

**University of Colorado
Anschutz Medical Campus
Physical Therapy Program
Course Syllabus**

Course Title: Clinical Education I

Credit Hours: 5

Credit Hours:

Clinic: 8 weeks fulltime in clinic

Lecture: 7 hours preparation/debrief seminars
(Synch and Asynch)

Course Number: DPTR 6931

Semester: Summer II

Year: 2023

Course Coordinator: R. Joe Palmer III, PT, DPT
Phone number: 303-724-9326 (O), 720-767-2529 (C)
Email address: joe.palmer@cuanschutz.edu

Office Hours: By appointment- requests should be made by email

Course instructors: Becca Keefer, PT, DPT, CCS
Eric Sawyer PT, DPT, OCS, STC, CFEI®
Holly Ingham, PT, DPT, ATP
Catherine Bilyeu, PT, DPT, OCS
Jenny Rodriguez, PT, DPT
Community Clinical Instructors (CIs)

Course communication: **Email:** Announcements of course information and other communication within this course will be sent using students' CU Anschutz school email address. It is the students' responsibility to check email messages regularly.

Non-Email Communication: Announcements will be made and documents posted in the Canvas course: CU PT Clinical Education I.

Clinic Check-in: All students and CIs will be contacted in the beginning of the clinical experience and again around the midterm of the experience for a more formal discussion with the student's CE Faculty Advisor or another member of the CE Team. The CE Team is available throughout CE I if needed. **It is the student's responsibility to request more frequent communication if needed.**

Course Description: Eight week full-time supervised clinical experience with emphasis on appreciating the roles of the physical therapist, beginning to manage a case load, and participating in the inter-professional team.

Course Prerequisites: Successful completion of all previous course work.

Other prerequisites (on-boarding) to participate in clinical education:

1. Current CPR Certification:

This is a requirement of all clinical sites. The PT Program requires that students maintain current American Heart Association BLS CPR certification throughout the 2.5-year curriculum.

2. OSHA Requirements related to Blood-borne Pathogens

Many states require documentation that students have had OSHA training related to blood-borne pathogens/universal precautions. In addition, our clinical affiliation contract states that students will have completed this training prior to participating in clinical education. Therefore, the PT Program requires that students complete training in blood-borne pathogens prior to participating in ICE I. This training was provided during a preparation seminar in Summer 1.

3. HIPAA Compliance:

The PT Program requires that students successfully complete the online HIPAA training prior to participating in ICE I. It is in the best interest of patients and clients for students to understand and comply with HIPAA standards throughout their clinical experiences.

4. Health-related Compliance:

Standard requirements include remaining up to date on the following items:

- Immunizations (Covid-19, HepB, TDAP, MMR, Varicella, annual flu)
- Proof of negative TB test annually
- *Individual clinical sites may have additional special requirements for participation (i.e. drug screening, additional background check, submission of immunization documents, proof of recent physical, etc.) It is the students' responsibility to identify and meet these special requirements.*

***All onboarding must be completed by April 7, 2023 to avoid a possible suspension from the experience (this includes UCHHealth Drug Screens when required)**

Course Mission:

The goal of this course is to continue the development the skills and attitudes necessary for life-long learning. Students will begin to reconcile complex realities of clinical practice and patient-centered care through early development of adaptive expertise. Students will also refine and grow their own professional identity as well as their place within the profession and society while developing strategies that promote personal and professional resilience and self-care.

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

Fink's Taxonomy of Significant Learning	Course Objectives
Learning How to Learn	<ul style="list-style-type: none">• Describe elements that contribute to a positive clinical education experience.• Apply concepts of learning in the clinical setting, which include characteristics of a "novice learner," learning domains, modes of learning, and learning style preferences.• Propose strategies to incorporate all modes of learning into clinical education experience.• Begin to demonstrate self-directed learning in the clinical setting• Practice self-reflection to enhance professional growth.• Self-assess to identify areas of strengths and weaknesses.
Foundational Knowledge	<ul style="list-style-type: none">• Manage patients from initial examination (including history, systems review, tests and measures) through discharge with guidance/supervision from CI.• Comply with HIPAA regulations at all times.• Recognize principles of health care delivery in the clinical setting.
Application	<ul style="list-style-type: none">• Apply knowledge, psychomotor skills, and professional behaviors in the clinical setting.• Apply correct use of infection control principles, related to blood-borne pathogens, including standard precautions.• Seek and utilize evidence in making clinical decisions.
Integration	<ul style="list-style-type: none">• Demonstrate effective use of time and resources by managing a partial caseload.• Use clinical decision-making frameworks in patient management (e.g., ICF, The Guide to PT Practice, etc.)• Examine relationships between health condition, impairments in body structure and

	function, functional limitations, and participation restrictions. <ul style="list-style-type: none"> • Demonstrate progression towards “Intermediate” performance on all CPI skills.
Human Dimension	<ul style="list-style-type: none"> • Realize potential legal/ethical issues that may arise in the clinical setting. • Recognize the physical therapist’s role within the healthcare team in the clinical setting. • Illustrate appropriate behaviors to reinforce the physical therapist’s role within the team.
Caring	<ul style="list-style-type: none"> • Accept responsibility for patients. • Display effective communication and interpersonal skills in all interactions.

Required Reading:

- 1) American Physical Therapy Association Physical Therapist Clinical Performance Instrument (PT CPI): Review Web CPI prior to start of clinical education experience. (Rating Scale located at the end of the syllabus).

Curricular Elements: Patient-Centered Care; Clinical Reasoning and Evidence Based Practice; Movement for Participation; Teamwork and Collaboration, Quality Improvement and Safety

Teaching Methods: Supervised clinical education experience. Teaching methods used in the preparatory sessions include classroom sessions, asynchronous* online learning modules and synchronous* sessions consisting of lecture, discussion, reflection, and self-directed learning.

***Synchronous** sessions refer to students learning together, coordinated by a course instructor, with the expectation of a “live” online class during a scheduled time using a webcam, microphone, and speakers.

***Asynchronous** sessions refer to independent student learning that may include instructor-assigned activities completed in preparation for, or as an adjunct to synchronous sessions. These activities are critical for content delivery and synchronous sessions. Some asynchronous sessions may need to occur at the exact hours scheduled (e.g., group project activities without instructor present), while many activities may be completed at a time the student chooses.

***Study Time:** All courses require preparation, homework, or additional learning activities beyond synchronous and asynchronous class sessions. This work enhances learning and can be completed at a time that is most suitable to the student prior to the class for which it has been assigned. Students should expect to spend additional preparation time for each synchronous class. This time is NOT included on the PT Program course schedule calendar.

***Clinic Time** refers to activities that are to be completed within the context of clinic and/or with

the supervision of your clinical instructor.

Evaluation Methods:

Grades and Grading Policy:

This course is graded as pass/fail. Criteria to achieve a "Pass":

1. Submit Student/CI Contact form AND Student Checklist in corresponding Canvas assignment by Friday, May 5, 2023.
2. Demonstrate a progression towards and achievement of "Intermediate performance" on all performance criteria in the Clinical Performance Instrument (CPI).
3. Week 3 and 6 completion of CE I Benchmarks addressing the following areas: Professional Behaviors, Procedural Skills, Clinical Reasoning, and Communication Skills. All items checked as "in progress" require comments from the CI.
4. Submit Guided Reflection to corresponding Canvas assignment by June 25th, 2023.
5. No "Significant Concerns" box checked on the CPI on the final evaluation.
6. Summative comments from CI indicate progress from midterm to final evaluation on CPI.
7. Submit and sign off on electronic CPI by June 23rd, 2023.
8. Complete Acadaware Assessments: "Student Assessment of the Site – Final" and "Student Assessment of the CI – Final" by June 25, 2023.

The grading policy and scale used in this course is described in detail in the CU Physical Therapy Program Student Policies and Procedures Manual. If a student does not meet ALL CRITERIA required for passing this clinical experience, the student will receive an "IP" grade for the course. In addition, the CE team in conjunction with the Physical Therapy Student Promotions Committee will determine an individual plan of action.

Course Policies:

Professional Behaviors: Each student enrolled in this course is expected to conduct him/herself in a respectful and professional manner. This includes, but is not limited to, being punctual and prepared for each day in clinic; respecting patients, staff and colleagues; respecting classmates and faculty during class discussions; working in a positive and productive manner; respecting oneself by presenting own ideas and opinions in a positive and thoughtful manner that promotes the attention and respect of patients, colleagues, classmates, and faculty; taking responsibility for one's own learning; and being committed to a positive learning experience.

Time in Clinic/Attendance: Students are expected to work the hours and schedule of their individual Clinical Instructors. Students will follow the clinical site's holiday schedule, not that of the University. Please refer to the Time in Clinic Policy (revised in July 2018) posted as a separate document in canvas. The Program considers time in clinic to be mandatory. Therefore, any requests for time away from clinic must be submitted to Catherine Bilyeu via the following form: [CE Absence Request Form](#) prior to making any travel plans.

Exceptions to Attendance Policy during COVID-19 Pandemic

The Clinical Education Faculty Advisor in consultation with the DCE will work with students individually if there are absences due to COVID-19 or other illness/injury/unanticipated life events. Students must demonstrate intermediate-level (or approaching Intermediate-level) performance by the end of the experience.

- a. ***Illness or Exposure to COVID-19:*** Students are expected to follow the guidelines, protocols, and policies of their specific clinical site. Clinic guidelines, protocols, and policies will supersede campus guidelines, protocols, and policies if a discrepancy occurs. Policies and procedures may include COVID-19 testing, quarantine, and self-isolation prior to returning to clinic. The criteria to pass the course must still be met even in the case of an extended absence. Steps to follow:
 - Notify **ALL** of the following with positive COVID -19 results: CI, CE Faculty Advisor, Joe Palmer (CE I Course Coordinator), Jenny Rodriguez (DCE),

Assignments:

1. **Student/CI Contact Information Form AND Student Check List Form:**

These documents are completed via Qualtrics and the links are available in Canvas and will need to be completed by Friday, May 5, 2023.

2. **Weekly Planning Forms – Weeks 1, 2, 5, and 7:**

Templates are available in Canvas. Students are asked to complete and review with their CI on a weekly basis. These are **NOT** turned in but rather used to ensure communication and consensus between student and CI regarding progress and goals.

3. **Completion of CE I Benchmark Form - Weeks 3 and 6:** These benchmarks serve as a guide to facilitate discussion, reflection and formative feedback between the student and CI, and are designed to provide “checkpoints” to ensure the student is making steady progress towards final CPI expectations. Assessed at weeks 3 and 6, the CI and Student will indicate Met or In Progress for each benchmark. Comments are required if “In Progress” is checked for any item. The Benchmark Form will be completed electronically via Qualtrics with the links available in Canvas through the assignments tab. See appendix A of this syllabus for Benchmark criteria. The procedure for completion is as follows:

- I. The student or CI will open the benchmark form (student will need to provide the CI the corresponding form link if to be opened by CI).
- II. The CI will complete the form but **WILL NOT SUBMIT** yet
- III. The student will review the completed form by their CI and then acknowledge whether they agree or disagree with the CI assessment.
 - If disagreement, please discuss the areas of disagreement and provide comments in the appropriate acknowledgement box where the disagreement occurs. Provide examples to support your claim.
- IV. Once the student has acknowledged they have reviewed the form, they may electronically submit.

4. **Contribution to the Clinic:** Students are expected to contribute in some way to the clinic during CE I. Examples include, but are not limited to: providing an in-service, contributing to an ongoing project in the facility, facilitating a journal club discussion, presenting a case, etc. A brief presentation on the benefits of student projects in the clinic and other examples of student projects can be found on the CE Website under the “CE I- During Clinical Experience” tab.

5. **Guided Reflection:** Each student will submit via Canvas a written reflection by the end of CE I. Reflections should be written in first-person language and be at least one page double-spaced.

This guided reflection will focus on how you incorporated your defined goals following your first integrated practical (CAPE) into this clinical experience:

- Define and then reflect on how you were able to incorporate your integrated practical (CAPE) goal(s) into CE I. In what ways were you successful in meeting the established goals? How were you challenged?
- How did your CI and other members of the health care team assist you or provide mentorship to help achieve the established goal(s)?
- How will you carry this work forward into your clinical experiences for year 2 (CE II)?

6. **Clinical Performance Instrument (CPI) – Weeks 4 and 8:** The CPI will be completed by each student and CI at midterm and final. Students and CIs will meet to discuss the CPI and performance/progress at both midterm and final.

7. **Acadaware Site/CI Assessments:** In the last week of CE I, the “Student Assessment of the Site – Final” and the “Student Assessment of the CI – Final” will be completed and provided to your CI for review and discussion (can be done at final CPI review).

CE I Dates: May 1 – June 23, 2023

Schedule and Format – SEE CANVAS FOR DETAILS AND DUE DATES

Date	Topic/Content	Faculty	Content/Assignments
Week of January 9			
Tuesday, January 10 <i>Asynchronous</i> 1:00 – 3:00	<ul style="list-style-type: none"> • Documentation recorded lectures • Complete documentation assignment SOAP note 	Bilyeu, Palmer	Complete modules in <i>CU Clinical Education Portal</i> Canvas ‘course’
Week of March 13			
Wednesday, March 15 In Person: ED2N-2307 1:00- 2:00	<ul style="list-style-type: none"> • Documentation • Time in clinic • CPI requirements • SCCE Contact 	Palmer, Bilyeu, Struessel	SOAP note review from January
Wednesday, March 15 <i>Asynchronous</i> 2:00- 3:00 Study Time as necessary	<ul style="list-style-type: none"> • CPI Training (when available) • Assignment overview video • Syllabus review • Readiness for Clinic & Handbook excerpts • Professional Behaviors Document • Post questions to discussion board 	Palmer, CE Team	Complete modules in CE I Canvas course by noon, April 6
Week of April 3			

Wednesday, April 6 In Person: ED2N-2307 1:00 – 2:00	<ul style="list-style-type: none"> • Micro-aggression and Upstander training • CE I Questions Review • Novice to Expert • CPI • Benchmarks 	Magnusson, Palmer, CE Team	
Week of April 10			
Wednesday, April 12 In Person: TBD 2:00-4:00	<ul style="list-style-type: none"> • Novice to Expert • CPI • Benchmarks Responsibility for learning in clinic • Final questions • Advisor breakouts 	Palmer, CE Team	
May 1 – June 23, 2023			
Clinic Time	<ul style="list-style-type: none"> • Attend all clinical hours • Complete assignments listed on Canvas 	Palmer, CE Team	Assignments available in Canvas
Week of June 26			
Thursday, June 29 In Person: TBD 1:00-2:30	<ul style="list-style-type: none"> • Debrief CE I • Connect to CE II and professional practice 	Palmer, CE Team	

Overview of Assignments/Requirements:

Form/Task	Due Date
<i>Before the Start of CE I</i>	
Student Email to SCCE/CI including: <ul style="list-style-type: none"> • Acadaware Student Information Form (General Information AND Student Overview) • Acadaware skills self-assessment 	Send to SCCE no later than March 19, 2023
Complete all asynchronous CE I preparatory modules	12 PM, Thursday, April 6
Complete ALL PT program AND site specific on-boarding requirements (to include drug screens) – Study Time	Friday, April 7
Upload Post-CAPE Coaching Feedback Goals for CE I	Friday, April 21
<i>First Week of CE I</i>	

Student Orientation Check List – Qualtrics Form link in Canvas	Friday, May 5th
Student/CI Information Form – Qualtrics Form link in Canvas	Friday, May 5th
<i>During CE I</i>	
Complete some version of Weekly Planning Forms with CI and formally review (nothing to upload)	Not Turned into Program but should be completed and reviewed with CI on weeks 1,2,5,&7
<i>Week 3 of CE I</i>	
CI to complete Week 3 Benchmark form and student to review – Qualtrics Form link in Canvas	Week 3: Friday, May 19 th
<i>Midterm of CE I</i>	
Complete Midterm CPI Evaluation	Week 4: Friday, May 26 th
<i>Week 6 of CE I</i>	
CI to complete Week 6 Benchmark form and student to review – Qualtrics Form link in Canvas	Week 6: Friday, June 9 th
<i>Conclusion of CE I</i>	
Complete Final CPI Evaluation**	Friday, June 23 rd
Guided Reflection – Canvas assignment upload	Sunday, June 25 th
Acadware Site/CI Assessments	Sunday, June 25 th

****Grade for CE I will not be given until all Assignments/Requirements are submitted**

Appendix A: CE I Week 3 and 6 Clinical Performance Benchmarks

CE I Benchmarks

These benchmarks serve as a guide to facilitate discussion, reflection and formative feedback between the student and CI, and are designed to provide “checkpoints” to ensure the student is making steady progress towards final CPI expectations. Assessed at weeks 3 and 6, the CI and Student will indicate Met or In Progress for each benchmark. Comments are required if In Progress is checked for any item. The student is responsible for uploading this document to the appropriate canvas assignment.

Week 3

Professional Behaviors

Demonstrates initiative
Demonstrates responsibility for own learning
Receives feedback without defensiveness

Met In progress

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Procedural Skills

No safety concerns
Able to collect required/pertinent information in a simple patient interview with 50% guidance
Progressing independence with performing familiar /simple examination tasks with direct supervision
Progressing independence with performing patient education and interventions with direct supervision

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Clinical Reasoning

Able to hypothesize some appropriate tests/measures for familiar conditions
Able to use the ICF to identify impairments, activity limitations, and participation restrictions in each patient

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Communication Skills:

Communicates in a professional manner with CI
Uses active listening to understand what is being communicated by others
Recognizes potential communication barriers

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments:

CE I Benchmarks

Week 6 - consider progress since mid-term CPI

Met In progress

Professional Behaviors

Demonstrates initiative and commitment to learning consistently
Makes effort to assess own performance and incorporate feedback
Seeks out resources to solve problems

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Procedural Skills

No safety concerns
Able to collect required/pertinent information in a simple patient interview with 25% guidance
Has shown progressive independence and confidence in performing familiar /simple examination tasks with direct supervision
Has shown progressive independence and confidence with performing patient education and interventions with direct supervision

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Clinical Reasoning

Able to consistently hypothesize appropriate tests/measures for familiar conditions
Able to efficiently use the ICF to identify impairments, activity limitations, and participation restrictions in each patient

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Communication Skills

Communicates in a professional manner with interprofessional team
Beginning to modify communication based on target audience
Recognizes potential communication barriers and can identify potential solutions

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Comments: