2 (Vital signs) Quiz 2 Kettenbach Ch. 15 Worksheet 1 Part I/II/III. Part IV: Review the case Ensure understanding but do not rewrite. Review transfer videos
Week 5 B → A	Mon 9/17	Quiz 3 Transfers Transfers lab	Pierson/Fairchild Ch. 8 Transfers Kettenbach Ch. 19 201-204 STG, LTG Expected and anticipated goals	Quiz 3 Kettenbach Ch. 19 Expected outcomes Worksheet 2 Part I, II, III, IV
Week 6 A → B 1109 Then CLC	Mon 9/24	Quiz 4 Patient lifts (mechanical equipment) Transfer cases	Pierson/Fairchild Ch. 10 Special Equipment Kettenbach Ch. 20 (P) Plan 223-225	Quiz 4 Kettenbach Ch. 20 Worksheet I Part IV
Week 7 B → A	Mon 10/1	Practical Exam I -EVERYONE-		Practical I Canvas <u>Assignment 3</u> : Electronic SOAP note Canvas <u>Assignment 3</u> :

				Practical video reflection
Week 8 A→B	Mon 10/8	Written Exam I (start at 12:30) Exercise/ROM lab	Pierson/Fairchild Ch. 6	Written Exam I
Week 9 B→A	Mon 10/15	Quiz 5 (Exercise & documentation) Exercise lecture Exercise/ROM lab cont. P, AA, A, resistive, isometrics	Pierson/Fairchild Pierson/Fairchild Ch. 6 Kettenbach Ch. 21	Quiz 5 Kettenbach Ch. 21 Worksheet I Part I
Week 10 A→B	Mon 10/22	Quiz 6 (Exercise/gait) Gait Gait lab (walkers, canes)	Pierson/Fairchild Ch. 9	Quiz 6
Week 11 B→A Lab 1109	Mon 10/29	Quiz 7 (Gait/documentation) Guest lecturer: TBA Gait lab cont. (crutches) outside 11/2 Homecoming!	Pierson/Fairchild Ch. 9	Quiz 7
Week 12 A→B	Mon 11/5	Gait and exercise review Gait and exercise review lab	Kettenbach Ch. 21	Kettenbach Ch. 20 Worksheet I Part I,II, III
Week 13 Holiday B→A	Mon 11/12	Veteran's Day Monday 11/12 Written Exam 2 November 15 Thursday 3-4:15 1104		
Week 14 A→B Lab 1109	Mon 11/19 1104 1109	Quiz 8 Wheelchair fitting Environmental assessments Wheelchair mobility HAPPY  THANKSGIVING Off Wed – Friday!	Pierson/Fairchild Ch. 7 Ch. 13 ADA; Environmental Assessments.	Quiz 8
Week 15 B→A Lab 1109	Mon 11/26	Review exam in lecture/Practical guide Practice for the practical Transfers lab- review Environmental assessment	Pierson/Fairchild Ch. 7, 8	
Week 16 A→B	Mon 12/3	Practical Exam II 1-7pm EVERYONE		Assignments Canvas 5:SOAP note Canvas 6: Video reflection
FINALS	Dates TBD Dec 8, 10-14	Final Comprehensive Exam Monday Dec 10 8:30-10:30 CLC		