

PHTH 102 Basic Health Skills for the Physical Therapist Assistant

- iii. apply basic first aid procedures (patient positioning, splinting, sling and swath, and bandaging)
2. Use proper body mechanics in all maneuvers involving patient and or equipment handling / moving.
 - a. Define key terms related to body mechanics
 - b. Explain the principles of proper body mechanics and how patient/client and own safety is affected in basic physical therapy care management.
 - c. Utilize proper body mechanics for: lifting, reaching, pushing, pulling, carrying.
 - d. Instruct another in the use of proper body mechanics for: lifting, reaching, pushing, pulling, carrying.
3. Adapt proper positioning and draping techniques for patients with a variety of problems across the lifespan.
 - a. Describe and demonstrate positioning that minimizes friction and shear forces
 - b. Discuss rationale for selected position(s)
 - c. Demonstrate thorough inspection of bony prominences and integumentary integrity
 - d. Describe the precautions related to positioning patients in: prone, supine, sidelying, sitting
 - e. Properly position and drape patients in: prone, supine, sidelying, sitting
 - i. maintain optimal position relative to patient for maximum safety for both self and patient
 - ii. instruct others (caregivers, helpers, PTAs) in patient positioning in all positions
 - iii. instruct others (caregivers, helpers, PTAs) in patient positioning with specific patient problems (eg. patient has no volitional movement, only weak movement, unilateral movement, movement impaired by pain or recent surgery) drape patients in: prone, supine, sidelying, sitting
 - f. Develop turning schedule for patients who are bed bound
 - g. Utilize correct medical terminology to describe positioning and draping of patients.
 - h. Accurately grade and document the amount of assistance needed to achieve the position
4. Adapt proper transfer and functional activities for patients with a variety of problems across the lifespan.
 - a. Describe and demonstrate patient mobility and functional activities (ADLs/IADLs) in preparation for transfers.
 - i. Describe and provide rationale for pre-transfer data collection
 - ii. Safely demonstrate the following transfer techniques (include pre-transfer data collection): Bed to bed, bed to chair and back, bed to plinth and back, supine to sit and back, sit to stand and back, wheelchair to bed and back, wheelchair to floor and back, bedside to commode and back, shower chair, hoist lift, stand pivot, two-person, three-person, sliding board and hover mat.
 - b. instruct caregivers or others in safe bed mobility and performance of functional activities
 - c. accurately grade and document the amount of assistance needed
 - d. ask for help, if needed, to achieve safe patient transfer and instruct caregivers or others to assist in safe transfers
 - e. Given a case scenario, select an appropriate transfer technique considering both the patient's and therapist's particular strengths and weaknesses.
 - i. modify transfer technique given the following situations: total hip precautions, abdominal surgery, back surgery, lack of sitting balance, presence of multiple attachments to patient (lines and tubes)
 - f. Utilize correct medical terminology to describe bed mobility, transfers, and functional activities.
5. Adapt proper range of motion (ROM) exercise for patients who are bedbound.
 - a. Define key terms related to range of motion
 - b. Perform ROM technique correctly and safely
 - c. Instruct caregivers or others in safe range of motion techniques for a specific situation (eg. patient is in a coma, overall weakness, unilateral weakness, s/p joint replacement surgery)
 - d. Utilize correct medical terminology to describe positioning and draping of patients.
6. Adapt proper use of assistive devices for a variety of problems.
 - a. Define key terms related to wheelchairs, ambulation aids and gait patterns
 - b. Compare and contrast various assistive devices, including advantages and disadvantages of each.

PHTH 102 Basic Health Skills for the Physical Therapist Assistant

- c. Define key terms related to wheelchair positioning and mobility
 - i. Identify the key components of a wheelchair (seat, back, arms, brakes, wheels, leg rests, foot plates, calf pads)
 - ii. Determine basic fit and functionality of wheelchair relative to patient problem
 - iii. Teach patient to properly propel and maneuver a wheelchair (one arm, two arm) in the community
 - iv. Teach caregiver to properly propel and maneuver a wheelchair in the community
 - v. Identify architectural barriers to wheelchair use
 - vi. Utilize correct medical terminology to describe wheelchair mobility.
 - d. Properly fit an ambulatory assistive device to a specific patient.
 - i. Accurately assess condition of device for safety
 - ii. Instruct patient or caregivers in proper care and maintenance of assistive device
 - iii. Check the fit of the device for the specific patient
 - iv. Make any adjustments in the fit as needed
 - e. Demonstrate proper use of various assistive devices on level and non-level surfaces, including: walkers (standard, wheeled); crutches; canes (straight, quad, hemi-walker).
 - f. Properly perform the following gait patterns: two-point, three-point, four-point; swing to and swing through
 - i. Compare and contrast various gait patterns, including advantages and disadvantages of each
 - ii. Demonstrate the appropriate progression of devices and gait patterns beginning with the most supportive and most stable to least supportive and least stable
 - g. Properly demonstrate and instruct patients in different weight bearing status
 - h. Given a case scenario, select an appropriate assistive device, gait pattern and weight bearing status for use considering functional limitations and goals of the patient.
 - i. Properly guard a patient with an assistive device on: level surfaces, unlevel surfaces, ramps, stairs, curbs, carpet, bare floors.
 - j. Utilize correct medical terminology and describe ambulation and gait training activities.
7. Analyze architectural barriers present within the local community and home.
- a. determine whether the combination of device, amount of assistance, weight bearing status, cognitive and sensory status will work safely in the patient's environment
 - b. Problem-solve issues related to architectural barriers (including cultural and personal issues, financial issues and esthetics)
 - c. Utilize correct medical terminology and describe recommendations for modifications to architectural barriers.
8. Demonstrate communication and professional behaviors consistent with established standards of practice.
- a. Use professional and concise verbal and nonverbal communication in conducting all screens and data gathering.
 - b. Attend to all principles of safe practices to minimize risks to patient, student, subjects, self, and others during all laboratory practices and activities.
 - c. Demonstrate the efficient use of laboratory time.
 - d. Seek and respond appropriately to constructive feedback.
 - e. Participate in ongoing self-assessment and identify the need for continued practice and growth.
 - f. Participate in peer assessment during laboratory activities in such a way that minimizes errors and enhances the knowledge and skill of all participants.

Required Text: Pierson, Frank and Fairchild Sheryl. *Principles and Techniques of Patient Care, 5th Edition*. St. Louis, MO: Saunders Elsevier, 2013.
Barrett, Christina. *Dreeben-Irimia's Introduction to Physical Therapy for PTAs, 3rd Edition*. Sudbury, MA: Jones and Bartlett Publishers, 2017.

PHTH 102 Basic Health Skills for the Physical Therapist Assistant

Teaching methods and learning experiences: Teaching methods employed will include lectures, audiovisual presentations, small group discussions, question and answer sessions, demonstrations, patient case discussions, and supervised laboratory practice. Practical exams are video recorded.

Evaluation and grading: See *Student Handbook* for grading scale. Students must complete all course requirements successfully in order to pass this course.

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|-------------------|-----|------------|-----|
| Exam I | 250 | Exam III | 300 |
| Exam II | 250 | Term paper | 100 |
| Quizzes, homework | 100 | | |

Three (3) Practical Examinations all of which are Pass/Fail and all of which must be passed in order to pass the course, regardless of written exam scores. See *Student Handbook* for further information. *Detailed criteria and scoring rubrics for each laboratory practical will be available prior to the exam. One example is included with this syllabus.*

Course Requirements

Attendance: On time attendance of all lecture and laboratory sessions are mandatory. The skills taught and practiced in this course are essential to physical therapist assistant practice. MC college-wide regulations state that if a student misses more than two classes (equivalent to one week of classes), then the student may be dropped from the class. All absences are considered unexcused with the exception of court appearances, sudden hospitalization, religious observation, natural disaster, or family emergency. In order to be considered an excused absence, the student must provide documentation. Three late arrivals will count as one absence from class. Three absences will result in a decrease of the final grade by one letter. (An "A" becomes a "B," etc.)

Make up policy: If the student must be absent during a quiz, practical or written exam, he/she will notify the instructor by telephone or e-mail at least 24 hours in advance. In order to qualify for a make up quiz, practical or written exam, the reason for absence must be documented. As stated above, only court appearance, sudden hospitalization, religious observation, natural disaster, or family emergency will be considered appropriate reasons.

Make-up written quizzes and exams are taken in the Medical Learning Center. Make up practical exams are re-scheduled at the instructors availability. The instructor reserves the right to alter the content or format of any make up quizzes, written or practical exams in order to preserve the academic integrity of the assessment.

Re-takes and extra credit: If a student is unsuccessful in the first attempt at a practical exam, ONE re-take is scheduled. Re-takes of practical exams are scheduled with the instructor and will require a faculty member as an impartial evaluator. Re-takes will be video taped.

No additional assignments outside of those scheduled on this syllabus, termed "extra credit", will be given for grade improvement.

Attire: Proper laboratory attire is mandatory and consists of flat comfortable non-skid shoes, loose fitting shorts and a bikini or halter top for females. Males and females may wear T-shirts which would be removed during practice sessions. Laboratory attire must be available for all class sessions unless otherwise informed by the instructor. Students will not be admitted to lab without proper attire. If a student does not have appropriate lab attire, he/she will wear hospital-style patient gown during lab.

Lab attire is not to be worn during lectures or outside of the laboratory in the hallways, with the exception of break times. Visitors are not allowed in the labs without permission of the instructor before class begins. Visitors are not allowed in the labs during open lab practice sessions.

During labs, long hair must be fastened up off the neck. Jewelry that could endanger either the "patient" or student must be removed or otherwise secured during lab experiences. Good to excellent physical hygiene, with groomed hair and short, clean nails is expected of all students.

PHTH 102 Basic Health Skills for the Physical Therapist Assistant

Student Code of Conduct and Academic Honesty: Students are referred to the *Student Handbook* as well as Academic and Student Services web pages for details.

<http://www.montgomerycollege.edu/departments/academicvp>

Housekeeping: All students are responsible for putting equipment away, keeping equipment clean, and in good working order at the end of each laboratory session. Students are expected to report unsafe and/or broken equipment to the instructor. It is not necessary to report who is responsible for breaking the equipment. Students are responsible for washing, drying, folding, and putting away linen; a washer and dryer with detergent are available across the hall from the lab. Walking on mats or mat tables with shoes on is not allowed. Drinking or eating in the laboratory is not allowed at any time.

Classroom Behavior: Each and every student is expected to behave in ways which promote a positive learning atmosphere. Students have the right to learn; however, they do not have the right to interfere with the freedom of the faculty to teach or the rights of other students to learn. Students are treated respectfully; and in return, are expected to interact respectfully with peers and faculty.

All class discussions are carried out in a way that keeps the classroom environment respectful of the rights of others. This means that, for example, students should not interrupt someone else who is talking regardless of whether that person is the instructor or another student. Students should not monopolize class time by repeatedly interrupting and asking questions in a manner which hinders the learning process of others.

Students are also expected to conduct themselves in ways which create a safe learning and teaching environment that is free from such things as violence, intimidation, and harassment. Talking on cellular telephones, sending or receiving text or instant messages, and/or listening to audio devices during class or laboratory is not consistent with a supportive and respectful learning environment. Further information on behavioral expectations is available in the *Student Handbook*, and the *Student Code of Conduct* mentioned above.

Electronic mail: Student e-mail (montgomerycollege.edu) is an official means of communication for the College. It is expected that students will check e-mail regularly and frequently, as you are responsible for information and announcements that will be sent to you from the College.

For this class, student e-mail will be used only for situations where timing is essential. Most information is discussed in class and all assignments will be turned in as hard copy during regular class times. If students contact the instructor through e-mail, they must use the MC student e-mail account (rather than a personal account) so that the instructor will recognize this as a student communication. Please use the following line in the subject line: STUDENT NAME with question in PHTH 102.

Important Student Information Link

In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The link below provides information and other resources to areas that pertain to the following: student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, how to register for the Montgomery College Alert System, and finally, how closings and delays can impact your classes. If you have any questions, please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies.

<http://cms.montgomerycollege.edu/mcsyllabus/>

PHTH 102 Basic Health Skills for the Physical Therapist Assistant

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact Dr. Clemmie Solomon (TPSS) or look for support resources on the Student Affairs web page. <http://cms.montgomerycollege.edu/edu/secondary5.aspx?urlid=55>

We know that issues around food and shelter can affect your academic performance. If you feel comfortable, please discuss your concerns with any of your instructors. We are committed to your success and will assist you in any way that we can.

Course evaluations: The College has recently changed the semester course evaluation system on-line. Students will be notified via campus communication systems about when the course evaluation is active. The PTA Program faculty considers course evaluations to be good practice at giving professional feedback. In addition, the faculty uses course evaluation data to improve the learning experience for future students.

Course Schedule

NOTE: Open lab on Fridays for review of skills and skills checks (attendance is not mandatory, but students who are unsure of their skills are encouraged attend for additional supervised practice)

| For week of: | Class topic - Monday | Lab skills - Wednesday | Reading | Assignment |
|---------------|--|---|---|---|
| Aug 27 | Review of syllabus, Introductions; Preparation for Patient care; PCMM; basic first aid for bleeding, shock, fracture, sprain/strain; large scale disaster; | Asepsis, infection control, personal protection needed for each type of isolation Preparing the patient for transport | Chapters 2,12 | Skills checks |
| Sept 3 | Labor Day, no classes | Vital signs, and bandaging (spiral and figure 8, with and without compression) | Chapter 3 | Skills checks – vitals and bandaging |
| Sept 10 | Body Mechanics, Patient transport, bed positioning, draping and bed mobility; Integumentary exam, bony prominences, turning schedules | Body mechanics applied to transport, bed positioning, draping and bed mobility; techniques to minimize friction and shear | Chapter 4,5 Chapter 10 | Skills checks |
| Sept 17 | ROM and Functional activity training Case studies – minute paper | ROM and Functional Activity Training | Chapter 6 | Skills checks – positioning and draping |
| Sept 21 (FRI) | Practical exam # 1 | <i>Student pairs will be scheduled, practical will be videoed</i> | Completed skills checks are your ticket into the practical exam | |
| Sept 24 | Putting it all together: Documenting, Case studies | Sept 26 (Wed) Written Exam # 1 | Barrett chapt 9 | |
| Oct 1 | Transfers, grades of assistance Homework: documentation | Transfers when patient can help; specific cautions | Chapter 8 | Skills checks |
| Oct 8 | Transfers using equipment; pneumatic lift, sliding board; documentation Assignment: grades of assistance | Transfers with equipment; documenting transfers; Tilt table, 2-person lifts, 3-person lifts | | Skills checks – supine to sit |
| Oct 15 | Training and positioning helpers; Putting it all together: Documenting Case studies, positioning helpers | Transfers with equipment; documenting transfers; Tilt table, 2-person lifts, 3-person lifts | | Skills checks – sit to stand |
| Oct 22 | Training and positioning helpers; Putting it all together: Case studies | Oct 24 (WED) Written exam # 2 PLEASE LOOK FOR ON-LINE COURSE SURVEY AND COMPLETE | | |
| OCT 26 (FRI) | Practical Exam # 2 | <i>Student pairs will be scheduled, practical will be videoed</i> | Completed skills checks are your ticket into the practical exam | |
| Oct 29 | Ambulation and gait training with devices | Gait training | Chapter 9 | Skills checks – level surfaces |

PHTH 102 Basic Health Skills for the Physical Therapist Assistant

| For week of: | Class topic - Monday | Lab skills - Wednesday | Reading | Assignment |
|----------------|--|--|--|------------------------------------|
| Nov 5 | Architectural Barriers Minute paper | Gait training on level surfaces: walkers, crutches, canes | | Skills checks – curb, ramp, stairs |
| Nov 12 | Wheelchairs | Gait training on level surfaces: walkers, crutches, canes, wheelchairs | Chapter 7 | Skills checks |
| Nov 19 | ADA and Architectural Barriers | <i>Thanksgiving Break – a great time to finish your term paper! Students may check out equipment over the break.</i> | Chapter 13 | Term Paper due December 7 |
| Nov 26 | Documenting and progressing gait training. Review for exam. Training and positioning helpers; Falling and incident reporting; Case studies | Case studies, review session | Chapter 9,7,13 | |
| Dec 3 | Review session | Case studies, review session | | |
| Dec 7 | Final PRACTICAL EXAM | <i>Student pairs will be scheduled, practical will be videoed</i> | Completed skills checks are your ticket into | |
| Dec 12 | Final WRITTEN EXAM | | | |
| Week of Dec 17 | Make up practicals; if needed; cleaning and storing all equipment | | | |

The instructor reserves the right to adjust class topics, lab skills, readings or assignments based on the learning needs of the students.

IMPORTANT DATES for Fall Semester 2018

Classes start: August 27, 2018

Classes end: December 7, 2018

Final exam week: December 10-14, 2018

Professional Activities

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|------------------------------------|---------------|-------------------|
| DC/Maryland Annual Conference 2018 | November 3 | Towson, MD |
| DC/Maryland Student Conclave 2018 | November 17 | Ellicott City, MD |
| National Student Conclave 2018 | October 11-13 | Providence, RI |
| Combined Sections Meeting 2019 | January 23-26 | Washington, DC |
| Advocacy Day on the Hill 2019 | tba | Washington, DC |
| DC/Maryland Spring Conference 2019 | March 30 | Silver Spring, MD |
| Annual Conference NEXT 2019 | June 12 -15 | Chicago, IL |

Check the following web sites for chapter and section meetings in 2018 - 2019

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| www.apta.org | Open Membership and Leadership page, select Chapters and Sections |
| www.aptamd.org | APTA of Maryland, select Meetings |
| www.dcppta.com | APTA of Washington DC, select Meetings |