

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

PT 6307

CARDIOPULMONARY PATIENT MANAGEMENT

SPRING 2022

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 will be held on Mondays – location will vary between Simulation Lab (Room 204) in Campbell Building & the Center for Simulation (Room 126) in Health Sciences and Nursing Building on main campus – see schedule and Blackboard

Lab A: 9:00am-noon

Lab B: 1:00-4:00pm

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

Optional Review Session: Fridays 12:30-1:30pm in 115 OR online via Zoom (depending on the week)

Schedule is as above EXCEPT where indicated otherwise on attached schedule &/or Blackboard

Mandatory Interprofessional Education Event: Friday February 18, 2022 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 & Oral Exam)

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 small-group classroom activities, hands-on lab practice, 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>
Cardio-Focused Spanish Lunch & Learn Sessions Attendance (2 sessions)	1%
Community Engagement Participation (1%) & Written Reflection (1%)	2%
Community Faculty Assignment	1%
Documentation Assignments (3 assignments x 1%)	3%
IPE Event Attendance (0.5%) & Written Reflection (0.5%)	1%
Sim Lab Videotaping & Critiques	1%
Simucase Assignment (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	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) DeTurk WE, Cahalin LP. *Cardiovascular and Pulmonary Physical Therapy: An Evidence-Based Approach*. 3rd ed. New York, NY: McGraw-Hill; 2018.
 - Available for FREE on Access Physiotherapy through UTEP Library
- 2) ECG Software
 - Available for FREE through UTEP DPT Program – see Blackboard for how to access
- 3) Simucase
 - Available for FREE through UTEP DPT Program – see Blackboard for how to access
- 4) Physiopedia
 - Available for FREE at <https://www.physio-pedia.com/home/>
- 5) PhysioU

- Available for FREE through UTEP DPT Program – see Blackboard for how to access
- 6) 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
 - A single copy is available in the UTEP Library
- 3) O’Sullivan SB, Schmitz TJ, Fulk G. *Physical Rehabilitation*. 7th ed. Philadelphia, PA: FA Davis; 2019. ISBN-13: 978-0-8036-6162-2
 - Available FREE online on Access Physiotherapy through UTEP Library

Supplementary texts available for check-out in Room 309:

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

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://www.utep.edu/uwc/>
- Computer Labs: Independent Learning Center (ILC), 1st floor Campbell Building
- Military Student Success Center: 915.747.5342, www.utep.edu/student-affairs/mssc
- Student Wellness Program. 915.747.6738, www.utep.edu/chs/wellness

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

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

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

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

1. Attendance Policy - Absences: Refer to current DPT Student Handbook “Attendance and Classroom Behavior” for the DPT Program policy. Additional course-specific 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 &/or lab for any reason, it will be considered unexcused unless it is due to documented illness or emergency. In these cases, you should email me and then arrange a meeting with me upon your return to school to discuss why you missed class. Documentation will be required for any additional absence (eg, doctor's note documenting illness or treatment). I will notify you after our meeting and review of your documentation whether or not the absence will be considered excused or unexcused.
 - Missing 50% or more of a class or lab will be considered an absence.
 - For each incident of an unexcused absence, 5% will be deducted from your final 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 scheduled 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, personal viewpoints, etc. 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 – for any Zoom sessions:** *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 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. Required Dress and Equipment for Labs:**
 - Navy blue scrubs - required for all labs starting Week 2
 - Any style of navy blue scrubs is acceptable but they must be purchased and monogrammed at AJ’s Uniforms on 900 N. Mesa - AJ’s has the trademark approval to do the monogramming and requires that scrubs be purchased there.

- Required: 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.
- Optional monogramming: your name in silver thread over right side of scrub top.
- Students will be acting as patients during lab, and should have minimal clothing beneath the gown to simulate real-life conditions in a hospital.
 - Students acting as patients will be required to wear a patient gown with only shorts (and athletic bra &/or tank top, if the student desires) beneath the gown when in the role of patient
 - Scrubs should be loose enough for easy donning/doffing during lab
 - Shorts should be worn under scrub pants OR be readily available to be donned quickly
- Closed-toed shoes are required
 - Athletic shoes are appropriate but must be clean and in good condition
- Dual-head stethoscope OR combined bell and diaphragm in a single head
 - You can find multiple online sites with stethoscope reviews and ratings to help you choose. I do NOT require any particular brand or model. However, here are 2 possibilities to consider:
 - Omron Sprague Rappaport Stethoscope is a lower-priced one, and is appropriate for a SPT's class purposes.
 - ADC ADSCOPE 603 Stainless Stethoscope is more expensive but more highly rated.
 - I discourage you from buying anything more expensive than the suggested ones, until you are practicing and know that you will get your money out of the high-priced ones. Do not suggest investing more than ~ \$50.
- 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 record patient's vital signs, etc)

6. Expectations for Lab:

- Simulation labs at both the Campbell Building and the Health Sciences and Nursing (HSN) Building will be used for labs. Arrive to every lab on time. Plan extra time on days that we will be at HSN to allow for using the UTEP shuttle or finding parking. NOTE: A parking pass is required, or plan to pay for parking by the hour in the Mike Loya Building parking lot or Sun Bowl Parking Garage.
- 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. 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; 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 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 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.

7. 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.

8. Skills Check Policy: Refer to the DPT Student Handbook Skills Check policy for details.

9. 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.

10. Pandemic Safety: All students are expected to follow the safety policies of the DPT Program. These policies may change, depending on local, state, and national conditions. Failure to follow safety policies will be treated as unprofessional behavior.

- If mask wear is required for on-campus activities by the UTEP DPT Program, then mask wear is required in class.
- If mask wear is not required by the UTEP DPT Program, then you have the option to make your own decision about mask wear during class.
 - If you are a mask-wearing student who is not comfortable sitting at the same table with or working in very close proximity to a student(s), faculty member, or guest speaker who chooses to not wear a mask, then you have the right to ask them (in a non-confrontational manner) to don a mask. If they still choose not to wear a mask (which is their right), please notify me so that I may make alternate arrangements to have you sit with and work with someone wearing a mask.
 - Course faculty and guest speakers have the right to request non-mask wearing students to don a mask if close interactions are required for teaching-learning purposes. Students are encouraged to respect their request. If the student(s) choose(s) not to don a mask, then the faculty and/or guest speakers have the right to avoid close contact – even if avoiding close interactions may compromise teaching-learning.
- Similar to expectations in an acute care setting (which we are simulating in lab), mask wear *is* expected in lab and during skills check since close contact cannot be avoided. N-95 or KN-95 masks will be provided and their use is strongly encouraged.

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

Week 1	TOPICS	READINGS & OTHER ASSIGNMENTS
Fri Jan 21 Campbell 115	<p>Class - Role of PT with cardiopulmonary patients; essentials of cardiovascular/pulmonary physiology and exercise physiology (oxygen transport, cardiac output, hemodynamics)</p> <p><i>PECHAK</i></p> <p><i>(Note: Missed lab this week made up with IPE event on Feb 18)</i></p>	<p>Prior to first day of CLASS: Strongly recommend you review the following content which you have covered in previous courses in order to “hit the ground running”:</p> <ul style="list-style-type: none"> • Patient Management Model (DeTurk & Cahalin Figure 2-5) • Cardiovascular and pulmonary anatomy (see past courses and/or DeTurk & Cahalin Ch 4) • Health Behavior Change models/theories, and Motivational Interviewing (PT 5233 material) • CPR (review most recent CPR course you took) • Blood pressure knowledge & skills – see Blackboard

		<p>Read Cardiac Output article on Blackboard Read DeTurk & Cahalin Ch 3 & 5 Read class PowerPoint</p>
Week 2		
<p>Mon Jan 24 HSN Sim Lab 126</p> <p>Fri Jan 28 Campbell 115</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” – can collaborate - see Blackboard Review medical record on Blackboard</p> <p>Prior to CLASS: Read DeTurk & Cahalin Ch 11, and Ch 12 (pp. 394-396 – “Arrhythmia”, “Evaluating the Significance of PVCs”, “Palpitations”) Review ECG resources on Blackboard</p> <p>Register for IPE Event on Feb 18th - be on lookout for email from Sabrina Quiapo</p> <p>Documentation assignment from Week 2 lab scenario due in Assignments folder on Blackboard by start of this week’s class.</p>
Week 3		
<p>Mon Jan 31 Campbell 204</p> <p>Tues Feb 1 2:30-4:30pm Make-up for Fri due to CSM Location Campbell Room 214</p>	<p>Lab – Patient scenarios; PT clinical assessment of the cardiovascular and pulmonary system (cardiac & pulmonary auscultation, percussion, JVD)</p> <p>Class – Clinical reasoning related to heart and lung sounds; Spanish practice; TeamSTEPPS intro</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 DeTurk & Cahalin Ch 9 (stop at p. 260 - Figure 9-4) & Ch 10 (stop at p. 327 – or “Medical Examinations Used By Physical Therapists”) Review Sections 3 & 4 (with focus on pp. 19-29) of the American Heart Association 2017 Guidelines on Hypertension – on Blackboard Review your APTA Spanish text, pp. 136-137, 140 to top of 141</p>
Week 4		
<p>Mon Feb 7 Campbell 204</p> <p>Fri</p>	<p>Sensitivity & Specificity; Arterial Blood Gases and Acid-Base Balance</p>	<p>Prior to LAB: Read DeTurk & Cahalin (Ch 9 pp. 268-273 – “Arterial Blood Gases”) Review PowerPoints and documents on Blackboard</p>

<p>Feb 11 Campbell 115</p>	<p>Class - EXAM 1 in-person using Respondus Lockdown Browser – bring fully-charged laptop with <i>most current version</i> of Respondus Lockdown</p> <p><i>PECHAK</i></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>
<p>Week 5</p>		
<p>Mon Feb 14 HSN Sim Lab 126</p> <p>Fri Feb 18 morning Campbell 115</p>	<p>Lab – Scenarios & clinical application of auscultation and other test results; pulmonary exam in SPANISH</p> <p>Class – Cardiovascular Evaluation – medical examinations used by PTs; lab values continued; review of Exam 1</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: Read documents on Blackboard Watch assigned PhysioU videos – see Blackboard Create a list of pre-written questions for Patient History in English and Spanish Bring an example of a dyspnea scale for use with patient</p> <p>Prior to CLASS: Read DeTurk & Cahalin Ch 10 (pp. 327-347 – “Medical Examinations Used By Physical Therapists” to end of chapter) 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>
<p>Fri Feb 18 afternoon (make-up from having no lab in Week 1)</p>	<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> <p><i>PECHAK & faculty from Health-Focused IPE Community of Practice</i></p>	
<p>Week 6</p>		
<p>Mon Feb 21 HSN Sim Lab 126</p> <p>Fri Feb 25</p>	<p>Lab – PT assessment associated with cardiac muscle dysfunction & cardiac vascular dysfunction; sternal precautions vs “Move in the Tube”</p> <p>Class - Cardiovascular pathophysiology; PT associated with cardiac muscle dysfunction & cardiac vascular dysfunction</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: Read DeTurk & Cahalin Ch 6 & 18 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 assigned PhysioU videos & answer questions – see Blackboard</p>

<p>Campbell 115</p>		<p>Note: You do not have to read the articles under Outcomes in PhysioU – just have a basic idea of what the outcome measures are assessing</p> <p>Prior to or after CLASS: Do Week 6 Homework on Blackboard (not for a grade)</p> <p>IPE Reflection DUE in Assignments folder on Blackboard by 8am this Friday</p>
<p>Week 7</p>		
<p>Mon Feb 28 HSN Sim Lab 126</p> <p>Tues Mar 1 11am-1pm Campbell Sim Lab 204</p> <p>Tues Mar 1 2:30-4:30pm Campbell Sim Lab 204</p> <p>Fri Mar 4 Campbell 115</p>	<p>Lab – Examination & exercise prescription for patient s/p acute MI; Evaluation of patient intolerance to exercise</p> <p><u>Lab B:</u> Sim lab videorecording at Campbell Sim Lab 204 – see instructions in Simulation Lab Video folder on Blackboard</p> <p><u>Lab A:</u> Sim lab videorecording at Campbell Sim Lab 204 – see instructions in Simulation Lab Video folder on Blackboard</p> <p>Class – Cardiovascular medications; screening for cardiovascular disease</p> <p>Exam 2 review</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: Read DeTurk & Cahalin Ch 12 (pp. 393-400 – to end of Figure 12-4) AND read through Case Study #1 (John Speed)</p> <p>Watch videos on PhysioU and Access Physiotherapy - see Blackboard</p> <p>Prior to CLASS: Read DeTurk & Cahalin, Ch 8 (pp. 211-222 & pp. 233-236 – from chapter beginning to end of “Thrombolytics” and then “Drugs Used to Treat CV Pump Dysfunction through “Drugs That Decrease Cardiac Workload”) Read Goodman et al, Ch 6 – especially case examples, case study, Physician Referral section, and Practice Questions Read Jacob et al article with focus on Background, Table 1, Discussion Complete table for Cardio Meds Overview & Pharmacology cases on Blackboard</p> <p>Documentation assignment from Week 7 lab scenario due in Assignments folder on Blackboard by start of this week’s class.</p>
<p>Week 8</p>		
<p>Mon Mar 7 Campbell Sim Lab 204</p>	<p>Lab - Cardiovascular conditions including amputations; patient scenario with patient s/p amputation</p>	<p>Prior to LAB: Read O’Sullivan – Chap 22 - Amputations (focus on postsurgical examination, positioning, and patient education) Watch SVS Peripheral Artery Disease video - see Blackboard</p>

<p>Fri Mar 11 Campbell 115</p>	<p>Class- EXAM 2 in-person using Respondus Lockdown Browser – bring fully-charged laptop with <i>most current version</i> of Respondus Lockdown</p> <p><i>PECHAK</i></p>	<p>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 Weeks 1-7, especially 4-7</p>
<p>SPRING BREAK</p>		
<p>Week 9</p>		
<p>Mon Mar 21 HSN Sim Lab 126</p> <p>Rescheduled class Tues Mar 22 2:30-4:30pm due to Fri Mar 25 holiday Location Campbell Room 214</p>	<p>Lab – Lung auscultation; airway clearance techniques</p> <p>Class – Pulmonary pathology, medical examinations used by PTs, interventions associated with airway clearance dysfunction</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: Review resources related to lung auscultation from Week 3 Read documents on Blackboard Read DeTurk & Cahalin Ch 17 - focusing on pp. 534-549 (“Intervention” section) Watch assigned videos on YouTube and PhysioU – see Blackboard Read assigned sections on Physiopedia – see Blackboard</p> <p>Prior to CLASS: Read DeTurk & Cahalin Ch 7, Ch 9 (pp. 268-292 – “Medical Examinations Used By Physical Therapists” onward), & Ch 17</p> <p>Sim Lab Video Critiques due in Assignments folder on Blackboard by 8am this Friday</p>
<p>Week 10</p>		
<p>Mon Mar 28 Campbell Sim Lab 204</p> <p>Rescheduled class this week Tues Mar 29 6-8pm via ZOOM due to</p>	<p>Lines & tubes; physical therapy associated with respiratory failure; mechanical ventilators, C-PAP, Bi-PAP; respiratory “failure” vs “success”</p> <p>Required Attendance:</p> <p>Guest Speaker Dr. Kelsey Novosad Leon Management of Patients with COVID-19 in Acute Care (please wear DPT polo or equivalent) See Blackboard for Zoom link</p>	<p>Prior to LAB: Read DeTurk & Cahalin Ch 19 (pp. 611-648 – stop at “Case Study – Patient with C5 Tetraplegia”) 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>Simucase assignment due on Simucase website by 8am this Friday</p>

<p>guest speaker</p> <p>Fri Apr 1 Campbell 115</p>	<p><i>PECHAK</i></p>	
<p>Week 11</p>		
<p>Mon Apr 4 Campbell Sim Lab 204</p> <p>Make-up Class Tues Apr 5 2:30-4:30pm Campbell Room 214 due to Dead Day May 6</p> <p>Fri Apr 8 Campbell 115</p>	<p>Lab – Airway clearance techniques continued (splinted coughing & assisted cough); breathing exercises; chest wall expansion; inspiratory/expiratory muscle training</p> <p>Class – Physical therapy associated with ventilator pump dysfunction and failure; designing PT plan of care; screening for pulmonary disease</p> <p>Class – Swallowing & hydration/nutrition; pulmonary medications; pulmonary rehab</p> <p><i>PECHAK</i></p>	<p>Prior to LAB: Read DeTurk & Cahalin Ch 17 - focusing on pp. 534-549 (“Intervention” section) if needed (done 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 DeTurk & Cahalin Ch 20 Read Goodman Ch 7 (especially Case Studies, Physician Referral section, and Key Points to Remember at end of chapter) Read case studies on Blackboard and answer questions</p> <p>Prior to CLASS: Read DeTurk & Cahalin Ch 8 (pp. 237-242 – from “Drugs Used to Treat Ventilatory Pump Dysfunction” to end of chapter) Watch assigned YouTube and recorded lecture by Dr. Lara on Blackboard Community Faculty Assignment due in Assignments folder on Blackboard by start of this week’s class</p>
<p>Week 12</p>		
<p>Mon Apr 11 Campbell Sim Lab 204</p>	<p>Lab – Interventions for acute cardiopulmonary conditions; VTEs (DVTs/PEs); present & future of Cardiopulmonary Rehabilitation; regenerative medicine and rehabilitation</p>	<p>Prior to LAB: Read DeTurk & Cahalin Ch 19 (pp. 642-643 – “Venous Thromboembolic Disease” section) & Ch 23</p>

<p>Rescheduled class Tues Apr 12 from 2:30-4:30pm due to Spring Study Day on Friday Campbell Room 214</p>	<p>Class – PT associated with primary prevention, risk reduction, and deconditioning – including patients with diabetes and obesity</p> <p><i>PECHAK</i></p>	<p>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 DeTurk & Cahalin Ch 15 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>Week 13</p>		
<p>Mon Apr 18 HSN Sim Lab Room TBD</p> <p>Fri Apr 22 Campbell 115</p> <p>Fri Apr 22 from 1-6pm Campbell Rooms 203/204</p>	<p>Lab – Lifting equipment for patients requiring heavy assistance – ceiling lifts, HoverMatts, HoverJack</p> <p>Class – Exercise Prescription (Dr. Gurovich)</p> <p><i>PECHAK (lab) & GUROVICH (class)</i></p> <p>SKILLS CHECK - See schedule on Blackboard for your assigned time – schedule & rubric will be posted at least 1 week in advance</p>	<p>Prior to LAB: Be prepared to do your group presentation in lab Watch assigned videos on Blackboard</p> <p>Prior to CLASS: Watch the assigned video on Blackboard</p> <p>After class: Get started on Week 14 homework</p>
<p>Week 14</p>		
<p>Mon Apr 25 Campbell Rooms 311/312</p> <p>Fri</p>	<p>ORAL CLINICAL REASONING EXAM See schedule on Blackboard for your assigned time & location – schedule & rubric will be posted at least 1 week in advance</p> <p>Class – Pediatric Cardiopulmonary; ICU Acquired Weakness</p>	<p>Prior to CLASS: Complete Week 14 homework before class alone or in a group Read Nordon-Craft et al article (ICU-acquired weakness) on Blackboard (including research methods, if applicable) Watch assigned video on Blackboard and answer questions</p>

<p>Apr 29 Campbell 115</p>	<p><i>PECHAK (& possible GUEST SPEAKER)</i></p>	<p>Read DeTurk & Cahalin Ch 21</p> <p>After CLASS: Get started on Week 15 homework</p> <p>Documentation of Spanish Lunch & Learn attendance is in Assignments folder on Blackboard by start of this week's class</p>
<p>Week 15</p>		
<p>Mon May 2 HSN Sim Lab 126</p> <p>Fri May 6 NO class</p>	<p>Lab – Care of complex patients; differential diagnosis; cardiopulmonary treatment in SPANISH</p> <p><i>PECHAK</i></p> <p><i>Dead Day - class time made up earlier in the semester</i></p>	<p>Prior to LAB: Complete Week 15 homework Review “A randomized trial of long-term oxygen for COPD with moderate desaturation” IN DETAIL prior to class and answer questions on Blackboard Read Ricard & Cahalin article and answer the questions</p> <p>Community Engagement Assignment due in Assignments folder on Blackboard by 8am this Friday</p>
<p>Final Exam Week</p>		
<p>Mon May 9 9-11am Location 115</p>	<p>FINAL EXAM in-person using Respondus Lockdown Browser – bring fully-charged laptop with <i>most current version of Respondus Lockdown</i></p>	<p>Comprehensive (with emphasis on Weeks 8-15)</p>

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 to earn full credit. See Blackboard for more information.

Community Engagement Project: Each student will complete a minimum of 3 hours of community engagement with El Paso Parks to implement Senior Games this semester. See Community Engagement Project folder on Blackboard for more information.

Community Faculty Assignment: Each student group will meet virtually or in person with their assigned Community Faculty member a single time this semester – whichever is the preference of the Community Faculty. 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 Dr. Pechak to explore opportunities to improve performance.

Documentation Assignments: Each student will complete 3 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 an assignment using Simucase. A score of 80% or more is required to earn any credit. More details will be posted in the Simucase Assignment folder on Blackboard.

Simulation Lab Videotaping: Each student pair (or trio, if applicable) must arrange to be videorecorded in the Campbell Building Simulation Lab by someone in their lab. 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 are required to keep their videorecording until the grade is assigned, so that Dr. Pechak has the option to review the videorecording.