

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

PT 6108

INTEGUMENT PATIENT MANAGEMENT

FALL 2020

COURSE SYLLABUS

Credit Hours: 1

Contact Hours: Total: 45 hours (13 weeks including final exam)
Lecture: 0 hours; Lab: 43 hours; Interprofessional Education Experience(s): 2+ hours

Schedule: Lab: Mondays at Campbell Room 115 for on-campus days and ZOOM for online days
ZOOM link:

<https://us02web.zoom.us/j/85479425253?pwd=bzlpRE1jbTE0enFramh6QURRdk1uQT09>

Meeting ID: 854 7942 5253

Passcode: 178716

Mandatory Interprofessional Education Experience (IPE) (online): Friday October 16, 2020

ZOOM link: *pending* – will be posted on Blackboard

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

Instructor:

Faculty: Celia Pechak, PT, PhD, MPH

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. I am very happy to meet with you to help you learn the course content! Bring your questions.

Teaching 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.

[Type here]

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) [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; 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]

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>
Online quizzes	0%
Diversity, Equity, & Inclusion Activity #1: APTA Module <i>Course Code LMS-822</i>	1%
Diversity, Equity, & Inclusion Activity #2: <i>2020 Lynda D. Woodruff Lecture</i> Written Reflection	1%
Attendance at TWO Integument-Focused Spanish Sessions (0.5% each session)	1%
Integument-Focused Spanish Cheat Sheet	1%
Documentation Assignment	1%
IPE Experience Attendance (1%) & Written Reflection (1%)	2%
Exam 1	20%
Exam 2	25%
Skills Checks (pass/fail)	3%
Practical Exam (Clinical Reasoning Exam)	15%
Final Exam	30%
Total	100%

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) Myers BA. *Wound Management: Principles and Practice*, 3rd ed. Upper Saddle River, NJ: Pearson Education Inc; 2011. ISBN-10: 0131395246
- 2) See Blackboard for other learning resources

Recommended Textbooks and Other Learning Resources:

Updated 11/12/2020

- 1) *FREE* access to another wound care textbook through Access Physiotherapy – go to UTEP Library Physical Therapy Guide at <https://libguides.utep.edu/pt> to access Access Physiotherapy
 - Hamm RL. *Text and Atlas of Wound Diagnosis and Treatment*. 2nd ed. New York City, NY: McGraw-Hill Education; 2019. ISBN: 978-1260440461
 - Excellent source for additional wound photos
- 2) O’Sullivan SB. *Physical Rehabilitation*. 6th ed. Philadelphia, PA: FA Davis Co; 2014. ISBN-10: 0803625790 | ISBN-13: 978-0803625792
 - you should already have this text for other course(s)

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

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://uwc.utep.edu>
- 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 policy 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 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 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, turn in any work, and/or pick up any hand-outs. *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 50% 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 or Skills Check) or course activities (eg, IPE Training) that have a grade associated with it. If you miss an assessment or activity, you will lose the associated course credit.
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.
 - **NOTE:** *Being "on time" in the online learning environment means that you have arrived into the virtual classroom & are fully "connected" PRIOR to the start of class.*
 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 is 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.
 - University spaces are intended to be safe, welcoming environments that support learning and are respectful of all individuals. Discrimination or harassment based on cultural beliefs, gender identity, sexual orientation, or personal viewpoints will not be tolerated. Diversity is a welcome part of all learning settings. Any direct or indirect instances of discrimination should be reported to Dr Pechak immediately.
 - **NOTE:** *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 students 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 policy is 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 25% deduction due to the late submission. Assignments submitted after the due date and time will result in ZERO credit.
6. **Skills Check Policy:**
- Skills Checks will be administered during lab time.
 - No opportunities will be provided to make-up missed Skills Checks 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.

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

Updated 11/12/2020

Overview of the Tentative Schedule:

Date	Total Hours Per Student	Online Synchronous & Asynchronous	Campbell 115
Mon Aug 24	6	Labs A & B 9-noon 2-5pm	
Mon Aug 31	4		Lab A: 8-noon Lab B: 1-5pm
Mon Sept 7 (Labor Day)	4		Lab A: 8-noon Lab B: 1-5pm
Mon Sept 14	4.5	Labs A & B EXAM 1 9-10:30am Labs A & B 1-4pm	
Mon Sept 21	4		Lab A: 8-noon Lab B: 1-5pm
Mon Sept 28	4		Lab A: 8-noon Lab B: 1-5pm
Mon Oct 5	4		Lab A: 8-noon Lab B: 1-5pm
Mon Oct 12	3.5	Labs A & B Online EXAM 2 9-10:30am Labs A & B 1-3pm	

Fri Oct 16 (PM)	2	IPE Event Time pending	
Mon Oct 19	4	9-11am 1-3pm	
Mon Oct 26	2	Labs A & B Guest speaker 1-3pm	
Mon Nov 2	1	Lab B Oral Clinical Reasoning Exam See schedule on BB	
Mon Nov 9		Labs A Oral Clinical Reasoning Exam See schedule on BB	
Mon Nov 16	2	Online FINAL EXAM 9-11am	

Overview of the Schedule with Course Content:

Date	Topics	Readings & Assignments	Instructor(s)
Mon Aug 24 AM	<p>Module 1: Wound Healing Factors Affecting Wound Healing Integumentary Conditions Across Lifespan Aging Skin Disparities & Dermatology Wound Examination</p> <p>Module 2: Patient History & Systems Review Patient Adherence</p>	<p>Ch 1-4 Myers</p> <p>Listen to 4-min radio story: https://www.npr.org/sections/health-shots/2019/11/04/774910915/diagnostic-gaps-skin-comes-in-many-shades-and-so-do-rashes</p> <p>Supplementary sources: See Skin of Color Society website for additional resources, to sign-up for the</p>	Pechak & Fogel

	<i>Wound Care Team</i>	newsletter, etc. - https://skinofcolorsociety.org/about-socs/ https://www.brownskinmatters.com/all-conditions <i>Supplementary source: Ch 14 O'Sullivan</i>	
<i>Mon Aug 24 PM</i>	Guest Speaker: Nutrition and Wound Healing Module 3: <i>Dressings and Topical Agents Management of Infections</i>	Complete Blackboard QUIZ prior <i>Ch 6, 7 Myers</i> <i>Supplementary source: Ch 14 O'Sullivan</i>	<i>Regina Bonnette, RD</i> <i>Pechak & Fogel</i>
<i>Mon Aug 31</i>	Hands-on Practice for Modules 1-3: <i>Wound Measurement Practice (with models) Dressing Applications</i> Module 4: <i>Debridement & Modalities Role of PTA with Sharp Debridement Documentation</i>	Complete Blackboard QUIZ prior <i>Ch 5, 8 Myers Appendix D, Myers</i> <i>Supplementary source: Ch 14 O'Sullivan</i> Evidence of completion of APTA Module Course Code LMS-822 due by 8am today on Blackboard	<i>Pechak & Fogel</i>
<i>Mon Sept 7</i>	Patient Examination (Tests & Measures) Practice for Modules 5-9	2020 Lynda D. Woodruff Lecture Written Reflection due by 8am today on Blackboard	<i>Pechak & Fogel</i>
Mon Sep 14 AM	Exam 1 <i>(covering all material through Sept 14) USING RESPONDUS LOCK-DOWN BROWSER WITH WEBCAM (tentatively online but may switch to on-campus if rooms are available)</i>		

Mon Sep 14 PM	Module 5: <i>Neuropathic ulcers</i> Module 6: <i>Amputations</i>	Complete Blackboard QUIZ prior Ch 13 Myers & Readings on BB O'Sullivan Ch 22 (pp 1000-1019)	Pechak & Fogel
Mon Sep 21	Practice Interventions Modules 5-9	SPANISH CHEATSHEET related to Integument DUE by 8am on Blackboard	Pechak & Fogel
Mon Sep 28	Module 7: <i>Arterial and Venous Insufficiency</i>	Complete Blackboard QUIZ prior Ch 10, 11 Myers	Pechak & Fogel
Mon Oct 5	Module 8: <i>Pressure Injuries</i> <i>Positioning</i> <i>Prevention</i>	Complete Blackboard QUIZ prior Ch 14 Myers Ch 24 O'Sullivan Documentation assignment due by 8am today on Blackboard	Pechak & Fogel
Mon Oct 12 AM	Exam 2 (covering all material through Oct 5) USING RESPONDUS LOCK-DOWN BROWSER WITH WEBCAM (tentatively online but may switch to on-campus if rooms are available)		
Mon Oct 12 PM	Module 9: <i>Burns</i>	Complete Blackboard QUIZ prior Ch 12 Myers	Pechak & Fogel
Fri Oct 16 PM	Online IPE Training <i>Half the class will attend first ~2 hour session, and half will attend second ~2 hour session</i> <i>Details to follow – see Blackboard closer to the time of the event</i>		
Mon Oct 19	Post-IPE Verbal Reflections	Complete Blackboard QUIZ prior	Pechak & Fogel

	<p>Module 10: Urgent/emergent situations Miscellaneous wounds Aging Skin Skin Cancer Adverse Cutaneous Drug Reactions Cellulitis</p>	<p>Ch 16 Myers Ch 17 Myers – focus on aging skin, skin cancer, adverse cutaneous drug reactions, cellulitis</p> <p>IPE Written Reflection due by 8am today on Blackboard</p>	
Mon Oct 26	<p>Module 11: Lymphedema & review for Oral Clinical Reasoning Exam</p>	<p>Complete Blackboard QUIZ prior</p> <p>Ch 15 Myers Pp 588-590 O’Sullivan</p>	<p>Guest Speaker: Sandra Terrazas, PT</p> <p>Pechak & Fogel</p>
Mon Nov 2	<p>Lab B Oral Clinical Reasoning Exam (via Zoom) See schedule on BB</p>		Pechak & Fogel
Mon Nov 9	<p>Lab A Oral Clinical Reasoning Exam (via Zoom) See schedule on BB</p>		Pechak & Fogel
Mon Nov 16 9-11am	<p>FINAL EXAM – Comprehensive USING RESPONDUS LOCK-DOWN BROWSER WITH WEBCAM (tentatively online but may switch to on-campus if rooms are available)</p>		

Diversity, Equity, & Inclusion Activity #1 - APTA Module: Students must complete *Clinical Decision Making in Diverse Populations* (Course Code LMS-822) found in the APTA Learning Center. Go to <https://learningcenter.apta.org/> and then search for the course code. Submit evidence of completion on Blackboard.

Diversity, Equity, & Inclusion Activity #2 - 2020 Lynda D. Woodruff Lecture: Students will watch the 1-hour lecture at <https://www.youtube.com/watch?v=FhsETaO8Iew>, submit a written reflection on Blackboard, and be ready to discuss in lab.

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. The Lunch and Learn schedule will be posted on Blackboard.

Integument-Focused Spanish Cheat Sheet: Students should utilize the Spanish Lunch & Learn sessions, their Spanish textbook, and other credible resources to develop an Integument-focused Spanish Cheat Sheet to use as needed during clinical encounters with Spanish-speaking patients with limited English proficiency. Fluent and non-fluent Spanish speakers in groups of 2-3 are encouraged to collaborate on creating this resource. More details will be provided 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; half the class will attend the first session and half the class will attend the second session. More details will be provided on Blackboard when they become available.