

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

PT 5225

Specific Populations

Fall 2015

COURSE SYLLABUS

Credit Hours: 2

Contact Hours: 30 (2 weeks)

Schedule: *Daily* August 24, 2014-September 4, 2014

Please see course schedule for time, room location and topics

Instructor: Michelle L. Gutierrez, PT, DSc

Campbell Building Room 309

Phone 915-747-8148

Office hours: Vary by week and are posted outside Dr. Gutierrez's Office

Email: mgutierrez28@utep.edu

Course Description:

This course focuses on physical therapy issues and healthcare delivery to specific populations, such as women's health, bariatric patients, homeless, prisoners, and adolescents. Common medical problems prevalent in these populations are emphasized, as well as the impact on patient/client management and outcomes.

Course Objectives:

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

1. Identify the common medical problems and mobility related issues seen with the bariatric patient/client and determine the impact of these issues on plan of care and outcomes. (CC-3, 5.20, 5.35)
2. Integrate current evidence, expert opinion, and knowledge of available equipment into decision-making regarding safe patient handling with the bariatric population.(CC-5.20, 5.31, 5.35)
3. Explain the unique issues of child and adolescent growth and development related to fitness and exercise. (CC-3)
4. Identify common injuries and conditions in the adolescent athlete, and determine the associated physical therapy plan of care. (CC-3, 5.31, 5.35)
5. Identify common oncologic, gynecologic, urologic, and obstetric related problems, and determine the associated physical therapy plan of care. (CC-3, 5.20, 5.31, 5.35)
6. Explain the unique issues and common health problems encountered in the homeless or prisoner populations, and the impact of these on physical therapy plan of care. (CC-5.20, 5.31, 5.35)
7. Integrate health and wellness strategies into the physical therapy plan of care for specific populations. (CC-5.50, 5.51, 5.52)

8. Compare and contrast how psychosocial issues, culture, education level, patients/clients' and health professionals' personal values and judgments, and the health care system impact the health of specific populations. (CC-5.18, 5-20)
9. Integrate current research and other professional resources into the physical therapy plan of care for specific populations.(CC-5.21, 5.22, 5.23)
10. Compare and contrast the purposes of and evidence for Functional Capacity Evaluations, work hardening, work conditioning programs, and ergonomic assessment in occupational health. (CC-5.30h)

Required Readings:

Dionne M. Raising the bar in bariatric care. *PT Magazine*. 2005;31:24-30.

Harris SR, Schmitz KH, Campbell KL, McNeely ML. Clinical Practice Guidelines for Breast Cancer Rehabilitation Syntheses of Guideline Recommendations and Qualitative Appraisals. *Cancer*. 2012; 118(8 suppl):2312–24

King PM, Tuckwell M, Barrett TE. A critical review of functional capacity evaluations. *Phys Ther*. 1998; 78:852-866.

McCrory, P, Meeuwisse W, Aubry M, Cantu B, et.al. Consensus statement on concussion in sport—the 4th international conference on concussion in sport held in Zurich, November 2012. *Journal of Science and Medicine in Sport*. 2013;16:178–189.

Myers, Betsy A. *Wound Management: Principles and Practice 3rd edition*. Upper Saddle River, NJ: Pearson. **ISBN-10:** 0131395246 **ISBN-13:** 978-0131395244

Ries, Eric. Acting on a weight of evidence. *PT in Motion*. March 2015
<http://www.apta.org/PTinMotion/2015/3/ActingOnAWeightOfEvidence/>

Shamllyan TA, Kane RL, Wyman J, Wilt TJ. Systematic Review: Randomized, controlled trials of nonsurgical treatments for urinary incontinence in women. *Ann of Intern Med*. 2008;148:459-473.

Williams RM, Westmorland MG, Lin CA, Schmuck G., Creen M. Effectiveness of workplace rehabilitation interventions in the treatment of work-related low back pain: A systematic review. *Disab and Rehab*. 2007;29:607-624.

Willett LL, Paranjape A, Estrada C. Identifying key components for an effective case report poster: an observational study. *J Gen Intern Med*. 2008;24:393-397.

Methods of Instruction:

Lectures, videos, group discussions, case studies, demonstrations, group presentations

Methods of Evaluation:

Capstone 5 minute Presentation	15%
Capstone Outline	15%
Group Presentation	35%
Quizzes (7 at 5% each)	35%
TOTAL:	100%

Group Projects: Students will work in groups of 3 to create a presentation with information about an aspect of physical therapy related to patients who belong to a specific population that may be encountered by physical therapists. The presentations should be between 20-25 minutes in length, not including Q&A at the end. The assignment is posted on BBL. Students will choose their own groups of 3, and inform Dr Gutierrez of the group members by 5:00 on Day 1 on the bulletin board outside her office. During Day 2 class, student groups will randomly draw their topic.

Capstone Outline: Each student will submit an outline of their Capstone Project to their advisors via email by Aug 17. The outline should be no more than 3 pages long (1.5 spaced with 1 inch margins and 12 point font) and include the patient case who is the target or inspiration for the project. The major points of the manuscript as described in the syllabus for PT 6116. The outline should conclude with the student's plan for completing the manuscript and poster.

Capstone 5 minutes presentation: The purpose of this project is for the student to summarize the patient and project selected for PT 6116. The student will have 5 minutes to describe the case and supporting information for the project. The 5-10 minute talk should include the major categories for the manuscript and poster as described in the syllabus for PT 6116. There will be 3 minutes allotted for questions and answers at the completion of the 5-10 minutes.

UTEP PHYSICAL THERAPY PROGRAM GRADING SCALE

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

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

Course Content: Please refer to topic outline below

Course and Program Policy: All academic policies in the PT Program Handbook apply to this course. Because this course is delivered in an intensive format with multiple guest speakers, it is particularly imperative that students attend every class, be on time, be prepared, and participate fully. See Handbook for expectations. I will not tolerate any unprofessional behavior. Cellphones must be turned off and put away. Students demonstrating unprofessional behavior, including but not limited to, being disrespectful to guest speakers, consistently ill-prepared, not actively participating, and/or being disruptive, using cell phones or electronic devices for anything other than classroom activity, will be excused from class for the day and the class session will be considered an unexcused absence. Each unexcused absence will result in a 5% reduction of their total class grade.

This is a part of term course. You will need to earn a B in this class or you will receive below a 3.0 for the semester. That will render you ineligible to complete your clinical rotation and there will not be any opportunities to bring up your GPA. Please take this course seriously.

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/>

PT 5225 Course Schedule

(Schedule is subject to change due to guest lecturer schedules)

DATE	Time 9-12, unless other-wise noted	TOPIC		Assignments
Week 1 Mon Aug 24	9-10:30 Rm 113	Course Introduction & Review of Syllabus/Schedule Poster Planning	Dr. Gutierrez	 Read: Willett (2008)
Tues Aug 25	9-12 Rm 113	Quiz 1 PT's role in management of patients with breast cancer & lymphedema	Sandra Terrazas	Read: Harris (2012) Myers Chapter 15
Wed Aug 26	8-12 Rm 113	Quiz 2 Residencies and Fellowship (8-10:20) The Role of Speech- Language Pathology in Managing Sports-Related Concussion (10:30-12:00)	Drs. Katy Carson & Marcos Parga Dr. Salvatore	View before class: http://www.youtube.com/watch?v=QCzhhb68kfNk Read: McCrory 2012

Thur Aug 27	9-11 Rm 113	Quiz 3 Work on group presentation with your group		
Fri Aug 28	9-12 Rm 235	FCEs, work hardening, work conditioning, etc.	Harry Koster	Read: King (1998); Williams (2007)
Week 2 Mon Aug 31	9-12 Rm 113	Quiz 4 Caring for Soldiers/Athletes	Cpt Mackinzie Jones	
Tues Sept 1	9-12 Rm 113	Caring for Soldiers/Athletes	Cpt Mackinzie Jones	
Tues Sept 1	1-3	Advisees meet with Dr's Dillon, Gutierrez in their office, and Dr. Pechak in room 115		
Tues Sept 1	3-5	Advisees meet with Dr. Robertson via skype in room 105		
Tues Sept 1	5:30-7:30	Group Presentation Location TBA		
Wed Sept 2	9-10:30 Rm 113	Caring for Soldiers/Athletes	Cpt Mackinzie Jones	
Wed Sept 2	1:30-3:30	Advisees meet with Dr. Caulkins in his office		
Thur Sept 3	9-12 Rm 113	Quiz 5 Nutrition	Dr. Leah Whigham	Read: Reis (2015) Dione (2005)
Fri Sept 4	8-12 Rm 235	Quiz 6 Pelvic Floor Dysfunction TMD Quiz 7	Dr. Kathy Roth	Read: Shamllyan (2007) View: prior to class http://www.youtube.com/watch?v=P3BBAMWm2Eo http://www.youtube.com/watch?v=q0Ax3rLfc6M