



Basics of Patient Care PTHA 1405

Course Syllabus: Fall 2017

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	9:00-12:00, 1:00-3:00	none	9:00-12:00, 1:00-3:00	none	none	none

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites): Theory and application of basic patient handling and functional skills- includes selected data collection techniques. Prerequisite: Admission to the program.

Required Textbook(s):

1. Principles and Techniques of Patient Care, Pierson and Fairchild, 5th Edition, Elsevier, 2013.
2. Therapeutic Exercise; Foundations and Techniques, Kisner and Colby, 6th Edition, F. A. Davis, 2012.

Publisher: Elsevier/Saunders and F.A Davis

ISBN Number: 978-1-4557-0704-1; 13: 978-0-8036-2574-7

Recommended Reading(s): See Course Schedule

Student Learning Outcomes:

Identify and describe the theory, principles, and techniques of patient handling and functional skills; demonstrate performance of basic patient handling and functional skills; demonstrate selected data collection techniques; and utilize relevant communication techniques.

III. GENERAL OBJECTIVES

1. Attend all classes and arrive on time.
2. Project professional image (dress/hygiene) on field trips and field experiences.
3. Demonstrate professional behavior in interactions with instructors/students during classroom and lab activities
4. Demonstrate acceptance of faculty feedback on written, oral and practical exams
5. Acknowledge and describe errors and discuss correct responses upon completion of practical exam and skill check.

IV. SPECIFIC OBJECTIVES

On a written exam and/or lab partner through lab check-off with a lab partner or practical examination with simulated patients as listed below with 75% proficiency, the student will be able to:

<p>Communication: 1. Demonstrate effective communication skills including introduction of self as a student, giving understandable instructions, and providing adequate feedback during simulated patient scenarios. 2. Recognize the need to communicate any change of patient status to supervising PT.</p>	<p>1. Lab Practical 2. Exam</p>
<p>Patient preparation, positioning, and draping: 3. Recognize the need for adequate patient preparation as it relates to patient safety and patient dignity. 4. Prepare treatment areas and equipment for different types of treatment. 5. Describe factors involved in appropriate patient positioning. 6. Discuss goals of patient positioning 7. Identify and recognize possible changes in skin appearance. 8. Recognize the areas at risk for development of pressure sores. 9. Identify and use materials which assist patient positioning. 10. Demonstrate draping, positioning, and preparation of patients for various treatments. 11. Demonstrate supine, prone, sidelying, and sitting patient positioning techniques.</p>	<p>3. Exam 4. Lab Practical 5. Exam 6. Exam 7. Exam 8. Exam 9. Lab Check-off, Lab Practical 10. Lab Check-off, Lab Practical 11. Lab Check-off, Lab Practical</p>
<p>Vital signs: 12. Differentiate between normal and abnormal ranges for vital signs such as heart rate, respirations rate, blood pressure, and temperature. 13. Identify and describe factors affecting vital signs. 14. Perform accurate measurements of vital signs. 15. Record vital signs. 16. Perform tilt table activities and monitor physiological responses.</p>	<p>12. Exam 13. Exam 14. Lab Check-off, Lab Practical 15. Exam, Lab Practical 16. Lab Check-off</p>
<p>Wheelchair mobility: 17. Identify the components of a standard wheelchair and describe the purpose of each. 18. Identify the measurements taken to fit a person for a wheelchair and recognize inappropriate fit. 19. Describe wheelchair mobility on level surfaces, curbs/stairs, and ramps/inclines.</p>	<p>17. Exam 18. Exam 19. Exam</p>

<p>Introduction to ICU/emergency procedures:</p> <p>20. Identify the purpose of various machines and items commonly seen and used in the intensive care unit.</p> <p>21. Identify common characteristics for various medical emergency conditions/emergency situations and describe appropriate interventions to address these conditions.</p> <p>22. Recognize the need to communicate any change in patient status related to medical condition to supervising PT and nurse.</p>	<p>20. Exam</p> <p>21. Exam</p> <p>22. Exam</p>
<p>Standard precautions/wound care/bandaging:</p> <p>23. Define and describe standard precautions and isolation categories used in infection control.</p> <p>24. Understand the principles of sterile technique.</p> <p>25. Perform hand washing, set up and maintenance of a sterile field, and gowning and gloving techniques.</p> <p>26. Understand appropriate care for various types of wounds.</p> <p>27. Describe the stages of pressure ulcers and burns.</p> <p>28. Identify selected types of dressings and bandages.</p> <p>29. Describe the rationale for selection of dressings and bandages.</p> <p>30. Describe bandaging techniques and their use on various body parts.</p> <p>31. Demonstrate basic bandaging techniques.</p> <p>32. Compare the characteristics of major types of wounds.</p> <p>33. Describe differentiation of viable vs. non-viable tissue.</p> <p>34. Define debridement.</p> <p>35. Describe the rationale for debridement.</p>	<p>23. Exam</p> <p>24. Exam</p> <p>25. Lab Check-off</p> <p>26. Exam</p> <p>27. Exam</p> <p>28. Exam</p> <p>29. Exam</p> <p>30. Exam</p> <p>31. Lab Check-off</p> <p>32. Exam, Wound Care Field Trip Wound Type Comparison Assignment</p> <p>33. Exam</p> <p>34. Exam</p> <p>35. Exam</p>
<p>Body mechanics, bed mobility, and transfers:</p> <p>36. Describe the principles of proper body mechanics.</p> <p>37. Identify proper and faulty body mechanics.</p> <p>38. Utilize proper body mechanics in lab sessions with simulated patients.</p> <p>39. Demonstrate and train patient in proper body mechanics during simulated patient scenarios.</p> <p>40. List and define levels of assistance.</p> <p>41. Define and describe basic bed mobility skills.</p> <p>42. Perform basic bed mobility techniques including moving a patient about in bed both assisted and unassisted by the patient during simulated patient scenarios.</p> <p>43. Perform sit to supine to sit on the edge of the bed including patient assisted and unassisted maneuvers during simulated patient scenarios.</p> <p>44. Understand various transfer techniques.</p>	<p>36. Exam</p> <p>37. Exam, Body Mechanics Assignment</p> <p>38. Lab Check-offs, Lab Practicals</p> <p>39. Lab Practicals</p> <p>40. Exam</p> <p>41. Exam</p> <p>42. Lab Check-offs, Lab Practical</p> <p>43. Lab Check-offs, Lab Practical</p> <p>44. Exam</p> <p>45. Exam, Lab Practical</p> <p>46. Exam</p>

<p>45. Explain the appropriate steps in preparation for a transfer.</p> <p>46. Describe the appropriate components in initiating and completing the following transfers: sit to stand, pivot, sliding board, 2-man lift floor to chair, 2-man lift chair to bed, push-up transfer.</p> <p>47. Demonstrate appropriate technique and patient instruction for basic transfers including: pivot, sliding board, 2-man lift floor to chair, 2-man lift chair to bed, push-up transfer.</p>	<p>47. Lab Check-off, Lab Practical</p>
<p>Gait training/ambulation aids:</p> <p>48. Recognize the assistive devices used in gait training and the basic patterns of gait utilized with the devices.</p> <p>49. Describe the rationale for selection of an appropriate assistive device.</p> <p>50. Identify and describe requirements for safe and effective use of assistive devices.</p> <p>51. Demonstrate measurement for and proper fit of an assistive device.</p> <p>52. Perform gait training techniques to include instruction in the following gait patterns: 2-point, 3-point, and 4-point.</p> <p>53. Instruct simulated patient in use of assistive devices on curbs, ramps, and stairs.</p> <p>54. Recognize the need to respond by appropriately changing a gait pattern based on a change in patient status and communicating change of patient status to supervising PT.</p>	<p>48. Exam</p> <p>49. Exam</p> <p>50. Exam</p> <p>51. Lab Check-off, Lab Practical</p> <p>52. Lab Check-off, Lab Practical</p> <p>53. Lab Check-off, Lab Practical</p> <p>54. Exam</p>
<p>Range of motion:</p> <p>55. Describe and differentiate the basic forms of range of motion exercises.</p> <p>56. Identify appropriate indications for each of the types of range of motion exercises.</p> <p>57. Understand factors which determine range of motion at a given joint.</p> <p>58. Perform cardinal plane ROM exercises for major joints of the upper and lower extremities of a simulated patient.</p>	<p>55. Exam</p> <p>56. Exam</p> <p>57. Exam</p> <p>58. Lab Check-off, Lab Practical</p>
<p>Introduction to therapeutic exercise:</p> <p>59. Describe the basic purpose of a therapeutic exercise program in terms of strength, endurance, relaxation, and stretching.</p> <p>60. Compare the basic types of exercise used in a therapeutic exercise program.</p> <p>61. Identify and differentiate between specified parameters of exercise: resistance, distance, speed, frequency, and duration.</p> <p>62. Define plyometrics and identify the component parts of a plyometric activity.</p>	<p>59. Exam</p> <p>60. Exam</p> <p>61. Exam</p> <p>62. Exam</p> <p>63. Exam</p>

63. Identify the role of stretching in treatment of orthopedic conditions.	64. Exam
64. Identify the role of resistive exercise in treatment of orthopedic conditions.	65. Exam
65. Describe indications, contraindications, and precautions for performing stretching and resistive exercise techniques.	66. Lab Check-off, Lab Practical
66. Demonstrate the beginning skills in performance of selected exercise techniques including stretching and strengthening.	

SCANS Skills:

SCANS addressed as follows: Resources (allocates time); Information (acquires and evaluated information, organizes and maintains information, interprets and communicates information); Interpersonal (participates as a team member, serves clients/customers); Basic Skills (reading, writing, arithmetic, listening, speaking); Thinking Skills (problem solving, seeing things in the mind's eye, knowing how to learn, reasoning); Personal Qualities (responsibility, self-esteem, sociability, self-management, integrity/honesty).

Lectures & Discussions:

METHODS OF PRESENTATION

1. Lecture utilizing PowerPoint Presentations outlines
2. Assigned Readings
3. Classroom Participation
4. Laboratory Demonstrations and Practice
5. Guest Lectures
6. Multi-Media
7. Field Trips

OUTLINE OF CONTENT

1. Patient Preparation
2. Transfers
3. Vital Signs
4. Wound Care
5. Bandaging/Aseptic Technique
6. Introduction to the ICU
7. Emergency Procedures
8. Wheelchair Mobility and Management
9. Bed Mobility

10. Transfers
11. Tilt Table
12. Gait Training/Ambulation Aids
13. Range of Motion
14. Therapeutic Exercise

15. Stretching
 16. Resistive Exercise
 17. Endurance
 18. Relaxation
 19. Plyometrics

Evaluation/Grading Policy:

GRADING

- A - 92-100
- B - 83-91
- C - 75-82
- D - 66-74
- F - 65 and below

The PTA program designates 75% as the minimum passing level of achievement. A student must have a 75% course exam average to be eligible to sit for the final exam. In addition, the student must have a 75% lab component average to be eligible to sit for the final exam. Any student receiving a final course average below 75% will not pass the course and subsequently dismissed from the program. If a student does not meet either the exam average or the lab component average of 75%, he/she will not be eligible to sit for the final exam and will fail the course.

Tests/Exams:

EVALUATION

Unit Tests (3)	35 %
Lab Practical Examinations (2)	20%
Pop Quizzes/Assignments/lab check sheet	5%
Final Comprehensive Practical	20%
Final comprehensive exam	20%

Assignments:

See Tests/Exams section above

Other Course Requirements:

Lecture and Lab Schedule
Tentative

Module I Body Fat Percentage Testing/Cranial Nerve Testing
 Deep Tendon Reflex Testing

	Sensation Testing
	Sensation Check-offs
	Intro to MMT/Goniometry
	Shoulder Tests
	Elbow/forearm Tests
	Wrist/hand Tests
	EXAM I/PRACTICAL I
Module II	Hip Tests
	Knee Tests
	Ankle/foot Tests
	EXAM II/PRACTICAL II
Module III	Normal Gait
	Gait Analysis
	Spine Tests
	EXAM III
	COMPREHENSIVE LAB PRACTICAL (Data Collections, Therapeutic Exercise, Physical Agents)
	COMPREHENSIVE WRITTEN FINAL

Student Responsibilities/Expectations:

CLASS PREPAREDNESS

Students are expected to complete all reading assignments, as outlined in the course schedule or assigned by the instructor, prior to class time. It is the responsibility of the student to turn in assignments on time. Assignments are due at the beginning of the class period. Late assignments received by the next class period will result in a maximum grade of 75. If assignment is not turned in by the next class period the student will receive a grade of "0" for that assignment. Students are expected to participate in and perform a variety of physical therapy procedures on each other in lab and the classroom for educational purposes; after practicing each laboratory skill, the student will be asked to present a return demonstration to the instructor at some point prior to the conclusion of the lab. This participation is vital to the learning process. The student's consent is needed to participate in these procedures.

POLICY ON CIVILITY AND CELL PHONE USE IN THE CLASSROOM

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Inappropriate or distracting classroom behavior is prohibited in order to assure that everyone has opportunity to gain from time spent in class. Inappropriate or distracting language is also prohibited. Should a disruptive classroom incident occur, the faculty member in charge may remove a student. The student has the right to appeal through appropriate channels.

If you bring your cell phone to class or lab, it must be turned off or silent. Do not answer your phone in the classroom or lab room. If you are expecting a very important call, please

notify the instructor before class regarding the nature of the emergency situation. Keep the phone on silent, and if you receive the call, please step out of the room quietly.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Shannin Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

Family Educational Rights And Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Other Course Policies:

In addition to upholding the NTCC Academic Honesty Policy, students in the PTA program are required to follow the honor code provided in the program policy and procedure manual. The program honor code states that you will neither give nor receive any unauthorized assistance from any person, paper, or object on any test, paper, examination, or project. This includes talking about lab practical exams, regular exam questions, looking at copies of old tests from previous students, copying or allowing anyone to copy off of your test or assignment, and discussing any aspect of an exam with a student

who has not yet taken the test. When using another person's words or ideas, credit should be given to the source. Failure to abide by this policy may result in expulsion from the PTA Program.

Violations of this policy will be brought to the attention of the student by the instructor. If there is suspicion of wrongdoing without corroborating evidence, the matter will be discussed with the student and a written warning/contract will be issued if warranted. If there is clear evidence that a violation has taken place, the student will receive a grade of "0" for that test/assignment in question; and the instructor will impose a sanction ranging from a written warning to expulsion from the course with a failing grade.

If the student does not feel that the issue is satisfactorily resolved, the student should contact the PTA Program Director to discuss the matter. If the matter cannot be resolved at that level, the student may contact the Dean of Allied Health, followed by the Vice President for Instruction and Student Development. If the issue is not satisfactorily resolved at the end of this process, the student may initiate a formal grievance procedure outlined in the NTCC Student Handbook and in this manual.