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

PT 6307

Cardiopulmonary Patient Management

Spring 2019

COURSE SYLLABUS

Credit Hours: 3 (2-hour lecture; 3-hour lab per week)

Contact Hours: 75 (15 weeks)

Schedule: Lecture: Fridays, 8:00-10:00am – Campbell Room 115

Lab A: Mondays, 9:00-12:00 pm – Simulation Lab, Health Sciences and Nursing Building, Room 126

Lab B: Mondays, 1:00-4:00 pm – Simulation Lab, Health Sciences and Nursing Building, Room 126

EXCEPT where indicated otherwise on attached schedule &/or Blackboard

Instructor:

Celia Pechak, PT, PhD, MPH

Office: Campbell 311, 915-747-7289

Office hours: Over the past several years, I have learned that students do not use my office hours – so I have replaced them with regularly scheduled review sessions that are well-attended. However, if you wish to meet in private, email me 3 possible options for appointment (except not Thursdays). Also feel free to stop in my office any time my door is open, or meet with me before morning or after afternoon lab. I am very happy to meet with you to help you learn the course content!

E-mail: cmpechak@utep.edu

Documentation Grader:

Sue Fogel, PT

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

Mini-Systematic Review Grader:

Kiersten Garrand, PT, DPT – k.garrand@yahoo.com

- Dr. Garrand will be available by email to answer questions about writing the mini-systematic review, and to give feedback about the first draft. If students have questions regarding their grades earned for the mini-systematic review, 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:

Upon successful completion of this course, the student will be able to:

1. Demonstrate effective clinical reasoning for the management of patients/clients* with common cardiopulmonary conditions by applying key course concepts (including cardiac output, hemodynamic stability, and oxygen transport). (7D11)
2. Determine when patients/clients with common cardiopulmonary conditions need further examination or consultation by a physical therapist or a referral to another health care professional. (7D16)
3. Obtain a history and relevant information from patients/clients with a common cardiopulmonary conditions and from other sources including medical records. (7D17)
4. Perform a systems review with patients/clients with common cardiopulmonary conditions. (7D18)
5. Select and competently administer appropriate tests and measures with simulated patients/clients with common cardiopulmonary conditions, including the following tests and measures:
 - a. Aerobic capacity/endurance (7D19a)
 - b. Circulation (arterial, venous, lymphatic) (7D19e)
 - c. Mobility (including locomotion) (7D19m)
 - d. Motor function (7D19n)
 - e. Pain (7D19q)
 - f. Posture (7D19r)
 - g. Range of motion (7D19s)
 - h. Ventilation and respiration or gas exchange (7D19w)
6. Evaluate data (including 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 clients/patients with common cardiopulmonary conditions to make clinical judgements (7D20)
7. Use the International Classification of Function (ICF) to document the impairments, activity limitations, and participation limitations of patients/clients with common cardiopulmonary conditions. (7D21)

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8. Determine a diagnosis for simulated patients/clients with common cardiopulmonary conditions that guides future patient/client management. (7D22)
9. Determine goals and expected outcomes for patients/clients with common cardiopulmonary conditions that are realistic given the available resources and specify expected length of time to achieve them. (7D23)
10. Establish a safe and effective plan of care for patients/clients with common cardiopulmonary conditions in collaboration with the patients, family, and other health professionals. (7D24)
11. Determine those components of the plan of care for patients/clients with common cardiopulmonary conditions that may, or may not, be directed to the physical therapist assistant based on patient/client needs, PTA training and education, and Texas PT Practice Act & Rules. (7D25)
12. Select and competently perform appropriate interventions to achieve the goals for patients/clients with common cardiopulmonary conditions, including the following interventions:
 - a. Airway clearance techniques (7D27a)
 - b. Assistive technology (7D27b)
 - c. Functional training (7D27d)
 - d. Integumentary protection (7D27e)
 - e. Motor function training (including gait) (7D27g)
 - f. Patient/client education (7D27h)
 - g. Therapeutic exercise (7D27i)
13. Monitor and adjust the plan of care in response to the status of patients/clients with common cardiopulmonary conditions. (7D30)
14. Assess outcomes for patients/clients with common cardiopulmonary conditions, including the use of appropriate standardized tests and measures that address impairments, functional status, and participation. (7D31)
15. Respond effectively to urgent and emergent situations for patients/clients with common cardiopulmonary conditions, including performing CPR. (7D33)
16. Incorporate primary, secondary, and tertiary prevention, health promotion and wellness into physical therapy care delivery relevant to cardiopulmonary health to individuals, groups, and communities. (7D34)
17. Participate effectively in a patient-centered interprofessional collaborative training practice. (7D39)
18. Use health informatics in the simulated health care environment. (7D40)
19. Critically analyze scientific literature to determine the best evidence for the care of patients/clients with common cardiopulmonary conditions. (7D9)
20. Demonstrate professional behavior that is consistent with the APTA Code of Ethics and Core Values during class and lab. (7D4, 7D5)
21. Communicate effectively and professionally with patients/clients with common cardiopulmonary conditions, their families, and other health professionals. (7D7)

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***NOTE:** “Patients/clients” in course objectives refer to simulated patients/clients in the simulation laboratory and/or to patients/clients in written cases; there will be no direct contact with actual patients/clients in this course. However, students will have contact with real patients in PT 6110 this semester.

Primary Required Text:

- 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 library

Other texts (already required in 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 me.]

- 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 available in the UTEP Library
- Goodman CC, Synder TE. *Differential Diagnosis for Physical Therapists*. 6th ed. St. Louis, MO: Saunders Elsevier; 2018. ISBN: 978-0-3234-7849-6
- 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 available in the library
- O’Sullivan S, Schmitz T. *Physical Rehabilitation*. 6th ed. Philadelphia, PA: F.A. Davis; 2014. ISBN-13: 978-0-8036-2579-2
 - Available online at <http://0-fadavispt.mhmedical.com.lib.utep.edu/content.aspx?bookid=1895§ionid=136457371>.

Recommendation for those of you who are not familiar with ECGs:

- Jones SA. *ECG Notes*. 3rd ed. Philadelphia, PA: FA Davis; 2016. ISBN-13: 978-0-8036-3930-0

Supplementary texts available for check-out in Beverly’s office (Room 309):

- Jones SA. *ECG Success: Exercises in ECG Interpretation*. Philadelphia, PA: FA Davis; 2008.
- 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 Physiotherapy Access through the UTEP Library

- DeTurk WE, Cahalin LP. Eds. *Cardiovascular and Pulmonary Physical Therapy: An Evidence-Based Approach*. 2nd ed. New York, NY: McGraw-Hill; 2011. <http://0-accessphysiotherapy.mhmedical.com.lib.utep.edu/content.aspx?bookid=456§ionid=39695838>. Accessed October 22, 2018.

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- DeTurk WE, Cahalin LP. eds. *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=176348096>. Accessed October 22, 2018.
- 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=75576461>. Accessed October 22, 2018.
 - Chapter 2 contains information regarding ECGs
- 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=169756870>. Accessed October 22, 2018.
 - Chapter 4 contains information regarding ECGs

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

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, Black http://www.amazon.com/dp/B000FERLKI/ref=as_sl_pc_tf_lc?tag=best-stethoscope-20&camp=213381&creative=390973&linkCode=as4&creativeASIN=B000FERLKI&adid=0PA60W0VFFK4VZ29FCF3&&ref-refURL=http%3A%2F%2Fwww.thebeststethoscope.org%2F

But IF you are willing/able to spend a bit more, go for:

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ADC ADSCOPE 603 Stainless Stethoscope, Black

http://www.amazon.com/gp/offer-listing/B000NIB6J8/ref=as_sl_pc_tf_lc?tag=best-stethoscope-20&camp=213381&creative=390973&linkCode=am1&creativeASIN=B000NIB6J8&adid=02YCXWQJB1FBTEGFWBXE&&ref-refURL=http%3A%2F%2Fwww.thebeststethoscope.org%2F

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

Methods of Instruction:

Various active-learning activities including laboratory practice, small group / large group discussion, case studies, and related student-engaged activities aimed at clinical reasoning; minimal lecture

Methods of Evaluation:

Graded activities and their weight are as follows:

Quizzes	0%
Documentation Assignments	2%
Scholarly Paper	5%
Video & Critique of Video Lab Performance	1% (see Blackboard for your assigned day & time)
Community Engagement Activity & Reflection	2% (1% for activity; 1% for reflection)
Interprofessional Education Training & Reflection (on FRIDAY afternoon February 22, 2019)	4% (2% training; 2% reflection)
Community Faculty Assignment	1%
Practical Exam / Oral Exam	10%*(see Blackboard for your assigned day & time)
Exam 1	20%
Exam 2	25%
Final Exam	30%

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* **See Practical Exam Policy (under Program Policies) in the DPT Student Handbook for consequences if a practical exam is failed.** Also note: It is expected that you enter this course with the ability to take an accurate manual blood pressure (since you learned this in the Patient Care Skills course). You may be tested on it during the Practical Exam.

Please test yourself at the following site (&/or similar sites) to ensure that you are taking accurate blood pressures:

<http://respiratory.guide/bloodPressure/practice-taking-blood-pressure>

QUIZZES – Quizzes will be available on Blackboard for your practice. The online quizzes may be taken multiple times, and are for your learning purposes only. These do NOT count toward your course grade. Note that these quizzes help you determine if you are grasping the material at a basic level. However, the quiz questions are not written at the complexity of exam questions, which require greater clinical reasoning. You should be able to answer questions related to the examples and cases discussed in class and lab to determine if you are performing at the level required for the exams. If you cannot answer these class/lab questions, then you should be attending review sessions.

DOCUMENTATION – You will complete patient documentation assignments as part of some of your simulation lab experiences; these will be due at the start of the following class.

SCHOLARLY PAPER –

For students who are doing original research with designated Capstone advisors: You will complete a literature review related to your Capstone topic. See Blackboard site for information and due dates. The main purposes of this project are for you to: 1) develop knowledge and skills related to completing a literature review as part of completing an original research project; and 2) continue to develop professional writing skills. This project will be presented and defended next semester as part of a grade for Capstone I. The literature review will be written in AMA format.

Other students: You will develop and write an abbreviated systematic review to address a PT-relevant PICO question related to a cardiopulmonary question. See Blackboard site for information and due dates. The main purposes of this project are for you to: 1) develop knowledge and skills related to writing a systematic review in preparation for systematic review that will be required for a Capstone project; and 2) continue to develop professional writing skills. This project will be presented and defended next semester as part of the grade for other courses. The systematic review will be written in AMA format, and meet the requirements for submission to APTA's journal *Physical Therapy*.

Students	Type of Scholarly Paper	Supervising Faculty for Paper
Tori Stanzeski, Catherine McCall, Steven Medina, Kevin Harris	Pre-Capstone Literature Review	Browne
Morgan Gardner, Mason Huston, Jennifer Kotowych	Pre-Capstone Literature Review	Dillon

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Megan Waters, Branko Miljkovic	Pre-Capstone Literature Review	Gurovich
Jonathan Huerta	Pre-Capstone Literature Review	Gurovich
Manny Amador	Pre-Capstone Literature Review	Gurovich
Clancy Nelson, Ana Uniforme, Kenny Nguyen	Pre-Capstone Literature Review	Gutierrez
Krystal Salinas, Sara Skov, Clarissa Amaya, Yoselyn Mendoza	Pre-Capstone Literature Review	Manning
Bailey Inman, Alisha Mukadam	Pre-Capstone Literature Review	Manning
David Villarreal	Pre-Capstone Literature Review	Pechak
Clare Swietlik	Pre-Capstone Literature Review	Pechak
Blaine Marshall, Bailey McGehee, Mariel Melchor, Clay Swanks	Mini Systematic Review – Cardiopulmonary topic	Garrand
Scott Niklas, Ralph Vargas, Sarah Brehn, Valerie Favela	Mini Systematic Review – Cardiopulmonary topic	Garrand
Kevin Mathew, Evan McCann, Danielle Wright, Isabela Acosta	Mini Systematic Review – Cardiopulmonary topic	Garrand
Stephanie Ramirez, Marcos Hernandez, Landon Drapela, Adrienne Salgado	Mini Systematic Review – Cardiopulmonary topic	Garrand

CRITIQUES OF VIDEOED LAB PERFORMANCES – You will be videotaped completing an examination and/or intervention with a simulated patient in the Simulation Lab. You will then complete peer and self-critiques of your performances as student physical therapists. While you should prepare for the scenario through practice during regularly scheduled labs, your assignment grade will depend on the ACCURACY of your critiques, NOT the quality of your 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 Blackboard for group assignments, more information, and expectations to receive full credit.

COMMUNITY ENGAGEMENT ACTIVITY & REFLECTION – Each of you will complete a single community engagement activity related to increasing physical activity & exercise, and you will write a 1-2 page reflection paper. The class will complete this activity through the Senior Games (run by El Paso Parks and Recreation). We will discuss this project more in class, and details will also be posted on Blackboard.

INTERPROFESSIONAL EDUCATION TRAINING – All of you will participate in an interprofessional education (IPE) training activity from approximately 12:30-4:00pm on **FRIDAY afternoon February 22, 2019**. During this training, you will discuss a patient with students and faculty from many

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programs (likely including occupational therapy, speech-language pathology, pharmacy, rehabilitation counseling, social work, nursing, and medical students) in a roundtable format. It is not a simulation, but rather an opportunity to learn what each profession brings to the care of a complex patient. Afterwards, you will complete a 2-3 page reflection paper. See Blackboard for more details, and expectations to receive full credit.

COMMUNITY FACULTY ASSIGNMENT - Each group will meet with their assigned Community Faculty member a single time this semester. During this single visit this Spring semester, you will gather data to complete an assignment for PT 5407 Medical Kinesiology and a different assignment for PT 6307 Cardiopulmonary. See Blackboard for more information about the content and deadline for the written assignment due for this course.

LABS and WRITTEN CLASS ACTIVITIES – These do NOT have to be turned in for grading; however, I strongly recommend you complete all of these activities to prepare for your exams. If you have questions about these activities, I encourage you to ask me in class/lab and/or to use the DISCUSSION BOARD on Blackboard to ask your questions. I will answer or guide you to answers, but I also expect students to help answer each other's questions there. These activities are meant as opportunities for you to work on your clinical reasoning.

All written assignments are due at the start of class on the date indicated. NO credit will be given for late assignments.

If you get a grade below an 80% on any exam or assignment worth 5% or more of the course grade, you are required to arrange a meeting with me and work out study strategies to improve your performance. You are not required to arrange a meeting for low quiz grades, but you are strongly encouraged to do so if there is a trend of low quiz grades if you are actually studying prior to taking the quizzes.

UTEP DOCTOR OF PHYSICAL THERAPY PROGRAM GRADING SCALE

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

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

Course Content: Refer to topic outline below

Course and Program Policy: See DPT Program Student Handbook for all policies – including those on exams, electronic device use, dress code, attendance, and scholastic dishonesty.

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EXPECTATIONS FOR LAB:

The Simulation Lab 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, and bring shorts for men and shorts and an athletic bra for women. When a student is acting in the role of the SPT, s/he should be dressed in scrubs. When a student is acting in the role of the patient, s/he should be able to quickly change into a hospital gown with shorts beneath if s/he 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 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 related to patient care). NO FOOD of any kind is allowed in the Simulation Lab per lab rules. ONLY water bottles that have the lid well-secured are permitted. Failure to follow these rules will result in 5% being deducted off Practical Exam grade for each infraction during the semester.

Labs are meant to directly prepare students for passing the practical 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 should always be professional, communicate with his/her 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 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 male/female mix. 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.

Attendance, Tardiness, Class Participation, and Professional Behaviors Policy:

(this is in addition to what is found in DPT Student Handbook, and is specific to Dr Pechak’s courses)

ATTENDANCE:

As all DPT Program faculty members do, I believe that students should demonstrate their commitment to the profession and respect for faculty, guest speakers, and colleagues by attending all classes/labs, and arriving to class on time. I am expected to be at class/labs as scheduled and to be on time; I expect the same from you. I work hard to prepare for classes/labs, and to make them productive active-learning opportunities; I expect you to do your part by being prepared and fully participating. I do NOT give credit for this...I expect it. Failure to arrive to class prepared and on time, failure to participate actively, and/or failure 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 regularly scheduled 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 class/lab time. Specifically, I will NOT offer the opportunity to make up videorecording, written examinations, etc, either in advance or after the scheduled class/lab, or provide individual tutoring for missed content. *If you miss a lab and patient documentation was part of the lab, then you will receive ZERO for the patient documentation assignment that week.* 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: If you miss the videotaping, then you WILL lose the amount of credit listed above under "Methods of Evaluation." Similarly, if you miss the Interprofessional Education Training, you WILL lose the amount of credit listed above under "Methods of Evaluation".

In order to be excused for your **first** missed class or lab, you must do the following:

- Email me at cmpechak@utep.edu at least 2 hours in advance if you will not be attending class or 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 one hour or more of a class or lab will be considered an absence – during any part of the class/lab.

For each incident of an unexcused absence, 5% will be deducted from your final course grade.

TARDINESS &/OR EARLY DEPARTURE:

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I use the clock on the computer to determine when class or lab should start and end. If you expect to arrive late (eg, medical appointment), you should notify me in writing by email at least 2 hours in advance. Similarly, if you need to leave class or lab early, I should be notified in writing at least 2 hours prior to the start of class. If something unexpected arises (eg, you have a flat tire 30 minutes before class), email me immediately to explain. Unexcused tardiness or early departure may result in 1% deduction from your final course grade for each incident of tardiness / early departure.

PARTICIPATION and PROFESSIONAL BEHAVIORS:

I expect you to arrive to class and lab prepared and to actively participate while not being disruptive. If you are consistently ill-prepared, not actively participating, and/or being disruptive (which includes using social media during class/lab), I will contact you to meet with me to discuss the problem. Each subsequent incidence of poor preparation, poor participation, and/or disruption may result in 1% deduction from your final course grade.

Special Accommodations (ADA):

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. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

Tentative Topic/Assignment Outline:

Date	TOPIC	READINGS/ ASSIGNMENTS (do readings PRIOR to lab/class)
Week 1		
Jan 14 & 18	Lab - CPR review, basic cardiopulmonary exam (medical record review; observation; palpation; rest/orthostatic/exertional blood pressure; respiratory rate & rhythm; pulse oximetry); lab values assignment Class - Role of PT with cardiopulmonary patients; oxygen transport, cardiac output, hemodynamics	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 (Note: most if not all of this content should be review) Watch videos of orientation to Sim Lab on BB Paz pp. 11-25 Hillegass: Chap 1, 2, & 22

	<p>Orientation about Senior Games with David Lopez from El Paso Parks</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 <i>Guide to PT Practice</i> (PT 6202) or Hillegass Figure 16-1</p> <p>Health Behavior Change models/theories and Motivational Interviewing (refer to your sources from PT 5233)</p>
<p>Make-up Class for Week 2 Friday Jan 18 12:15-2pm Room 115 (note this is in ADDITION to the regularly scheduled Jan 18 class in the morning)</p>	<p>Make-up class for next week</p>	<p>Hillegass pp. 97-104, Ch 16 Hillegass Ch 9 (read & re-read Ch 9!) (ECG notes pp. 118-127)</p> <p>**BRING your ECG Notes to class and lab if you have it Paz pp. 40-51 – especially PT considerations (ECG Notes pp. 1-71 with focus on “clinical tips”)</p>
<p>Week 2</p>		
	<p>No lab this week due to MLK Holiday - Note: This week’s lab time will be made up with Interprofessional Education Training</p> <p><i>No Class as Dr P is at CSM – class made up last week</i></p>	<p>**Students completing mini-systematic review: email PICO Question to Dr. Garrand on or before Friday Jan 25 at 5pm</p> <p>Students completing literature review: finalize topic of your literature review with your faculty advisor on or before Friday Jan 25 at 5pm – NOTE: most faculty will be at CSM so suggest you do it during Week 1.</p>

Week 3		
Jan 28 & Feb 1	<p>Lab – Patient scenarios, including interpretation of ECGs; cardiovascular exam in SPANISH</p> <p>Class – Clinical assessment of the cardiopulmonary system (cardiac & pulmonary auscultation, percussion)</p> <p><i>(1 hour) LAB ACTIVITIES DURING CLASS – BRING YOUR PERSONAL STETHOSCOPE WOMEN SHOULD WEAR SPORTS BRA</i></p> <p>(1 hour) Session with UTEP Librarian Angela Lucero– how to perform an effective search of the literature <i>BRING YOUR LAPTOP</i></p>	<p>Hillegass Ch 16 & Powerpoints (Paz, pp. 19-28)</p> <p>Review Sections 3 & 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>
Week 4		
Feb 4 & Tuesday Feb 5 from 10am-noon Campbell 211 (but will see if Dr. Browne can switch times with me – see BB)	<p>Lab - Sensitivity & Specificity; Acid-Base Balance</p> <p>Plus IPE with Pharmacy students – each DPT student will have 1 hour to educate small groups of Pharmacy students on the proper fitting & use of canes, crutches, & walkers (tentatively scheduled for Lab A from 11am-noon & for Lab B from 1-2pm)</p> <p>Tuesday Feb 5 Class - EXAM 1</p> <p>No class on Friday Feb 8</p>	<p>Read Hillegass pp. 355-357 & Paz pp. 64-66</p> <p>COVERS ALL MATERIAL through WEEKS 1-3</p>

Week 5		
Feb 11 & 15	<p>Lab – Scenarios & clinical application of auscultation and other test results; pulmonary exam in SPANISH</p> <p>Class – Cardiovascular & Pulmonary Diagnostics; lab values continued</p>	<p>**Draft of scholarly paper due via email to faculty evaluator by 5pm on Monday</p> <p>Week 3 required text readings APTA Spanish, pp. 137-top of 141 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>Hillegass Ch 8 & 10 (& if needed, Paz has related content to supplement your understanding in Ch 3 & 4)</p>
Week 6		
Feb 18 & 22	<p>Lab & Class - Cardiovascular Pathologies (including Exercise and Diabetes); review of Exam 1</p>	<p>Hillegass Ch 3 & 4 (& supplementary content in Paz Ch 3) Hillegass Ch 11 & 12 (Cardio content only) Hillegass Ch 7 (pp 227-238)</p>
IPE Event 12:45-4pm Fri Feb 22	<p>IPE Event – at Tomas Rivera Room in Union East on main campus – wear DPT polos and khakis</p> <p>See BB for details closer to the time of the event</p>	

Week 7		
Feb 25 & Mar 1	<p>Lab – Sternal precautions vs “Move in the Tube”; Examination & exercise prescription for patient s/p acute MI</p> <p>Class – Cardiovascular Medications; screening for cardiovascular disease; Exam 2 review</p>	<p>Goodman, Ch 6 – especially pp 260-269, case examples, case study, Physician Referral section.</p> <p>Review Cahalin et al article, Adams et al article, & Adams et al Teaching Script on BB (including research methods, if appropriate)</p> <p>(Use Hillegass Ch 14 to supplement PowerPoint related to Cardio & Diabetes meds, if needed)</p> <p>**IPE Reflection DUE at start of this week’s CLASS</p>
Thurs 2-5pm Feb 28 OR Fri Mar 1 1-5pm	<p>HSN Sim lab videotaping – see schedule on Blackboard for your assigned pair and time</p>	
Week 8		
Mar 4 & 8	<p>Lab: Cardiovascular conditions including amputations; patient scenario with patient s/p amputation</p>	<p>O’Sullivan Ch 22 pp 1005-1012 (focus on postsurgical examination, positioning, and patient education)</p> <p>Paz Ch 16</p> <p>Exam covers all material from week 1 through week 7, especially 4-7</p>
Optional review: Tues Mar 5 11am- noon Room 115	<p>Class: EXAM 2</p>	
Week 9		
Mar 11 & 15	<p>Lab – pulmonary auscultation; airway clearance techniques</p> <p>Class – Pulmonary pathophysiology</p>	<p>Review auscultation in Hillegass Ch 4</p> <p>Hillegass Ch 17 & Paz Ch 22 - focusing on airway clearance techniques</p> <p>Hillegass Ch 5 & 6</p> <p>Hillegass Ch 11 & 12 (thoracic/pulmonary content)</p> <p>**Electronic version of scholarly paper due to faculty supervisor by 5pm on Friday</p>

Mar 18-22		SPRING BREAK	
Week 10			
Mar 25		Lab – Monitoring systems in the ICU; vents, c-paps, bi-paps, chest tubes; screening for pulmonary disease – case studies	**Video Critique due at start of LAB
Tues Mar 26 10am-noon make-up for Cesar Chavez Day Room 211		Class – Designing PT plan of care, mobilization & exercise	Hillegass Ch 13 Goodman Ch 7 (especially Case Studies, Physician Referral section, and Key Points to Remember at end of chapter) Hillegass Ch 17 (focusing on exercise)
Week 11			
Apr 1 & 5		Lab – Airway clearance techniques continued; respiratory muscle exercise/inspiratory/expiratory muscle training 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. Class – Ventilation & breathing strategies, respiratory muscle training; overview of pulmonary medications; pulmonary rehab	If needed, review Hillegass Ch 17 & Paz Ch 22 - 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) <i>Note: Hillegass Ch 15 has supplementary info on Pulmonary Meds – but focus on PowerPoint</i>

Week 12		
Apr 8 & 12	<p>Lab – Interventions for acute cardiopulmonary conditions; DVTs/Pes; Pulmonary / Cardiac Rehab overview</p> <p>Class – Interventions for chronic cardiopulmonary conditions; Healthy People 2020; health promotion and fitness with sample special populations</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>
Week 13		
Apr 15 & 19	<p>Lab – Cases in HSN 120 – Lift Lab A: 10am-noon Lab B: 1-3pm</p> <p>Class – Exercise Prescription (Dr. Gurovich)</p>	<p>**Community Engagement Reflection due at start of LAB **Community Faculty Assignment due at start of LAB</p> <p>See required pre-class preparation for Dr. Gurovich’s lecture on BB.</p>
Week 14		
<p>MON April 22 AM/PM or FRI April 26 1-5pm</p> <p>Fri Apr 26 8-10am</p>	<p>PRACTICAL EXAM / ORAL EXAM See schedule on BB for your assigned practical exam time</p> <p>Class – Pediatric Cardiopulmonary; ICU Acquired Weakness</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>

12/18/2018

Week 15			
Apr 29 May 3 is Dead Day – no class		Lab – Care of complex patients; differential diagnosis; cardiopulmonary treatment in SPANISH Tues Apr 30– OPTIONAL Cardio Review 10am-noon Campbell Room 211	Return lab DVD to Dr. P’s mailbox by the end of the day this Friday. Grades will not be posted until DVD is returned.
Finals Week			
Mon May 6 9-12		FINAL EXAM – Room 115	Comprehensive (with emphasis on Weeks 8-15)

****Times, dates, and reading assignments are subject to change although every effort will be made to minimize any changes – watch Blackboard for any changes.**