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PT 526.01: Foundational Skills and Interventions

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University of Montana
Program in Physical Therapy
PT 526 Foundational Skills and Interventions
Autumn 2013, Professional Year I
Fall 2013

Course Coordinator:

Jennifer Jeffrey Bell, PT, ScD, COMT

Instructors:

Unit 1: Transfers, Positioning and Assistive Devices

Jennifer Jeffrey Bell, PT, ScD, COMT

Skaggs Building 215B

243-6827

jennifer.bell@umontana.edu

Office hours: Tuesdays 10:00-12:00 by appointment; schedule by email

Unit 2: Soft Tissue Mobilization

Audrey Elias, DPT, OCS

Skaggs Building 015

243-2609

audrey.elias@umontana.edu

Office hours by appointment; schedule by email

Class Times: See schedule for dates, hours, rooms as they vary throughout the semester

Credits: 3

Unit 1: Transfers, Positioning and Assistive Devices 60%

Unit 2: Soft Tissue Mobilization 40%

A complete breakdown is provided in the following Unit specific details

Contact Hours:

10 contact hours per week

Approximately 50% lecture, 50% Lab

Unit 1: Transfers, Positioning and Assistive Devices ≈ 30 hours

Unit 2: Soft Tissue Mobilization ≈ 20 hours

Required Texts: (required reading assignments will be provided in the following Unit specific details)

Perison FM, Fairchild SL. Principles and Techniques of Patient Care. Saunders Elsevier. 4th edition.

Andrade CK, Clifford P. Outcome-Based Massage. Lipponcott, Williams, and Wilkins. 2nd edition.

Supplemental Readings:

Students must be familiar with and have access to the publications of the American Physical Therapy Association (APTA) including but not limited to the APTA Code of Ethics and Guide to Physical Therapy Practice. Additional articles will be assigned and provided in class or through Moodle.

Course Description:

The interventions course consists of two units:

1) Positioning, Transfers, and Assistive Devices

Students will be instructed on the skills and information necessary to prepare the treatment area, position patients, drape, perform bed mobility and transfer patients in a manner safe for both the patient and student. Instruction regarding the use and selection of assistive devices, and instruction of how patients utilize assistive devices for functional tasks and equipment for assisted standing will also be provided. Instruction will include basic passive range of motion, performing a strength and range of motion screen prior to performing functional mobility. Introduction to mobility in the acute care setting will be provided through the College of Technology School of Nursing. An introduction to Occupational Therapy will be provided by a licensed Occupational Therapist.

2) Soft Tissue Mobilization

Students will be instructed in the skills and information necessary to provide soft tissue mobilization, including various techniques for assessment and intervention. Techniques covered include: superficial, petrissage, kneading, neuromuscular, friction massage and trigger point techniques. Instruction regarding indications, precautions, contraindications, draping and privacy issues will be included.

Course Content

Curricular Threads

Disablement models – ICF
Documentation
Ethical issues
Evidence-base practice
Changes across the lifespan
Pharmacology/pharmacotherapeutics
Physical stress theory
Prevention
Reimbursement
Regulation and compliance
Supervision

Foundational Patient Management Skills:

Positioning
Draping
Transfers
Bed mobility
Gait training & Assistive Devices
Initial Examination such as vital signs, screening strength and range of motion, cognition

Physical Therapy Interventions:

Passive range of motion
Functional mobility training
Gait training
Prescribing assistive devices, standing devices
Soft Tissue Mobilization and Massage

Grades will be based upon the following:

Moodle Quizzes based on reading assignments	28%
Participation and Professionalism in Lab	10%
Practical Examination 1	14%
Practical Examination 2	14%
Soft Tissue Practical	9%
Final Examination	25%

Grading Scale:

Percentage	Grade	Grade Point
90-100	A	4.0
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0

Once admitted into the Professional Physical Therapy Program, all students must achieve a “C” grade or higher in this course to receive credit towards progression in the program. For this course, all students must receive a 73% or higher on the cumulative final exam in order to pass the course.

Moodle Quizzes: Students will be assigned multiple Moodle quizzes during the course. Quizzes will cover material from the readings and information presented during class. The quizzes are to be completed independently at home and submitted by the due date. **No late submissions will be accepted.**

Written Exams: No repeat of written exam will be given.

Practical Exams:

If a student fails a practical exam, he or she will be required to re-take the practical exam and/or by some other means as determined by the unit instructor to ensure that competency is established. The retake practical exam shall be of the same format and the student needs to score over 73% on the retake to pass. The highest possible score on a practical examination retake is 73%, despite actual score achieved on the retake. Practical exams are given over a period of hours/ days, so there are times when some students have completed the exam while others are still studying. In order to insure equality of testing procedures for all students please adhere to the following regulations:

1. Do not solicit any information from students who have already taken the exam.
2. Do not discuss any part of the exam with classmates who have not taken the exam (or with someone else in their presence).
3. While practical exams are being given do not use the equipment that might be used during the exam.
4. While practical exams are in session do not study, practice, or otherwise loiter in the exam area.

Class assignments: Please note the assigned readings are to be done before the lecture or lab for which it is assigned. **Bring text to class to use as reference during lab and discussions.**

Academic Honesty:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online: <http://life.umt.edu/SA/documents/fromWeb/StudentConductCode1.pdf>

For information on plagiarism please visit these links:

<http://www.rbs2.com/plag.htm>

<http://owl.english.purdue.edu/owl/resource/589/01/>

Professional Behaviors:

Professional behaviors are expected in the course and are detailed in the student handbook. Unprofessional conduct by a student when involved in schoolwork, in and out of the department, may also be considered grounds for unsatisfactory progress in the program and is subject to review by the Academic Requirements Committee and the Dean of the College of Health Professions & Biomedical Sciences. Also, please refer to the "Generic Abilities" section in your student handbook. Unprofessional behavior will be subject to disciplinary action as per the discretion of the instructor.

Students with Identified needs:

The UM strives to make special accommodations for students with identified special needs. Students with disabilities must register with UM Disability Services for Students. Their office is the University of Montana's student affairs office, which assures program access to the University by students with disabilities. Their website is as follows: <http://life.umt.edu/dss>.

Teaching Methods and Learning Experiences:

Lecture, in-class discussion, small group work, laboratory experiences, supplemental handouts, readings, and texts, practical examinations, and case examples will be utilized. This class includes both lecture and lab. Most of the lecture is woven into the labs. Demonstration and video are used, with opportunity provided for students to practice, demonstrate and ask questions each class period. One off campus lab (Bed mobility and Positioning) will be at the COT School of Nursing for an interdisciplinary introduction into Acute Care. The curricular threads incorporated into this course are listed above. The course will highlight the importance of interdisciplinary practice, body mechanics, prevention, and safety whenever possible.

There is a Moodle component for this class. Moodle may be accessed at <http://umonline.umt.edu>. Syllabus, schedule, announcements, and supplemental reading will be provided through Moodle or in class.

Attendance/Remediation Policy:

Students are required to attend all lectures/labs and arrive on time for class. If the student is absent or late for class, it is the student's responsibility to notify the course instructor prior to the start of class.

Excused absence: An excused absence must be verified as excused by the instructor. Absences may be considered excused if due to illness, accident, or emergency at the instructor's discretion. A student with a verified excused absence will still be responsible to makeup work that was missed and he/she is responsible to coordinate remediation with the course instructor. Students will be allowed fair and equitable remediation for a missed class material if the absence is verified as excused.

Unexcused Absence: An unexcused absence will result in score of zero for missed assignments, quizzes, and/or exams that were scheduled for the time that was missed. Students will lose 2 points off their final course grade for each unexcused absence up to four unexcused absences. If a student misses more than four class days, they will be subject to remediation and/or disciplinary action.

All PowerPoint Slides are the property of the instructors and shall not be shared or disseminated without permission.

Overall Course Objectives:

1. Describe the purposes and applications of specified physical therapy interventions pertaining to functional mobility and soft tissue mobilization
2. Summarize the indications, physiological bases for, rationale, contraindications to, and safety precautions of specified physical therapy interventions of soft tissue mobilization
3. Identify the appropriate physical therapy intervention(s) for a patient based upon examination data and patient goals provided.
4. Perform appropriate patient positioning, draping, vital signs assessment, transfers, gait training, and soft tissue mobilization based on evaluation data provided, patient status and history

5. Document data related to the application of the intervention in an accurate, timely, and systematic manner.
6. Monitor and modify intervention based on the patient's cognitive, physical, and psychological responses to the treatment intervention.
7. Document the patient's immediate and latent responses to the intervention.
8. Evaluate the effectiveness of a physical intervention towards resolving the impairment related to patient's progress toward achievement of their goals.
9. Modify the interventions selected as indicated to maximize the patient's functional performance.
10. Respect the implications of individual and cultural differences when applying selected interventions to a patient.
11. Demonstrate good interpersonal skills and body mechanics when applying interventions to a patient.

Practice, Practice, Practice: You will also be responsible for demonstrations of previously covered material during labs at the discretion of the instructors (lab version of a "pop quiz") so make the most of your time in class and practice during lab. Preparation for lab and practical examinations requires that you practice with a partner outside of class to become skilled and efficient. Practice outside of class time is also required if you are unable to get through all of the material during lab. Please use your class time wisely!

Clothing: Wear comfortable clothing with closed toe shoes to labs in the Skaggs Bldg. Labs including New Directions Clients or those performed off campus (i.e. COT lab) require professional attire. No hats/caps, flip flop shoes or open toe sandals in class. Soft Tissue Lab Clothing: men are to wear shorts and tee shirts; women are to wear shorts and sports bras/bathing suit tops underneath their shirt. You may wear sweatshirts/pants to stay warm. Students are required to be dressed-out prior to the beginning of the laboratory session. The student must also bring a clean/laundered pillowcase, large towel and single/twin sized bed sheet to every lab.

Specific Unit 1 Learning Objectives:

Following the successful completion of Unit 1 of PT 526: PT Interventions I, each student will be able to:

- 1.0 Skillfully demonstrate the ability to perform, teach and critique each of the following patient care clinical tasks including ALL appropriate safety considerations and actions:
 - 1.1 Excellent and reliable use of protective **body mechanics** at all times whenever lifting, pushing, pulling, reaching, carrying or maintaining sustained postures.
 - 1.2 Careful patient **positioning** in all situations including preventive positioning at all times.
 - 1.3 Vigilant patient **draping** to maintain health, dignity and infection control at all times.
 - 1.4 Comfortable passive, active assisted, active and resistive **range of motion** to all body parts.
 - 1.5 Fit, demonstrate use and instruct patients in the safe and proper use of the standard **wheelchair** including a variety of components and features including brakes, armrests, foot pedals, and general maintenance.
 - 1.6 Fit, demonstrate use and instruct patients in the safe and proper use of all **assistive devices** which may include parallel bars, suspension systems such as the Lite-Gait, straight or quad canes, hemi or standard walkers, rolled walkers or rollators, axillary or forearm crutches and/or walking sticks.
 - 1.7 Critically assess, select, and defend which assistive device(s) is/are the best for use in varying clinical situations
 - 1.8 Demonstrate use and instruct patients in the safe and proper use of appropriate **gait pattern(s) and assistive device** to suit both the assistive device and the stated patient history and goals.
 - 1.9 Demonstrate use and instruct patients in the safe and proper use of all **surface-to-surface transfers** for each level of patient dependency in highly variable clinical situations. Special attention will be given to patient and clinician safety and body mechanics for each and every transfer.
 - 1.10 Demonstrate patient care (as listed above) in the **intensive or critical care situation** as performed in the simulation lab.
- 2.0 Comprehend and apply the didactic details presented in both the readings and lectures and apply them appropriately in a variety of **novel clinical and patient care situations** and settings.
- 3.0 Successfully **work in small groups of peers** in a manner that is professional, positive and focused both in and out of the classroom/ lab that will foster learning now as well as future long-term networking.

- 4.0 **Synthesize information** from current and previous readings, lectures, labs, clinical observations and/or experiences and coursework to logically, effectively and safely solve clinical scenarios. This includes application of skills/knowledge learned in other courses.
- 5.0 **Defend clinical decisions both verbally and in writing** utilizing constructive communication and skillful patient documentation.
- 6.0 Objectively, accurately and professionally **evaluate peers** and constructively communicate your findings to them in a manner that promotes learning and building of positive collegial relationships.
- 7.0 Consistently demonstrate the same **professionalism** in the classroom and lab that you will utilize in the clinic.

Specific Unit 2 Learning Objectives

- 1 – Knowledge and Comprehension
- 2 – Application
- 3 – Psychomotor
- 4 – Analysis, synthesis, evaluation
- 5 – Affective

A. Therapeutic effects

- 1.1 Explains the effects of STM on pathology, impairments, or functional limitations
- 1.2 Describe the effects of STM on different tissues in various states of pathology/healing
- 1.3 Describe intelligent touch
- 1.4 Identify potential problems with touching patients
- 1.5 Give the general classifications of STM techniques
- 1.6 Describe the current evidence for use of soft tissue techniques
- 2.1 Given a case, determine an appropriate technique
- 4.1 Given a case, determine the appropriate parameters of the intervention you choose

B. Preparations for intervention/treatment

- 1.1 Describe the rationale for self-care
- 1.2 Explain how you educate the patient about her/his care
- 2.1 Given a case, describe optimal draping and positioning
- 3.1 Demonstrate good body mechanics
- 3.2 Demonstrate draping and positioning

C. Client examination

- 1.1 List information from the interview/history that would suggest soft tissue dysfunction
- 1.2 Give classifications of impairments that would be amenable to STM
- 1.3 Describe normal tissue integrity and function and general methods to examine tissue
- 3.1 Conduct an examination of skin integrity, muscle tone
- 3.2 Conduct other appropriate tests as acquired in PT 516

D. Procedural techniques

- 1.1 List techniques required by your professor
- 1.2 Give the contraindications for these STM techniques
- 2.1 Given a case, prescribe an appropriate STM technique
- 3.1 Given a case, educate the “patient” as to the benefits and possible negative consequences of the technique you chose
- 3.1 Perform each technique effectively and efficiently
- 3.2 Use good body mechanics (whole body)
- 4.1 Given a case, discuss sequence of treatment intervention
- 5.1 Attend and practice in and out of class

Unit I: Transfers, Positioning, Assistive Devices		
Date	Topic	Readings/Assignments from <u>Principles and Techniques of Patient Care</u>
10/16	Lecture: Syllabus Introduction, Professionalism, Communication, Sexual Misconduct, Safety, and Body Mechanics	Ch 1 pgs 2-5, 14-20; Chp 4; Sexual Misconduct Article, Code of Ethics, Guide to Professional Conduct
10/21	Quiz Lecture: Principles and Precautions of Transfers and Bariatric Transfers Lab: Transfers, Bariatric Transfers	Chp 8 pgs 173-205; Watch transfer video, Bariatric Article
10/28	Split Lab: Transfers; Transfer Case Studies 8:10-10:00; 10:10-12:00 **Split Lab 1:10-3:00 Lecture/Lab: Bed Mobility; PROM	Chp 8 pgs 173 – 205; Chp 6 pgs 101-107
11/4	Lab with New Directions clients	Review transfers Chp 8
	1:10-4:10 Acute care lab- Positioning, Draping and Bed Mobility in acute care	Chp 10 pgs 276-296
11/11	Practical Exam 1 – Positioning, draping, STM, bed mobility Lecture/Lab: Introduction to Assistive devices, Measurement and Fit	Chp 9 pgs 215-226
11/18	Lab: Teaching Techniques, Gait Patterns, Pre-gait, Standing and Sitting Activities Tilt table, Parallel Bars, Mechanical Lifts	Chp 9 pgs 215-226; 247-254, 262-264, 271-273
11/25	Quiz Lab: Stairs and Falls Case Studies and Review	Chp 9 pgs 255-273
12/2	Practical Exam 2 20 minutes/student (2 students/practical) for Transfers and assistive devices	
Unit 2: Soft Tissue Mobilization		
Date	Topic	Readings/Assignments from: <u>Outcome Based Massage</u>
10/23	Lecture: Effects of Immobilization; Positioning and Draping Guidelines Lab: Positioning, Draping Case studies; Surface Anatomy and Palpation	Skim Part 1: Client Examination and Treatment Planning Review Mueller & Maluf 2002 (Physical Stress Theory)
10/30	Quiz Tissue Examination and Preparation; Power of Intelligent Touch; Body Mechanics Superficial and Fluid Techniques	Read Chapter 7-8 Cohen 2002 Cancer (Supplement)
11/6	Neuromuscular Techniques	Read Chapter 9

		Ogai 2008 BrJSportsMed
11/13	Connective Tissue Techniques	Chapter 10 Shin 2012 Dermat Surg McKenney 2013 J Athl Train
11/20	Quiz "Specialized" Techniques (IASTM, FDN, ART) Practice on People! Please dress professionally	George 2006 JManManipTher Huguenin 2005 BrJSportsMed McCormack 2012 JManManipTher
11/27	No Class Thanksgiving	
12/4	Case Studies and Soft Tissue Practical (Round Robin Style)	
Week of 12/8	Final Cumulative Exam	

Class will be split for labs some labs. Please see your lab group below. If a scheduling conflict exists, students may trade lab times.

Split Lab Groups:

Group 1:

Leigh Bailey
Sam Cotnoir
Rebecca Halsey
Jordan Johnston
Madeline May
Erin Nugent
Carly Stewart
Maggie Warren
Kyle Palmer
Andrew Mayer
Christi Lee
Kathryn Hicks
Samantha Davis
Nathan Bell
Rachel Bintl
Kailey Edgar
Tayler Holder

Group 2

Sylvia Lewis
Steward Meints
Tara Phelps
Alex White
Susan Wood
Dean Romine
Hannah Millson
Dustin Lind
Melissa Jessop
Kiley Eversole
Justin Bridget
Mackenzie Burns
Aleisha Gornick
Greg Johnson
Carmen Luke
Abigail Mytty
Hannah Scholter