PT 117  Objectives

Outcome #1  Discuss patient and therapist preparation for treatment.

Objectives

The student will be able to:

- Read the patient’s chart and physical therapist’s evaluation.
- Properly introduce self to the patient.
- Discuss the importance of proper dress for the therapist; including clothing, shoes, hair, nails, jewelry, perfumes, etc.
- Properly interview the patient regarding treatment diagnosis and symptoms.
- Discuss preparation of the treatment area in accordance with the PT’s plan of care.
- Define the positioning terms: sitting, standing, supine, side-lying, prone, Trendelenburg, Fowler's.
- Discuss draping the patient using towels, sheets, blankets, etc. and maintain patient modesty.
- Discuss safety issues of: properly operating equipment, clutter on floor, electrical cords, etc.

Outcome #2  Use proper documentation

Objectives

The student will be able to:

- Define SOAP note, FIM, POMR, SOMR, and prose documentation.
- Discuss the format of the above documentation styles and how to enter information in the appropriate manner.
- Define medical abbreviations and terminology per the text and handouts.
- Complete documentation exercises using the above formats.

Outcome #3  Name and identify a variety of mobility equipment.

Objectives

The student will be able to:

- Name and describe a variety of wheelchairs: the different sizes, the function of the different parts, different adaptations and their reasons for use including hand rim extensions, brake extensions, various head rests, various electrical components, various seating systems for posture and pressure reduction, seat belts, etc.
- Name and describe the different types of crutches and how to properly fit them to the patient including standard crutches, forearm crutches, platform crutches, etc.
- Name and describe the different types of canes and how to properly fit them to the patient including straight canes, hemi-canes, LBQC, SBQC, offset handles, etc.
Discuss the use of a variety of parallel bars and how to appropriately adjust them.
Discuss the use of a tilt table and the various reasons for its use including orthostatic hypotension, pre-gait training, posturing, etc.
Discuss safety issues related to the above equipment including locking wheelchairs, wet floors, what happens when equipment is not properly fit, what happens when weight is taken through the axillary region on crutches, etc.

Outcome #4  Define and discuss normal body mechanics and movements.

Objectives

The student will be able to:
- Discuss the normal curves of the spine and their function.
- Define kyphosis, lordosis, scoliosis, varus, valgus, recurvatum.
- Define symmetry of posture in the frontal and sagittal planes and the landmarks used.
- Define where a plumb line should fall in regard to proper posture.
- Discuss the eight rules of proper body mechanics and how they apply to lifting and carrying loads and proper transfer techniques.
- Discuss proper lying, sitting and standing postures.
- Discuss a variety of things that affect posture including gravity, stress, disease, strength, ROM, fatigue, etc.
- Discuss how to assist a patient in changing position: supine to sit and back, supine to side lying or prone and back, rolling or bridging in bed, etc.
- Discuss why safety for self and patient are important.
- Define ROM, AROM, AAROM, PROM, functional excursion, end feel.
- Define frontal plane, horizontal plane, sagittal plane, flexion, extension, abduction, adduction, horizontal ab/adduction, supination, pronation, eversion, inversion, internal and external rotation, dorsiflexion, plantarflexion.
- Discuss indications, contraindications, precautions for AROM, PROM, AAROM.
- Discuss proper positioning of patient and therapist for optimal and safe AROM, PROM, AAROM.
- Define the accessory joint motions of roll, glide and spin and discuss their necessity in appropriate joint mechanics during AROM, PROM, AAROM.

Outcome #5   Define vital signs and guidelines for infection control.

Objectives

The student will be able to:
- Define heart rate and adult norms and the characteristics of rate, rhythm and volume.
- Define pulse and how to find the radial, brachial, ante-cubital, carotid, femoral, popliteal and pedal pulses.
- Define bradycardia and tachycardia.
- Define respiration and adult norms and the characteristics of rate, rhythm and depth.
- Discuss how to assess respiration visually, tactilely and auditorially.
Discuss a variety of abnormal respiration characteristics including apnea, dyspnea, stertorous, rales, rhonchi, cheyne-stokes, sighing, bradypnea, tachypnea, etc.

Define blood pressure and adult norms.

Define hypertension, pre-hypertension and hypotension.

Define stethoscope, sphygmomanometer and their proper use in taking blood pressure.

Define body temperature, its norms in fahrenheit and celsius, and its relationship to the disease process.

Discuss the various methods available for taking body temperature including mercury thermometer, electrical thermometer, tympanic thermometer, forehead strips, etc.

Discuss the various sites of the body for assessing body temperature, their reasons and accuracy, including oral, rectal, axillary, forehead, ear.

Discuss proper documentation of heart rate, blood pressure, respirations, body temperature.

Define the six links in the chain of infection.

Define the four stages of the infectious process: incubation, prodromal, illness, convalescent.

Discuss the lengths of time spent in the different stages as related to a variety of diseases and in which stage you are most likely to infect others.

Define and discuss the modes of infection transmission: contact, airborne, vehicle, vector.

Define and discuss the various routes an infection enters and leaves the body: respiratory tract, digestive tract, compromised skin, urinary tract, etc.

Discuss how the host can be more susceptible to infection: medications, radiation, stress, fatigue, age, other present diseases, genetic, etc.

Discuss CDC guidelines for infection control

Discuss proper hand washing techniques: medical and surgical asepsis.

Define nosocomial, asepsis, pathogen, bactericidal, iatrogenic, virus, etc.

Define and discuss isolation techniques.

Discuss the proper donning/doffing of sterile gloves, gown and mask.

Discuss proper set up of sterile field.

Define and discuss the seven specific isolation categories and the difference between these and the disease specific categories.

Outcome #6 Identify, modify and progress an appropriate transfer and gait training program within the physical therapist’s plan of care and under the supervision of a physical therapist.

Objectives

The student will be able to:

- Define the following transfer techniques: assisted stand-pivot, dependent stand-pivot, sliding board, hoeyer lift, 2-man lift, 3-man carry, 3-man slide, wheelchair to floor and back using front or turn around method.

- Define the following gait patterns: 2-point, 3-point, 4-point, swing-to, swing-through.

- Define the weight bearing status of NWB, FWB, PWB, TTWB.

- Define the different assist levels of: min, mod, max, SBA, CGA, independent, dependent, modified independence.
- Discuss the relationship of the different gait patterns to different mobility equipment.
- Discuss the relationship of the different assist levels to the different transfer and gait techniques.
- Discuss the relationship of the different weight bearing status to the different transfer and gait techniques.
- Discuss safety issues related to transfer and gait training including: use of gait belt, proper body mechanics for patient and therapist, proper positioning of equipment and surfaces, etc.
- Discuss how to assess a patient’s progress in transfer and gait training.
- Discuss how to modify, progress or regress transfer and gait training within the PT’s plan of care given a variety of patient scenarios.

**Outcome #7  Identify and discuss ADL’s, architectural barriers and age related considerations.**

**Objectives**

The student will be able to:

- Define ADL’s and architectural barriers.
- List ADL’s associated with a normal daily routine.
- Discuss the components of various ADL’s including: ROM, strength, coordination, balance, endurance, awareness of body in space, sequencing, proprioception, number recognition, sight, hearing, touch, reaction time, cognition, etc.
- Discuss architectural barriers in relation to: hearing impaired, mobility impaired, sight impaired.
- List ideas to mitigate architectural barriers.
- Define ADA.
- List sources of ADA guidelines.
- Define normal aging processes of body and mind and how these processes may impact the delivery of physical therapy and what modifications may need to be made.

**Outcome #8  Discuss different models of charting techniques used in various facilities and how to access and interpret necessary patient information for appropriate physical therapy treatment.**

**Objectives**

The student will be able to:

- Define SOAP, FIM, SOMR, POMR, RUGS, DRG’s, OASIS, etc.
- Discuss how and why different types of facilities use the different charting techniques listed above.
- Discuss how to access and interpret various patient information pertinent to physical therapy treatment: x-ray reports, lab reports, doctor’s orders, H&P, social services,
nursing notes, etc.

**Outcome #9**  List and discuss a variety of terminology and equipment used in various medical facilities; i.e. acute care, rehab, long term care, etc.

**Objectives**

The student will be able to:

- List and define a variety of equipment and terminology including: geri-chair, cardiac chair, pulse oxymeter, stat, gurney, code red (etc), trauma unit, ICU, PICU, CICU, ER, surgical team, MBS, nasal cannula, PEG tube, IV line, pic line, hep lock, etc.
- Define the different types of medical facilities: acute hospital, rehab hospital, long term care, ECF, LTAC, hospice, etc.

**Outcome #10** Identify safety issues that may result from the above interventions.

Safety issues have been identified in various above objectives.