

**University of Texas at El Paso  
College of Health Sciences  
Doctor of Physical Therapy Program**

**PT 6108**

**Integument Patient Management**

**Fall 2015**

**COURSE SYLLABUS**

**Credit Hours:** 1

**Contact Hours:** 45 class, lab, and clinic hours (7 weeks plus exam)

**Location:** Campbell Room 115 for all labs; clinic hours at UMC

**Schedule:**

<b>Date</b>	<b>Time</b>	<b>Campbell 115</b>	<b>UMC Clinic Visit</b> 2 students per group
Mon Aug 24	8-12	Labs A & B Class 1	
	1-5	Labs A & B Class 2	
Mon Aug 31	8-12	Labs A & B Class 3	
	1-5	Labs A & B Class 4	
<b>Wed Sept 9</b>	8-10	Labs A & B <b>EXAM 1</b>	
Mon Sept 14	8-12	Lab A Class 5	Shelby & Wesley (8-10am) Tommy & Andy (10-noon)
	1-5	Lab B Class 5	Tess & Christina (1-3pm)
<b>Wed Sept 16</b>	8-12		Zach & Kiersten (8-10) Kennen & Abby (10-noon)
Mon Sept 21	8-12	Lab A Class 6	Elise & Jeremy T (8-10am) Vicky & Josh (10-noon)
	1-5	Lab B Class 6	Romina & Jeremy C (1-3pm)
<b>Wed Sept 23</b>	8-12		SJ & Justin S (8-10am) Kevin & Steve (10-noon)
<b>Wed Sept 23</b>	3-5pm	Labs A & B <b>EXAM 2</b>	
Mon Sept 28	8-12	Lab A Class 7	Alyssa & Tamara (8-10) Justin V & Jordan (10-noon)
	1-5	Lab B Class 7	Blake & Amber (1-3pm)
<b>Wed Sept 30</b>	8-12		Gio & Greg (8-10) Kersti & Patrick (10-noon)

Mon Oct 5	8-12	Lab A Class 8	Linda & John (8-10) Adam & Marine (10-noon)
	1-5	Lab B Class 8	
Mon Oct 12	8-11	Labs A & B <b>PRACTICAL EXAM</b>	
	1-5	Labs A & B Class 9	
<b>WED</b> Oct 14 Location TBD	4-7pm	Labs A & B <b>FINAL EXAM</b>	

**Instructor:**

Celia Pechak, PT, PhD, MPH

Office # 311 Office phone: 915-747-7289

Office hours: Email me with 3 time options to arrange a meeting (except Thursdays), or we can meet before or after class.

E-mail: [cmpechak@utep.edu](mailto:cmpechak@utep.edu)

NOTE: All communication regarding absences, grades, etc. must be with Dr Pechak. Sue Fogel (the lab assistant) will be assisting with lab activities, not course management.

**Lab Assistant:** Sue Fogel, PT

**Course Description:**

A comprehensive review of the integumentary system concentrating on the prevention of integument disruption and management of patients with open wounds, burns, and other dermatologic disorders is presented. Attention is given to the examination of and intervention for integumentary conditions across the lifespan.

**Course Objectives:**

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

1. Correlate signs, symptoms, and test results of patients with integumentary disorders commonly seen by physical therapists (including pressure ulcers, arterial insufficiency ulcers, venous insufficiency ulcers, neuropathic ulcers, burns, and lymphedema) with anatomy, physiology, pathology, pathophysiology, and normal skin changes with aging. (CC-3)
2. Apply key course concepts (including phases of wound healing & moist wound environment) in the explanation of patient condition and impact of medical/surgical/physical therapy interventions for paper patients with potential or existing integumentary disorders. (CC-3)
3. Determine when screening results of paper patients indicate need for referral (eg, skin cancer, ischemic wounds). (C-2, 3, 5.27)
4. Identify and implement appropriate tests and measures (including patient history, pain, circulation assessment, skin assessment, monofilament testing, ankle brachial index testing, outcome measures), and interpret real and simulated results. (CC-2, 3, 5.19, 5.20, 5.27, 5.28, 5.30ejv, 5.31, 5.45, 5.46, 5.47, 5.49)

5. Evaluate wound photos and models to determine size, depth, staging or classification (if appropriate) and likely etiology. (C-2, 3, 5.30, 5.31j)
6. Choose appropriate physical therapy interventions (including preventative measures, sharp debridement, mechanical debridement, dressing selection & application, use of electrotherapeutic modalities, use of physical agents, use of compression including residual limb wrapping, off-loading devices) for simulated or paper patients with potential or existing integumentary disorders based on understanding patient's condition, indications/contraindications of interventions, and current evidence. (CC-2, 3, 5.19, 5.20, 5.23, 5.39ghi)
7. Implement selected physical therapy interventions (including preventative measures, dressing selection and application) with simulated patients and/or wound models, and selective sharp debridement on oranges. (CC-2, 3, 5.19, 5.20, 5.23, 5.39ghi)
8. Design a comprehensive physical therapy plan of care (including patient/family education and consultation with other health care professionals) for simulated or paper patients with potential or existing integumentary disorders in written cases based on evaluation, diagnosis, and prognosis. (CC-2, 3, 5.19, 5.20, 5.32, 5.33, 5.34, 5.35, 5.36)
9. Modify physical therapy plan of care when necessary based on patient's condition and response to treatment for simulated or paper patients with potential or existing integumentary disorders in written cases. (CC-2, 3, 5.19, 5.20, 5.38, 5.48)
10. Identify common causes of skin breakdown (including off-loading devices, orthotics, prosthetics, and casts) and appropriate prevention and treatment strategies. (CC-2, 3, 5.39eg)
11. Demonstrate culturally appropriate patient/family education (including use of at least basic Spanish when appropriate) using appropriate teaching methods with student patients with potential or existing integumentary disorders. (CC-5.17, 5.26, 5.40)
12. Identify proper risk management/safety practices (including use of clean or sterile technique, additional consent for selective sharp debridement) for student or paper patients with potential or existing integumentary disorders based on an understanding of patient condition and any contraindications/precautions. (CC-2, 3, 5.19, 5.20, 5.43, 5.44)
13. Determine best course of PT action in the event of possible urgent or emergency situation during wound assessment and care (including uncontrolled bleeding during debridement or dressing changes). (C-3, 5.44)
14. Interpret the potential impact of select pharmacological agents on patient condition and physical therapy interventions (including selective sharp debridement) based on understanding of the common therapeutic effects and side effects of these agents. (CC-2, 3, 5.19, 5.20)
15. Determine the appropriate role of the PTA with selective sharp debridement based on PTA training, Texas PT Practice Act and Rules, and APTA recommendation. (CC-2, 3, 5.1, 5.40)
16. Document initial evaluations that meet professional and legal standards for simulated or paper patients with integumentary disorders. (CC-3, 5.1, 5.42)

**Required Texts:**

Myers BA. *Wound Management: Principles and Practice*, 3rd ed. Upper Saddle River, NJ: Pearson Education Inc; 2011. ISBN-10: **0131395246**

O’Sullivan SB. *Physical Rehabilitation*. 6th ed. Philadelphia, PA: FA Davis Co; 2014. ISBN-10: **0803625790** | ISBN-13: **978-0803625792**

**Supplemental Text:**

Paz J, West M. *Acute Care Handbook for Physical Therapists*, 4th ed. St. Louis, MO: Elsevier Saunders; 2014. ISBN-10: **1455728969** | ISBN-13: **978-1455728961**

**Methods of Instruction:** Primary focus is on active learning including practice, case studies, and clinical experience

**Methods of Evaluation:**

Week 1 In-Class Quiz	1%
On-line quizzes	0%
Exam 1	20%
Exam 2 (including Spanish cheat sheet)	25%
Lab practical exam	19%
Final Exam	35%

**On-line Quizzes:** Weekly on-line quizzes are provided for your practice only. They are not graded. Take them as many times as you wish, or not at all. (Week 1 in-class quiz is graded).

**If you get a grade below an 80% on any exam, you are required to arrange a meeting with me and work out study strategies to improve your performance.**

**UTEP DOCTOR OF PHYSICAL THERAPY PROGRAM GRADING SCALE**

The following letter grade scale is used for the UTEP DPT Program:

Letter Grade Scale	Numerical Grade Scale
A	90-100
B	80-89
C	75-79
F	Below 75

**Course and Program Policy:** See DPT Program Student Handbook for all policies on exams, electronic device use, dress code, attendance, and scholastic dishonesty. Your instructors encourage you to periodically review all handbook policies, but in light of past experiences, particularly direct you to review the policies on cheating, accumulated knowledge, professional behaviors/generic abilities, attendance, and the disclaimer that the syllabus is subject to change.

**Attendance, Tardiness, Class Participation, and Professional Behaviors Policy:**  
(this is in addition to what is found in Student Handbook, and is specific to Dr Pechak's courses)

**ATTENDANCE:**

As all program faculty do, I believe that students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes/labs, and arriving to class on time. I am expected to be at class/labs as scheduled and to be on time; I expect the same from you. I work hard to prepare for classes/labs, and to make them productive active-learning opportunities; I expect you to do your part by being prepared and regularly participating. I do NOT give credit for this...I expect it. Failure to arrive to class prepared and on time, and to not participate actively, and to fail to demonstrate professional behaviors may result in deductions to your final semester grade.

However, congruent with one's ability to request excused time off in the work setting, I permit **ONE excused absence of a single class or lab period per course per semester** for *any* reason. In order for your first absence to be excused, you must meet the expectation described further down. HOWEVER (with very rare exception [eg, documented serious illness or emergency] that will be considered on a case by case basis) there will be NO accommodations offered for missed class/lab time. Specifically I will NOT offer the opportunity to make up in-class quizzes or written examinations, either in advance or after the scheduled class, or provide individual tutoring for missed content. Additionally late work caused by your absence will not be accepted. You should make prior arrangements with a classmate to find out what you missed, turn in any work, and/or pick up any hand-outs.

In order to be excused for your **first** missed class or lab, you must do the following:

- Email me at [cmpechak@utep.edu](mailto:cmpechak@utep.edu) at least 2 hours in advance if you will not be attending class or lab. I do not require you to give me a reason, but I expect notice in WRITING by email. A phone call from you or message from one of your classmates is not acceptable.

If you miss a second (or more) class or lab for any reason, it will be considered unexcused unless it is due to documented illness or emergency. In these cases, you should email me and then arrange a meeting with me upon your return to school to discuss why you missed class. Documentation will be required for any additional absence (eg, doctor's note documenting illness or treatment). I will notify you after our meeting and review of your documentation whether or not the absence will be considered excused or unexcused.

Missing 50% or more of a class or lab will be considered an absence.

For each incident of an unexcused absence, 5% will be deducted from your final semester grade.

**TARDINESS:**

I use the clock on the computer to determine when class should start. If you expect to arrive late (eg, doctor's appointment), you should notify me in writing by email in at least 2 hours in advance. If you are consistently late for any reasons, I will contact you to meet with me to discuss the problem. Each subsequent incidence of tardiness may result in 1% deduction from your final semester grade.

**PARTICIPATION and PROFESSIONAL BEHAVIORS:**

I expect you to arrive to class and lab prepared and to actively participate while not being disruptive. If you are consistently ill-prepared, not actively participating, and/or being disruptive, I will contact you to meet with me to discuss the problem. Each subsequent incidence of poor preparation, poor participation, and/or disruption may result in 1% deduction from your final semester grade.

**Special Accommodations (ADA):**

If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also e-mail the office at [cass@utep.edu](mailto:cass@utep.edu) or go by their office in Union Building East. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

**Tentative Topic/Assignment Outline:**

**NOTE** – Each 4 hour period is considered one class/lab; therefore, on some days, we have 2 classes in one day.

<b>Date</b>	<b>Topics</b>	<b>Reading Assignments</b>	<b>Course Objectives</b>
<b>Class 1</b> Mon Aug 24	Wound Healing Factors Affecting Wound Healing Integumentary Conditions Across Lifespan Aging Skin	Ch 1-3 Myers <b>In class QUIZ on class 1&amp;2 material</b> Supplementary source: Ch 14 O'Sullivan	1,2,4
<b>Class 2</b> Mon Aug 24	Patient History & Systems Review Patient Adherence  Wound Care Team  Wound Examination, Infection Dressings and Topical Agents	Ch 4, 6, 7 Myers  Supplementary source: Ch 14 O'Sullivan	1-5,7,12
<b>Class 3</b> Mon Aug 31	Dressings and Topical Agents continued Case studies/scenarios	<b>Complete Blackboard QUIZ prior</b> Supplementary source: Ch 14 O'Sullivan	1-6 ,11, 15

<b>Class 4</b> Mon Aug 31	Debridement & Modalities Role of PTA with Sharp Debridement	Ch 5, 8 Myers <b>Complete Blackboard QUIZ prior</b> Supplementary source: Ch 14 O'Sullivan	1-6,12-15
<b>WED</b> Sept 9, 8-10am	<b>Exam 1</b> (covering Classes 1-4)		
<b>Class 5</b> Mon Sept 14	Arterial and Venous Ulcers	<b>Complete Blackboard QUIZ prior</b> Ch 10, 11 Myers  <b>Draft of SPANISH CHEATSHEET related to Integument DUE at start of class</b>	1-14,16
<b>Class 6</b> Mon Sept 21	Pressure Ulcers Positioning Prevention (Group 4 to Clinic in morning)	<b>Complete Blackboard QUIZ prior</b>  Ch 12 Myers	1-12,14, 16
<b>WED</b> Sept 23, 3-5pm	<b>Exam 2</b> (Classes 1-6 with emphasis on 5-6)		
<b>Class 7</b> Mon Sept 28	Neuropathic ulcers Amputations	O'Sullivan Ch 22 Ch 13 Myers & Readings on BB  <b>Complete Blackboard QUIZ prior</b>	1-12,14,16
<b>Class 8</b> Mon Oct 5	Documentation Burns Urgent/emergency situations	Ch 14 Myers Ch 24 O'Sullivan  <b>Complete Blackboard QUIZ prior</b>	1-12, 14
<b>Mon</b> <b>Oct 12</b> <b>Morning</b>	<b>PRACTICAL EXAM</b> See Blackboard for schedule		1-10, 12-14,16
<b>Class 9</b> Mon Oct 12 Afternoon	Lymphedema Miscellaneous Wounds & Integument Conditions (eg, malignant wounds, fistulas) Screening for Skin Cancer Case studies	Ch 16 & 17 Myers  <b>Complete Blackboard QUIZ prior</b>  Supplementary source: Ch 14 O'Sullivan	1-14, 16

<b>Wed Oct 14</b> 4-7pm Room 115	<b>FINAL EXAM – Comprehensive</b> <i>Refer to Blackboard for date, time, and room</i>	1-16
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Note:

Clinical attire including name badge must be worn for clinic visits – see DPT Student Handbook for specifics. Jeans are NOT allowed. Five (5) points will be deducted from final exam grade for any reports of non-professional behavior including non-compliance with clinic attire or arriving late/leaving early (no more than 15 minutes) from clinical site. Twenty-five (25) points will be deducted from final exam grade for non-attendance at clinic visit, or arriving later/leaving earlier by more than 15 minutes.