

COURSE NUMBER PT 7651

Acute Care Exam and Management



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Office Hours: by appointment

Other Instructors:

Shelly Weise P.T., EdD

Teresa Huckaby P.T., DPT, CSCS, OCS

Heather Braden P.T., Ph.D

Shannon Clinical Personnel

Guest Lecturers

Course Information

Course Description

An exploration of the practice of Physical Therapists in the acute care setting. Students will develop competency in clinical evaluation of impairments and functional limitations, identification of appropriate intervention options, and implementation of a plan of care to improve performance of functional activities for patients commonly encountered in acute care practice settings. In addition, this course integrates curricular content in acute care with clinical practice through critical thinking, problem solving, and clinical experiences.

Course Credits

6 Credits (3-9-0)

Prerequisite and Co-requisite Courses

PT 7550

Prerequisite Skills

Basic, safe skills in patient handling and assessing including bed mobility, transfers and gait, ROM, strength testing and general patient assessment

Program Outcomes

Upon completion of the program of study for the Physical Therapy, the graduate will be prepared to: Complete their acute care clinical practicum successfully with regards to safe patient handling and assessment.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Assess the role of the physical therapist on the acute care health team 7D1, 7D4, 7D5, 7D7	Integrating within the hospital settings here with a clinical instructor monitoring communication with other health care professionals	
Consistently demonstrate professional behaviors and values likely to impact the student's success in clinical practice, in which professional abilities in the classroom carry over to the clinic 7D1, 7D4, 7D5, 7D7, 7D8, 7D9, 7D10, 7D11, 7D16	Student will be instructed in, practice and be graded in safe patient handling and professional communication	
Examine a patient with musculoskeletal problems by obtaining pertinent history from the patient and other relevant sources, and performing relevant systems review, and selecting and assisting with performing age-related tests and measures. 7D10, 11, 16, 17, 18, 19, 20	From PT 7550 pre-req course, and lecture material and lab practice	

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Demonstrate appropriate critical thinking skills in the management of acute care patients. 7D1, 7D16, 7D17, 7D20, 7D23, 7D24, 7D26, 7D27, 7D28, 7D30, 7D31, 7D34	Place student in lab situations requiring critical thinking skills	
Practice appropriate problem-solving skills in the management of acute care patients. 7D1, 7D16, 7D17, 7D20, 7D23, 7D24, 7D26, 7D27, 7D28, 7D30, 7D31, 7D34	Students will perform individual, lab and group work associated with care of the acute care patient including treatment options and discharge planning	
Employ appropriate clinical decision making skills in the management of acute care patients. 7D20, 7D23, 7D24, 7D28	Students will be lectured on and perform lab and group work associated with clinical decision making including lab values and orientation outcome measures to determine appropriateness	
Determine a prognosis for discharge destination based upon the examination and outcomes. 7D23	Students will perform individual, lab and group work associated with care of the acute care patient including treatment options and discharge planning	
Analyze factors affecting patient compliance. 7D1, 7D4, 7D5, 7D6, 7D10, 7D11, 7D12, 7D28	Students will discuss factors associated with patient compliance and ability to participate in therapy	
Identify steps that can be taken to increase compliance. 7D10, 7D11, 7D12	Faculty and students will discuss options for increased patient compliance in order to enhance outcomes and levels of function	
Apply principles of safe practice to patient care in all patient encounters. 7D28, 7D33	Students will demonstrate safe patient handling in the acute setting through class, lab and integration in local hospitals	

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Employ universal precautions. 7D24, 7D28	Through lecture and CDC guidelines given to the students they will demonstrate proper gown, glove, mask and hand washing techniques	
Identify medical equipment and devices common to the acute care environment. 7D27	Students will be lectured and shown pictures and actual medical braces and equipment common on the acute care setting	
Discriminate pertinent information from a medical chart. 7D17	Discussion with professor on topics associated with the patient medical record including HIPPA and other associated information that might be valuable such as labs and PMHx	
Determine components of the plan that may or may not be directed to the physical therapist assistant(PTA), based on the needs of the patient/client, role, education and training of the PTA, competence of the individual PTA, jurisdictional law, practice guidelines, and facility policies. 7D25	Discuss the role and legal manifestation in the use of PTA's, see the <i>APTA Guide to Physical Therapist Practice</i>	
Delineate, communicate and supervise those areas of the plan of care that will be directed to the PTA. 7D25	Discuss the role and legal manifestation in the use of PTA's, see the <i>APTA Guide to Physical Therapist Practice</i>	
Correctly perform appropriate tests and measures in the examination of patients		

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
with impairments and/or activity limitations who have: 7D19 <ul style="list-style-type: none"> • medical illnesses • cardiovascular disorders • pulmonary disorders • wounds • specific trauma • neurological conditions • orthopedic conditions (including post-operative) 		
Identify primary impairments, activity limitations, and participation restriction of patients in the acute care setting who have: 7D20 <ul style="list-style-type: none"> • medical illnesses • cardiovascular disorders • pulmonary disorders • wounds • specific trauma • neurological conditions • orthopedic conditions (including post-operative) 		
Develop appropriate goals for patients with impairments and/or activity limitations who have: 7D20, 7D23 <ul style="list-style-type: none"> • medical illnesses 		

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
<ul style="list-style-type: none"> • cardiovascular disorders • pulmonary disorders • wounds • specific trauma • neurological conditions • orthopedic conditions (including post-operative) 		
Implement appropriate interventions for patients with impairments and/or activity limitations who have: 7D20, 7D22, 7D23, 7D24, 7D27 <ul style="list-style-type: none"> • medical illnesses • cardiovascular disorders • pulmonary disorders • wounds • specific trauma • neurological conditions • orthopedic conditions (including post-operative) 		
Instruct patients with the above conditions and their caregivers in the primary etiological, epidemiological, and surgical issues of relevance. 7D7, 7D8, 7D10, 7D12	Students have had basic pathology, this will be reinforced with information associated with co-morbidities with the most common diagnosis in the acute care setting working with students to put in most simple terms for patient understanding	
Design presentation on specific, assigned pathology. 7D10, 7D11	See presentation expectations	

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Evaluate the outcome of basic care for patients with impairments and/or activity limitations in the acute care setting. 7D31	Discuss and evaluate the most appropriate outcome measures to use within the acute care setting	
Examine outcome measures applied in the acute care setting and their associated reliability and validity as they relate to each application. 7D20, 7D31	As above, practice application in lab setting	
Write up an accurate patient initial evaluation, and a patient treatment session using assigned electronic documentation system. 7D32	Submit and discuss documentation as it relates to the acute care setting	
Explain the relevance of productivity and efficiency to reimbursement in acute care. 7D28, 7D42	Gain understanding of the productivity standards as they relate to billing and reimbursement in the acute care setting	
Define basic reimbursement policy in acute care. 7D42	Define the 15 minute rule as it relates to billing and ethical patient care, as a class study the CPT codes common in the acute setting and their ethical use of these codes	
Demonstrate both open and closed suctioning of tracheostomy and be able to relate patient's responses to	Nursing will demonstrate and students will be tested on the objective information provided	

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
effectiveness. 7D19w, 7D20		
Demonstrate proper technique in practice debridement of necrotic tissue and be able to determine patient response and effectiveness. 7D19j, 7D20	Students will be instructed in and demonstrate with scalpel and scissors proper debridement techniques for necrotic tissue and wound viability	
Students will complete all orientation material for integrated hospitals with regards to their policies and procedures and abide by them for patient safety, patient family safety, staff safety and the student's own safety. These include, but are not limited to CPR, inclement weather, fire, call light system, baby abduction, and other codes as applicable. 7D33.	Students will be supplied this material prior to semester start to be completed within the first week of the spring semester	
Students will complete a clinical safety check off prior to any clinical patient interaction in the acute care integration. They will also complete a clinical check off prior to their matriculation to participate in the CPI,	First clinical check off will be patient scenario related and students must demonstrate safe patient handling in the second week of spring semester	

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
for patient safety. 7D33		
Students will effectively communicate with members of the interprofessional team, family and patient, communicating both verbal and non-verbal messages consistent with the intended message.	During clinical integration students will communicate with CI, patients, interdisciplinary team members, and family members in a professional manner	

Course Delivery

This is a face-to-face course with learning occurring via lecture, lab, discussion and group problem solving assignments, case presentations, and clinical integrations with resources and supplemental materials posted in Blackboard.

[ASU's Blackboard Learning Management System](#)

Required Texts and Materials

1. APTA *Guide to Physical Therapist Practice* Alexandria, guidetoptpractice.apta.org
2. Ciccone CD. *Pharmacology in Rehabilitation*, (5th Edition) Philadelphia, PA: F. A. Davis Company, 2016
3. Hillegass EA. *Essentials of Cardiopulmonary Physical Therapy* (4th Edition) Saunders, 2017
4. Paz JC and West MP *Acute Care Handbook for Physical Therapists* (5th Edition) Saunders/Elsevier, 2009
5. Pierson FM and Fairchild SL. *Principles and Techniques of Patient Care* (5th Edition), W.B. Saunders, Philadelphia, PA 2012
6. Quinn L and Gordon J. *Documentation for Rehabilitation* (2nd Edition), Saunders (Elsevier), Maryland Heights, MO 2010

Recommended Texts and Materials

McCulloch, Joseph M, Kloth, Luther c. *Wound Healing: Evidence Based management*, 4th ed., FA Davis. (recommended)

Technology Requirements

To successfully complete this course, students need access to blackboard and Respondus Lockdown Browser

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

Topic Outline

This course is broken down into general topics as follows:

Unit 1- Course introduction and Basic skills (Moore) – January 13-January 23

Unit 2- Wound Management (Moore) – January 27-February 6

Unit 3- Cardiopulmonary Management (Weise) – February 10-February 20

Unit 4- Musculoskeletal Management (Moore) – February 24- March 18

Unit 5- Neuromuscular and complex medical management (Moore) – March 19- April 9

Miscellaneous topics - April 13-April 30

Communication

All communications for the class will take place via blackboard “announcements” which will send an e-mail to all active participants in the class.

Faculty will respond within 24 hours during weekdays and on Monday following weekends

All private correspondence will take place via student individual e-mail addresses

Appointments will be made for individual meetings with students as needed

As most out of class communication will take place via e-mail it is recommended that students check their e-mail daily

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Basic Skills check off	5%
Wound exam and management (exam)	20%
Cardiopulmonary exam and management (exam)	20%
Musculoskeletal exam and management (75% exam 25% case presentations)	20%
Neuromuscular and complex patient exam and management (75% comprehensive exam 25% case presentations)	20%
Final practical exam (mastery required)	15%
Total	100%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100 points

B = 80.00-89.99 points

F <=79.99

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

***Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

Hospital orientation and integration: each student will be required to update all their immunizations and clinical orientation information in order to participate in clinical integration at both Shannon Hospital and San Angelo Community Medical Center. These integrations are simple pass/fail and require that the student actively participate in the clinical setting. Demonstrating safe patient handling and hospital communication skills in preparation for long acute care practicum.

Class presentations: Each student will be expected to perform a group presentation on the topic of musculoskeletal and neuromuscular diagnosis and an associated case report which includes the following objectives:

1. Determine appropriate tests and measures that should be used for his/her patient.
2. Apply current research to current patient cases.
3. Determine appropriate interventions for patients with typical diagnoses in acute care.

Students will be in groups of 4 or 5 and perform the presentation in a power point including a case study either on a patient they may have seen in integration or a paper case made up by the professor including the following information:

1. Background information on the patient diagnosis
2. Short summary of current research on the management of this type of patient.
3. Essential information from the patient's medical and social history
4. Results of tests/measures
5. Goals and plan of care
6. Course of treatment
7. Discharge disposition
8. Discussion
 - a. Compare/contrast the management of the patient to the research.
 - b. Did the therapist use appropriate, evidence-based tests and measures in the initial evaluation of the patient?
 - c. Did the therapist use an appropriate, evidence-based outcome measure?
 - d. Were the interventions appropriate and evidence based?
 - e. What factors were considered in determining the discharge destination?
9. References

Clinical Practical exams: These clinical practical exams will be as realistic as the professors can achieve including applications of lines and catheters. The first practical will be used to determine safety of the student using gait belts and safe patient handling techniques learned in the fall semester. The final practical will be used to determine readiness to participate in their first clinical practicum, this will include patients from the second and third year classes or professors.

Didactic exams: Each body system segment will have a didactic exam associated with it, the final neuromuscular exam will be comprehensive including the entire course. These exams will cover lecture material and articles posted by the professor and information shared during lab activities.

Lab activities: On days that some of the students are performing their clinical integration the remaining students will be in lab with the professors working on patient handling skills for specific diagnosis and exercise and treatment options for these as well.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at kelly.moore@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.**

This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Please remember that it is extremely disruptive and unprofessional to be late for class, come to lab unprepared or be absent from class/lab, especially when group activities are scheduled.

1. Absences

a. Students will abide by the absence policy delineated in each course instructor's syllabus. b. In case of absence, the student is responsible for obtaining the skills and knowledge necessary to meet required mastery level. Faculty members are not obligated to remediate students in these circumstances. c. Absences without prior notification will not be tolerated during any field or clinical experience. This may result in immediate removal from the clinical experience. d. Student must notify their instructor(s) via email regarding their absence.

2. Tardiness

Tardiness is a disruption to the instructor and the students. A student is considered tardy when he/she arrives for class after the instructor has begun class activities. It reflects poor professional behavior and will not be tolerated. Students will abide by the tardiness policy delineated in each course instructor's syllabus.

IV-5

Repeated tardiness or absences (>2 occurrences combined or mixed) will result in the initiation of a Disciplinary Tracking Form. Attendance and promptness to classes, meetings, and future work obligations are considered professional behaviors. As this department is preparing potential professionals in the area of physical therapy, it is part of our expectation that student presence and timeliness will be held in highest regard. Tardiness is a disruption to the instructor and fellow students. A student is considered tardy if he/she arrives for class after the instructor has begun class activities. Please see the following related to implications from excessive lateness or absences without a reasonable excuse: a. First offense- verbal warning b. Second offense- second verbal warning, initiation of Disciplinary Tracking Form c. Third offense- 1% off final course grade d. 1% off final course grade for each additional unexcused tardy or absence Per the student handbook, 2 or more occurrences combined or mixed will result in the initiation of a Disciplinary Tracking Form. If a student has an unexcused absence during integrations it may lead to the removal of that student from that clinical environment. It is the responsibility of the student to contact the clinical site and give notice if they are ill, or have transportation issues. If the student is unable to attend class, it is the student's responsibility to email the course instructor(s) of the class directly. This notification should be made prior to commencement of said class.

Continued issues with tardiness/attendance across all courses will result in disciplinary probation and will be referred to the PT faculty for consideration of options, including program dismissal. The PT faculty is not oblivious to doctor's appointments and other potential hazards and emergencies in daily life. Simply taking responsibility to notify the office or the professor if issues arise is considered professional behavior. Please do not rely on a classmate or other form of notification, as these have proven unreliable in years past.

Cell Phones: Students must silence cell and place them out of sight during class. Permission may be granted, at the instructor's discretion, to have a cell phone out during class. Students seeking permission to have cell phones out during class must do so prior to the start of class. The first offense includes a verbal warning that will be documented in the behavioral tracking sheet. The second offense includes the initiation of a disciplinary tracking form. The third offense will result in the convening of a disciplinary committee to decide upon further disciplinary action.

General Policies Related to This Course

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory *Facial Covering Policy* to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Student Responsibility and Attendance

Attendance and promptness to classes, meetings, and future work obligations are considered professional behaviors. As this department is preparing potential professionals in the area of physical therapy, it is part of our expectation that student presence and timeliness will be held in highest

regard. Tardiness is a disruption to the instructor and fellow students. A student is considered tardy if he/she arrives for class after the instructor has begun class activities. Please see the following related to implications from excessive lateness or absences without a reasonable excuse:

- a. First offense-verbal warning
- b. Second offense-second verbal warning, initiation of Disciplinary Tracking Form.
- c. Third offense-1% off final course grade
- d. 1% off final course grade for each additional unexcused tardy or absence

Per the student handbook, **2 or more occurrences combined or mixed will result in the initiation of a Disciplinary Tracking Form.**

If a student has an unexcused absence during integrations it may lead to the removal of that student from that clinical environment. It is the responsibility of the student to contact the clinical site and give notice if they are ill, or have transportation issues.

If the student is unable to attend class, it is the student's responsibility to either call the PT office at 942-2545 or the office of the professor of the class directly. This notification should be made prior to commencement of said class.

Continued issues with tardiness/attendance across all courses will result in disciplinary probation and will be referred to the PT faculty for consideration of options, including program dismissal.

The PT faculty is not oblivious to doctor's appointments and other potential hazards and emergencies in daily life. Simply taking responsibility to notify the office or the professor if issues arise is considered professional behavior. Please do not rely on a classmate or other form of notification, as these have proven unreliable in years past.

All students are required to follow the policies and procedures presented in these documents:

ATTENDANCE AT ALL SCHEDULED EXAMINATIONS IN THE SCHEDULED LOCATION (e.g., CLASSROOM OR TESTING CENTER) IS MANDATORY.

Any unexcused absence from an examination will automatically result in a score of ZERO for that examination. Attempt(s) to take the exam in a location other than that scheduled by the professor without prior approval will automatically result in a score of ZERO for that examination. In the event that a student is late to an exam, that student will automatically receive a MINIMUM of 15 percentage points off of the total exam grade, and will ONLY be given the remainder of the time from the scheduled start time to finish the exam. Additionally, attempting to take the exam in an unscheduled location or being late to or absent from an exam will result in initiation of a disciplinary tracking form. Any student absent from examinations due to illness or injury must have a written justification from their physician. **Absence from or tardiness to an examination for any other reason must be excused before the time of the scheduled examination by the professor** or brought about by a very serious circumstance. For excused absences only, make-up examinations must be taken no later than one week after the student returns to class. Extended absences must be approved by the Program Director of Physical Therapy.

Policy on Test Question Review

1. All Tests and Quizzes will be analyzed by faculty to determine validity of questions and accuracy of answers at their earliest convenience.
2. If errors are determined, adjustments will be made before grades are assigned.

3. An announcement will be made when grades are finalized
4. There will be no discussion on test questions until analysis and grades are assigned.
5. If a student opposes a question's answer, he or she will have 24 hours after posting of grades to provide by email a paper to support the chosen answer. The maximum accepted length of the paper is 1 page (double spaced & font 12). Only references cited in class will be accepted (textbooks, PowerPoint, &/or articles cited in PowerPoints). An individual time will be scheduled with the student to review the challenged question(s).
6. Student queries prior to the announcement of assigned grades will negate the opportunity to challenge a question.
7. Faculty may elect to discuss the concept of specific questions with a high percentage of missed answers in class. No change in grades will be made based upon class discussion, see # 5.

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).³

Doctorate Level of Professionalism-It is expected that each student will act in accordance to the standards set forth by our profession, including ethical, comprehensive decision making relative to how they wish to be perceived as a Physical Therapist

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability](#)

[Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford

Director of Student Disability Services

Office of Student Affairs

325-942-2047

dallas.swafford@angelo.edu

Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy⁶ in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.⁷

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁶ for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Email: michelle.boone@angelo.edu

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Week/Date				Topic/Assignments/Assessments DUE
January				
Subject	Outside of Class	Exams etc..	Readings	
17 MLK day				
18 Draping, Body mechanics, transfers 12-4			Pierson & Fairchild Ch. 4&5	
19 Transfers, Gait, assistive devices 12-4			Pierson & Fairchild Ch. 8&9	
20 Infection control and sterile technique 12-4			Pierson & Fairchild Ch. 2	

Week/Date
**Topic/Assign
ments/Asses
sments DUE**
January

24 Practice practical, 12-4 integration discussion and documentation			
25			
26 Lab practical 1-5		First lab practical	
27 Lab practical 1-5		First lab practical	

January
Outside class
Exam etc...
Readings

31 Acute Care: Cardiopulmonary Dr. Weise 12-4			Paz & West Ch. 1-3, 2 Hillegass Ch. 16-18 Class handouts BB
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February

1 Cardiopulmonary 1-4			Paz & West, Ch. 4, 18, 22, 23 Hillegass Ch. 16-18
2 Cardiopulmonary 12-4			Posted articles (BB) cases from Bruyere text, class handouts
3 Cardiopulmonary 12-4			

Week/Date			Topic/Assignments/Assessments DUE
February			
7 Cardiopulmonary 12-4			Hillegass, Ch. 14-15 Paz, Ch. 19
8 Cardiopulmonary 1-4			Paz, Ch. 18, Hillegass Ch. 11-13, posted articles
9 SIM lab 1-5			Posted articles
10 SIM lab 1-5			
February			
14 SIM lab debrief12-1	Begin wound care integration 10-12		McCulloch and Kloth CH. 1-17
15 Wound care 1-4	Wound care integration 10-12		McCulloch and Kloth CH. 1-17
16 Wound care 12-4	Wound care integration 10-12		McCulloch and Kloth CH. 1-17
17 Wound care 12-4	Wound care integration 10-12		McCulloch and Kloth CH. 1-17
February			
February	Outside class	Exams etc...	Readings
21 Wound care 12-4	Wound care integration 10-12		McCulloch and Kloth CH. 1-17
22 Wound care 1-4	Wound care integration 10-12		McCulloch and Kloth CH. 1-17
23 Wound care 12-4	Wound care integration 10-12		McCulloch and Kloth CH. 1-17
24 Wound care Exam 12-1	Wound care integration 10-12	Wound care exam	

Week/Date		Topic/Assignments/Assessments DUE	
February			
28 MSK in acute care TJR 12-1	Begin Shannon integration 1-4 Group I all others in 210		
March			
1	Integration 1-4 Group I all others in 210		
2 Other ortho 12-1	Integration 1-4 Group I all others in 210		
3 Amputations 12-1	Integration 1-4 Group I all others in 210		
March			
7 Common Acute care medications 12-1	Integration 1-4 Group II Group I in 210		
8	Integration 1-4 Group II, Group I in 210		
9 Lab values in acute care 12-1	Integration 1-4 Group II, Group I in 210		
10 Acute care outcome measures 12-1	Integration 1-4 Group II, Group I in 210		
March 14-18 Spring Break			

Week/Date**Topic/Assign
ments/Asses
sments DUE****March**

21 Case Report MS 12-1	Integration 1-4 Group III		
22	Integration 1-4 Group III		
23 Case Report MS 12-1	Integration 1-4 Group III		
24 Exam MS 12-1	Integration 1-4 Group III	EXAM MS content	

March

28 Neuro CVA 12-1	Integration 1-4 Group IV		
29	Integration 1-4 Group IV		
30 Neuro SCI 12- 1	Integration 1-4 Group IV		
31 Neuro PD, MS, ALS 12-1	Integration 1-4 Group IV		

April

4 Acute complex, ICU 12-1	Integration 1-4 Group V		
5	Integration 1-4 Group V		
6 Dementia 12-1	Integration 1-4 Group V		
7 Khristina Douglas SLP, speech in acute care 12-1	Integration 1-4 Group V		

Week/Date**Topic/Assign
ments/Asses
sments DUE****April**

11 Mike Carmicheal MD, AW syndrome 12-1	Integration 1-4 Group VI		
12	Integration 1-4 Group VI		
13 NM Case reports 12-1	Integration 1-4 Group VI		
14 NM Case reports 12-1	Integration 1-4 Group VI		

April

18 Codes and billing in acute care 12-1			
19			
20 Discharge destinations, Dr. Braden 12-4			
21 Catheters video Posted on blackboard			

April

25 Tracheostomies video posted on blackboard			
26			
27 SIM lab? 1-5			
28 SIM lab? 1-5			

Week/Date

Topic/Assign
ments/Asses
sments DUE

May

2 Practice Practical 1-5			
3			
4 Final practical 8-12		Final Practical	
5 Final practical 1-5		Final Practical	

May

9 Written comprehensive final sometime this week		Written Comprehensive Final	
10			
11			
12			

Week/Date	Topic/Assignments/Assessments DUE
<p>GROUPS FOR INTEGRATION</p> <p>Group I Shannon main campus Zachary Potts Ryan Nielsen Grace Defoor Matthew Cunningham</p> <p>Group 1 Shannon South Megan Covington Julia Seago</p> <p>Group II Shannon main campus Sarah Trevino Megan Schulien Grant Garza Iman Lat</p> <p>Group II Shannon South Braden Harrison Shelby James</p> <p>Group III Shannon main campus Jesus Aguilar Ivana Cavazos Courtne Cano Bach Nguyen</p> <p>Group III Shannon South Austin Woodruff Shileigh Potts</p> <p>Group IV Shannon main campus Thomas Dunn Christopher Huynh</p> <p>Group V Shannon main campus Benjamin Graves Riley Hill Layne Braden Derek Lecheminant</p>	

Week/Date		Topic/Assignments/Assessments DUE
Group VI Shannon main campus Martin Santiago-Casas Tim O'Meara Desiree Leija		
Date	Shannon St. John's	Shannon South
February 14th	Jesus Aguilar Courtne Cano	Layne Braden Ivana Cavazos
February 15 th	Megan Covington Grant Garza	Matthew Cunningham Benjamin Graves
February 16 th	Grace Defoor Braden Harrison	Thomas Dunn Riley Hill
February 17 th	Christopher Huynh Iman Lat	Shelby James Derek Lecheminant
Date	Shannon St. John's	Shannon South
February 21	Desiree Leija Ryan Nielsen	Bach Nguyen Tim O'Meara
February 22	Shileigh Potts Martin Santiago-Casas	Zachary Potts Meghan
February 23	Julia Seago	Sarah Trevino Austin Woodruff
February 24		

Grading Rubrics

Angelo State University
Archer College of Health and Human Services
Doctor of Physical Therapy Program

Clinical Assessment Tool for Integration
PT 7651 Acute Care Management

Goal: At the end of this course, the student will be prepared to successfully complete a 10 week acute care clinical rotation.

Description:

This tool will be used to evaluate the clinical performance of the student physical therapist during the integration experience. A final evaluation will be completed by the student physical therapist and clinical instructor (CI). Mastery level of integration is required for successful completion of PT 7651 Acute Care Management.

Objectives:

By the end of the experience, the student will:

1. Practice in a safe manner that minimizes risk to patient, self and others.
2. Demonstrate professional behavior during interactions with others.
3. Adhere to ethical and legal practice standards.
4. Student will effectively communicate with members of the interprofessional team, family, and patient, communicating both verbal and non-verbal messages consistent with the intended message.
5. Respond to constructive criticism by making changes in behavior
6. Adapt delivery of physical therapy care to reflect respect for and sensitivity to individual differences.
7. Effectively collaborate with the Clinical Instructor in the development and delivery of a plan of care consistent with the examination and evaluation

**Angelo State University
College of Health and Human Services
Doctor of Physical Therapy Program**

**Clinical Assessment Tool for Integration
PT 7651 Acute Care Management**

Instructions for scoring:

The objective of this course is to introduce the student to the inpatient acute care environment and prepare them for their full time clinical experience in acute care exam and management. After each objective, please score the student based on performance during this integration time. Please indicate to what extent you feel the student is prepared. Please write any relevant comments at the end of the integration assessment tool.

5: Supervision- student requires only SBA or verbal cues from CI during patient treatment.

4: Minimal Assistance- student requires only incidental hands on help from CI. Student performs >75% of the task on their own, safely.

3: Moderate Assistance- student performs 50-75% of the task on their own, safely.

2: Maximum Assistance- student performs 25-49% of the task on their own, safely.

1: Total Assistance- student performs <25% of the task on their own or is unable to complete task/not safe to do task.

Mastery criteria for integration experience (all criteria must be met):

- no objective scored at 1
- fewer than 3 objectives scored at level 2
- agreement from the CI that student ready to participate in a full time clinical experience in musculoskeletal exam & management

**PT 7651 Acute Care Management
Integration Assessment Tool**

Student Name: _____

Objectives: The student is able to:

Score (1-5)

- | | |
|--|-------|
| 1 Practice in a safe manner that minimizes risk to patient, self and others. | _____ |
| 2. Demonstrate professional behavior during interactions with others. | _____ |
| 3. Adhere to ethical and legal practice standards. | _____ |
| 4. Student will effectively communicate with the interprofessional team, family and patient, using verbal and non-verbal messages that are consistent with the intended message. | _____ |
| 5. Respond to constructive criticism by making changes in behavior | _____ |
| 6. Adapt delivery of physical therapy care to reflect respect for and sensitivity to individual differences. | _____ |
| 7. Effectively collaborate with the Clinical Instructor in the development and delivery of a plan of care consistent with the examination and evaluation. | _____ |

Written comments are crucial in determining the student's preparedness to complete a full time Acute Care practicum. Please provide comments in the space below.

The student is ready to participate in a full time clinical experience in Acute Care Management.

___ Strongly agree ___ Agree ___ Neutral ___ Disagree ___ Strongly disagree

Therapist _____ Date _____

Student _____ Date _____

Acute Care Skills Check – Grading Criteria

Communication

a. Identifies patient 0	5	4	3	2	1
b. Introduces self to patient 0	5	4	3	2	1
c. Takes appropriate history 0	5	4	3	2	1
d. Explains procedures 0	5	4	3	2	1
with concise and appropriate terminology					

Examination

a. Reviews vital signs 0	5	4	3	2	1
b. Assesses patient					
i. gross ROM & Strength 0	5	4	3	2	1
ii. bed mobility 0	5	4	3	2	1
iii. supine to sit 0	5	4	3	2	1
iv. sit to stand 0	5	4	3	2	1
v. transfers 0	5	4	3	2	1
vi. gait 0	5	4	3	2	1

**Safety Procedures

a. Safety belt 0	5	4	3	2	1
b. Checks foot wear 0	5	4	3	2	1
b. Movement precautions/Wt bearing 0	5	4	3	2	1
c. Prepares tx area/adjusts equipment 0	5	4	3	2	1
d. Body mechanics 0	5	4	3	2	1

Intervention

a. Demonstrates/teaches activities appropriately 0	5	4	3	2	1
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b. Monitors patient response to activity 0	5	4	3	2	1
c. Performs transfers and gait effectively/appropriately 0	5	4	3	2	1
<u>Answers all questions appropriately</u> 0	5	4	3	2	1

Examiner _____ **Score** _____ %

100-90 = A 89-80 = B *79-70 = C *69 or less = F
***RETAKE NECESSARY FOR ANY GRADE LESS THAN 80%**

****FOR SAFETY MUST HAVE A SCORE OF 20 OR ABOVE FOR MASTERY**

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Select the SLO's you use

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>