

**UNIVERSITY OF FLORIDA**  
**College of Public Health and Health Professions**  
**Department of Physical Therapy**  
**Fall 2013**

**Course Number:** PHT 6206C

**Course Title:** Basic Skills I

**Instructor:** Emily J. Fox, PT, DPT, PhD, NCS  
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**Teaching Assistants:** Barbour Bour, PT (bourb@phhp.ufl.edu)  
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**Credit Hours:** Two (2)

**Clock Hours:** One hour of lecture per week  
One, 2- hour lab per week

**Semester Offered:** 1st Semester

**Prerequisites:** Course participation is limited to entry-level DPT students in the first year of the UF program.

**Required Textbook:**

1. Fairchild SL: *Principles and Techniques of Patient Care, Fifth Edition*. W.B. Saunders Co./Elsevier, 2012. (ISBN: 9781455707041)

**Additional Readings:** Other readings as assigned, handouts, media reserve, or via the internet.

**Course Description:**

This course will introduce the student to basic clinical skills and problem-solving abilities to be built upon in future course work. It is an introductory course designed to prepare the student for patient care activities and includes general patient care skills such as: assessment of vital signs; principles of body mechanics; positioning; draping; transfers; gait training; wheelchair measurement and management; basic exercise. Students will also develop communication skills for interacting with patients, families and other health care professionals. This course will provide students the opportunity to develop these basic patient care skills in a lab setting in the classroom and apply this knowledge to simple patient case examples prior to part-time and full-time clinical experiences.

**Course Objectives:**

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

1. Apply effective communication skills to treatment scenarios and demonstrate appropriate verbal and non-verbal communication in patient treatment, including effective teaching skills when instructing a patient, family member or aide.
2. Describe normal and abnormal vital signs for all age groups and the influence of these findings upon further patient examination and intervention.
3. Demonstrate the ability to accurately assess and report vital signs for all age groups.
4. Describe factors that can alter an individual's vital signs and describe normal and abnormal vital sign responses to exercise.
5. Describe, demonstrate and teach proper body mechanics to be used for lifting, reaching, pushing, pulling and carrying objects.
6. Demonstrate proper body mechanics when performing patient care techniques including: positioning, transfers, wheelchair skills and management, gait training, and exercise.
7. Describe and apply appropriate positioning of the trunk, head, and extremities when patient is in supine, prone, side-lying or sitting.
8. Discuss indications and precautions related to patient positioning including impaired sensation and/or pressure ulcers.
9. Demonstrate the ability to assist and instruct a patient with bed mobility skills.
10. Demonstrate appropriate draping techniques, and explain the rationale for proper draping.
11. Demonstrate value for maintaining patient modesty, including respect for cultural differences and social norms.
12. Assess gross muscle strength of the upper and lower extremities for the purposes of assisting a patient in transfers or ambulation.
13. Select, describe, demonstrate, and teach appropriate transfer techniques for a variety of patient diagnoses and dysfunctions.
14. Select, describe, perform, and teach the appropriate gait patterns using assistive devices, and summarize their advantages and disadvantages, including the following gait patterns: 2-point, modified 2 point, 4-point, modified 4 point, 3-point, and modified 3 point gait (three-one-point) patterns.
15. Demonstrate the ability to safely and effectively guard an individual who is learning to use an assistive device.
16. Identify various types of wheelchairs and components and match these with the specialized needs of the wheelchair user.
17. Measure a patient for a wheelchair, perform basic adjustments or modifications to the wheelchair, confirm the fit of the wheelchair, and identify potential complications from an ill-fitting wheelchair.
18. Describe and teach appropriate methods for a wheelchair user to perform various skills such as propulsion on level surfaces, ramps, curbs and stairs.
19. Describe and teach the procedure for assisting a patient in performing wheelchair skills such as propulsion on level surfaces, ramps, and curbs.
20. Identify indications, limitations, contraindications, and goals for passive, active

- and active-assisted range of motion activities.
21. Perform passive, active and active assisted exercises appropriately for a patient case scenario.
  22. Describe precautions to improve safety in the treatment setting.
  23. Demonstrate clinical decision making skills and provide appropriate rationale for selection and application of evaluation and treatment techniques when given a patient case scenario.
  24. Discuss a variety of assistive ambulation devices and their appropriate use for a variety of patient diagnoses and impairments.
  25. Demonstrate value and appreciation for maintaining patient modesty and appropriate communication with the patient and/or caregivers when performing the skills outlined above, including range of motion, wheelchair skills, gait training and assessment of vital signs.

### **Teaching Method:**

The course will include lectures and lab sessions. Lectures will be used to introduce and clarify topics. Laboratory sessions will provide demonstration of skills and guided practice. Laboratory sessions will offer the opportunity to apply and practice the described skills and techniques and receive feedback from the course instructors. Additionally, the lab sessions will include patient case scenarios to facilitate problem-solving and application of new knowledge and skills.

### **Responsibilities of Students:**

- Students are expected to attend and be prepared for all lecture and laboratory sessions. Students are expected to arrive to lecture and lab sessions on-time, and prepared with the appropriate clothing and equipment.
- **Because this class is part lecture and lab, students should wear lab attire for both the lecture and lab portions of the class.**
- Students are expected to notify the office (273-6085) and the course instructors of any absences from class.
- Students are expected to practice the skills demonstrated outside of class time.

**If a student needs help or requires clarification of any class or lab material, the student should schedule an appointment with the class instructor or TAs. Please do not hesitate to ask for help if needed. The course instructor is available via phone, email, and by appointment.**

### **Professional Behavior:**

Effective professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of these behaviors and has incorporated the development, as well as the evaluation, of these professional behaviors into each academic course. Being punctual to class, completing assignments on time, being in the correct lab uniform, and participation in discussions and practice opportunities are all examples of expected professional behavior.

Additionally, students are expected to demonstrate appropriate affective behavior during

class and lab sessions. These behaviors include but are not limited to respect, consideration, communication, and professionalism. Please refer to the generic abilities and professional development plan for details. Students are expected to use feedback to improve affective skills.

**Cell phones and laptops are expected to be turned off during class and labs.**

Students must maintain entry-level professionalism throughout the academic and clinical curriculum. Failure to do so will prevent the student from advancing in the curriculum.

**Student Evaluation:**

Student performance will be evaluated by written examinations and quizzes, practical examinations, and assessment of the student's display of professionalism during class sessions.

There will be three written exams: test 1 (100 pts), test 2 (100 pts), a final comprehensive exam (160 pts), three quizzes (each 10 pts for a total of 30 pts) and 2 practical exams: practical 1 (55 pts), practical 2 (55 pts). **Up to ten (10) points may be deducted for lack of professionalism.** Professional behavior includes, but is not limited to:

- Appropriate communication with the course instructor when absence from class is unavoidable
- Appropriate lab and lecture attire
- Adherence to all university policies
- Respect towards instructors and classmates
- Effective use of time and participation in class/lab activities
- Acceptance of self responsibility i.e. test preparation, seeking of information, seeking assistance when necessary

The course has a total of 500 points. Grades will be determined according to the established grading scale in the Student Handbook. **There will be no rounding of points.** The points are as follows:

465-500 points = A	93-100 = A	(4.00 grade point)
450-464 points = A-	90-92 = A-	(3.67 grade point)
435-449 points = B+	87-89 = B+	(3.33 grade point)
415-434 points = B	83-86 = B	(3.00 grade point)
400-414 points = B-	80-82 = B-	(2.67 grade point)
350-399 points = C	70-79 = C	(2.00 grade point)
300-349 points = D	60-69 = D	(1.00 grade point)
Below 300 = E	< 60 = E	(0.00 grade point)

**All practical exams must be passed at 80% or higher and 100% on safety items.**

Additionally, students must demonstrate appropriate affective behavior during all components of their practical exams. These behaviors include but are not limited to respect, consideration, communication, and professionalism. Please refer to the

generic abilities and professional development plan for details. Students are expected to use feedback to improve affective skills.

If a student performs lower than 80% on the practical or fails a safety item, the student must repeat the practical exam. If the practical is passed on the second attempt the student will receive a grade of 80%. If the student fails the second attempt, the student is subject to failing the course. A student may petition the academic progression committee (APC) for a third attempt. The petition will be considered by the APC and a recommendation made on whether the student will be allowed a third attempt or fail the course. Please refer to Student Handbook for details of this procedure.

### **Outline and Schedule**

See table at the end of this document.

### **Policy Related to Class Attendance:**

**Attendance is mandatory.** Please contact the instructors as soon as possible if you are unable to attend class for any reason. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

### **Policy Related to Make-up Exams:**

In extraordinary circumstances it may be possible to take an exam early or late. If for any reason you are unable to attend an exam at the last minute, you must notify the instructor as soon as possible. Personal issues with respect to exams will be handled on an individual basis.

### **Academic Honesty:**

In this professional program we are particularly sensitive to students submitting independent work and to using complete and accurate referencing in compliance with the University of Florida Rules - 6CI-4.017 Student Affairs: Academic Honesty Guidelines. Further detail regarding the University of Florida academic honesty policy is available at: [www.aa.ufl.edu/aa/Rules/4017.htm](http://www.aa.ufl.edu/aa/Rules/4017.htm)

All students are required to abide by the Academic Honesty Guidelines; the following pledge has been accepted by the University and is expected of all students:

“I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University.”

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

**Accommodations for Students with Disabilities:**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://oss.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Counseling and Student Health:**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center.

For more information, contact the clinic at 392-0627 or check out the web site at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789. BUT

*– Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone - do not be afraid to ask for assistance.*

## Fall 2013 SCHEDULE

	DATE	TOPIC	TEXT
Week 1	Mon 8/26 Mon 8/26 Thu 8/29	Introduction/communication/body mechanics/bed mobility Body mechanics/bed mobility lab Body mechanics/bed mobility lab	Ch. 1, 4, 8
Week 2	Mon 9/02 Thu 9/05	Labor Day HOLIDAY	HOLIDAY
Week 3	Mon 9/09 Mon 9/09 Thu 9/12	Vital signs/ emergency procedures/positioning/draping Vital signs/draping lab Vital signs/draping lab	Ch. 3, 5
Week 4	Mon 9/16 Quiz 1 Mon 9/16 Thu 9/19	Positioning/transfers Positioning/ transfers lab Positioning/ transfers lab	Ch. 5, 8
Week 5	Mon 9/23 Mon 9/23 Thu 9/26	Transfers Transfers lab Transfers lab	Ch. 8
Week 6	Mon 9/30 Quiz 2 Mon 9/30 Thu 10/03	Patient problem solving Transfers & review lab Transfers & review lab	Ch. 8
Week 7	Mon 10/07 Mon 10/07 Thu 10/10	<b>Practical EXAM #1 1:15-6:00</b> <b>-EVERYONE-</b> <b>NO class Thurs</b>	
Week 8	Mon 10/14 Mon 10/14 Thu 10/17	<b>Written EXAM #1</b> Exercise/ROM lab Exercise/ROM lab	Ch. 6
Week 9	Mon 10/21 Mon 10/21 Thu 10/24	Exercise lecture Exercise/ROM lab cont. Exercise/ROM lab cont.	Ch. 6
Week 10	Mon 10/28 Quiz 3 Mon 10/28 Thu 10/31	Gait lecture Gait lab Gait lab	Ch. 9
Week 11	Mon 11/04 Mon 11/04 Thu 11/07	Gait patient problem Gait lab cont. Gait lab cont.	Ch. 9
Week 12	Mon 11/11 Thu 11/14	Veteran's Day HOLIDAY Gait and exercise review lab	HOLIDAY

Week 13	Mon 11/18 Mon 11/18  Thu 11/21	Gait and exercise review Gait and exercise review lab  <b>WRITTEN EXAM #2</b> <b>3:30-5pm -EVERYONE-</b>	Ch. 6, 9
Week 14	Mon 11/25 1:15-4:30pm  11/27-11/29 Thanksgiving	Mechanical lifts <b>-EVERYONE-</b>  <b>HOLIDAY—THURSDAY</b>	
Week 15	Mon 12/02  Thu 12/05 Reading day	Wheelchair fitting/mobility/WC to floor Optional lab review, times TBD	Ch. 7, 8
<b>Week 16</b> <b>FINALS</b>	<b>12/09-12/15</b> <b>Dates TBD</b>	<b>Final Written Comprehensive</b> <b>Practical Exam # 2</b>	