

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

PT 6307

CARDIOPULMONARY PATIENT MANAGEMENT

SPRING 2020

COURSE SYLLABUS

**Credit Hours:** 3

**Contact Hours:** Total: 75 hours (15 weeks plus final exam)  
Lecture: 2 hours/week; Lab: 3 hours/week;  
Interprofessional Education Event: 2 hours

**Schedule:** Lab: Mondays in Center for Simulation at HSSN Building on main campus – Room 126  
Lab A: 9:00am-noon  
Lab B: 1:00-4:00pm

Lecture: Fridays 8:00-10:00am in Campbell Room 115

*EXCEPT where indicated otherwise on attached schedule &/or Blackboard*

Mandatory Interprofessional Education Event: Friday February 21, 2020 afternoon

**NOTE: See detailed scheduled at the end of the syllabus for specific dates and times**

**Instructors:**

Faculty: Celia Pechak, PT, PhD, MPH

Office location: Campbell Room 311

Phone #: 915-747-7289

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

Office hours: Optional review session held most Fridays 12:30-1:30pm. Students also may email me for individual appointments on any day except Thursdays (unless there is an urgent need to meet). I am very happy to meet with you to help you learn the course content! Bring your questions.

Teaching Assistant: Sue Fogel, PT (will grade documentation and assist with Practical Exam)

- If students have questions regarding grades earned for documentation assignments, they should speak to Dr. Pechak.

**Course Description:** This course provides theoretical and practical instruction for the evaluation and management of physical therapy patients with cardiovascular and pulmonary disorders. Emphasis is placed on the etiology and pathology of selected cardiopulmonary medical conditions, as well as the therapeutic management of patients with these conditions. Students will create a physical therapy plan of care for selected cardiovascular and pulmonary dysfunctions using diagnostic, pharmacologic, and clinical laboratory data. Concepts of health promotion and fitness are explored.

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

1. Apply key course concepts (including cardiac output, hemodynamic stability, and oxygen transport) to determining appropriate clinical decisions for the management of simulated or paper patients/clients with common cardiopulmonary conditions. (7A: exercise science, pharmacology, diagnostic imaging; 7C: cardiovascular, respiratory, system interactions, differential diagnosis, medical and surgical conditions; 7D11) [Application]
2. Identify when simulated or paper patients/clients with common cardiopulmonary conditions need further examination or consultation by a physical therapist or a referral to another health care professional. (7A: exercise science, pharmacology, diagnostic imaging; 7C: cardiovascular, respiratory, system interactions, differential diagnosis, medical and surgical conditions; 7D16) [Comprehension]
3. Demonstrate ability to administer appropriate tests and measures with simulated patients/clients with common cardiopulmonary conditions, including ventilation and respiration or gas exchange. (7C: cardiovascular, respiratory, medical and surgical conditions; 7D19w) [Application]
4. Evaluate data (including patient history, laboratory values, ECGs, pulmonary function tests, imaging studies, vital signs, presence of edema, medications and other medical/surgical interventions, patient's signs and symptoms) from the examination of simulated or paper clients/patients with common cardiopulmonary conditions to make clinical judgements. (7A: exercise science, pharmacology, diagnostic imaging; 7C: cardiovascular, respiratory, system interactions, differential diagnosis, medical and surgical conditions; 7D17; 7D20) [Evaluation]
5. Determine a diagnosis for simulated or paper patients/clients with common cardiopulmonary conditions that guides future patient/client management. (7A: exercise science, pharmacology, diagnostic imaging; 7C: cardiovascular, respiratory, system interactions, differential diagnosis, medical and surgical conditions; 7D22) [Synthesis]
6. Determine goals and expected outcomes for simulated or paper patients/clients with common cardiopulmonary conditions that are realistic given the available resources and specify expected length of time to achieve them. (7A: exercise science, pharmacology, diagnostic imaging; 7C: cardiovascular, respiratory, system interactions, differential diagnosis, medical and surgical conditions; 7D23) [Synthesis]
7. Create a safe and effective plan of care for simulated or paper patients/clients with common cardiopulmonary conditions. (7A: exercise science, pharmacology, diagnostic imaging; 7C: cardiovascular, respiratory, system interactions, differential diagnosis, medical and surgical conditions; 7D24) [Synthesis]

8. Demonstrate documentation of an initial evaluation that uses ICF language and meets professional and legal standards for a simulated patient/client with a common cardiopulmonary condition. (7D21; 7D32) [Application]
9. Perform appropriate interventions to achieve the goals for simulated or paper patients/clients with common cardiopulmonary conditions, including airway clearance techniques and patient/client education. (7C: cardiovascular, respiratory, medical and surgical conditions 7D27a; 7D27h) [Application]
10. Judge when and how to modify the physical therapy plan of care based on patient/client's condition and response to treatment for simulated or paper patient/clients with potential or existing cardiopulmonary disorders. (7A: exercise science; 7C: cardiovascular, respiratory, system interactions, medical and surgical conditions; 7D30) [Evaluation]
11. Identify when simulated or paper patients/clients with common cardiopulmonary conditions may or may not be treated by a physical therapist assistant based on patient/client status and the Texas PT Practice Act & Rules. (7D25) [Comprehension]
12. Identify best PT action in the event of possible urgent or emergency situation (including myocardial infarction, cardiac arrest, hypertensive emergency, and acute onset of stroke). (7C: cardiovascular, respiratory, system interactions, differential diagnosis, medical and surgical conditions; 7D33) [Comprehension]
13. Apply the concepts of health, wellness, health promotion, and population health to their community engagement project with El Paso Senior Games. (7D34) [Application]
14. Evaluate the success of themselves and their teammates in engaging in effective interprofessional collaborative practice during an interprofessional education training. (7D36; 7D39) [Evaluation]

**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 the Center for Simulation, case studies, 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 and on Blackboard.

<u>Item</u>	<u>Grade Composition</u>	<u>Revised</u>
Cardio-Focused Spanish Lunch & Learn Sessions Attendance (2 sessions)	1%?	
Community Engagement Participation (1%) & Written Reflection (1%)	2%	
Community Faculty Assignment	1%	
Documentation Assignments (4 assignments x 0.5%) vs 3	2%	
IPE Event Attendance (1%) & Written Reflection (1%)	2%	
Nursing Mobility Lab Written Reflection (1%)	1%	
Sim Lab Videotaping Critiques (1%)	1%	
Exam 1	20%	
Exam 2	25%	
Practical Exam / Oral Exam	10%	
Final Exam	35%	
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) Hillegass E. *Essentials of Cardiopulmonary Physical Therapy*. 4th ed. St. Louis, MO: Saunders Elsevier; 2017. ISBN: 978-0-4323-43054-8
  - A single copy is available in the UTEP Library
- 2) See Blackboard for other required learning resources

**Recommended Textbooks and Other Learning Resources:** [These are useful to supplement main textbook since you should already have these for other courses. Note: If these ever are no longer required texts in other courses in the DPT curriculum, you do NOT need to buy just for this course. Please notify Dr. Pechak.]

- 1) Quijano MG, Gonzalez-Lamendola, J. Spanish for Physical Therapists: Tools for Effective Patient Communication. APTA; 2006. ISBN 978-1-931369-28-2 – ESPECIALLY pages 136-139

- A single copy is available in the UTEP Library
- 2) Goodman CC, Heick J, Lazaro RT. *Differential Diagnosis for Physical Therapists*. 6th ed. St. Louis, MO: Saunders Elsevier; 2018. ISBN: 978-0-3234-7849-6
- 3) Paz J, West, M. *Acute Care Handbook for Physical Therapists*. 4th ed. St. Louis, MO: Saunders; 2014. ISBN-13: 978-1-4557-2896-1
  - A single copy is available in the UTEP Library
- 4) O'Sullivan SB, Schmitz TJ, Fulk G. *Physical Rehabilitation*. 7th ed. Philadelphia, PA: F.A. Davis; 2019. ISBN-13: 978-0-8036-6162-2
  - Available online at <https://www.fadavis.com/product/physical-therapy-rehabilitation-osullivan-schmitz-fulk-7#!#collapseFour>

**Supplementary texts available for check-out in Room 309:**

- 5) Jones SA. *ECG Success: Exercises in ECG Interpretation*. Philadelphia, PA: FA Davis; 2008.
- 6) Reid WR, Chung F, Hill K. *Cardiopulmonary Physical Therapy: Management and Case Studies*. 2<sup>nd</sup> ed. Thorofare, NJ: Slack Inc; 2014.

**Supplementary texts available for FREE on Physiotherapy Access through the UTEP Library:**

- 7) DeTurk WE, Cahalin LP. Eds. *Cardiovascular and Pulmonary Physical Therapy: An Evidence-Based Approach*. 2<sup>nd</sup> ed. New York, NY: McGraw-Hill; 2011. <http://0-accessphysiotherapy.mhmedical.com.lib.utep.edu/content.aspx?bookid=456&sectionid=39695838>
- 8) DeTurk WE, Cahalin LP. eds. *Cardiovascular and Pulmonary Physical Therapy: An Evidence-Based Approach*. 3<sup>rd</sup> ed. New York, NY: McGraw-Hill; <http://0-accessphysiotherapy.mhmedical.com.lib.utep.edu/content.aspx?bookid=2270&sectionid=176348096>.
- 9) Cardiovascular Physiology. In: Kibble JD, Halsey CR. eds. *Medical Physiology: The Big Picture* New York, NY: McGraw-Hill; 2014. <http://0-accessphysiotherapy.mhmedical.com.lib.utep.edu/content.aspx?bookid=1291&sectionid=75576461>.
  - Chapter 2 contains information regarding ECGs
- 10) Thorax. In: Hankin MH, Morse DE, Bennett-Clarke CA. eds. *Clinical Anatomy: A Case Study Approach* New York, NY: McGraw-Hill; <http://0-accessphysiotherapy.mhmedical.com.lib.utep.edu/content.aspx?bookid=2215&sectionid=169756870>.
  - Chapter 4 contains information regarding ECGs

**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](mailto: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](http://www.utep.edu/chs/shc)
- **The UTEP Counseling and Psychological Services:** 202 Union West, 915.747.5302; [www.utep.edu/student-affairs/counsel](http://www.utep.edu/student-affairs/counsel)

**Additional Resources:**

- Division of Student Affairs. 915.747.5076, [www.utep.edu/student-affairs](http://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), 1<sup>st</sup> floor Campbell Building
- Military Student Success Center: 915.747.5342, [www.utep.edu/student-affairs/mssc](http://www.utep.edu/student-affairs/mssc)
- Student Wellness Program. 915.747.6738, [www.utep.edu/chs/wellness](http://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](http://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](http://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.

- **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 6307 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](mailto: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 the Interprofessional Education event. If you fail to attend the event, you will lose the percentage of the course grade that is associated with your participation and written reflection.
- **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.
- **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.
- **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.
- **Expectations for Lab:**
  - The Center for Simulation at the Health Sciences and Nursing Building (HSSN) will be used for labs. Arrive to every lab on time. Allow extra time for parking, or use of the shuttle to/from Campbell Building.
  - Students from other professions will be using other rooms in the lab at the same time, and at times tours are being given to individuals from outside of UTEP. All behaviors and dress should be professional at all times. Leave lab



and equipment in the same orderly condition in which you found it, and be prepared to assist with set-up and clean-up as requested.

- Arrive to every lab in required lab wear with required equipment. Each student should come to every lab in clean, non-wrinkled navy blue scrubs as described in required dress. Bring shorts. Chest walls need to be exposed at times, so women are encouraged to wear an athletic bra. When a student is acting in the role of the SPT, s/he/they should be dressed in scrubs. When a student is acting in the role of the patient, s/he/they should be able to quickly change into a hospital gown with shorts beneath if s/he/they chooses; clothing should allow access to all limbs and all areas of the trunk. Failure to arrive without appropriate scrubs will result in 5% being deducted off Practical Exam / Oral Exam grade for each infraction during the semester.
- Long hair should be secured back at all times (ie, in a “pony tail” or bun). No hats; no gum chewing; no sunglasses on one’s head; no cell phone use during lab (unless being used to access resources directly related to the course activities). NO FOOD of any kind is allowed in the Center for Simulation. Only bottles of water that have the lid well-secured are permitted. Failure to follow these rules will result in 5% being deducted off Practical Exam / Oral Exam grade for each infraction during the semester.
- Labs are meant to directly prepare students for passing the Practical Exam / Oral Exam and working effectively in the clinic. Therefore, we will be using learning activities that permit promotion of professional behaviors, practice of manual skills, and development of clinical reasoning skills. When a student is acting in the SPT role, s/he/they should always be professional, communicate with his/her/their partner as if the partner is an actual patient, and always properly drape the patient to maintain modesty. When a student is acting in the patient role, s/he/they should role play as if actually a patient, but then be prepared to give your partner constructive feedback regarding how h/she performed after the role playing is complete – including feedback related to your partner’s success in appearing confident and professional, how well s/he developed the therapeutic relationship, and if proper draping was maintained. At times, there will be a third student in the group, who should act as an impartial observer and provide constructive feedback to the “PT”.
- Lab partners will be changed each week, and assignments will include a mix of genders. It is important that each student assesses a variety of patients, and each student has the opportunity to teach and learn from all other students.
- **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 by deadlines stated on the syllabus. Assignments submitted late but on the due date will result in a 25% deduction due to the late submission. Assignments submitted after the due date will result in ZERO credit.
- **Skills Check Policy:** not applicable
- **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).

Instructor: *Dr. Pechak teaches all labs and classes, except for Week 13.*

Week 1		
Jan 24	<p>Class - Role of PT with cardiopulmonary patients; oxygen transport, cardiac output, hemodynamics</p> <p>Orientation about Senior Games with David Lopez &amp; colleagues from El Paso Parks</p> <p><b>PECHAK</b></p>	<p>Strongly recommend you review the following in advance in order to “hit the ground running”: basic cardiovascular and pulmonary anatomy &amp; physiology (see PowerPoint lectures Ch 1&amp;2), with special emphasis on cardiac output &amp; related concepts (eg, SV, preload, afterload); CPR; Patient Management Model; Health Behavior Change models/theories, and Motivational Interviewing (Note: most if not all of this content should be review)</p> <p><b>Watch videos of orientation to Sim Lab on BB Paz pp. 11-25</b></p> <p>Hillegass: Chap 1, 2, &amp; 22</p> <p>See Blackboard for Cardiac Output article</p> <p>Review notes from the most recent CPR course you took</p> <p>Review Patient Management Model in Hillegass Figure 16-1</p> <p>Health Behavior Change models/theories and Motivational Interviewing (refer to your sources from PT 5233)</p>

<b>Week 2</b>		
Jan 27 & 31	<p>Lab - CPR review, basic cardiopulmonary exam (medical record review; observation; palpation; rest/orthostatic/exertional blood pressure; respiratory rate &amp; rhythm; pulse oximetry); lab values assignment</p> <p><i>PECHAK</i></p>	<p><b>Complete Lab Values “quiz” prior to lab – see BB</b></p> <p>Hillegass pp. 97-104, Ch 16 Hillegass Ch 9 (read &amp; re-read Ch 9!)</p> <p>SUPPLEMENTAL: See ECG Notes pp. 1-71, 118-127 with focus on “clinical tips”</p> <p><b>Documentation assignment from Week 2 lab scenario due at the start of this week’s class.</b></p>
<b>Week 3</b>		
Feb 3 & 7	<p>Lab – Patient scenarios, including interpretation of ECGs; cardiovascular exam in SPANISH</p> <p>Class – Clinical assessment of the cardiopulmonary system (cardiac &amp; pulmonary auscultation, percussion)</p> <p><i>LAB ACTIVITIES DURING CLASS – BRING YOUR PERSONAL STETHOSCOPE WOMEN SHOULD WEAR SPORTS BRA</i></p> <p><i>PECHAK</i></p>	<p>Complete online quiz prior to class – see BB</p> <p>Hillegass Ch 16 &amp; Powerpoints</p> <p>Review Sections 3 &amp; 4 of the American Heart Association 2017 Guidelines on Hypertension – see BB</p> <p>APTA Spanish, pp. 136-137, 140 to top of 141</p> <p><b>Documentation assignment from Week 3 lab scenario due at the start of this week’s class.</b></p>
<p><b>Friday</b> <b>Feb 7</b> <b>2:30-4:30pm</b> <b>Room 115</b></p>	<p>MAKE-UP for Week 4 Lab Lab - Sensitivity &amp; Specificity; Acid-Base Balance</p> <p><i>PECHAK</i></p>	<p>Read Hillegass pp. 355-357</p>
<b>Week 4</b>		
	<p>NO CLASS OR LAB THIS WEEK – Dr Pechak will be at CSM</p> <p>Lab made-up in Week 3 Exam made-up in Week 5</p>	

Week 5		
<p><b>Tues Feb 18</b>  <b>10:30am-12:30pm</b>                      Room 115</p>	<p><b>Class - EXAM 1</b></p>	<p>COVERS ALL MATERIAL through WEEKS 1-3</p>
<p>Feb 17 &amp; 21</p>	<p>Lab – Scenarios &amp; clinical application of auscultation and other test results; pulmonary exam in SPANISH</p> <p>Class – Cardiovascular &amp; Pulmonary Diagnostics; lab values continued</p> <p><i>PECHAK</i></p>	<p>Review Week 3 required text readings for lab APTA Spanish, pp. 137-top of 141</p> <p>Hillegass Ch 8 &amp; 10                      (&amp; if needed, Paz has related content to supplement your understanding in Ch 3 &amp; 4)</p> <p>Review Rosenfeldt et al, 2016 article IN DETAIL prior to class, including appraising research methods. See this week’s folder on Blackboard for PDF.</p> <p><b>Documentation assignment from Week 5 lab scenario due in hard copy at the start of this week’s class.</b></p>
<p><b>Fri Feb 21</b>                      afternoon</p>	<p><b>IPE Event – at Tomas Rivera Conference Room in Union East on main campus</b></p> <p>See IPE Event folder on BB for details</p> <p><b>Wear DPT polos and khakis</b></p> <p><i>PECHAK &amp; faculty from Health-Focused IPE Community of Practice</i></p>	
Week 6		
<p>Feb 24 &amp; 28</p>	<p>Lab &amp; Class - Cardiovascular Pathologies (including Exercise and Diabetes); review of Exam 1</p> <p><i>PECHAK</i></p>	<p>Hillegass Ch 3 &amp; 4 (&amp; supplementary content in Paz Ch 3)                      Hillegass Ch 11 &amp; 12 (Cardio content only)                      Hillegass Ch 7 (pp 227-238)</p> <p><b>**IPE Reflection DUE on BB in IPE Event folder by 8am this Friday</b></p>

Week 7		
<p>Mar 2 &amp; 6</p> <p>Lab B Tues Mar 3 1-4pm</p> <p>OR</p> <p>Lab A Wed Mar 4 1-4pm</p>	<p>Lab – Sternal precautions vs “Move in the Tube”; Examination &amp; exercise prescription for patient s/p acute MI Class – Cardiovascular Medications; screening for cardiovascular disease; Exam 2 review</p> <p>Sim lab videotaping – see schedule in <i>Sim Lab Video folder</i> on Blackboard for your assigned pair and time</p> <p>PECHAK</p>	<p>Goodman et al, Ch 6 – especially case examples, case study, Physician Referral section, and Practice Questions</p> <p>Review Cahalin et al article, Adams et al article, &amp; Adams et al Teaching Script on BB (including research methods, if appropriate)</p> <p>(Use Hillegass Ch 14 to supplement PowerPoint related to Cardio &amp; Diabetes meds, if needed)</p>
Week 8		
<p>Mar 9 &amp; 13</p>	<p>Lab - Cardiovascular conditions including amputations; patient scenario with patient s/p amputation</p> <p>PECHAK</p> <p>Class: EXAM 2</p>	<p>O’Sullivan – Chap 22 - Amputations (focus on postsurgical examination, positioning, and patient education) [Reminder: O’Sullivan is available via UTEP Library’s Access Physiotherapy]</p> <p>Exam covers all material from week 1 through week 7, especially 4-7</p>
	<p>SPRING BREAK</p>	
Week 9		
<p>Mar 23</p> <p>Tues Mar 24 11am-12:50pm Make-up for Cesar Chavez Day Room 115</p>	<p>Lab – pulmonary auscultation; airway clearance techniques</p> <p>MOBILITY LABS with Nursing students during first half of each lab. DPT students will be responsible for teaching the Nursing students how to assist with ROM, transfers, and gait. See Blackboard for more information about the lab and written reflection.</p> <p>Class – Pulmonary pathophysiology</p> <p>PECHAK</p>	<p>Review auscultation in Hillegass Ch 4 Hillegass Ch 17 &amp; Paz Ch 22 - focusing on airway clearance techniques Hillegass Ch 5 &amp; 6 Hillegass Ch 11 &amp; 12 (thoracic/pulmonary content)</p>

Week 10		
Mar 30 & Apr 3	<p>Lab – Week 9 lab continued if needed; Monitoring systems in the ICU; vents, C-PAP, Bi-PAP, chest tubes; screening for pulmonary disease – case studies</p> <p>Class – Designing PT plan of care, mobilization &amp; exercise</p> <p><i>PECHAK</i></p>	<p><b>**Sim Lab Video Critique due 8am on this Monday in BB in Sim Lab Video folder</b></p> <p>Hillegass Ch 13 Goodman Ch 7 (especially Case Studies, Physician Referral section, and Key Points to Remember at end of chapter)</p> <p>Hillegass Ch 17 (focusing on exercise)</p> <p><b>**Nursing Mobility Lab Reflection due 8am this Friday on BB in Nursing Mobility Lab folder</b></p>
Week 11		
Apr 6  Tues Apr 7 11am-12:50pm Make-up Class due to Fri Holiday Room 115	<p>Lab – Airway clearance techniques continued; respiratory muscle exercise/inspiratory/expiratory muscle training</p> <p>Class – Ventilation &amp; breathing strategies, respiratory muscle training; overview of pulmonary medications; pulmonary rehab</p> <p><i>PECHAK</i></p>	<p>If needed, review Hillegass Ch 17 - focusing on airway clearance techniques Hillegass Ch 19 Review Matsuo et al article (respiratory mm training) on BB (including research methods, if applicable) Review Hillegass et al article (O2 recommendations) on BB (including research methods, if applicable)</p> <p><i>Note: Hillegass Ch 15 has supplementary info on Pulmonary Meds – but focus on PowerPoint</i></p>
Week 12		
Apr 13 & 17	<p>Lab – Interventions for acute cardiopulmonary conditions; DVTs/Pes; Pulmonary / Cardiac Rehab overview</p> <p>Class – Interventions for chronic cardiopulmonary conditions; Healthy People 2030; health promotion and fitness with sample special populations</p> <p><i>PECHAK</i></p>	<p>Hillegass Ch 18 Review Hillegass et al article (VTE guidelines) on BB (including research methods, if applicable)</p> <p>Review “A randomized trial of long-term oxygen for COPD with moderate desaturation” IN DETAIL prior to class, including appraising research methods if applicable. See this week’s folder on Blackboard for PDF.</p> <p><b>Documentation assignment from Week 12 lab scenario due in hard copy at the start of this week’s class.</b></p>

<b>Week 13</b>		
Apr 20 & 24	<p>Lab – Safe-lifting equipment HSN 120  <b>Lab A: 10am-noon</b>  <b>Lab B: 1-3pm</b></p> <p>Class – Exercise Prescription (Dr. Gurovich)</p> <p><i>GUROVICH</i></p>	<p><b>**Community Engagement Reflection due by 8am this Monday on BB in Community Engagement folder</b></p> <p><b>**Community Faculty Assignment due by 8am this Monday on BB in Community Faculty folder</b></p> <p>See required pre-class preparation for Dr. Gurovich’s lecture on BB.</p>
<b>Week 14</b>		
<p><b>MON</b>  <b>April 27</b>  <b>AM/PM</b>                  or  <b>FRI</b>  <b>May 1</b>  <b>1-5pm</b></p> <p>Fri May 1                  8-10am</p>	<p><b>PRACTICAL EXAM / ORAL EXAM</b>                  See schedule on BB for your assigned practical exam time</p> <p>Class – Pediatric Cardiopulmonary; ICU Acquired Weakness</p> <p><i>PECHAK</i></p>	<p>Hillegass Ch 20</p> <p>Review Nordon-Craft et al article (ICU-acquired weakness) on BB (including research methods, if applicable)                  Review Trees et al article (ICU-acquired weakness case report) on BB (including research methods, if applicable)</p>
<b>Week 15</b>		
<p>May 4</p> <p>May 8 is                  Dead Day –                  no class</p>	<p>Lab – Care of complex patients; differential diagnosis;                  cardiopulmonary treatment in SPANISH</p> <p><b>Tues May 5– OPTIONAL Cardio Review</b>  <b>2:30-4:30pm Room 203</b></p> <p><i>PECHAK</i></p>	
<b>Final Exam Week</b>		
Mon May 11 9-11am	FINAL EXAM – Room TBD	Comprehensive (with emphasis on Weeks 8-15)

**Required Dress and Equipment for Labs:**

- Navy blue scrubs with UTEP logo monogrammed over left pocket, with “PHYSICAL THERAPY” monogrammed below in silver thread. (AJ’s Uniforms on 900 N. Mesa has the specific requirements & the trademark approval to do so). Optional monogramming: your name over right side of scrub top. Clean, closed-toed shoes (athletic shoes are appropriate but must be clean and in good condition)
- Dual-head Stethoscope (basic stethoscope is fine as long as it has the combination diaphragm/bell chest piece)
  - Here is an example of a site that has reviews: [www.thebeststethoscope.org](http://www.thebeststethoscope.org)
  - In general, do not buy the absolute cheapest ones as they have single-heads – at minimum you need to buy a dual-headed one that has a diaphragm on one side and a bell on the other
  - I would say that this low-priced one is decent for a SPT’s class purposes – Omron Sprague Rappaport Stethoscope
  - But IF you are willing/able to spend a bit more, go for: ADC ADSCOPE 603 Stainless Stethoscope
  - Each of the above has its drawbacks – but I would discourage you from buying anything more expensive until you are practicing and know that you will get your money out of the high-priced ones.
- Gait belt (recommend vinyl belt that can be cleaned, not canvas type)
- Clipboard (recommend clipboard case that opens for storage of your paperwork); you should NOT remove DPT Program clipboards from 113 or 115

**Optional Dress for Lab:** White lab coat

**Manual Blood Pressure Skills:** It is expected that students enter this course with the knowledge and skills gained from all previous courses in the DPT curriculum. This includes the ability to take an accurate manual blood pressure, which may be tested during the Practical Exam. See the following site (&/or similar sites) to practice taking accurate blood pressures: <http://respiratory.guide/bloodPressure/practice-taking-blood-pressure>

**Cardio-Focused Spanish Lunch & Learn Sessions:** Dr Alvaro Gurovich will facilitate 4 Spanish Lunch & Learn sessions focused on cardiopulmonary content. Each student must attend 2 of the 4 to earn full credit; a sign-in sheet will be provided and will be used as documentation of students’ attendance. See Blackboard for more information



**Community Engagement:** Each student will complete a single community engagement activity and an associated written reflection. They will complete this activity through the Senior Games (run by El Paso Parks and Recreation). We will discuss this project more in the first class. Also, see Community Engagement folder on Blackboard for more information.

**Community Faculty Assignment:** Each student group will meet with their assigned Community Faculty member a single time this semester. During this single visit, they will gather data to complete an assignment for PT 5407 Medical Kinesiology and complete a different assignment for PT 6307 Cardiopulmonary. See Community Faculty folder on Blackboard for more information.

**Exams:** There are 3 written exams and 1 practical/oral exam in this course. Just like our patients, exams are always cumulative. If a student earns a grade below an 80% on any exam, it is expected that the student takes the initiative to arrange a meeting with me to explore opportunities to improve performance.

**Documentation Assignment:** Each student will complete 4 patient documentation assignments as part of some simulation lab experiences. These will be due in hard copy at the start of the following class unless otherwise indicated on the syllabus and/or Blackboard.

**Interprofessional Education Event:** Each student will attend a case-based interprofessional education (IPE) event 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. See Interprofessional Education Event folder on Blackboard for more information.

**Nursing Mobility Lab:** Student groups will educate groups of first-year Nursing students during normal lab hours, and then submit a written reflection. See Nursing Mobility Lab folder on Blackboard for more information.

**Simulation Lab Videotaping:** Each student will be videotaped completing a treatment session with a partner acting as a simulated patient in the HSSN Center for Simulation. The student pairs will then complete peer and self-critiques of their performances as student physical therapists. The assignment grade will depend on the ACCURACY of critiques, NOT the quality of the performances. Just like in life, there are no “re-takes” but we should always reflect on how we could improve for the next time. See Sim Lab Videotaping folder on Blackboard for more information.