

UNIVERSITY OF FLORIDA
College of Public Health and Health Professions
Department of Physical Therapy
Fall 2023

Course Number:	PHT 6206C	
Course Title:	Basic Skills I	
Instructors:	Instructors:	
	Gloria Miller, PT, PhD	gtmiller@ufl.edu
	Gina Musolino, PT, DPT, EdD, MEd	ginamusolino@ufl.edu
	Mark Bishop, PT, PhD	bish@ufl.edu
	Guest lecturers:	
	Emily J. Fox, PT, DPT, PhD, NCS	ejfox@phhp.ufl.edu
	Barb Smith, PT, PhD	bksmith@ufl.edu
Office hours:	We welcome your appointments by email	
Teaching Assistants:	Jill Hayes, PT, DPT, OCS, COMT	jrtheis@phhp.ufl.edu
	Thomas Hendricks, PT	hendrt@shands.ufl.edu
Credit Hours:	Two (2)	
Clock Hours:	One hour of lecture per week (asynchronous) One, 2- hour lab per week Groups A or B (alternating – see schedule of topics) 1 st Lab: 1:15-3:00 2 nd lab: 3:15-5:00	

When practical examination are scheduled sessions will run later than 5:00 PM or alternate times/dates PRN

Semester Offered: 1st Semester (Fall)

Prerequisites: Course participation is limited to students in the first semester of the UF DPT program.

Required Textbook:

1. Fairchild SL: *Principles and Techniques of Patient Care*. W.B. Saunders Co./Elsevier, 2017. (ISBN: 9781455707041) *Edition 6 acceptable*
2. Kettenbach G: *Writing Patient/Client Notes: Ensuring Accuracy in Documentation, 5th Edition*. F.A. Davis, 2016. (ISBN: 9780803618787)

Additional Readings:

- Keeney T, Physical Therapy in the COVID-19 Pandemic: Forging a Paradigm Shift for Rehabilitation in Acute Care, *Physical Therapy*, Volume 100, Issue 8, 2020, Pages 1265–1267, <https://doi.org/10.1093/ptj/pzaa097>
- APTA Guide to Physical Therapist Practice 4.0. American Physical Therapy Association. Published 2023. Accessed [August 28, 2023]. <https://guide.apta.org>
- Documentation for PT Practice: A clinical decision-making approach. Osborne, J. (2016) Jones & Bartlett
- Documentation for rehabilitation: A guide to clinical decision-making in PT. Quinn, L & Gordon, J. (2016) Elsevier/Saunders publishing. Note- new edition planned for 2024
- American Medical Association (AMA) [BP Measurement Essentials Student Ed](#)
- Free student resources (with log-in creation) for BP measurement, devices, prep, positioning, basic practice exercises. real-world applications, and measurement rubrics,
- [AMA CVD Prevention Resources](#)

- [The 12-minute podcast with Dr. Viera is potentially of interest too.](#) Reviews the changes from 2017 to threshold values and relationship with aging & reviews typical inaccuracies/errors (false+/-)
- [Self – measured BP Essentials Student Edition](#)
- Severin R, Sabbahi A, Albarrati SA, Arena S. *Med Educ Online*;26(1), 2021. Assessment of blood pressure measurement skills in second-year medical students after ongoing simulation-based education and practice DOI link: <https://doi.org/10.1080/10872981.2020.1841982>
- Hayer R, Kirley K, Tsipas S, Allen J, Hanson D, Johnson E. Redesigning blood pressure measurement training in healthcare schools, *Medical Education Online*, 27(1), 2022. DOI: [10.1080/10872981.2022.2098548](https://doi.org/10.1080/10872981.2022.2098548)
- Frese EM, et al. Self-Reported Measurement of Heart Rate and Blood Pressure in Patients by Physical Therapy Clinical Instructors, *Physical Therapy*, Volume 82, Issue 12, 1 December 2002, Pages 1192–1200, <https://doi.org/10.1093/ptj/82.12.1192>
- Severin R, Sabbahi A, Albarrati A, Phillips SA, Arena S. Blood Pressure Screening by Outpatient Physical Therapists: A Call to Action and Clinical Recommendations. *Phys Ther.* 2020;100:1008–1019., *Physical Therapy*, Volume 101, Issue 7, July 2021, pzaa122, <https://doi.org/10.1093/ptj/pzaa122>
- Bess P. Kathrins, Susan D. O'Sullivan, Cardiovascular Responses During Nonweight-Bearing and Touchdown Ambulation, *Physical Therapy*, Volume 64, Issue 1, 1 January 1984, Pages 14–18, <https://doi.org/10.1093/ptj/64.1.14>

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.

Course Objectives:

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

1. Communication:
 - 1.1. Identify the need for specific communication, **organize** thoughts, **create**, and **demonstrate** effective communication skills (both verbal and written) in treatment scenarios.
 - 1.2. Demonstrate appropriate verbal and non-verbal communication in patient treatment, including effective teaching skills when instructing a patient, family member or aide.
 - 1.3. **Adapt** communication for cultural and individual differences/needs with considerations for justice, diversity, equity, inclusion.
2. Documentation:
 - 2.1. Identify, select, and produce appropriate documentation using all principles and procedures to correctly reflect patient examination, intervention, results, and goals with emphasis on accuracy and conciseness.
 - 2.2. **Compare** instructor comments to documentation and implement appropriate changes.
3. Infection control: **Select and perform** appropriate infection control techniques.
4. Vital Signs:
 - 4.1. Describe normal and abnormal vital signs for all age groups and the influence of these findings upon further patient examination and intervention.
 - 4.2. Describe factors that can alter an individual's vital signs and describe normal and abnormal vital sign responses to mobility and exercise.
 - 4.3. Accurately measure and report vital signs for all age groups and determine whether signs are normal or abnormal.
5. Body mechanics:
 - 5.1. **Select and justify, then demonstrate** proper body mechanics when performing safe patient/client techniques including: positioning, transfers, wheelchair skills and management, gait training, and exercise.
 - 5.2. Describe, demonstrate and teach proper body mechanics to patients or co-workers for lifting, reaching, pushing,

pulling and carrying objects.

6. Positioning:

6.1. **Discuss** indications, precautions and contraindications, related to patient positioning including impaired sensation and/or pressure ulcers.

6.2. **Describe, select, and perform** appropriate positioning of the trunk, head, and extremities when patient is in supine, prone, side-lying or sitting.

6.3. **Describe, select, and demonstrate** the ability to assist, instruct and check for understanding for a patient/family member/caregiver with bed mobility skills.

7. Draping:

7.1. **Describe, select, and demonstrate** appropriate draping techniques, and explain the rationale for proper draping.

7.2. **Describe, determine, and demonstrate** value for maintaining patient/client modesty, including respect for cultural differences and social norms.

8. Assessment strength/ROM: **Describe, select and justify, and demonstrate** the 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 and justify, describe, demonstrate, and teach the most appropriate** transfer technique(s) for a variety of patient diagnoses and dysfunctions.

10. Gait training:

10.1. **Select, justify, describe, perform, and teach** the most appropriate gait pattern(s) using assistive devices, and summarize their advantages and disadvantages 2-point, modified 2 point, 4-point, modified 4 point, 3-point, and modified 3-point gait (three-one-point) patterns.

10.2. Describe, select, and demonstrate the ability to safely and effectively guard an individual who is learning to use an assistive device.

10.3. **Discuss a variety of assistive ambulation** devices and their appropriate use for a variety of patient diagnoses and impairments.

11. Wheelchair prescription and use:

11.1. Identify various types of wheelchairs and components and match these with the specialized needs of the wheelchair user.

11.2. Measure a patient for a wheelchair, perform basic adjustments and **suggest modifications** to the wheelchair, confirm the fit of the wheelchair, and **identify potential complications** from an ill-fitting wheelchair.

11.3. Describe and teach appropriate methods for a wheelchair user to perform various skills such as propulsion on level surfaces, ramps, curbs and stairs.

11.4. Describe and teach procedures for assisting a patient in performing wheelchair skills such as propulsion on level surfaces, ramps, and curbs.

12. Exercise (PROM, AAROM, AROM, isometrics, resistive):

12.1. Identify indications, limitations, contraindications, and goals for passive, active and active-assisted range of motion, isometrics, and resistive exercises.

12.2. **Select appropriate exercises and explain rationales.**

12.3. Perform passive, active and active assisted exercises appropriately for patient case scenarios.

12.4. Adapt positioning based on patient cases and responses to care.

13. Safety: Describe and use appropriate precautions, contraindications, and environmental set-ups, including infection control techniques, to provide for safer interventions in a variety of treatment settings.

14. Patient intervention: **Organize safe patient interventions** including exercise, bed mobility, transfers, and gait in an appropriate sequence with rationale.

15. Demonstrate clear clinical decision-making skills and provide appropriate rationale/s for selection and application of test and measures, evaluation, interventions and treatment techniques when given a patient case scenario.

16. Values/ethics: **Demonstrate value and appreciation** for maintaining patient modesty and appropriate communication with the patient and/or caregivers when performing the basic physical therapist intervention and treatment skills (outlined above), including, but not limited to, range of motion, wheelchair skills, gait training and assessment of vital signs, monitoring patient/client responses to test, measures, and interventions.

Course schedule and topic outline is included at the end of the syllabus

Teaching Methods

The course format will follow principles of blended learning and include lectures, case studies, discussions, and lab sessions. Lectures (or on-line tutorials) are used to introduce and clarify topics. Case studies provide a framework for authentic activities to explore and integrate information. Laboratory sessions provide guided practice opportunities, and integration of skills into authentic cases. Laboratory sessions offer the opportunity to apply and practice the described skills and techniques and receive feedback from the course instructors and lab teaching assistants. Additionally, the lab sessions will include patient case scenarios to facilitate problem-solving, clinical decision-making 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 (F2F) instruction to help you maximize your learning. Knowledge content is provided online before the live lab classes occur. Hence, F2F learning and teaching time is maximized to help you strengthen your higher-order thinking skills such as critical thinking, problem solving, clinical decision-making, patient-client simulation interactions, and collaboration. Competency in these skills is critical for today's health professional.

Formative Learning Component

What is formative learning and why is it important?

This course is skills-based and assessed using a formative model of learning. The goal of formative assessment is to monitor and mentor student learning to provide ongoing feedback for DPT learners to improve their knowledge, skills and abilities. Formative assessments identify learning strengths for further enhancements and areas for improvement with target areas identified that require additional time, effort and practice to refine for competency. The model assists all faculty in recognizing where learners are struggling and to address areas for needed improvements immediately by adapting teaching and learning methods. DPT learners should also be pro-active in this process and with peers, practicing both self and peer assessment and seeking feedback from instructors PRN. DPT learners are encouraged to thrive on constructive feedback within the teaching and learning environments.

We will use this the formative assessment model throughout the course to enhance your mastery of the more didactic material and the therapy skill portion of the course to meet the objectives of this course.

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, readings and preparation. 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.

Student Evaluation:

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

Assessment	Description	Weighting
Assignments	See topic outline	5%
Written examination 1	Multiple choice exam	10%
Written examination 2	Multiple choice exam	15%
Written examination 3	Multiple choice exam (comprehensive)	20%
Practical examination 1	Lab skills first ~8wks: rubric on Canvas	20%

Practical examination 2	Lab skills second ~8wks: rubric on Canvas	20%
Quizzes (6)	Multiple choice (formative)	10%
Professional behavior	Breaches of professional behaviors will result in point reductions. See complete explanation below.	-
		100%

Grades will be determined according to the established grading scale in the Student Handbook.

Points earned	93-100	90-92	87-89	83-86	80-82	70-79	60-69	Below 60
Letter Grade	A	A-	B+	B	B-	C	D	E

Letter Grade	A	A-	B+	B	B-	C	D	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.0	1.0	0.0	0.0	0.0	0.0	0.0

Written examinations

Three exams will be administered. Exams will be held administered synchronously, online through the eLearning platform using the Respondus LockDown Browser. ***Bring your own laptop to the exam*** Exams will cover reading assignments, class lectures/discussions, on-line tutorials, homework assignments and labs. While each exam focuses on the course content of the previous weeks, some aspects are by necessity cumulative. This course requires the use of LockDown Browser for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser from this link: [LockDown Browser-UF](#) Test your system **BEFORE** attending an exam. An ungraded practice test has been posted to Canvas, as an opportunity to test your laptop/device in advance. To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this [Student Quick Start Guide \(PDF\)](#)

Practical examinations

A practical examination is a performance of skills learned in the laboratory portions of the course. We will share elements of our practical examination for this class with Functional Anatomy 1; specifically, identification of boney landmarks. Rubrics for the practical examinations are available on the eLearning site for this course.

Practical exams must be passed at 90% or higher and 100% on safety items. Documentation as part of the practicals is rated as Complete/Incomplete. Documentation must be "Complete" to pass. Students must demonstrate appropriate affective behaviors during all components of their practical exams. These behaviors include but are not limited to respect, consideration, communication, and beginning level professionalism. Please refer to the professional development tool for details. Students are expected to use feedback to improve affective skills.

If you score lower than 90% on the practical or fail a safety item, you must repeat the practical exam. If you fail the second attempt, you are subject to failing the course. You 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 you will be allowed a third attempt or fail the course. Please refer to [UF DPT Student Handbook](#) for details of this procedure.

Quizzes

Quizzes are offered online via Canvas. You have 10 min to answer 10 multiple choice questions. You have 5 attempts for quizzes. You will be notified which questions are incorrect, but not the correct answer. You should go back to your resources to locate the correct answer. The 11th question is a statement in which you agree you have followed academic honesty guidelines.

Expected time: 10 mins

Assignments

You will complete a series of assignments over the semester related to skills practiced in lab and documentation of

physical therapist services.

Expected time: 30 mins

Professional Behavior:

Mastering core areas of professional behavior is critical for a successful transition from the classroom to the clinical setting. We recognize the importance of these behaviors and have incorporated the development, as well as the evaluation, of these professional behaviors into each academic course.

Core areas of professional development and growth:

1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

Professional Behavior is described in the DPT Student Handbook and is exemplified by the following:

1. attendance to classes and labs,
2. timeliness,
3. attentiveness,
4. respectful and polite interaction with peers, instructors, and patients,
5. active learning as demonstrated by questions and discussion,
6. active participation in lab activities,
7. responsibility shown for maintenance, organization, and cleanliness of lab equipment and facilities,
8. leads and/or contributes to lab preparation and clean-up, as requested,
9. appropriate communication with the course instructor when absence from class is unavoidable,
10. appropriate lab and lecture attire,
11. adherence to all university policies,
12. acceptance of self-responsibility e.g., test preparation, seeking of information, seeking assistance when necessary, maintaining professional demeanor, recognizing one's own stressors, et al.,
13. and other attributes as described on Professional Behaviors and Student Responsibilities in the Student manual.

You will receive constructive feedback from instructors for the first observed minor deviation from expected "beginning level" professional behavior (see Professional Development Tool). Repeated deviation from expected behavior will result in the deduction of 1-point from the total class grade and referral to your mentor and Professional Development Committee (PDC) to develop a growth plan to improve behaviors to the expected level. Major/serious deviations from expected behaviors will result in referral to the Dean of Students Office (DSO) and PDC. Major or serious deviations may result in loss of points or letter grade as determined by DSO.

Policy Related to Make up Exams or Other Work:

Those who miss a class because of an emergency or excused absence should speak with the instructors to complete missed exams or assignments and contact classmates to obtain class notes/hand-outs or to gain information about lab activities.

Missed exam: if the student does not have an "excused absence", a 10% reduction in graded exam will occur.

Late submission: a late submission without PRIOR arrangement or excused absence will be eligible for a maximum of 50% of the points for that submission.

Missed more than 1 lab: 2% of grade deducted for every missed lecture >2 (lec + lab) referral to Professionalism Committee

Please note: Any requests for exam make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Class Attendance

As adult learners, you must decide how to best use your time to learn the course content. Every class and laboratory is important to facilitate development, and therefore attendance is required - **SIGN IN FOR LAB REQUIRED**. However, we recognize that emergencies and appointments may arise, when the student cannot attend class. Students have one (1) unexcused absence for lecture and one (1) unexcused absence for lab. Per department policy, last-minute illnesses or emergencies leading to an unexpected absence are to be reported by phoning the department at (273-6085).

Excused absences must be consistent with university policies in the Graduate Catalog. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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 lab and any lectures, unless otherwise indicated. Lab attire is required for lab.

Practice: Students are expected to review and practice hands-on skills outside of class/lab (see "Practicals" page on Canvas).

Request for extra assistance or use of resources (lab/equipment) outside of scheduled course times: Please contact our TA 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 you need help or require clarification of any class or lab material, you should schedule an appointment with the class instructor or one of the TA's. Please do not hesitate to ask for help if needed. The course instructor is available via email and by appointment.

Device Use: student physical therapists are permitted to use electronic devices for this class. Electronic devices will be prohibited if use becomes disruptive to your instructor or classmates, or if devices are used for activities unrelated to the ongoing class. Acceptable uses include taking notes, accessing course-related documents (on or offline), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. Students should notify instructor if there is an emergency that requires constant cell phone monitoring (e.g., birth of baby).

Eating during class: unless there is a medical reason, eating is not permitted during class times, including quizzes and exams, lectures, and labs. If you feel unwell and need to eat something, please wait until break or step out of class. Drinking during class is allowed.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use and/or accommodations, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty, TA or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **NOT** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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 so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with

respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

University Week Beginning:		WEEK'S TOPICS	Before class	In class	Assignments Quizzes/Exams (prepare)
Week 1	Mon 8/21	DPT Orientation	N/A	N/A	N/A
Week 2 Lab order (A lab)→ (B lab) CLC	Mon 8/28	Course Introduction Infection control	<u>Principles/Techniques of pt. care</u> Ch. 2 Infection control	Introduction Set-up/clean-up/laundry/doors Lab: infection control Guest instructor. Dr. Smith, PhD, PT Lecture will take place in lab	No assignment
Week 3	Mon 9/4	LABOR DAY: celebrate the work week and introduction of weekends.			Prepare for Vital Signs
Week 4 (B lab)→ (A lab) CLC	Mon 9/11	Vital signs	<u>Principles/Techniques of pt. care</u> Ch. 1 Preparation for patient care activities Ch. 3 Vital Signs (30 mins) VITALS Videos 1-4 Other assigned videos	Bring stethoscope/BP cuff Pulse, BP, RR, Pain (adults) Assessment tools (pain)	Assignment 1 due 9/18 Vital signs Family/friends x 5 (non-DPT students) Quiz 1 available
Week 5 (A lab)→ (B lab) CLC	Tues 9/18	ICF Model Clinical decision Informed consent, Communication Documentation Assignment 1 due By Monday 9/18 8:00 am	<u>Principles/Techniques of pt. care</u> Ch. 4 Body mechanics Ch. 5 Positioning/Draping Ch. 8 Bed mobility p.169-183 Watch: Videos bed mobility, positioning, draping <u>Kettenbach (read)</u> Ch. 1 ,6, 7, 8, 9, 10 (ICF) Ch. 14 (Subjective) 103-104, 114-117	Discussion Labs: Body mechanics Bed mobility	Assignment 2 due 9/25 ICF Model practice Kettenbach worksheets 9/25 Ch. 14 Worksheet 1 Part I/II

University Week Beginning:		WEEK'S TOPICS	Before class	In class	Assignments Quizzes/Exams (prepare)
Week 6 (B lab)→ (A lab) CLC	Mon 9/25	Clinical Decision-Making Outcome measures Documentation. Bed mobility, positioning, Lab: Bed mobility - complete Positioning Assignment 2 and Kettenbach	<u>Principles/Techniques of pt. care</u> Ch. 5, 8 Read re: transfers <u>Read Kettenbach</u> Ch. 2, 5 Ch. 15 text only Review transfer videos	Discussion 1:30-3:15/ 3:30-5:15 labs Groups rotate each week Lab: Bed mobility Complete positioning	Kettenbach Ch. 15 (due 10/2) Worksheet 1 Part I/II/III. Part IV: Review the case Ensure understanding but do not rewrite. Quiz 2 available
Week 7 (A lab)→ (B lab) CLC	Mon 10/2	Lecture: wheelchair fitting, transfers Lab: Wheelchair fitting followed by Transfers lab Kettenbach Ch. 15 (due 10/2)	<u>Principles/Techniques of pt. care</u> Ch. 7, 8 Wheelchairs Ch. 8 Transfers Watch/Review transfer videos <u>Kettenbach (read)</u> Ch. 19 201-204 STG, LTG Expected and anticipated goals	Kettenbach assignment due Lecture: wheelchair fitting, transfers Lab: Wheelchair fitting Transfers lab Review for Practical exam	Kettenbach Ch. 19 (due 10/9) Expected outcomes Worksheet 2 Part I, II, III, IV
Week 8 (B lab)→ (A lab) CLC	Mon 10/9	Practical Exam I (no lecture) -EVERYONE- Kettenbach Ch. 19 (due 10/9)		Practical Exam 1 (no lecture)	Assignment 3: Electronic SOAP note. Post to Canvas Assignment 4: Practical video reflection Quiz 3 available
Week 9 (A lab)→ (B lab) CLC	Mon 10/16	ADA/Environmental Transfers Written Exam 1, 10/20	<u>Principles/Techniques of pt. care</u> Ch. 7 Ch. 13 ADA; Environmental Assessments. <u>Kettenbach</u> Ch. 20(P) Plan 223-225	Lab: Transfers Transfer lab	Kettenbach Ch. 20 (due 10/9) Worksheet I Part IV Written Exam 1, 10/20
Week 10 (B lab)→ (A lab) CLC	Mon 10/23	Exercise/ROM lab P, AA, A, resistive, isometrics, PNF	<u>Principles/Techniques of pt. care</u> Ch. 6 Review videos <u>Kettenbach Ch. 21</u>	Emily Fox, PT, DPT, PhD, NCS Lab: Exercise/ROM lab cont. P, AA, A, resistive, isometrics, PNF	Kettenbach Ch. 21 Worksheet I Part I Quiz 4 (Exercise & documentation)
Week 11	Mon	Assistive devices in gait	<u>Principles/Techniques of pt. care</u>	Lab:	Quiz 5 & 6 (Exercise/gait)

University Week Beginning:		WEEK'S TOPICS	Before class	In class	Assignments Quizzes/Exams (prepare)
(A lab)→ (B lab) CLC	10/30		Readings Lecture/Tutorial Ch. 9 Review videos and readings	1:30-3:15/ 3:30-5:15 labs Groups rotate each week walkers, canes, axillary crutches	
Transition to HPNP for labs					
Week 12 (B lab)→ (A lab) HPNP	Mon 11/6	Gait Wheelchair assessment	<u>Principles/Techniques of pt. care</u> Ch. 9 <u>See videos, PPT</u> <u>Principles/Techniques of pt. care</u> pp. 62-64	Lab: Gait lab Wheelchair Assessment	
Week 13 (A lab)→ (B lab) HPNP	Mon 11/13	Gait Wheelchair assessment Written Exam 2, 11/17	<u>Principles/Techniques of pt. care</u> Ch. 9 <u>See videos, PPT</u> <u>Principles/Techniques of pt. care</u> pp. 62-64	Lab: Gait lab Wheelchair Assessment	Written Exam 2, 11/17
Week 14 (B lab)→ (A lab) HPNP	Mon 11/20	Gait Wheelchair	<u>Kettenbach</u> Ch. 21	Lab: Gait lab Wheelchairs/Curbs	Kettenbach Ch. 20 Worksheet I Part I, II, III Note posted to Canvas
Week 15 (A lab)→ (B lab) HPNP	Mon 11/27	Patient lifts Mechanical equipment Dependent transfers	<u>Principles/Techniques of pt. care</u> Ch. 10 Special Equipment pages	Lab: Mechanical lift equipment Dependent transfers 3-person, 2-person Case Studies. Include: Patients who need lifts W/C fitting. Progression to LBQC, SBQC, st. cane	
Week 16 A lab-> B lab HPNP	Mon 12/4	Practical Exam 2			
Finals		Written Exam 3		Written Exam 3	

