

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

PT 6108

INTEGUMENT PATIENT MANAGEMENT

FALL 2022

COURSE SYLLABUS

Credit Hours: 1

Contact Hours: Total: 45 hours (13 weeks including final exam)

Lecture: 0 hours; Lab: 40 hours; Clinic: 3 hours; Interprofessional Education Experience: 2 hours

Schedule: Lab: Mondays – Campbell Rooms 202 & 204 – except where indicated in **RED** on schedule below

Clinic Visits: Mondays – at University Medical Center

See schedule below for exam dates and locations in red

Mandatory Interprofessional Education Experience (IPE) (online): Friday October 21, 2022

NOTE: See detailed schedules in this syllabus for specific dates and times

Instructors:

Primary Faculty: Celia Pechak, PT, PhD, MPH (she/her/ella)

Office location: Campbell Room 311

Phone #: 915-747-7289

E-mail: cmpechak@utep.edu (best way to contact me)

Office hours: Students may email me for individual appointments or meet before/after lab. I am very happy to meet with you to help you learn the course content! Bring your questions.

Adjunct Faculty: Dana Walton, PT, DPT & Sue Fogel, PT

- Note: Dr. Walton and/or Ms. Fogel (highly experienced physical therapists at University Medical Center) will grade the clinical documentation assignments (among many other significant contributions to this course). However, any concerns regarding grades earned should be addressed with me.

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.

8/4/2022

Course Objectives: *By the end of the course, the student will be able to:*

1. Identify the phases of wound healing and the optimal wound environment for healing. (7C: Integumentary) [Comprehension]
2. Identify common etiologies leading to amputations. (7C: Cardiovascular, Endocrine) [Comprehension]
3. Identify risk factors contributing to lymphedema and lymphatic insufficiency. (7C: Lymphatic) [Comprehension]
4. Demonstrate ability to perform tests and measures with simulated patients/clients (including circulation assessment, monofilament testing, ankle brachial index testing). (7C: Cardiovascular, Endocrine, Integumentary, Lymphatic; 7D19e,j,q,u) [Application]
5. Evaluate wound photos and models to determine size, depth, staging/grade (if appropriate), and likely etiology. (7C: Cardiovascular, Endocrine, Integumentary, Lymphatic; 7D19j; 7D22) [Evaluation]
6. Evaluate examination data for paper patients/clients with integumentary disorders commonly seen by physical therapists (including pressure injuries, arterial insufficiency ulcers, venous insufficiency ulcers, neuropathic ulcers, burns, and lymphedema) to make clinical judgements and determine likely diagnosis. (7C: Cardiovascular, Endocrine, Integumentary, Lymphatic; 7D20; 7D22; 7D27e) [Evaluation]
7. Identify when paper patients/clients with integumentary conditions need further examination or consultation by a physical therapist or referral to another health care professional. (7C: Cardiovascular, Endocrine, Integumentary, Lymphatic; 7D16) [Comprehension]
8. Identify commonly used interventions for patients/clients with lymphedema (including patient/client education, compression bandaging, and manual therapy) and related precautions/contraindication. (7C: Lymphatic; 7D19c; 7D24; 7D27 b,e,f) [Comprehension]
9. Choose appropriate physical therapy interventions (including preventative measures, sharp debridement, mechanical debridement, dressing selection and application, biophysical agents, use of compression including residual limb wrapping, off-loading devices, and patient/client education) for simulated or paper patients with potential or existing integumentary disorders. (7C: Cardiovascular, Endocrine, Integumentary, Lymphatic; 7D27b,c,e,h) [Evaluation]
10. Implement selected physical therapy interventions (including dressing application, residual limb wrapping, and patient/client education) with simulated patients and/or wound models. (7C: Cardiovascular, Endocrine, Integumentary, Lymphatic; 7D12; 7D27e) [Application]
11. Design a comprehensive physical therapy plan of care (including patient/family education and consultation with other health care professionals) for simulated or paper patients/clients with potential or existing integumentary disorders. (7C: Integumentary; 7D23; 7D24) [Synthesis]

12. Judge when to modify the physical therapy plan of care based on patient/client's condition and response to treatment for paper patient/clients with potential or existing integumentary disorders. (7C: Integumentary; 7D27e; 7D30) [Evaluation]
13. Demonstrate culturally appropriate patient/family education using appropriate teaching methods with simulated patients with potential or existing integumentary disorders. (7B Teaching and Learning; 7C: Integumentary; 7D7; 7D8; 7D12; 7D27e) [Application]
14. Identify proper risk management/safety practices (including use of clean or sterile technique, additional consent for selective sharp debridement) for paper patients with potential or existing integumentary disorders. (7C: Integumentary; 7D27e; 7D37; 7D43) [Comprehension]
15. Identify 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). (7C: Integumentary; 7D27e; 7D33) [Comprehension]
16. Identify the appropriate role of the PTA with selective sharp debridement based on PTA training, Texas PT Practice Act and Rules, and APTA recommendation. (7C: Integumentary; 7D1; 7D25; 7D27e; 7D29) [Comprehension]
17. Demonstrate documentation of an initial evaluation that uses ICF language and meets professional and legal standards for a simulated or paper patient/client with an integumentary disorder. (7C: Integumentary; 7D21; 7D32) [Application]
18. Discuss local and systemic factors (eg, inadequate nutrition, dehydration, mechanical stress) that impede wound healing and PT's role in addressing these factors. (7A: Nutrition; 7C: Integumentary) [Comprehension]
19. Participate in a collaborative interprofessional case management process for a complex patient with a neuropathic ulcer during an interprofessional education training. (7C: Integumentary; 7D06; 7D07; 7D12; 7D19j; 7D24; 7D27e; 7D36; 7D39) [Application]

Course Prerequisites for DPT Students: The UTEP DPT Program curriculum is a lock-step curriculum. Therefore, students must pass all courses in the prior semester of the DPT Program in order to enroll in courses in the subsequent semester. Faculty may consider exceptions for PT 6116 PT Capstone Project I and PT 6117 PT Capstone Project II.

Methods of Instruction: Primarily active-learning activities, including hands-on practice in lab, case studies, clinical experience, and interprofessional education experience

Methods of Evaluation: Student competence and attainment of course objectives are assessed using a variety of methods. These methods and their contribution to the final grade are listed in the table below. More details regarding assignments and assessments are found at the end of this syllabus after the Course Schedule.

<u>Item</u>	<u>Grade Composition</u>
Diversity, Equity, & Inclusion Activity: 2022 Lynda D. Woodruff Lecture Written Reflection	1.5%
Attendance at TWO Integument-Focused Spanish Lunch & Learn Sessions (0.5% each session)	1%
Documentation Assignment	1%
IPE Experience Attendance (0.5%) & Written Reflection (1%)	1.5%
Exam 1	20%
Exam 2	25%
Final Examination Part 1: Skills Check	5%
Final Examination Part 2: Oral Clinical Reasoning Exam	15%
Final Examination Part 3: Written Exam	30%
Total	100%

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

***All written exams will be administered in-person and will require you to use your own laptop and Respondus Lockdown Browser.** Bring your fully-charged laptop with the most current version of Respondus Lockdown Browser downloaded on it. If help is needed with this software, see https://www.utep.edu/technologysupport/Files/docs/MM_Respondus-Student.pdf and/or contact the HELP Desk at 915-747-4357 (HELP). Also, you may see the video at the following link to learn more about the software: <https://vimeo.com/456232383>

Grading Scale: The following letter grade scale is used for the UTEP Doctor of Physical Therapy Program:

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

Required Textbooks and Other Learning Resources:

- 1) Hamm RL. *Text and Atlas of Wound Diagnosis and Treatment*. 2nd ed. New York City, NY: McGraw-Hill Education; 2019. ISBN: 978-1260440461
 - *FREE* access through AccessPhysiotherapy – go to UTEP Library Physical Therapy Guide at <https://libguides.utep.edu/pt> to access AccessPhysiotherapy
- 2) O'Sullivan SB, Shultz TJ, Fulk GD. *Physical Rehabilitation*. 7th ed. Philadelphia, PA: FA Davis Co; 2019.
 - *FREE* access through AccessPhysiotherapy – go to UTEP Library Physical Therapy Guide at <https://libguides.utep.edu/pt> to access AccessPhysiotherapy
- 3) See Blackboard for other learning resources

Recommended Textbooks and Other Learning Resources:

- 1) Hamm R, Carey JN. *Essential Elements of Wound Diagnosis*. McGraw-Hill Education; 2021.
 - *FREE* access through AccessPhysiotherapy – go to UTEP Library Physical Therapy Guide at <https://libguides.utep.edu/pt> to access AccessPhysiotherapy

Resources Available for Student Success:**Confidential Resources:**

- **Center for Accommodations and Support Services (CASS):** 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 or go by their office in Union Building East, room 106 (next to the UTEP post-office). For additional information, visit the CASS website at <http://sa.utep.edu/cass>.
- **The UTEP Student Health Center:** Union East Suite 100; 915.747.5624; www.utep.edu/chs/shc
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; www.utep.edu/student-affairs/counsel
 - **Togetherall:** Free online 24/7 mental health support
<https://www.utep.edu/student-affairs/counsel/services/togetherall.html>

Additional Resources:

- Division of Student Affairs. 915.747.5076, www.utep.edu/student-affairs
- DPT Library Research Guide: <http://libguides.utep.edu/pt>
- Writing Center: 915.747.5112. <https://www.utep.edu/uwc/>
- Computer Labs: Independent Learning Center (ILC), 1st floor Campbell Building

- Military Student Success Center: 915.747.5342, www.utep.edu/student-affairs/mssc
- Student Wellness Program. 915.747.6738, www.utep.edu/chs/wellness

University Policies: All students are responsible for following UTEP policies and procedures found in the Handbook of Operating Procedures at www.utep.edu/vpba/hoop

Program Policies: All DPT students are responsible for following all policies and procedures documented in the current DPT Student Handbook. Course policies found in the DPT Student Handbook apply to all courses in the DPT curriculum. The current DPT Student Handbook may be found on the DPT Student Resources site on Blackboard.

Academic Integrity: The UTEP DPT Program has a “zero tolerance policy” for scholastic dishonesty. DPT students must demonstrate academic integrity at all times. The current DPT Student Handbook outlines specific definitions, expectations, details, and consequences related to academic integrity and scholastic dishonesty. Additional information related to academic integrity is available through the UTEP Division of Student Affairs at www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html

Course-Specific Policies: See DPT Program 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.

1. **Attendance Policy - Absences:** Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for the DPT Program policy. Additional course-specific policies are as follows:
 - 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 labs, and arriving to lab on time. I am expected to be at lab as scheduled and to be on time; I expect the same from you. I work hard to prepare for 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 lab 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 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 lab time. Specifically, I will NOT offer the opportunity to make-up written examinations, either in advance or after the scheduled lab, 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 and to turn in any work. *NOTE: Single lab for PT 6108 is defined as 3 hours.

- In order to be excused for your first missed lab, you must do the following: Email me at cmpechak@utep.edu at least 2 hours in advance if you will not be attending 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 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 30 minutes or more of a lab will be considered an absence.
 - For each incident of an unexcused absence, 5% will be deducted from your final course grade.
 - Additionally, please NOTE:
 - Your excused absence cannot be used to miss any course assessments (eg, written examination, oral exam, Skills Check) or course activities (eg, IPE Event) that have a grade associated with it. If you miss an assessment or activity, you will lose the associated course credit.
 - If you miss attending your scheduled clinic visit, I will not reschedule your visit unless you missed it due to an illness or emergency.
2. **Attendance Policy - Tardiness & Early Departures:** Refer to current DPT Student Handbook "Attendance and Classroom Behavior" for DPT Program policy. Additional course-specific policy is as follows:
- I use the clock on the computer to determine when class should start and end. If you expect to arrive late or leave early (eg, doctor's appointment), you should notify me in writing by email in at least 2 hours in advance. If you are consistently late &/or leaving early for any reasons, I will contact you to meet with me to discuss the problem in person or by email. Each subsequent incidence of tardiness &/or early departure may result in 1% deduction from your final semester grade.
3. **Electronic Devices:** Refer to current DPT Student Handbook "Electronic Devices" for DPT Program policy. Additional course-specific policy is as follows:
- If you are using cell phones, computers, &/or other electronic devices for purposes that are not directly related to meeting the learning objectives of this course, then I consider that to be

disruptive behavior. Personal calls, texts, &/or emails should be completed outside of class time.

See Professional Behavior Policy below.

4. **Professional Behavior Policy:** See DPT Student Handbook “Attendance and Classroom Behavior”, “Professional Behaviors” and “Unprofessional Behavior:” for general program policy. Additional course-specific policies are as follows:

- I expect you to arrive to class 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 in person or by email. Each subsequent incidence of poor preparation, poor participation, and/or disruption may result in 1% deduction from your final semester grade.
- **DIVERSITY & INCUSION STATEMENT:** I highly value diversity, and am committed to ensuring that you and all of your peers experience a sense of belonging in my course and our DPT Program. University spaces are intended to be safe, welcoming environments that support learning and are respectful of all individuals. Disrespect, discrimination, and harassment based on any personal characteristics (including but not limited to race/ethnicity, sex, gender identity, and sexual orientation) is not acceptable. Any direct or indirect instances of intended or unintended disrespect (including microaggressions), discrimination, or harrassment should be reported to me immediately so that I may work to improve our learning environment. If I inadvertently create an unwelcoming environment for you, I ask you to please arrange a time to meet with me so that I can do better.
- **TITLE IX INFORMATION:**
 - The University of Texas at El Paso is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in any federally funded educational programs or activities.
 - Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination including sexual misconduct, sexual harassment, and acts of sexual violence. Sexual violence may include rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. Title IX prohibits institutions from excluding, separating, denying benefits, or otherwise treating individuals differently on the basis of sex. Sex based discrimination is prohibited at UTEP both by law and by University and UT System policies.
 - For additional information or questions, please contact the Title IX Coordinator, who can be reached by phone at (915) 747-8358, by email at titleix@utep.edu, or by mail at 500 W. University Ave., El Paso, TX 79968, Kelly Hall, Room 312. In addition to or in lieu of contacting the Title IX Coordinator, inquiries may also be sent to the Assistant Secretary of the Office for Civil Rights.

- Class is currently scheduled to be in-person. However, the potential exists for a class to be held via Zoom. Should that occur, my expectations are as follows: *The online learning environment is generally not optimally conducive to promoting a professional environment. Dogs bark and kids scream, and most of us have “offices” in bedrooms. I understand that flexibility is necessary. However, I expect you to be sitting or standing upright during class – as opposed to lying down. Lying down would not be acceptable in a face-to-face classroom. Additionally, I expect your cameras to be turned on so that we may maximize our engagement with each other; I consider having your camera on to be a component of active participation. Mute your microphone when you are not contributing to the discussion in the virtual classroom to avoid being unnecessarily disruptive. If you must “leave” briefly (eg, to go to the toilet), then please use the relevant online symbol to indicate to me that you have “stepped out” or send me a private message in the Chat box.*

- *If your Internet bandwidth is too poor to allow consistent use of video, please contact me to discuss it.*

5. **Late or Missed Assignments and Assessments Policy:** See current DPT Student Handbook “Written Examination Policy”. Additional course-specific policies are as follows:
 - No opportunities will be provided for missed examinations unless it is for an excused reason (eg, documented medical emergency).
 - All written assignments are due prior to the end of class on the date indicated (unless indicated otherwise on the Syllabus or Blackboard). Assignments submitted after class but on the due date will result in a 10% deduction due to the late submission. Submissions after due date will receive a 20% deduction per each day late.
6. **Skills Check Policy:**
 - No opportunities will be provided to make-up missed Skills Check unless the absence is due to an excused reason (eg, documented medical emergency).
7. **Practical Exam Policy:** Refer to the DPT Student Handbook “Practical Exam Policy” for details.
8. **Pandemic Safety:** All students are expected to follow the safety policies of the DPT Program. These policies may change, depending on local, state, and national conditions. Failure to follow safety policies will be treated as unprofessional behavior.
 - If mask wear is required for on-campus activities by the UTEP DPT Program, then mask wear is required in class/lab.
 - If mask wear is not required by the UTEP DPT Program, then you have the option to make your own decision about mask wear during class/lab.
 - If you are a mask-wearing student who is not comfortable sitting at the same table with or working in very close proximity to a student(s), faculty member, or guest speaker who chooses to not wear a mask, then you have the right to ask them (in a non-confrontational manner) to don a mask. If they still choose not to wear a

- mask (which is their right), please notify me so that I may alternate arrangements to have you sit with and work with someone wearing a mask.
- Course faculty and guest speakers have the right to request non-mask wearing students to don a mask if close interactions are required for teaching-learning purposes. Students are encouraged to respect their request. If the student(s) choose(s) not to don a mask, then the faculty and/or guest speakers have the right to avoid close contact – even if avoiding close interactions may compromise teaching-learning.
 - **Mask wear *is* expected during skills checks since close contact cannot be avoided – similar to the use of masks in clinical sites.**

Course Content and Schedule: (Note: Students will be notified of changes via Blackboard &/or email).

Overview of the Tentative Schedule:

Date	Lab Time	Campbell Location	UMC Clinic Visit Assignments	UMC Clinic Time	IPE Event
Mon Aug 22	8-12	Labs A & B Room 115	---	---	
Mon Aug 29	9-12	Lab A Rooms 202/204	---	---	
	1-4	Lab B Rooms 202/204	---	---	
Mon Sept 5	<i>Labor Day Holiday</i>				
Mon Sept 12	9-12	Lab A Rooms 202/204	Michelle Galvan Casey David	8-11AM	
	1-4	Lab B Rooms 202/204	Megan Bell Timothy Worley	1-4PM	

Mon Sept 19	9-12	Lab A Rooms 202/204	Riley Young John Lerma	8-11AM
	1-4	Lab B Rooms 202/204	Laramie Tesillo Rachel Olson	1-4PM
Thurs Sept 22	9:30-11	Labs A & B EXAM 1 Room 115	---	---
Mon Sept 26	9-12	Lab A Rooms 202/204	Brianna Aguilar Maryam Buazza	8-11AM
	1-4	Lab B Rooms 202/204	Sergio Rodriguez Luz Galindo	1-4PM
Mon Oct 3	9-12	Lab A Rooms 202/204	Matthew McLaughlin Daniela Quinones	8-11AM
	1-4	Lab B Rooms 202/204	Kelli Kirkpatrick Charwin Andaya	1-4PM
Mon Oct 10	9-12	Lab A Rooms 202/204	Dey Verdeja Sosa Jacob Mendoza	8-11AM
	1-4	Lab B Rooms 202/204	Amal Mathew Carlos Quintana	1-4PM

Mon Oct 17	9-12	Lab A Rooms 202/204	Courtney Andrade Grace Hicks-Green	8-11AM	
	1-4	Lab B Rooms 202/204	Lachlan Cubbin Zachary Mucha	1-4PM	
Fri Oct 21	---	---	---	---	ALL – IPE MANDATORY <i>Virtual</i> Lab A: 11:45-2PM Lab B: 2:15-4:30PM
Mon Oct 24	9-12	Lab A Rooms 202/204	Megan Giron Victor Gonzalez	8-11AM	
	1-4	Lab B Rooms 202/204	Kyela Cosby Zachary Bailey	1-4PM	
Thurs Oct 27	9:30-11	Labs A & B EXAM 2 Room 115	---	---	
Mon Oct 31	9-12	Lab A Rooms 202/204	Jalycia Pearson Isabel Valdez	8-11AM	
	1-4	Lab B Rooms 202/204	Brandon Vaughn Payton Wall	1-4PM	
Mon Nov 7	9-12	Lab A Rooms 202/204	---	---	

	1-4	Lab B Rooms 202/204	Nikki Klein	---	
Mon Nov 14	8-6 Final Skills Check & Final Oral Clinical Reasoning Exam See Blackboard for scheduled time & location				
Mon Nov 21	9-11am Guest Speaker	Labs A & B Room 115	---	---	
Mon Nov 28	9-11am	FINAL WRITTEN EXAM Room 115			

Overview of the Schedule with Course Content:

Date	Topics	Assignments (to do in <u>advance</u> of lab)	Instructor(s)
Module 1 Mon Aug 22	Healing Response in Acute & Chronic Wounds Examination & Evaluation of Patient with a Wound Disparities & Dermatology	Study course PowerPoints Refer to Ch 1-3 Hamm to fill in gaps Listen to 13-min radio story: https://www.npr.org/2021/03/31/983051020/meet-the-dermatologists-advancing-better-care-for-skin-of-color Supplementary sources: See Skin of Color Society website for various resources, to sign-up for the newsletter, etc. - https://skinofcolorsociety.org/about-socs/ Mind the Gap: A Handbook of Clinical Signs in Black and Brown Skin is available for free	Pechak, Fogel, & Walton

		<p>download at: https://www.blackandbrownskin.co.uk/mindthegap</p> <p>For a community-sourced database of conditions of non-white skin, see: https://brownskinmatters.com/</p> <p><i>Supplementary source: Ch 14 O’Sullivan</i></p>	
<p>Module 2 Mon Aug 29</p>	<p><i>Factors That Impede Healing</i></p> <p><i>Wound Dressings and Topical Agents</i></p>	<p><i>Study course PowerPoints</i> Refer to Ch 11,13 Hamm to fill in gaps</p> <p><i>Supplementary source: Ch 14 O’Sullivan</i></p>	<p><i>Pechak, Fogel, & Walton</i></p>
<p>Mon Sept 5</p>	<p><i>Labor Day Holiday</i></p>		
<p>Module 2 (continued) Mon Sept 12</p>	<p><i>Nutrition & Wound Healing</i></p> <p><i>Case studies/scenarios</i></p>	<p><i>Study course PowerPoints</i> Refer to Ch 11,13 Hamm to fill in gaps</p> <p><i>Supplementary source: Ch 14 O’Sullivan</i></p> <p>2022 Lynda D. Woodruff Lecture Written Reflection due by 9am today on Blackboard – see Blackboard for details</p>	<p><i>Pechak, Fogel</i> <i>Possible Guest Speaker - TBD</i></p>
<p>Module 3 Mon Sept 19</p>	<p><i>Wound Debridement</i> <i>Role of PTA with Sharp Debridement</i> <i>Biophysical Technologies ('modalities')</i> <i>Documentation</i></p>	<p><i>Study course PowerPoints</i> Refer to Ch 12, 14-20 Hamm to fill in gaps</p> <p><i>Supplementary source: Ch 14 O’Sullivan</i></p>	<p><i>Pechak, Fogel, & Walton</i></p>

<p>Thurs Sep 22 9:30-11am Room 115</p>	<p>Exam 1 <i>(covering Modules 1-3)</i></p>		
<p>Module 4 <i>Mon Sep 26</i></p>	<p><i>Diabetic Foot & Neuropathic Ulcers</i></p>	<p><i>Study course PowerPoints Refer to Ch 7 Hamm to fill in gaps</i></p> <p><i>Supplementary source: Ch 14 O’Sullivan</i></p>	<p><i>Pechak, Fogel, & Walton</i></p>
<p>Module 5 <i>Mon Oct 3</i></p>	<p><i>Amputations</i></p>	<p><i>Study course PowerPoint Read O’Sullivan Ch 22 (beginning of chapter through Phases of Care)</i></p>	<p><i>Pechak, Fogel, & Walton</i></p>
<p>Module 6 <i>Mon Oct 10</i></p>	<p><i>Arterial & Venous Insufficiency Vascular Wounds</i></p>	<p><i>Study course PowerPoints Refer to Ch 4 Hamm to fill in gaps</i></p>	<p><i>Pechak, Fogel, & Walton</i></p>
<p><i>Mon Oct 17</i></p>	<p><i>Module 6 continued</i></p>		<p><i>Pechak, Fogel, & Walton</i></p>
<p>Fri Oct 21</p>	<p>IPE Event – virtual – see Blackboard for more details</p> <p>Lab A: 11:45-2PM</p> <p>Lab B: 2:15-4:30PM</p>		
<p>Module 7 <i>Mon Oct 24</i></p>	<p><i>Pressure Injuries Positioning Prevention</i></p>	<p><i>Study course PowerPoints Refer to Ch 6 Hamm to fill in gaps</i></p> <p>Documentation assignment from Module 6 due by 9am today on Blackboard in Assignments folder</p>	<p><i>Pechak, Fogel, & Walton</i></p>

<p><i>Thurs Oct 27 9:30-11am Room 115</i></p>	<p><i>Exam 2 (covering Modules 1-6)</i></p>		
<p>Module 8 <i>Mon Oct 31</i></p>	<p><i>Burns</i></p>	<p><i>Study course PowerPoints Refer to Ch 10 Hamm to fill in gaps Supplementary source: Ch 24 O’Sullivan</i></p> <p><i>IPE Written Reflection due by 9am today on Blackboard in Assignments folder</i></p>	<p><i>Pechak, Fogel, & Walton</i></p>
<p>Module 9 <i>Mon Nov 7</i></p>	<p><i>Atypical Wounds</i></p> <ul style="list-style-type: none"> • <i>Malignant wounds</i> • <i>Allergic reactions</i> • <i>Infected wounds</i> <p><i>Flaps & Skin Grafts</i></p> <p><i>Urgent/emergency Situations</i></p> <p><i>Aging Skin</i></p> <p><i>Pharmacologic side-effects</i></p>	<p><i>Study course PowerPoints Review Ch 8, 9 Hamm – Focus on reviewing photos and note how these wounds are not ‘typical’ compared to the wounds you have studied so far in this course</i></p>	<p><i>Pechak, Fogel, & Walton</i></p>
<p><i>Mon Nov 14</i></p>	<p><i>Final Skills Checks & Final Oral Clinical Reasoning Exam</i></p> <p><i>See Blackboard for scheduled time</i></p>		<p><i>Pechak, Fogel, & Walton</i></p>

<p>Module 10 Mon Nov 21</p> <p>9-11am Room 115</p>	<p><i>Lymphedema</i></p> <p>GUEST SPEAKER: Sandra Terrazas, PT, MS</p> <p>Course Wrap-Up / Review</p>	<p>Read Ch 5 Hamm Supplementary Source: Ch 14 O’Sullivan</p> <p>Submit dates of your attendance at integument-related Lunch & Learn Sessions by 9am today on Blackboard in Assignments folder</p>	<p>Sandra Terrazas, PT, MS</p> <p>Pechak, Fogel, & Walton</p>
<p>Mon Nov 28 9-11am Room 115</p>	<p>FINAL WRITTEN EXAM – Comprehensive</p>		

Documentation Assignment: Students will submit a single documentation assignment specific to a simulated patient with an integument condition. More details will be provided on Blackboard. Submit documentation assignment in Assignments folder on Blackboard.

Diversity, Equity, & Inclusion Activity - 2022 Lynda D. Woodruff Lecture: Students will watch the approximately 1.5-hour lecture at <https://www.apta.org/apta-and-you/diversity-equity-and-inclusion/2022-woodruff>, submit a written reflection on Blackboard, and be ready to discuss in lab. Watching the panel discussion after the lecture is optional. Submit written reflection in Assignments folder on Blackboard.

Integumentary-Focused Spanish Lunch & Learn sessions: Dr. Alvaro Gurovich will facilitate Spanish Lunch & Learn sessions via Zoom – including some focused on integumentary content. Each student must attend 2 of the integument-focused sessions to earn full credit. See Blackboard for integument-related Lunch & Learn dates. Submit dates of attendance in Assignments folder on Blackboard.

Interprofessional Education Case-Based Experience: All students will attend an ONLINE case-based interprofessional education (IPE) experience with students from multiple other professions. Failure to attend, participate in, demonstrate professional behavior and dress, and to submit a written reflection will result in deductions described in Methods of Evaluation and Course-Specific Policies. Two sessions will be scheduled in the same afternoon; Lab A will attend one session and Lab B will attend the other session. More details will be provided on Blackboard when they become available. Submit written reflection in Assignments folder on Blackboard.