San Diego State University
DPT 875 MEDICAL THERAPEUTICS IN PHYSICAL THERAPY PRACTICE
Spring 2014, 2 Units, Clock Hours: Lecture 15, Laboratory 45
Tuesdays 8-10:40 am, PG 1520
Thursdays 8-8:50 am, PG 174

Instructor: Lori Tuttle, PT, PhD  Phone: 619-594-1918
Office: ENS 120  E-mail: ltuttle@mail.sdsu.edu
Office hours: by appointment

Course Prerequisites Satisfactory completion of all prior courses in the DPT curriculum.

Course Materials
- Required Text: Acute Care Handbook for Physical Therapists, 4th Edition by Jaime C. Paz and Michele P. West

Purpose/ Course Overview
Medical Therapeutics is designed to familiarize the student with several areas in physical therapy assessment and interventions, including wound care and practice in the acute care setting. In the wound care section, the student will be introduced to sterile and clean technique, the appropriate use of topical agents and dressings as well as sharp debridement. The PT’s role in acute care will cover the physical therapy management of the medically complex patient, as well as general physical therapy assessment and management in the acute care setting.

Teaching Methods and Learning Experiences
The format of this class will be a mix of lectures, labs, discussion, and simulations.

Program Goals, Expected Student Outcomes, and Course Objectives:
Students are competent practitioners. (Program Goal #1)
Perform Screening and/or comprehensive examinations. (Expected Student Outcome 1.1)
1. Demonstrate essential components of PT examination in the acute care setting including a complete history and systems review. (CC 5.28, 5.29)
2. Demonstrate a wound examination, including wound depth, tunneling and undermining, dimensions, types of eschar, swelling, pressure ulcer staging, presence and quantification of exudate or transudate, and how to properly document all of these findings using appropriate nomenclature.
3. Demonstrate appropriate examination techniques in the acute care setting using tests and measures including (but not limited to) (CC 5.30 b,c,d,e,l,j,m,o,p,s,u,w):
   - Anthropometric characteristics
   - Arousal, attention, cognition
   - Assistive and adaptive devices
   - Circulation (arterial, venous, lymphatic)
   - Gait, locomotion and balance
   - Integumentary integrity
   - Muscle performance (including strength, power and endurance)
   - Orthotic, protective and supportive devices
• Pain
• Range of motion (including muscle length)
• Self-care and home management
• Ventilation and respiration/gas exchange

**Provide all components of physical therapy intervention effectively and safely.** (Expected Student Outcome 1.4)

4. Identify appropriate steps to be taken if/when an emergency situation occurs in an inpatient care setting and to refer to other health care services/providers as appropriate. (CC 5.27, 5.44)
5. Identify precautions and absolute contraindications to therapeutic interventions.
6. Compare and contrast the rationale for various wound care interventions, including physical modalities, dressings, and debridement (sharp, autolytic, mechanical, and enzymatic methods). (CC 5.39 a,b,e,f,g)
7. Given a patient scenario, plan an appropriate intervention. (CC 5.39)

**Students are culturally competent, professional and ethical practitioners.** (Program Goal #2)
Consult and collaborate with other professionals to provide coordinated, efficient, and effective care. (Expected Student Outcome 2.9)
8. Demonstrate clear communication skills and integrity with simulated patient, team members and other health care providers during the simulation. (CC 5.10, 5.11)

**Students and graduates engage in evidence-based practice (EBP) to enhance their clinical reasoning and critical thinking skills.** (Program Goal #3)
Students will demonstrate clinical reasoning, judgment, and reflective practice. (Expected Student Outcome 3.1)
9. Demonstrate appropriate clinical reasoning during a simulated complex medical patient scenario. (CC 5.19)
10. Self-assess performance and communication skills following a simulation. (CC 5.12)

**Assessment**

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Point Value</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>C</td>
</tr>
<tr>
<td>Lab Values, D/C Plan, Pharmacology Assignment</td>
<td>50</td>
<td>D</td>
</tr>
<tr>
<td>Simulation Lab Pre Assignment</td>
<td>30</td>
<td>F</td>
</tr>
<tr>
<td>Simulation Lab Post Assignment</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Professional Behavior/Class Participation</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>TOTAL (Overall)</strong></td>
<td><strong>420</strong></td>
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</tr>
</tbody>
</table>

A minimum final grade of 70% is required to receive credit for this course.

**Grading Criteria** The determination of a grade for this class will be based upon the completion of the tasks and assignments listed below. Additional detail on the requirements for each assignment will be provided in class.
• **Exams 1, 2, and 3**: Each exam will consist of multiple choice questions based on lectures, laboratory activities, and readings.

• **Lab values, D/C plan, Pharmacology Assignment**: Each student will be required to complete this assignment based on assigned readings. The assignment and the lab values readings will be posted on blackboard. The assignment must be turned into the instructor at the assigned class.

• **Simulation Lab Pre Assignment**: Each student will be required to complete this assignment prior to his or her assigned simulation time. The assignment will be posted on blackboard and will be turned into the instructor prior to beginning the simulation.

• **Simulation Lab Post Assignment**: Each student will be required to complete this assignment after his or her assigned simulation time. The assignment will be posted on blackboard and will be turned into the instructor at the assigned class.

• **Participation**: Students are expected to participate in class activities including small and large group discussions. It is my expectation that participation, including feedback, will be positive and constructive.

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**Course Policies**

1. **Mutual Respect**: “The Golden Rule.” Students are expected to treat fellow students and faculty members with the respect that they would like to be shown. A relaxed, professional atmosphere in class with participation from the students is essential for the learning process. Please ask questions in a respectful manner—questions enhance the total learning experience.

2. **Class Participation**: Participation during class discussions and activities is necessary and considered an integral part of your learning in the course.

3. **Professional Behaviors**: Successful completion of the course is dependent upon the student’s demonstration of behaviors consistent with those outlined in the *Professional Behaviors* document (see Appendix). Student behaviors that are not consistent with those identified in the *Professional Behaviors* document will be addressed with each student individually. An action plan will be developed for those students who require remediation (a prior version of this document was titled “Generic Abilities”).

4. **Academic Honesty**: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to
expulsion from the University. For more information on the University’s policy regarding cheating and plagiarism, refer to the General Catalogue or the Graduate Bulletin section 41304.

5. Please refer to the DPT Student Handbook for all policies regarding class attendance, class tardiness, and attire for class.

6. Missed Assignments: No make-up assignments will be issued unless there is prior approval by the instructor. The student will earn a grade of zero for a missed exam or late assignment.
   a. If I excuse your absence on the day an assignment is due, make-up assignments may be scheduled at a mutually convenient time. It is the student’s responsibility to arrange a make-up schedule with me PRIOR to the absence if at all possible.
   b. If I do NOT approve the absence, the student will forfeit the total point value of the assignment.
   c. If an absence is unexpected, arrangements for make-up assignments must be made by the student within THREE (3) days of the missed assignment. If the student fails to take responsibility to schedule the make-up assignment, the total point value of the assignment may be forfeited.

7. Grade Disputes: If you would like to dispute a question or grade on an assignment or exam, you must do so in writing within 48 hours of when the assignment or exam is returned. In your written dispute, you must include your rationale for the dispute and any related references.

8. Social Media/Use of Technology in Class: Students are expected to refrain from phone calls, text-messaging and online social networking during class and laboratory sessions. Any recording devices or photography must be approved by the course instructor and any students who may be in the recording.

9. Posting of Course Materials on Blackboard: The instructor will make every effort to post course materials on Blackboard before the scheduled lecture.

10. Religious Holidays: A student who is unable to participate in any class, examination, or assignment due to his or her religious holy day requirements shall not be penalized, provided the instructor has been notified in writing within 3 weeks from the beginning of the course.

11. Students with Disabilities: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated. If you have a documented disability, please provide me with this documentation by the second class meeting so that reasonable accommodations can be made.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignment</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Th 1/22/15</td>
<td>• Course Overview</td>
<td>Syllabus</td>
<td></td>
</tr>
</tbody>
</table>
| 2 Tue 1/27/15 | • Intro to Acute Care  
   • Medical Record/Interdisciplinary Team  
   • PT Exam in Acute Care  
   • Medical Equipment (basics) | Chapter 1  
Chapter 2  
Chapter 18 | #1, #3, #4, #5 |
| Th 1/29/15 | • Medical Record/Interdisciplinary Team  
   • PT Exam in Acute Care  
   • Medical Equipment (basics) | Chapter 1  
Chapter 2  
Chapter 18 | #1, #3, #4, #5 |
| 3 Tu 2/3/15  
CSM No Class | • No Class (CSM)  
   • Lab Values Activity  
   • Discharge Plan Activity  
   • Pharmacology Activity | Lab Values PDF (blackboard)  
Chapter 19 | #4, #5 |
| Th 2/5/15  
CSM No Class | • No Class (CSM)  
   • Lab Values Activity  
   • Discharge Plan Activity  
   • Pharmacology Activity | Lab Values PDF (blackboard)  
Chapter 19 | #4, #5 |
| 4 Tu 2/10/15 | • Examination of Wounds  
   • Debridement Lecture and Lab (Dr. Alan Lee) | Lab values assignment due  
Chapter 12 | #1, #2, #3, #4, #5, #6 |
| Th 2/12/15  
8:00-9:30 | • Transfer Lab in Nursing Lab AH 2132  
   • (1/2 class only—Group A) | | #4, #7, #8 |
| 5 Tu 2/17/15 | • Wound Care Dressing Lecture and Lab (Dr. Alan Lee) | Chapter 12 | #1, #2, #3, #4, #5, #6 |
| Th 2/19/15  
8:00-9:30 | • Transfer Lab in Nursing Lab AH 2132  
   • (1/2 Class only—Group B) | | #4, #7, #8 |
| 6 Tu 2/24/15 | • Integumentary Review  
   • Wounds (emphasis on Burn Care) | Chapter 12 | #1, #2, #3, #4, #5, #6 |
| Th 2/26/15 | • Review for Exam 1 | | |
| 7 Tu 3/3/15 | • EXAM 1 90 minutes 9:00-10:30 | Exam 1 9:00-10:30 | #1, #3, #4, #5 |
| Th 3/5/15 | • Start of Exam 2 Material:  
   • Cardiopulmonary (including mechanical ventilation and ventricular assist devices | Chapter 3  
Chapter 4  
Appendix 18A  
Appendix 18B  
Chapter 22 | #1, #3, #4, #5 |
| 8 Tu 3/10/15 | • Continue Cardiopulmonary | Chapter 3  
Chapter 4  
Appendix 18A  
Appendix 18B  
Chapter 22 | #1, #3, #4, #5 |
| Th 3/12/15 | • Continue Cardiopulmonary | Chapter 3  
Chapter 4  
Appendix 18A  
Appendix 18B  
Chapter 22 | #1, #3, #4, #5 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event Description</th>
<th>Chapter(s)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Tu 3/17/15</td>
<td>Continue Cardiopulmonary / Musculoskeletal</td>
<td>Chapter 5</td>
<td>#1, #3, #4, #5</td>
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<tr>
<td>Th 3/19/15</td>
<td></td>
<td>Musculoskeletal</td>
<td>Chapter 5</td>
<td>#1, #3, #4, #5</td>
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<td>10</td>
<td>Tu 3/24/15</td>
<td>Nervous System</td>
<td>Chapter 6</td>
<td>#1, #3, #4, #5</td>
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<tr>
<td>Th 3/26/15</td>
<td></td>
<td>Orientation to Simulation Lab 8-9:30 Hepner Hall 124</td>
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<tr>
<td>11</td>
<td>Tu 3/31/15</td>
<td>SPRING BREAK (No Class)</td>
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<tr>
<td>Th 4/2/15</td>
<td>No Class</td>
<td>SPRING BREAK (No Class)</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Tu 4/7/15</td>
<td>Nervous System (cont) / Oncology / Infectious Diseases</td>
<td>Chapter 6</td>
<td>#1, #3, #4, #5</td>
</tr>
<tr>
<td>Th 4/9/15</td>
<td></td>
<td>Review for Exam 2 / catch up</td>
<td>Chapter 6</td>
<td></td>
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<tr>
<td>13</td>
<td>Tu 4/14/15</td>
<td>Exam 2 9:00-10:30</td>
<td>Exam 2 9-10:30</td>
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<tr>
<td>Th 4/16/15</td>
<td></td>
<td>Start of Exam 3 Material: Vascular System and Hematology / Amputation</td>
<td>Simulation Case Description and Pre Assignment on Blackboard</td>
<td>#1, #3, #4, #5</td>
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<tr>
<td>14</td>
<td>Tu 4/21/15</td>
<td>GI, GU, Endocrine</td>
<td>Chapter 8</td>
<td>#1, #3, #4, #5</td>
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<tr>
<td>Th 4/23/15</td>
<td>No Class</td>
<td>No class (Simulation lab tomorrow)</td>
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<td>APRIL 24***</td>
<td></td>
<td>Simulation Lab 8:00-2:30, Hepner Hall 124</td>
<td>Simulation Pre Assignment Due (1/2 class/Group A)</td>
<td>#3, #4, #5, #7, #8, #9, #10</td>
</tr>
<tr>
<td>15</td>
<td>Tu 4/28/15</td>
<td>Organ Transplant / Other Acute Care Topics</td>
<td>Chapter 14</td>
<td>#1, #3, #4, #5</td>
</tr>
<tr>
<td>Th 4/30/15</td>
<td>No Class</td>
<td>No class (Simulation Lab tomorrow)</td>
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<tr>
<td>May 1***</td>
<td></td>
<td>Simulation Lab 8:00-2:30, Hepner Hall 124</td>
<td>Simulation Pre Assignment Due (1/2 class/Group B)</td>
<td>#3, #4, #5, #7, #8, #9, #10</td>
</tr>
<tr>
<td>16</td>
<td>Tu 5/5/15</td>
<td>Debrief Simulation Lab as a Group / Other Acute Care Topics</td>
<td>Simulation Post Assignment Due</td>
<td></td>
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<tr>
<td>Th 5/7/15</td>
<td></td>
<td>Review for Exam 3</td>
<td>Chapter 20</td>
<td></td>
</tr>
<tr>
<td>FINALS</td>
<td></td>
<td>Exams 8-10</td>
<td>Exam 3 8-10</td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td></td>
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<tr>
<td>Tu 5/12/15</td>
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**This syllabus and schedule are subject to change at the discretion of the instructor.**

***Note Friday class time***
Appendix
Professional Behaviors

In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002).

<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical Thinking</td>
<td>The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.</td>
</tr>
<tr>
<td>2. Communication</td>
<td>The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</td>
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<tr>
<td>3. Problem Solving</td>
<td>The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</td>
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<tr>
<td>4. Interpersonal Skills</td>
<td>The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</td>
</tr>
<tr>
<td>5. Responsibility</td>
<td>The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.</td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.</td>
</tr>
<tr>
<td>7. Use of Constructive Feedback</td>
<td>The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.</td>
</tr>
<tr>
<td>8. Effective Use of Time and Resources</td>
<td>The ability to manage time and resources effectively to obtain the maximum possible benefit.</td>
</tr>
<tr>
<td>9. Stress Management</td>
<td>The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.</td>
</tr>
<tr>
<td>10. Commitment to Learning</td>
<td>The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.</td>
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</tbody>
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