

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

PT 6307

CARDIOPULMONARY PATIENT MANAGEMENT

SPRING 2021

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 Simulation Lab in Campbell Building (with possibility of some visits to HSSN Center for Simulation on main campus) OR online via Zoom – see schedule and Blackboard

Lab A: 9:00am-noon

Lab B: 1:00-4:00pm

Lecture: Fridays 8:00-10:00am online via Zoom

Optional Review Session: Fridays 12:30-1:30pm online via Zoom

EXCEPT where indicated otherwise on attached schedule &/or Blackboard

Mandatory Interprofessional Education Event: Friday February 19, 2021 afternoon – online via Zoom

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

See Blackboard for Zoom links

Instructors:

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: 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 Skills Check & possibly Oral 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; 7D27a) **[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.

Item	Grade Composition
Cardio-Focused Spanish Lunch & Learn Sessions Attendance (2 sessions)	1%
Community Engagement Project	1%
Community Faculty Assignment	1%
Documentation Assignments (3 assignments x 1%)	3%
IPE Event Attendance (1%) & Written Reflection (1%)	2%
Senior Games Assignment	1%
Sim Lab Videotaping & Critiques	1%
Simucase Assignment #1 (must earn score of 80% or better to earn credit)	1%
Simucase Assignment #2 (must earn score of 80% or better to earn credit)	1%
Exam 1	20%
Exam 2	25%
Skills Check	5%
Oral Clinical Reasoning Exam	10%
Final Exam	28%
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) DeTurk WE, Cahalin LP. *Cardiovascular and Pulmonary Physical Therapy: An Evidence-Based Approach*. 3rd ed. New York, NY: McGraw-Hill; <http://0->

accessphysiotherapy.mhmedical.com.lib.utep.edu/content.aspx?bookid=2270§ionid=1763480
96.

- Available for FREE on Access Physiotherapy through UTEP Library
- 3) ECG Software
 - Available for FREE through UTEP DPT Program – see Blackboard for how to access
 - 4) Simucase
 - Available for FREE through UTEP DPT Program – see Blackboard for how to access
 - 5) Physiopedia
 - Available for FREE at <https://members.physio-pedia.com/membership-account/membership-levels/> - sign up for FREE trial (unlimited period of time)
 - 6) PhysioU
 - Available for FREE through UTEP DPT Program – see Blackboard for how to access
 - 7) See Blackboard for other required learning resources

Supplementary 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: FA 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*. 2nd ed. Thorofare, NJ: Slack Inc; 2014.

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

- 7) 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§ionid=7557646>
1.
- Chapter 2 contains information regarding ECGs
- 8) 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§ionid=1697568>
70.
- 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 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.

- **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 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.
- **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.*
- **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.
 - **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.*
- **Expectations for Lab:**
 - The Simulation Lab at the Campbell Building will be used for labs. Arrive to every lab on time.
 - All behaviors and dress should be professional at all times as if you were in an acute care hospital setting. 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, /they should be dressed in scrubs. When a student is acting in the role of the patient, they should be able to quickly change into a hospital gown with shorts beneath if they choose; 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 Oral Examination 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 lab. Only bottles of water that have the lid well-secured are permitted. Failure to follow these rules will result in 5% being deducted off Oral Exam grade for each infraction during the semester.
- Labs are meant to directly prepare students for passing the Skills Check and 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, they should always be professional, communicate with 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, they should role play as if actually a patient, but then be prepared to give your partner constructive feedback regarding how they performed after the role playing is complete – including feedback related to your partner’s success in appearing confident and professional, how well they 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:** Refer to the DPT Student Handbook Skills Check policy for details.
- **Oral Examination Policy:** For the purposes of this course, the Oral Examination is treated the same as a Practical Examination. Refer to the DPT Student Handbook “Practical Examination Policy” for details.

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

Week 1			
--------	--	--	--

<p>Jan 22</p>	<p>Class - Role of PT with cardiopulmonary patients; oxygen transport, cardiac output, hemodynamics</p> <p><i>PECHAK</i></p>	<p>Prior to CLASS: Strongly recommend you review the following in advance in order to “hit the ground running”: basic cardiovascular and pulmonary anatomy & physiology (see PowerPoint lectures Ch 1&2), with special emphasis on cardiac output & related concepts (eg, SV, preload, afterload); CPR; Patient Management Model; Health Behavior Change models/theories, and Motivational Interviewing</p> <p>Assess your blood pressure skills –see Blackboard Review notes from the most recent CPR course you took Review Patient Management Model in Hillegass Figure 16-1 Read Hillegass Chap 1, 2, & 22 Read Cardiac Output article on Blackboard</p>
<p>Week 2</p>		
<p>Jan 25 & 29</p>	<p>Lab - CPR review, basic cardiopulmonary exam (medical record review; observation; palpation; rest/orthostatic/exertional blood pressure; respiratory rate & rhythm; pulse oximetry); lab values assignment BRING YOUR PERSONAL STETHOSCOPE TO ALL LABS</p> <p>Class - ECGs</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: Complete Lab Values “quiz” - see Blackboard Watch intro Sim Lab video on Blackboard Review medical record on Blackboard</p> <p>Prior to CLASS: Read Hillegass pp. 97-104, Ch 16 Read Hillegass Ch 9 (read & re-read Ch 9!) Review ECG Software and all other ECG resources on Blackboard</p> <p>Register for IPE Event on Feb 19th - be on lookout for email from Isaac Rodriguez</p> <p>Documentation assignment from Week 2 lab scenario due in Assignments folder on Blackboard by start of this week’s class.</p>
<p>Week 3</p>		
<p>Feb 1 & 5</p>	<p>Lab – Patient scenarios; clinical assessment of the cardiopulmonary system (cardiac & pulmonary auscultation, percussion)</p> <p>Class – Clinical reasoning related to heart and lung sounds; Spanish practice</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: See Blackboard for prep-work on PhysioU and Physiopedia</p> <p>Prior to CLASS: Read Hillegass Ch 16 Review Sections 3 & 4 (with focus on pp 19-29) of the American Heart Association 2017 Guidelines on Hypertension – on Blackboard Review APTA Spanish, pp. 136-137, 140 to top of 141</p>

			Senior Games Paper due in Assignments folder on Blackboard by start of this week's class.
Week 4			
Feb 8 & 12	<p>Virtual Lab on ZOOM – see Blackboard for times Sensitivity & Specificity; Acid-Base Balance</p> <p>Class - EXAM 1 in Exam folder online using Respondus Lockdown Browser TBD if at Campbell or remote; if remote, Webcam is required</p> <p><i>PECHAK</i></p>	<p>Community Engagement Project due in Assignments folder on Blackboard by 9am this Monday.</p> <p>Prior to LAB: Read Hillegass pp. 355-357 Read Paz pp. 64-66 (suggested) Review PowerPoints and documents on Blackboard</p> <p>After LAB: Complete Week 4 Homework (does not need to be turned in)</p> <p>EXAM COVERS ALL MATERIAL WEEKS 1-3</p>	
Week 5			
Feb 15 & 19	<p>Lab – Scenarios & clinical application of auscultation and other test results; pulmonary exam in SPANISH</p> <p>Class – Cardiovascular & Pulmonary Diagnostics; lab values continued; review of Exam 1</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: Read documents on Blackboard Watch assigned PhysiU videos – see Blackboard Create a list of pre-written questions for Patient History in English and Spanish Bring an example of a dsypnea scale for use with patient</p> <p>Prior to CLASS: Read Hillegass Ch 8 & 10 PowerPoints Review Rosenfeldt et al, 2016 article IN DETAIL including appraising research methods – on Blackboard Review Heart Failure Case Study on Blackboard Review CHF Clinical Practice Guideline on Blackboard</p> <p>Documentation assignment from Week 5 lab scenario due in Assignments folder on Blackboard by start of this week's class.</p>	
Fri Feb 19 afternoon	<p>IPE Event online via Zoom- MANDATORY ATTENDANCE</p> <p>See IPE Event folder on Blackboard for schedule & details</p> <p>Wear DPT polo</p>		

		<i>PECHAK & faculty from Health-Focused IPE Community of Practice</i>	
Week 6			
Feb 22		Virtual Lab on Zoom – see Blackboard for times Cardiac Muscle Dysfunction & Cardiac Vascular Dysfunction	<p>Prior to LAB: Read Hillegass Ch 3 & 4 Watch assigned PhysioU videos & answer questions – see Blackboard Note: <i>You do not have to read the articles under Outcomes in PhysioU – just have a basic idea of what the outcome measures are assessing</i></p> <p>Prior to Tuesday guest speaker: no preparation required</p> <p>Prior to CLASS: Read Hillegass Ch 11 & 12 (Cardio content only) Read Hillegass Ch 7 (pp 227-238)</p> <p>Prior to or after class: do Week 6 Homework on Blackboard (not for a grade) IPE Reflection DUE on in Assignments folder on Blackboard by 8am this Friday</p>
TUES Feb 23 6-8pm		<p>Required Attendance: Guest Speaker Dr. Kelsey Novosad Management of Patients with COVID-19 in Acute Care (please wear DPT polo or equivalent)</p>	
Feb 26		<p>Class - Cardiovascular Pathologies (including Exercise and Diabetes)</p> <p><i>PECHAK</i></p>	
Week 7			
Mar 1		<p>Lab – Sternal precautions vs “Move in the Tube”; Examination & exercise prescription for patient s/p acute MI</p> <p>Lab B: Sim lab videorecording at Campbell Sim lab – see instructions in Simulation Lab Video folder on Blackboard</p>	<p>Prior to LAB: Read Cahalin et al article, Adams et al article, & Adams et al Teaching Script on Blackboard (including content & research methods [if research]) and other documents on Blackboard Watch videos on PhysioU and Access Physiotherapy - see Blackboard</p> <p>Prior to CLASS: Review Hillegass Ch 14 Review Hillegas Ch 11 & 12 (cardio interventions) Read Goodman et al, Ch 6 – especially case examples, case study, Physician Referral section, and Practice Questions Documentation assignment from Week 7 lab scenario due in Assignments folder on Blackboard by start of this week’s class.</p>
TUES Mar 2 11am-1pm			
Mar 5		<p>Class – Cardiovascular Medications; screening for cardiovascular disease; Exam 2 review</p> <p><i>PECHAK</i></p>	

Week 8		
<p>Mar 8</p> <p>Tues Mar 9 11am-1pm</p> <p>Mar 12</p>	<p>Lab - Cardiovascular conditions including amputations; patient scenario with patient s/p amputation</p> <p>Lab A: Sim lab videorecording at Campbell Sim lab – see instructions in Simulation Lab Video folder on Blackboard</p> <p>Class: EXAM 2 online using Respondus Lockdown Browser - TBD if at Campbell or remote; if remote, Webcam required</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: 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>Prior to CLASS: Watch SVS Peripheral Artery Disease video - see Blackboard Watch videos on PhysioU and Access Physiotherapy - see Blackboard Note: Some of the videos on PhysioU (eg, Subjective Exam) have already been assigned so do not need to rewatch if you are comfortable with the topic</p> <p>Exam covers material from Week 1 through Week 7, especially 4-7</p>
SPRING BREAK		
Week 9		
<p>Mar 22</p> <p>Rescheduled Class Tues Mar 23 10:30am-12:30pm <i>Due to Fri Mar 26 holiday</i></p>	<p>Lab – Lung auscultation; airway clearance techniques</p> <p>Class – Pulmonary pathologies & interventions</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: Review resources related to lung auscultation from Week 3 Read documents on Blackboard Read Hillegass Ch 17 - focusing on airway clearance techniques Watch assigned videos on YouTube and PhysioU – see Blackboard Read assigned sections on Physiopedia – see Blackboard</p> <p>Prior to CLASS: Read Hillegass Ch 5 & 6 Review Hillegass Ch 11 & 12 (thoracic/pulmonary content)</p> <p>Sim Lab Video Critiques due in Assignments folder on Blackboard by 8am this Friday Simucase assignment #1 due on Simucase website by 8am this Friday</p>
Week 10		
<p>Mar 29</p>	<p>Virtual Lab on Zoom – see Blackboard for times Lines & tubes; vents, C-PAP, Bi-PAP; respiratory “failure” vs “success”</p>	<p>Prior to LAB: Read Hillegass Ch 13</p>

<p>Rescheduled Class Tues Mar 30 10:30am-12:30pm <i>Due to Fri Apr 2 holiday</i></p>	<p>Class – Screening for pulmonary disease; designing PT plan of care; patient cases</p> <p><i>PECHAK</i></p>	<p>Review APTA Task Force article (O2 recommendations) on Blackboard (including research methods, if applicable) Review Lines and Tubes on PhysioU Watch assigned YouTube videos on Blackboard</p> <p>Prior to CLASS: Read Goodman Ch 7 (especially Case Studies, Physician Referral section, and Key Points to Remember at end of chapter) Read Hillegass Ch 17 (focusing on exercise) Read case studies on Blackboard and answer questions</p>
<p>Week 11</p>		
<p>Apr 5 & 9</p>	<p>Lab – Airway clearance techniques continued (splinted coughing & assisted cough); breathing exercises; chest wall expansion; inspiratory/expiratory muscle training</p> <p>Class – Swallowing & hydration/nutrition; overview of pulmonary medications; pulmonary rehab</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: Review ACTs in Hillegass Ch 17 if needed (found in Week 9) Read Matsuo et al article on Blackboard (including research methods, if applicable) Watch assigned YouTube and PhysioU videos on Blackboard</p> <p>Prior to CLASS: Read Hillegass Ch 15 & 19 Watch assigned YouTube and recorded lecture by Dr. Lara on Blackboard</p> <p>Community Faculty Assignment due in Assignments folder on Blackboard by start of class of this week’s class</p>
<p>Week 12</p>		
<p>Apr 12 & 16</p>	<p>Virtual Lab on Zoom – see Blackboard for times Lab – Interventions for acute cardiopulmonary conditions; VTEs (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>Prior to LAB: Read assigned cases and determine information requested on Blackboard</p> <p>After Lab: prepare your group’s assigned Week 13 presentation</p> <p>Prior to CLASS: Read Hillegass Ch 18 Review Hillegass et al article (VTE guidelines) on Blackboard (including research methods, if applicable) Read assigned cases and determine information requested on Blackboard</p> <p>Simucase assignment #2 due on Simucase website by 8am this Friday</p>

Final Exam Week		
Mon May 10 9-11am	FINAL EXAM online using Respondus Lockdown Browser - TBD if at Campbell or remote; if remote, Webcam required	Comprehensive (with emphasis on Weeks 8-15)

Required Dress and Equipment for Labs:

- Navy blue scrubs will be required for all labs starting Week 2
- Given the current situation with pandemic, I do NOT expect your scrubs to have the UTEP logo monogrammed on the pocket starting in Week 2
- I may add this requirement later in the semester – if so, here are the instructions:
 - The expectations will be: UTEP logo monogrammed on left (over left upper pocket, if your scrub has an upper pocket), with “PHYSICAL THERAPY” monogrammed on next line 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)
 - 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
 - You can find multiple sites with stethoscope reviews and I do NOT require any particular brand...
 - But this low-priced one is decent for a SPT’s class purposes – Omron Sprague Rappaport Stethoscope
 - Or IF you are willing/able to spend a bit more, consider: 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)
- Some means to take notes while involved in patient care (eg, note pad to take notes of patient’s vital signs, etc)

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 Skills Check. 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. See Blackboard for more information.

Community Engagement Project: Each student group will complete a **virtual community engagement project** this semester. See Community Engagement Project folder on Blackboard for more information.

Community Faculty Assignment: Each student group will **meet virtually** with their assigned Community Faculty member a single time this semester. See Community Faculty folder on Blackboard for more information.

Exams: There are 3 written exams, 1 Skills Check, and 1 oral clinical reasoning examination in this course. Just like our patients, exams are always cumulative. If a student earns a grade below an 80% on any exam, the student is expected to take the initiative to arrange a meeting with me to explore opportunities to improve performance.

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

Interprofessional Education Event: Each student will attend a **virtual** 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.

Simucase Assignments: Each student will complete 2 assignments using Simucase. A score of 80% or more is required to earn any credit. The student may complete the case multiple times prior to the deadline. More details will be posted in

the Simucase Assignment folder on Blackboard when they become available (Simucase is releasing new cases in January).

Simulation Lab Videotaping: Each student pair (or trio, if applicable) in a pod must arrange to be videorecorded in the Simulation Lab by someone in their pod. One student will complete an assigned treatment session with a partner acting as a simulated patient; then, the roles must be reversed. 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. Students will be asked to submit their videorecording and/or must keep their videorecording until the grade is assigned, so that Dr. Pechak has the option to review the videorecording.