

WSU Elson S. Floyd College of Medicine

STEVENS COUNTY HANDS-ON LAB COVID #1

PHYSICAL THERAPY – SPORTS MEDICINE



Elson S. Floyd
College of Medicine

WASHINGTON STATE UNIVERSITY



CHAPTER INDEX

LAB OUTLINE 3

SUPPLY LIST 4

LAB DETAILS 5

 Welcome and Introduction 5

 Station #1 Educational Display – Corona Virus 6

 Station #2 Vaping 7

 Station #3 Physical Therapy 8

 Conclusion 10

ADDENDUM MATERIALS 11

 Mentor Card – Class Outline COVID #1 12

 Lead Mentor Card – COVID #1 13

 Educational Display Handout – COVID #1 14

 > What is SpO2? 15

 STATION INSTRUCTION CARDS

 > Coffee Straw Game Handout – COVID #1 Station #2 16

 > Lead Mentor Physical Therapy – COVID #1 Station #3 17-18

 > Mentor Physical Therapy – COVID #1 Station #3 19

 > Student Scoring Sheet COVID #1 Station #3 20-21

 CAREER OUTLINE

 > Physical Therapist 22

 > Sports Medicine Therapist 23

 > Respiratory Therapist 24

REFERENCES 25



LAB OUTLINE COVID #1

HEALTH CARE SETTING

Physical Therapist

HEALTH SKILLS

Preventing communicable disease, collecting and evaluating data, functional movement screen

TARGETED ATTRIBUTES

Communication, Teamwork, Intellectual Curiosity

- Welcome and Introduction to the entire class.
- 3 rotating stations for 3 sets of teams
 - » Station #1 Educational Display – Corona Virus
 - » Station #2 Vaping
 - » Station #3 Physical Therapy
- Conclusion - Exit Survey and Prizes



SUPPLY LIST

PRIZES

- Participation - stretchy men \$9.89 for 36 count
[CLICK TO BUY](#)
- 100 x \$1.29 watch pedometer [CLICK TO BUY](#)

STATION #1 EDUCATIONAL DISPLAY CORONA VIRUS

- 1 x \$75
[CLICK TO BUY](#)
- 1 x \$80
[CLICK TO BUY](#)
- iPad corona virus
(start at 32 seconds – stop at 4.36.)
[CLICK TO BUY](#)
- laminated physical therapist job description
- pulse oximeter

STATION #2 VAPING

- iPad or other internet accessible device for Vaping video (Start at 0.24 seconds Stop at 9.13 minutes) [LINK TO VIDEO](#)
- 1 x \$14.99 from amazon - Your Health is Your Wealth - Anti-Vaping (Laminated Poster) [CLICK TO BUY](#)

STATION #3 PHYSICAL THERAPY

- 1 x \$4.98 large dowels 48 inches long from Home Depot [CLICK TO BUY](#)
- 1 x \$9.39 Yoga mats from amazon [CLICK TO BUY](#)
- ~\$20 in hardware supplies 2 small hurdles (hand built)
- 1 x \$2.66 yard stick from amazon [CLICK TO BUY](#)
- iPad for video [LINK TO VIDEO](#)
- Pencils and worksheets

OTHER SUPPLIES

- Laminated mentor cards
- Bag for mentor to hold station prizes for team



HANDS-ON COVID CLASS #1 LAB DETAILS

WELCOME AND INTRODUCTION

DIVIDE INTO GROUPS

Mentors will divide up into groups as students enter and all groups will sit on the floor in the center of the room. Lead mentor will facilitate the Welcome and the closing remarks. The teams will start at the station previously designated with mentors and rotate. The mentor leads their team through the each of the 3 stations. The site coordinator will help with the flow, indicate time to rotate, mentors will keep track of the timing of the activities within each station.

ASK STUDENTS ABOUT COVID CBL FIRST SESSION

- What happened to our patient who went to the team Physical Therapist?
- What caused our patient to be concerned about their fitness level?
- How would you feel about going back to running after having so much time off?
- What professional attribute did the therapist have that allowed them to identify a serious problem with our patient?

DESCRIBE EACH STATION BRIEFLY

Today you will work with your team in to understand more about your patient's problems and what a physical therapist does.

- Station #1 Educational displays Corona Virus
- Station #2 Vaping
- Station #3 Physical Therapy

PRIZES

- Stretchy men - should be given as rewards/incentives to students throughout the lab
- Watch pedometer - exit prize



STATION #1 EDUCATION DISPLAYS CORONA VIRUS

CLASS SIZE STUDENT/MENTOR RATIO	
Setting	Table is set up in the middle of one side of the room. Students will stand and rotate within the display
Attribute Focus	Intellectual curiosity
Skills	Hygiene skills, flu prevention, pulse oximetry measurement
Supplies	How to protect against flu folding display, bag of germs, handout and pencils, laminated physical therapist, sports therapist job description, and respiratory therapist

Mentors will supervise the teams rotating through the display every 4 minutes while they work to complete the worksheet.

1. At the beginning of the rotation have the students use the bag of germs so that they can wash their hands and come back to test their washing then use the pulse oximeter to test SpO2 before and after 20 jumping jacks.
2. Other students study the educational poster and job descriptions.
Encourage the students to work quickly.



STATION #2 VAPING

CLASS SIZE STUDENT/MENTOR RATIO	
Setting	Small table for iPad to be setup
Attribute Focus	Communication/interpersonal skills, intellectual curiosity, responsibility
Skills	Making well-informed personal decisions
Supplies	iPad, Your Health is Your Wealth - Anti-vaping Poster, Coffee straw game handout and pencils
Video	iPad, 9minutes young woman, anti-vaping poster LINK TO VIDEO

<https://www.youtube.com/watch?v=MFKg1fS6fd4>

Mentors show this video (Start at 0.24 seconds Stop at 9.13 minutes) lesson on vaping/ making well informed personal choices. It will take most of the rotation, in the few minutes at the end the mentor should review the anti-vaping poster could ask for feedback about how group felt about video. Play the coffee straw game and ask students to reflect on how they felt after each step.



STATION #3 PHYSICAL THERAPY CLINIC

CLASS SIZE STUDENT/MENTOR RATIO	
Setting	1small table, 1 iPads, 1 yoga mats for mentors, 5 chairs
Attribute Focus	communication/interpersonal skills, adaptability/resilience, responsibility
Skills	balance and strength testing
Supplies	yoga mat, yard stick, hurdle, dowel (4-5 ft)
Video	iPad for video on FMS LINK TO VIDEO

<https://www.youtube.com/watch?v=IkPYqPleBjc&feature=youtu.be>

SPECIAL TRAINING FOR MENTORS	
Mentors should dress comfortably for this lesson and should be very familiar with the movement tests	LINK TO THE FUNCTIONAL MOVEMENT SCREEN LINK TO FMS VIDEO #1 LINK TO FMS VIDEO #2

Functional Movement Test will be giving to each mentor. It is essential that the mentors are very familiar with the FMS and able to attempt to perform the movements, and to wear comfortable clothing on the day of the lab. The **Lead Mentor** will act as the physical therapist giving the test and the students will be grading the test. The lead mentor will handout worksheets/pencils, and briefly give overview of the test (see laminated instruction card.) Choose a student to operate the iPad, stopping the video after every movement to allow the mentor to perform test.

[LINK TO VIDEO](#)

The leader mentor uses the equipment and describes the movements the mentor will be doing and will make necessary measurements. The other team members are to score the test independently and compare results at the end. The mentor will need to verbalize if there is pain present.



The Functional Movement Screen



1. Squatting



2. Stepping



3. Lunging



4. Reaching



5. Leg Raising



6. Push-up



7. Rotary Stability

FUNCTIONAL MOVEMENT SYSTEMS



FUNCTIONALMOVEMENT.COM



CONCLUSION

Gather all students in the center of the room. Final questions for the group and opportunity to ask questions.

POSSIBLE QUESTIONS/DISCUSSION:

- How do you think a Physical Therapist will help our patient?
- How many of you think that it would be fun to work in physical therapy?
- What do you think are our patient's greatest challenges?
- In what ways can you empathize with this patient?

EXIT SURVEY AND PRIZES



ADDENDUM MATERIALS



Mentor Card – Class Outline COVID #1 (laminated – 10 copies) 12

Lead Mentor Card – COVID #1 (laminated – 2 sets) 13

Educational Display Handout - COVID #1 (100 copies) 14

What is SpO2? (laminated card for educational display) 15

Station Instruction Cards

Lead Mentor Physical Therapy - COVID #1 Station #3
(laminated two-sided instruction cards separately – 2 copies). 17-18

Mentor Physical Therapy - COVID #1 Station #3
(laminated two-sided instruction cards separately – 2 copies). 19

Student Scoring Sheet COVID #1 Station #3 (100 copies) 20-21

Career Outline

Physical Therapist (laminated bifold with added picture of physical therapist for Station #1) 22

Sports Medicine Therapist (laminated bifold with added picture of physical therapist for Station #1) 23

Respiratory Therapist (laminated bifold with added picture of physical therapist for Station #1) 24



MENTOR CARD

LAB OUTLINE COVID #1

GREET TEAM AT DOOR

Sit with team for welcome. Guide team within stations, keep track of time, work quickly. There are three stations. Each station is packed with activities so you will to move quickly and efficiently. Take a minute to confer with other mentors before class to predetermine roles.

STATION #1 SELF-DIRECTED EDUCATIONAL DISPLAY

Communicable diseases. Mentors will supervise the teams rotating through the display while they work to complete the worksheet.

1. At the beginning of the rotation have the students use the bag of germs so that they can wash their hands and come back to test their washing. Then use the pulse oximeter to test SpO₂ before and after 20 jumping jacks.
2. Other students study the educational poster and job descriptions.

STATION #2 VAPING

Mentors show a 9-minute video on vaping, emphasizing informed decision making. Discuss video after presentation and review anti-vaping poster.

STATION #3 PHYSICAL THERAPY TESTING

Functional Movement Test will be giving to each mentor. Mentor will inform students that they will be the physical therapist who is testing the mentor. Handout worksheets/pencils, designate one student as the leader to operate ipad, stopping the video after each test described to allow the mentor to perform test. The lead mentor will explain the scoring and test as

it is performed on the mentor. The other team members are to score the test independently and compare results at the end. The mentor will need to verbalize if there is pain present on clearance tests. When tests are done, the students should average the scores on the tests where right and left were compared, then add the 7 scores, and compare answers to assess the mentors FMS score.

CONCLUSION AND EXIT SURVEY

Gather as a large group for conclusion. Questions and answers

Prizes

- Stretchy men - should be given as rewards/incentives to students throughout the lab
- Watch pedometer - exit prize



LEAD MENTOR CARD

COVID #1

WELCOME AND INTRODUCTION

MENTORS WILL DIVIDE UP INTO GROUPS

as students enter and all groups will sit on the floor in the center of the room. Lead mentor will facilitate the Welcome and the closing remarks. The teams will start at the station previously designated with mentors and rotate. The mentor leads their team through the each of the 3 stations. The site coordinator will help with the flow, indicate time to rotate, mentors will keep track of the timing of the activities within each station.

ASK STUDENTS ABOUT COVID CBL FIRST SESSION:

- What happened to our patient who went to the team Physical Therapist?
- What caused our patient to be concerned about their fitness level?
- How would you feel about going back to running after having so much time off?
- What professional attribute did the therapist have that allowed them to identify a serious problem with our patient?

DESCRIBE 3 STATIONS:

Today you will work with your team in to understand more about your patient's problems and what a physical therapist does.

Describe each station briefly:

- Station #1 Educational displays Corona Virus
- Station #2 Vaping
- Station #3 Physical Therapy

STATION ROTATIONS – GIVE 1 MINUTE WARNING

STATION #3 will need special assistance with Lead mentor being a physical therapist who supervises the testing of the patient/team mentor. **See separate instruction card at station**

CONCLUSION AND EXIT SURVEY

Gather all students in the center of the room. Final questions for the group and opportunity to ask questions.

POSSIBLE QUESTIONS/DISCUSSION:

- How do you think a physical therapist will help our patient?
- How many of you think that it would be fun to work in physical therapy?
- What do you think are our patient's greatest challenges?
- In what ways can you empathize with this patient?

EXIT SURVEY AND PRIZES

EDUCATIONAL DISPLAY HANDOUT



COVID #1

VIDEO QUESTIONS

How does the corona virus multiply inside the body?

What is the “real beast” that the virus releases?

What are the two kinds of immune cells that “wreak havoc” and go into a “frenzy”?

If a person who has been sick with corona virus for long time gets a bacterial pneumonia, what is a possible outcome?

Which is more contagious, Corona virus or the flu?

HANDWASHING SKILLS

Where you able to wash all the germs off of your hands?

DID YOUR PULSE OXIMETRY PERCENTAGE CHANGE AFTER YOU WORKED OUT?

FOLDING DISPLAY QUESTIONS .

Name two ways that you can protect yourself from the flu.

Name two ways that you can protect others from the flu.

WHAT DID YOU LEARN ABOUT THE JOB OF A PHYSICAL THERAPIST?



WHAT IS SPO2?

SpO₂, also known as oxygen saturation, is a measure of the amount of oxygen-carrying hemoglobin in the blood relative to the amount of hemoglobin not carrying oxygen. Very low levels of SpO₂ can result in very serious symptoms. This condition is known as hypoxemia. There is a visible effect on the skin, known as cyanosis due to the blue (cyan) tint it takes on. Hypoxemia (low levels of oxygen in the blood) can turn into hypoxia (low levels of oxygen in the tissue). This progression and the difference between the two conditions is important to understand.

HOW THE BODY MAINTAINS NORMAL SPO2 LEVELS

It is vital to maintain normal oxygen saturation levels in order to prevent hypoxia. The most important way that the body maintains healthy SpO₂ levels is through breathing. The lungs take oxygen that has been inhaled and binds it to hemoglobin that then travels throughout the body with the payload of oxygen. The oxygen needs of the body increase during times of high physiological stress (e.g., lifting weights or running) and at higher altitudes.

HOW PULSE OXIMETERS MEASURE OXYGEN IN THE BLOOD

Pulse oximeters function by using light sensors to record how much blood is carrying oxygen and how much blood is not. Oxygen-saturated hemoglobin is darker to the naked eye than non-oxygen saturated hemoglobin, and this phenomenon allows the highly sensitive sensors of the pulse oximeter to detect minute variations in the blood and translate that into a reading.

Measuring SpO ₂	
To use a pulse oximeter, simply place it on your finger. A percentage will be displayed on the screen. This percentage should be between 94 percent and 100 percent, which indicates a healthy level of hemoglobin carrying oxygen through the blood.	DO 20 JUMPING JACKS Then repeat measurement



COVID #1 – STATION #2

COFFEE STRAW GAME

This game is meant to simulate the lungs of a healthy person versus those that aren't healthy from things such as smoking, vaping, or illness. Follow the instructions below and reflect on how you felt after each step.

1. Jog in place for 30 seconds.
2. Put the regular straw in your mouth, plug your nose, and jog in place for 30 seconds.
3. Now put the coffee straw in your mouth, plug your nose and jog in place for 30 seconds.



STATION INSTRUCTION CARD

LEAD MENTOR CARD FOR PHYSICAL THERAPY

COVID #1 – STATION #3

FUNCTIONAL MOVEMENT SCREEN

FMS was developed to help health care professions screen individuals for risk of injury. The FMS test used to be widely used but is more recently going out of favor. It was used to assess young, active individuals to middle-aged individuals, elite, collegiate and professional athletes, as well as military and firefighters. A lower FMS scores has been associated with an increased BMI (Body Mass Index), increased age, and decreased activity level. The goal of this test is to identify areas of poor mobility(movement) and stability(balance) which could cause an athlete to be at risk for injury. **The FMS is a screening tool, not intended for diagnosis.** Seven movement patterns are designed to put the athlete in extreme positions which makes weakness or stability noticeable if the athlete lacks strength and control:

SCORING THE FMS

The movement patterns are scored from 0-3 points, with the sum creating a score ranging from 0-21 points. **A score of ≤ 14 on the FMS is used as the cut-off score. Individuals who score less than 14 points on the FMS screen may have greater odds for sustaining an injury.** Three tests: Shoulder Mobility, Trunk Stability Push-up and Rotary Stability have clearing test associated with them that are scored as pass/fail based on the presence of pain. If a person fails this part of the test, then a 0 is given as the overall score. There are five tests which require bilateral testing; this will result in two scores for those tests.

The lowest test score is recorded for the overall score.

3 = can perform the movement without any compensations according to the established criteria.

2 = can perform the movement but must utilize poor mechanics and compensatory patterns (wiggly or un balanced) to accomplish the movement,

1 = cannot perform the movement pattern even with compensations, 0 = pain during any part of the movement or test.

As the leader you will be acting as the physical therapist who is assessing your patient/mentor for risk factors for injury. You will need the assistance of a video that will demonstrate the movements that you will use to test your mentor. Encourage all students to follow instructions on their handouts to score each movement as the movements are being made. You will not be scoring because you will be operating the video and taking measurements. The measurements are simply to compare one side of the body to other side. If they are not equal then the movement does not get a perfect score. Each movement may be repeated if there is time.

Reverse side

1. **Deep Squat** – hold pole straight overhead aligned with head and chest, squat so thighs below parallel, keep heels on ground. May place heels on board if unsteady.
2. **Hurdle Step** (Right, and Left) – pole held horizontally at shoulder height behind back, step over hurdle touching heel to ground and return to starting position.
3. **In-line Lunge** (Right and Left) – hold pole vertically behind back. Whichever arm is overhead, step forward on board with opposite leg. Other leg is back with heel down. Whichever heel is down, slowly lower same knee to board and then stand back up. Change sides and compare.
4. **Active Straight-leg Raise** (Right and Left) – place board under knees, measure and compare point at which knee bends. If straight when heel passes joint line of opposite knee = 3
5. **(Clearance Test – on belly press up with arms arching back)**
Trunk Stability Push-up – hands at level of chin, straight body up and down
6. **(Clearance Test – kneeling reach hands forward on floor while pressing chin to knees)** **Rotary Stability** (Right and Left) – crawl position, place board between arms and legs, with opposite arm and leg reach forward and kick out hold steady at horizontal, then touch elbow to knee, then reach and kick to horizontal, return to start. Switch sides and compare
7. **(Clearance Test – fist to chin lift elbow overhead)**
Shoulder Mobility (Right and Left) – measure length of mentor’s hand, close fists reaching behind back (one hand over, one under) measure the distance between fists. If < hand length =3, < 1.5 hand lengths 2, > 1.5 hand lengths =1, pain = 0, switch sides and compare



Laminate two-sided instruction cards separately – 2 copies



MENTOR CARD FOR PHYSICAL THERAPY

COVID #1 – STATION #3

FUNCTIONAL MOVEMENT SCREEN

The mentor will demonstrate seven movement patterns below are designed to put the athlete in extreme positions which makes weakness or stability noticeable if the athlete lacks strength and control:

1. Deep Squat
2. Hurdle Step (Right and Left)
3. In-line Lunge (Right and Left)
4. Active Straight-leg Raise (Right and Left)
5. (Clearance Test) Trunk Stability Push-up
6. (Clearance Test) Rotary Stability (Right and Left)
7. (Clearance Test) Shoulder Mobility (Right and Left)



The seven movement patterns are scored from 0-3 points, with the sum creating a score ranging from 0-21 points.

A score of <=14 on the FMS is used as the cut-off score. Individuals who score less than 14 points on the FMS screen may have greater odd for sustaining an injury. Three tests: Shoulder Mobility, Trunk Stability Push-up and Rotary Stability have clearing test associated with them that are scored as pass/fail based on the presence of pain. If a person fails this part of the test, then a 0 is given as the overall score. There are five tests which require bilateral testing; this will result in two scores for those tests. The lowest test score is recorded for the overall score.

3 = can perform the movement without any compensations according to the established criteria. 2 = can perform the movement but must utilize poor mechanics and compensatory patterns (wiggly or un balanced) to accomplish the movement,

1 = cannot perform the movement pattern even with compensations, 0 = pain during any part of the movement or test.



FMS – STUDENT SCORE SHEETS

Patient information not needed for this lab

NAME _____ DOB _____ DATE _____

ADDRESS _____

CITY, STATE, ZIP _____ PHONE _____

SCHOOL/AFFILIATION _____

SNN _____ HEIGHT _____ WEIGHT _____ AGE _____ GENDER _____

PRIMARY SPORT _____ PRIMARY POSITION _____

HAND/LEG DOMINANCE _____ PREVIOUS TEST SCORE _____

TEST		RAW SCORE	FINAL SCORE	COMMENTS
DEEP SQUAT				
HURDLE STEP	L			
	R			
INLINE LUNGE	L			
	R			
SHOULDER MOBILITY	L			
	R			
IMPLINGEMENT CLEARING TEST	L			
	R			
ACTIVE STRAIGHT LEG RAISE	L			
	R			
TRUNK STABILITY PUSHUP				
PRESS-UP CLEARING TEST				
ROTARY STABILITY	L			
	R			
POSTERIOR CLEARING TEST				
TOTAL				



Raw Score: This score is used to denote right and let side scoring. The right and let sides are scored in five of the seven tests and both are documented in this space.

Final Score: This score is used to denote the overall score for the test. The lowest score for the raw score (each side) is carried over to give a final score for the test. A person who scores a three on the right and a two on the let would receive a final score of two. The final score is then summarized and used as a total score.



PHYSICAL THERAPIST

Physical therapists are movement experts who improve quality of life through prescribed exercise, hands-on care, and patient education. They examine each person and then develops a treatment plan to improve their ability to move, reduce or manage pain, restore function, and prevent disability. Physical therapists use exercises, massage, functional movement training and other techniques to help people injuries and illness recover movement, reduce pain, get stronger and more flexible, and perform day to day tasks.

SALARY

\$67 – 120,000 per year

TASKS AND DUTIES

- Consulting with patients to learn about their physical condition.
- Assessing and interpreting patient evaluations and test results.
- Developing treatment plans using a variety of treatment techniques.
- Creating personalized fitness-oriented health care programs for patients.
- Administering medically prescribed physical therapy treatments to relieve pain and improve mobility.
- Advising patients on exercise techniques.
- Advising patients and their families about inhome treatment options.
- Providing educational information about injury prevention, ergonomics and ways to promote physical health.
- Consulting and collaborating with other healthcare professionals.
- Documenting patient care history.

SKILLS

- A bachelor degree with necessary science prerequisites
- A master degree or doctorate degree in Physical Therapy from an accredited educational institution.
- Passed the National Physical Therapist Examination (NPTE).
- Compliant with state regulatory requirements, valid license to practice physical therapy.
- Excellent interpersonal communication skills.
- Compassionate and attentive to detail.
- Possess up-to-date knowledge of treatment practices.
- Ability to solve problems independently.
- Excellent analytical and logical thinking.
- Ability to manage patients with different personalities.
- Ability to write reports and correspondence at a professional level.
- Ability to use a computer and software proficiently.
- Drive to continually learn new treatment techniques.

[CLICK FOR PHYSICAL THERAPIST JOB DESCRIPTION](#)



SPORTS MEDICINE THERAPISTS

Sports medicine therapists are physical therapists who specialize in the treatment and rehabilitation of sport and athletic injuries. Sports medicine therapists are state-licensed professionals and generally work in clinics, hospitals, or other health care institutions.

SALARY

\$66 – 88,000 per year

DUTIES AND RESPONSIBILITIES

- Sports medicine therapists work with athletes and physicians to develop rehabilitation plans.
- Work one-on-one with the athlete, executing and overseeing therapeutic techniques
- Use various special equipment and a number of treatment modalities, such as electrical muscle stimulation, to build athletes' strength and flexibility and promote healing.

SKILLS AND COMPETENCIES

- A master's or doctorate degree in sports medicine, physical therapy, or athletic training from a degree program that's been accredited by the American Physical Therapy Association (APTA)
- Passage of the National Physical Therapy Examination (NPTE),
- Licensed as physical therapists in the state where they intend to practice
- Some states require an additional jurisprudence examination
- Excellent interpersonal communication skills.
- Compassionate and attentive to detail.
- Possess up-to-date knowledge of treatment practices.
- Ability to solve problems independently.
- Excellent analytical and logical thinking.
- Ability to manage patients with different personalities.
- Ability to write reports and correspondence at a professional level.
- Ability to use a computer and software proficiently.
- Drive to continually learn new treatment techniques.

[CLICK FOR SPORTS MEDICINE THERAPIST JOB DESCRIPTION](#)



RESPIRATORY THERAPIST (RT)

A Respiratory Therapist, or Registered Respiratory Therapist, is responsible for monitoring and treating patients with temporary or chronic respiratory conditions like asthma, COPD, pneumonia, bronchitis, or emphysema.

SALARY

\$ 62,00082,000

DUTIES AND RESPONSIBILITIES

- Interviewing patients and completing diagnostic tests to determine their respiratory conditions
- Communicating with physicians and nurses to develop patient treatment plans
- Administering respiratory treatments to patients based on their conditions
- Perform chest examinations on a range of patients from babies through to the elderly
- Consult with doctors and other healthcare staff to develop and modify patient treatment plans
- Provide detailed therapy, requiring significant independent judgment, like when caring for patients in intensive care
- Perform physical examination and diagnostic tests measuring lung capacity and blood acidity and alkalinity
- Treat patients using oxygen or oxygen mixtures, aerosol medications and chest physiotherapy
- Connect patients who can't breathe to a ventilator
- Educate patients on how to use equipment and medication
- Regularly check on patients and equipment

SKILLS AND COMPETENCIES

- Education: One must have, at least, an associate degree to work as a respiratory therapist. Most programs that train people to work in this field offer bachelor's degrees as well and often employers favor job candidates who have graduated from those programs.
- State licensing: Most states in the U.S. license respiratory therapists. Although licensing requirements vary by state
- Examinations: In addition, a candidate for licensing must pass a national or state examination. The National Board for Respiratory Care administers the Certified Respiratory Therapist Exam (CRT) and the Registered Respiratory Therapist Exam (RRT).
- Interpersonal skills: Working one-on-one with sick patients and their worried families requires compassion and excellent interpersonal skills. Those skills also help facilitate the teamwork that is common between RTs and other healthcare workers.
- Problem-solving skills: RTs must be able to recommend and administer the appropriate treatments based on evaluating patient symptoms.
- Detail oriented: RTs must pay attention to the smallest of details to ensure patients are getting the correct treatments.
- Patience: RTs may have to spend long periods of time working with a single patient.

[Click for Respiratory Therapist Job Description](#)



REFERENCES

Gymnasium or cafeteria or large open room set up.

1. [Healthedco.com](https://www.healthedco.com)
2. Video – [Vaping](#)
3. Video – [Functional Movement Screen](#)
4. [Understanding SpO2 and Normal Oxygen Levels](#)
5. [Functional Movement Screen](#)
6. [FMS Score Sheet](#)
7. Job Description – [Physical Therapist](#)
8. Job Description – [Sports Medicine Therapist](#)
9. Job Description – [Respiratory Therapist](#)