

# ADVANCED PULMONARY COURSE

## *3-Day Pediatric and Adult Lab Course*

### Instructor

Mary Massery, PT, DPT, DSc

### Sponsored by

XXXX

### Location

XXXX

## DATE

**(23.0 Contact Hours)**

### **Day-0: Mandatory Pre-Course Group Assignment (2.5 Contact Hours)**

As part of the course, you will do pre-course group evaluations of a patient, either in person or by zoom, who has consented to be part of this class. You will participate in the analysis and preparation of that patient's case for an in class presentation. Anticipated time for this assignment: 2.5 hours pre-class.

### **Day-1 (7.5 Contact Hours)**

8:00 - 8:30	Registration
8:30 - 9:30	Setting priorities for the group with patient sessions and lab sessions. Consensus driven planning.
	<i>Priority for lab content will be determined by the group, but each Advanced course will include lab time on handling skills in the area of neuro-motor retraining for breathing/trunk control, airway clearance techniques, musculoskeletal interventions for breathing mechanics and related consequences such as the shoulders and spine dysfunction, as well as incorporation of concepts into functional tasks such as eating, talking, reaching, walking, sleeping, etc.</i>
9:30 - 10:30	<u>Small Group Presentation</u> : Patient Case #1
10:30 - 10:45	Break
10:45 - 12:15	<u>Patient Case #1</u> : Treatment session
12:15 - 1:15	Lunch
1:15 - 3:00	<u>Lab Session 1</u> : Content determined by morning consensus session
3:00 - 3:15	Break
3:15 - 5:30	<u>Lab Session 2</u> : Content determined by morning consensus session

**Day-2 (7.5 Contact Hours)**

8:00 - 8:30	Registration
8:30 - 9:00	Review of patient session from Day 1. Setting priorities for today's lab sessions
9:00 - 10:30	<u>Small Group Presentation</u> : Patient Case #2
10:30 - 10:45	Break
10:45 - 12:15	<u>Patient Case #2</u> : Treatment session
12:15 - 1:15	Lunch
1:15 - 3:00	<u>Lab Session 3</u> : Content determined by morning consensus session
3:00 - 3:15	Break
3:15 - 5:30	<u>Lab Session 4</u> : Content determined by morning consensus session

**Day-3 (5.5 Contact Hours)**

8:00 - 8:30	Registration
8:30 - 9:00	Review of patient session from Day 2. Setting priorities for today's lab sessions
9:00 - 10:30	<u>Small Group Presentation</u> : Patient Case #3
10:30 - 10:45	Break
10:45 - 12:15	<u>Patient Case #3</u> : Treatment session
12:15 - 1:00	Lunch
1:00 - 2:45	<u>Small Group Problem Solving Session</u> : <ul style="list-style-type: none"> <li>• How can you integrate the material into your clinical practice?</li> <li>• What changes might you suggest?</li> <li>• Present ideas back to the whole group.</li> </ul>
2:45 - 3:00	<u>Summary and Wrap Up</u> : Goals for next week, month, and year

**COURSE DESCRIPTION**

Following the framework established in the introductory pulmonary course, the Advanced Pulmonary Course will focus on applying evidence based concepts of multi-system integration to clinical situations (PT, OT or ST) with a special focus on the role of the cardiopulmonary system in the patient's rehabilitation program. Prior to the course, small groups of participants will be asked to do evaluations with patients who consent to be part of this learning experience, and they will present these in-depth cases to the group for feedback and discussions. Following the presentations, the group will do joint treatment sessions to assess whether the proposed intervention strategies were effective for the patient, or whether the plan needs adjustments. The course will be interspersed with labs: 1) to refine handling techniques that were introduced in the introductory course and 2) to integrate the material into everyday clinical practice. The class is dynamic and interactive and will require active participation during both pre-class and in-class sessions.

## **COURSE OBJECTIVES**

At the conclusion of the course, participants should be able to:

1. Demonstrate improved differential diagnostic skills through a pre-class and in-class patient case assignment identifying the limiting factor(s) to motor performance of that patient using a systematic evaluation process; including analysis of the patient's neuromuscular, musculoskeletal, integumentary, cardiovascular/pulmonary, and internal organ systems.
2. Demonstrate improved direct hands-on skills during patient sessions that allow for the instructor's immediate verbal and manual feedback as well as the patient's feedback.
3. Demonstrate refined handling skills related to musculoskeletal mobilization of the thoracic spine and thoracic cage as well as neuromuscular manual skills as determined by the consensus of the group during the initial planning session.
4. Synthesize course material in small groups, by applying course concepts into specific clinical cases.

## **PRE-COURSE ASSIGNMENTS FOR ALL PARTICIPANTS**

1. Each participant should review the handout material from the introductory "LINKED: Breathing and Postural Control" course (a.k.a. If Your Can't Breathe, You Can't Function). Come prepared to ask questions and to identify your areas of weakness.
2. **You will receive the most current version of the "LINKED" handouts at the course.**
3. Pre-readings instructions will be sent to you via e-mail prior to the course.
4. Prior to the course, the participants will be assigned to one of 3 teams. Each team will evaluate a patient prior to the course and will briefly present their findings to the class. They will identify what they see as the "real" limitation(s) to that patient's successful rehabilitation and will present their thoughts on prioritizing possible interventions. They will be asked to suggest specific ideas for interventions. Ideally, each team will be made up by more than one discipline. The presentation should be approximately 20 minutes in order to allow for ample discussions during the 60 minutes of the session.
5. Following the presentations, the patients will be seen and treated by the group. Please be prepared to demonstrate interventions with the patient (according to the patient's willingness to participate with multiple practitioners) in order maximize feedback from the instructor while you are trying your manual skills with real patients.
6. Each day will include multiple lab session for practicing and refining manual skill. Come with lab clothes (tank tops, sports bras, etc.) and comfortable pants (pony tails or other ties for long hair). The topics of the labs will be determined by the participants. Review your notes and write down the techniques that you would like to re-learn or improve. (see list of common manual techniques in addendum below)

**SPEAKER'S BIOGRAPHY****Mary Massery, PT, DPT, DSc**

Dr. Massery received her BS in Physical Therapy from Northwestern University in 1977, her DPT from the University of the Pacific in 2004 and her DSc from Rocky Mountain University in 2011. Her publications and interests focus on linking motor behaviors to breathing and/or postural mechanics in both pediatric and adult patient populations. Dr. Massery has been invited to give over 1,000 professional presentations in all 50 US states and in 18 countries worldwide, including more than 100 presentations for the *American Physical Therapy Association*. Mary's research

pioneered the concept of managing trunk pressures as a new way to visualize core stabilization. She has delivered keynote and major addresses on topics such as cystic fibrosis and posture, pectus excavatum (chest deformities), connections between posture & breathing, and PNF (proprioceptive neuromuscular facilitation).

Mary has received national awards from the APTA, including its highest clinical award, *The Florence Kendall Practice Award*, honoring "one's outstanding and enduring contributions to the practice of physical therapy." She has been honored as *Outstanding Alumnus of the Year* by each of her 3 universities. She was also awarded *Northwestern University's Alumnae Research Achievement Award*. Mary continues to maintain a private practice in Chicago, specializing in breathing and postural dysfunction.

