

**UNIVERSITY OF COLORADO
PHYSICAL THERAPY PROGRAM**

Course Title: Integrated Clinical Education I
Course Number: DPTR 5901
Semester: Fall 1
Year: 2025

Credit Hours: 1
Contact hours:
Class time: 13
Clinic: 40 hours

Course Coordinator:

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Community Clinical Instructors

Course Communication: General course announcements will be made via Canvas. Periodically, instructors may send individual or group messages via email. Please check that Canvas push notifications are turned on. It is the student's responsibility to check both Canvas and email on a regular basis.

Office Hours: Designated office hours will be posted on Canvas. To meet outside of these hours, requests should be emailed to the course coordinator.

Course Description: Short-term clinical education experience providing initial foundation and understanding of clinical practice with emphasis on integration of didactic and clinical learning while working in a student team.

ICE Mission: Through a team-based pair of experiences, we strive to develop the learner's ability to apply the traditional physical therapist skillset and appraise how the varied roles and broader expectations of a professional are explicitly demonstrated in the clinical or community setting without the pressure of meeting caseload demands.

ICE I Vision: Students will demonstrate collaborative patient care with compassion and confidence when applying foundational knowledge in a team-based clinical experience.

Course Outcomes: At the completion of this course, the student will be able to:

1. Realize the value of corresponding learning in the classroom and clinic.
2. Practice reflection on-action and for-action in the clinical setting to enhance performance.
3. Recognize the importance of foundational elements of physical therapy practice, including:
 - a. Safety
 - b. Collaboration
 - c. Clinical reasoning
4. Demonstrate safe techniques for body mechanics when handling patients with simple presentations, with supervision
5. Apply beginner principles of evidence-based practice in the clinical setting.
6. Discuss patient problems in the context of the ICF framework.
7. Demonstrate competency in select basic skills appropriate to patient population and setting.
8. Demonstrate beginning level of professional behaviors.
9. Use principles of defensible documentation for patient management.
10. Collaborate with peers and instructor/s to enhance learning in the clinical setting.
11. Participate responsibly in the constructive feedback process between self and peers/CIs.
12. Describe aspects of the physical therapist's role in the clinical setting.

Course Prerequisites:

1. Successful completion of all previous coursework.
2. Current CPR Certification:

This is a requirement of all clinical sites. The PT Program requires that students maintain current American Heart Association BLS certification throughout the 2.5-year curriculum.
3. Blood-borne Pathogens/Universal Precautions Compliance:

Our clinical affiliation contract states that students will have completed this training prior to participating in clinical education. The PT Program requires that students complete training in blood-borne pathogens prior to participating in the clinical phase of ICE I. This training is accessed through Complio.
4. HIPAA Compliance:

The PT Program requires that students successfully complete the online HIPAA training prior to participating in the clinical phase of ICE I. This training is accessed through Complio. It is in the best interest of patients and clients for students to understand and comply with HIPAA standards throughout their clinical experiences.
5. Health-related Compliance:

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

 - Program-required Immunizations (Hepatitis B, Tdap, MMR, Varicella, Annual Flu, Polio)
 - Proof of negative TB test annually
 - *Individual clinical sites may have additional special requirements for participation (e.g. drug screening, additional background check, COVID-19 proof of immunization, submission of immunization documents, proof of recent physical, etc.). It is the student's responsibility to identify and meet these special requirements.*

Curricular Elements: Students are expected to achieve competence in cognitive, technical, and affective skills across the following domains:

- Patient Centered Care
- Interpersonal Skills and Communication
- Practice Management
- Education
- Reflective Practice
- Professionalism
- Systems-Based Care

Teaching methods and Learning experiences:

Lectures, synchronous sessions, asynchronous sessions/independent learning modules, active learning, assignments, homework activities, and supervised clinical time will be included in this course.

Class Time: The term "class" encompasses student learning that occurs synchronously (in-person or online) or asynchronously. Synchronous and asynchronous classes play a pivotal role in the effective delivery of course content. While certain asynchronous activities may closely align with synchronous classes, some activities are designed to allow students the flexibility to complete them at a time that suits their schedule. This blended approach ensures that students benefit from a dynamic and adaptable learning experience, where the synergy of synchronous and asynchronous elements optimizes content delivery. Please note those tasks or graded activities that ought to be completed in preparation for class.

Additional Required Learning Activities: Immersions, offsite learning experiences and other required learning activities typically take place in-person. Attendance is mandatory for all required learning activities, as these sessions provide an opportunity for applying and integrating knowledge, refining psychomotor skills, engaging in collaborative learning, and receiving constructive feedback.

Attendance during synchronous class times and other required learning activities is mandatory. Students pursuing the DPT are seeking to enter a health profession in which full participation in the learning and clinical environments is essential for meeting programmatic and professional obligations. Building the requisite knowledge, skills, attitudes, and behaviors is accomplished by actively engaging in all learning activities in their intended environment (classroom, lab, clinic, community, online). By prioritizing attendance and participation, learners fulfill their responsibility to their peers by actively contributing ideas, engaging in discussions, and optimizing learning. When synchronous learning takes place online, participants are expected to have their cameras on and be in an area that is free from distractions.

Out of Class Time: All courses require preparation, homework, assignments, or additional learning activities beyond synchronous and asynchronous class time. The

Higher Learning Commission Policy (34CFR 600.2) states that for every one hour of class or direct faculty instruction, students should be expected to complete a minimum of two hours of out-of-class student work or preparation. Out of class time is NOT included in the contact hours and is NOT included on the PT Program course calendar. 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.

Clinic Time: Refers to activities that are to be completed within the context of clinic with the supervision of your clinical instructor. The clinical phase of ICE I consists of a supervised short-term experience, using the collaborative model of clinical education. Students will work half days from 8:00-12:00 with their CI, and all time in clinic is MANDATORY.

Course Technology Tools and Support:

To optimize learning, please be sure you are familiar with all technology used to engage in and complete instructional activities.

Canvas: Canvas is the LMS that will be used to turn in all assignments as well as many course resources. [Please click here if you want to learn more about how to utilize Canvas.](#)

Panopto: Panopto is the lecture capture application the program uses to give you access to asynchronous video content that enhances the learning experience.

Evaluation/Assessment Methods and Policies:

Grades and grading policies:

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

1. Achieve "Pass" or "Low Pass" competency on Week 1 skill check-off.
2. Achieve "Pass" or "Low Pass" in all areas of final assessment by Clinical Instructor.
3. Complete all peer assessments at end of the clinical experience.
4. Complete final self-assessment at end of the clinical experience.
5. Actively participate in all PLEX activities.
6. Complete and submit all assignments on time.

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.

Assignments and Assessment Forms: (See information on Canvas for complete details)

1. Skill Check-off:

- a. Week 1: Each student will complete a skill check-off during Week 1 on either transfers, goniometry, or manual muscle testing (MMT). The skill check-off will be completed with their CI during a patient encounter. Students will have two opportunities to achieve a minimum of a "Low Pass" final score. If a student receives a low pass, they will need to meet with the ICE coordinator to review the skill.

- b. Week 2: During the second week, students will self-select a skill from the provided list of possible skills to perform during a patient encounter. CIs will provide feedback on the student's performance of the skill. This is not a formal check-off, no Canvas submission is necessary.

2. Planned Learning Experiences (PLEXs):

- a. Every student will complete the "Narrative Medicine PLEX" regardless of setting or patient population during week 1.
- b. Every student will complete "EBP – Week 1 PLEX" regardless of setting or patient population during week 1.
- c. Every student will complete "EBP – Week 2 PLEX" regardless of setting or patient population during week 2.
- d. Every student will complete the "Social Determinants of Health (SDOH) PLEX" regardless of setting or patient population during week 2.

Each student is then expected to actively participate in **2 to 4 additional** PLEX activities each week of ICE. The specific PLEX selected is at the discretion of the Clinical Instructor and/or the student team. PLEX activities are designed to be completed individually or as a team, during or outside of patient care. Each student team is required to record which PLEX activities are completed each week.

- ## **3. Patient Documentation Assignment:**
- Each student will complete a written documentation note of one patient visit/encounter during week 2. This can be an initial examination/evaluation or from a recurring patient treatment. The documentation will follow the SOAP note format and incorporate concepts of themes as outlined in your Fruth text; this note will be completed outside of the patient's medical record. The documentation note will be submitted to your clinical instructor for feedback. The note does NOT need to be turned into the course coordinator at the end of ICE.

The purpose of this assignment is not to mimic the documentation system that is used at each clinical site, but rather to provide students practice incorporating general documentation principles following a patient encounter and to link clinical reasoning with documentation. While the SOAP note format is not always used as the actual format in clinical sites, the content related to subjective, objective, assessment, and plan sections are all incorporated in some way into daily documentation, regardless of the format or online system.

4. Guided Reflection: Role of the Physical Therapist in the Clinical Setting

Recognizing the role of the physical therapist is a key objective of the ICE experiences. Consider the role of the PT in your ICE setting and then complete a reflection paper on this topic. Things to consider in your paper:

- *What do you see as the defining characteristics of the PT's role?*
- *What assumptions did you have about the role of the PT? Describe how your perceptions changed from prior observations as an undergraduate student to your perception now as a PT student?*

- *Consider interviewing your CI. How did your discussion with the CI clarify or change your perspectives?*

Reflections should be written in first person language and be at least one page, double-spaced.

- 5. CI Assessment of Student and Student Self-Assessment:** Each student will complete a self-assessment at the end of week 2 of ICE. Students should discuss their self-assessment with the clinical instructor when reviewing the CI's final assessment as well. Both the CI Assessment of Student and the Self-Assessment should be submitted via Canvas.
- 6. Peer-Assessment:** Each student will complete the peer-assessment form at the end of Week 1 **and** Week 2. Peer assessment forms should be completed prior to the end of the week discussion with the CI and team to better facilitate discussion among team members. Following the team discussion, each student should be given their peer assessment forms completed by their teammates. Each student will submit their forms via Canvas at the end of Week 1 and Week 2.

ALL CLASS DETAILS, ASSIGNMENTS, AND FORMS LOCATED ON CANVAS

Summary of Course Policies:

A summary of course-related policies is provided below. Please see the "Student Handbook" and the "Student Clinical Education Handbook" for a full description of each policy.

Attendance and Participation

Students pursuing the DPT degree are seeking to enter a health profession in which full participation in the learning and clinical environments is essential for meeting programmatic and professional obligations. Building the requisite knowledge, skills, attitudes, and behaviors is accomplished by actively engaging in all learning activities in their intended environment (classroom, lab, clinic, community, online). By prioritizing attendance and participation, learners fulfill their responsibility to their peers by actively contributing ideas, engaging in discussions, and optimizing learning.

Just as attendance and participation are mandatory across required learning activities. Learners will need to prioritize their cohort's program calendar. Extracurricular activities such as travel, volunteer work, or employment should be scheduled with this calendar in mind. Moreover, learners should avoid finalizing personal commitments until course syllabi and program calendars have been published. Please note that, while course syllabi and program calendars are provided in advance, they are subject to reasonable change.

Please see the "Attendance Policy" in the Student Handbook and the "Time in Clinic Policy" in the "Student Clinical Education Handbook" for definitions, requesting or reporting an absence, and consequences of missing a required learning activity.

Time in Clinic/Attendance

Attendance in clinical education falls under mandatory coursework. Students are expected to attend **all** scheduled days of ICE. If illness or unforeseen emergency necessitates absence from the clinic, **students must first notify their Clinical Instructor and then contact the course coordinator.** Students will be expected to make up any time missed. Missed time may be made up at the same facility if this works for the clinical instructor and if appropriate supervision can be provided. Other arrangements will be made on an individual basis if the student is unable to make up time at their current clinical site. See student clinical education manual and student handbook for details on attendance and absences.

Please do NOT go to clinic if you are sick, demonstrating symptoms, or have a positive COVID-19 test. Students are expected to follow CDC guidelines, clinic policies, and campus policies/procedures related to illness. This may include COVID-19 testing and/or staying home for a prescribed amount of time.

Student Clinical Education Handbook

This course will abide by all policies stated in the student clinical education handbook regarding expected professional behavior, attendance, attire, and expectations for clinic. **Please refer to the student clinical education handbook for more detailed information.**

Accommodations

CU PT is committed to attracting and educating students who will help make the physical therapist workforce more representative of the patients it serves. The Program values diversity, access, and inclusion, and encourages learners with disabilities to review the Technical Standards described in the “Student Handbook” to determine whether they might require accommodations to fully engage in the CU PT curriculum. Should learners have questions about accommodations or wish to seek accommodations, they are encouraged to contact the [Office for Disability, Access, and Inclusion](#) to confidentially discuss their accommodation needs.

Learners with approved accommodations will have these listed in their student portal and will need to select those courses for which the accommodations apply.

Remediation

As a health professions education program, we have a responsibility to ensure graduates of our program can demonstrate competence, uphold our profession’s social contract, and practice safely. For their part, students are responsible for engaging in self-regulated learning and meeting the academic, clinical, and professional standards required to progress in the program and practice as a licensed physical therapist. When learners have difficulty meeting these standards, it is imperative that they proactively engage with key personnel to resolve outstanding issues. This will typically include working with faculty and others to identify challenges, examine the factors impacting their performance, develop an action plan to meet program standards, and reassess performance.

- Performance remediation is required under the following circumstances:
 - Academic – Failure of a summative assessment. NOTE – Failure of a final summative assessment will require remediation before the final course grade can be posted and result in an “In Progress” (IP) grade.

- Clinical – Failure to meet performance standards during the clinical education experience. Such standards are assessed using CPI scores and comments.
- Professional – Demonstration of a single egregious behavior (legal or ethical violation) or ≥ 2 concerning patterns of behavior that are inconsistent with the standards outlined in the Student Handbook.

Learners requiring performance remediation (and their faculty advisor) will receive a formal notification from their course instructor, clinical education advisor, or a designated faculty member that: 1) states the reason for remediation 2) outlines the elements of a successful remediation attempt 3) explains the consequences of failing to successfully remediate and 4) outlines a timeline for completing required activities.

- Course remediation is required under the following circumstances:
 - Academic – Failure of a didactic course ($<73\%$)
 - Clinical – Failure to meet performance standards at the conclusion of the clinical education experience. Such standards are assessed using CPI scores and comments.

Please see the “Remediation Policy” in the Student Handbook for definitions and details regarding performance remediations, course remediations, and early alert status.

The CU PT Honor Code

To uphold one’s societal obligations as a physical therapist, learners must prioritize ethical conduct and act with honor and integrity under all circumstances. This necessarily starts with one’s education, as learners are developing and refining their professional identity. Academic dishonesty is intolerable as it erodes the trust of current and future colleagues and patients. Such dishonesty violates our professional code of conduct. When working with patients, we trust that our colleagues are being honest. Saying I checked a patient’s blood pressure when I actually didn’t could harm the patient. Saying I know how to perform a particular skill when in fact I don’t (because I cheated on an assessment) could harm the patient. In healthcare, honesty is a fundamental responsibility.

Professional education at the University of Colorado is conducted under the honor system. This system confers many responsibilities and freedoms upon students, while fostering mutual trust and respect among all members of the CU PT community. The CU PT Honor Code represents a philosophy and set of rules that require learners and their peers to hold each other accountable for their actions. Its aims are to instill and maintain ethical and honest behavior and to create a culture where unethical and dishonest behavior are not tolerated.

The CU PT Honor Code is provided as an appendix in the “Student Handbook”. Please recall that you attested to upholding this honor code during orientation.

Academic Misconduct

Academic integrity reflects adherence to the principles of honesty, trust, fairness, respect, responsibility, and courage in all academic endeavors. Examples include admitting to your mistakes and taking responsibility for them, refusing to participate in unethical practices, acting with honesty and fairness in all situations, and upholding program and professional standards.

Please refer to the “Student Handbook” for a more detailed description of honor code violations and their consequences.

Use of Artificial Intelligence

Artificial intelligence (AI) is a broad term encompassing systems that can perform tasks that typically require human intelligence. Traditional AI primarily focuses on analyzing data, predicting outcomes, and problem-solving with defined parameters, whereas generative AI primarily focuses on creating or generating content (text, images, audio, and video) based on data patterns. Examples of generative AI include ChatGPT, Co-Pilot, and Notebook LM.

AI has played a critical role in shaping health professional education by offering tools that enhance learning, critical thinking, and skill development. Recognizing its potential, the CU PT faculty seek to integrate AI tools ethically and responsibly while preserving the value of gaining foundational knowledge, processing information, and developing ideas without the support of AI.

The following principles and responsible use guidelines will direct the use of AI in the CU PT program:

Accepted Platforms	Accepted generative AI platforms can be found here: https://www.cuanschutz.edu/offices/iss/artificial-intelligence When allowed by faculty, program materials should only be uploaded to Co-Pilot using your university license. Sharing of program material with ChatGPT or other unauthorized platforms is prohibited.
Principles	
Honesty	Students should be truthful about their use of AI tools, especially when completing academic assignments, writing clinical notes, or making decisions in patient care simulations. If a student uses an AI tool to draft a portion of a reflection or documentation, they should acknowledge the tool’s use, rather than presenting it as entirely their own original work.
Integrity	Integrity involves consistent adherence to professional and academic standards, even when AI tools make it easy to cut corners. Students should avoid misusing AI to generate fabricated data, falsify clinical observations, or shortcut learning processes, thereby maintaining the authenticity of their professional development.
Respect	Respect in AI use includes protecting patient privacy, safeguarding intellectual property, and honoring the boundaries of technology in human care. Students should never input identifiable patient data or course materials into public AI systems. They should also respect faculty and peers by using AI to supplement—not replace—collaborative learning and professional dialogue.
Accountability	Students must take responsibility for how they use AI, including verifying information generated by AI and understanding its limitations. If a student relies on AI for clinical reasoning practice, they remain responsible for cross-checking recommendations with evidence-based sources and clinical guidelines before applying them.

Responsible Use	
Bias	Students ought to be aware of potential biases in AI algorithms that can arise. In most instances, AI biases reflect the designers' biases. The critical evaluation of AI outputs is essential to identify and mitigate such biases. Relatedly, when using AI tools, students should seek to understand the underlying processes and limitations of these systems to ensure responsible use.
Permissible Use	<p>AI tools may be used to:</p> <ul style="list-style-type: none"> Assist in formatting citations and managing references Support learning, as permitted or encouraged by faculty Gain a basic understanding of AI's capabilities and limitations <p>Learners must document their use of AI tools in an "Acknowledgments" or "Disclosures" section or equivalent statement, detailing how the tools were used to support their work. For example, this could include specifying whether the AI tool assisted with brainstorming, grammar checking, citation generation, or other tasks. For example, the authors of this student handbook used AI (ChatGPT and Co-Pilot) to create and revise limited content, including this AI policy.</p>
Prohibited Use	<p>AI tools may not be used to:</p> <ul style="list-style-type: none"> Fabricate data or other material presented as original work. Circumvent stated learning objectives or the advancement of critical reasoning skills that are essential to the formation of one's professional identity. This includes completing all or part of an assignment using AI without explicit faculty permission. Disclosure of personal information (self and others) or intellectual property.

Reference: Masters, K. (2023). Ethical use of Artificial Intelligence in Health Professions Education: AMEE Guide No. 158. *Medical Teacher*, 45(6), 574–584.

Failure to adhere to this policy, including the misuse of AI or lack of transparency in its use, will be treated as a violation of the honor code. Such cases will be referred to the Student Promotions Committee for review and potential disciplinary action.

Mistreatment

CU PT values diverse perspectives and seeks to foster inclusive environments. As such, the program has a responsibility to provide an environment that is conducive to effective learning by creating an atmosphere of mutual respect among students, staff, residents, and faculty. This includes fostering an environment that is free from ridicule, exploitation, intimidation, sexual or other forms of harassment, physical harm, and threats of physical harm. To that end, CU PT will not tolerate the mistreatment of students or other members of its community, nor will it tolerate retaliation against any individual because they reported, in good faith, a violation of the program's professionalism standards. CU PT shall also:

- ✓ Provide mechanisms and procedures by which learners can safely report mistreatment against them or others

- ✓ Use knowledge gained from these reports to education members of the CU PT community about what constitutes mistreatment, with the goal of reinforcing a culture of mutual respect

We have adopted the American Association of Medical Colleges definition that states, “mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process”.

Reporting Peers, Staff, or Faculty for Mistreatment

There are a number of reporting mechanisms for students who have observed or experienced mistreatment. Please refer to the Student Handbook for specific examples of mistreatment and a list of resources for reporting mistreatment.

Attire

CU PT is committed to fostering a safe, respectful, and effective learning environment. The development and practice of physical therapy does require physical contact with peers, standardized patients, and actual patients. When learners enter practical examinations and clinical environments, it is important to recognize that you will be interacting with individuals representing diverse ages, cultural backgrounds, and lived experiences.

Option 1: List specific attire considerations for your particular course

Option 2: Please refer to the Student Handbook for additional guidance regarding classroom, clinic, and professional attire”.

Professional Behaviors

Each student is expected to conduct themselves 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.

Class Participation

Includes but is not limited to: participation in clinic, skills checks and evidence of having prepared for class and clinic, completing required asynchronous work and readings prior to each class.

Class Schedule and Format:

Date	Format	Instructor	Topic/Content
Week of August 4			
Pre-work	Asynchronous video lecture	Jones	<ul style="list-style-type: none"> • Review of Clin Ed philosophy • Overview of ICE structure, timing, purpose

			<ul style="list-style-type: none"> Intro to onboarding principles
Monday 8/4/24 8:00-10:00	Class: Synchronous session	Jones, Sawyer	<ul style="list-style-type: none"> ICE introduction Onboarding requirements ICE Clinical Settings Team Goals and Team Profile Form <ul style="list-style-type: none"> Small group discussion & Active work time – see Canvas for instructions Professional E-mail Communication
Assignments	Complio Trainings Access instructions on Canvas for all assignments		<ul style="list-style-type: none"> Complio Trainings (due 8/31/25): <ul style="list-style-type: none"> Blood Borne Pathogens training HIPAA training Hazardous Materials training Complete Team Profile Form (due 8/25/25) Complete Individual Student Profile Form (due 8/25/25) Create team goals for ICE I (8/16/25) Draft email to CI (due 8/16/25)
Week of September 22			
Tuesday 9/23/24 8:00-10:00	Class: Synchronous session	Jones, Sawyer	<ul style="list-style-type: none"> Overview of expectations ICE assignment overview PLEX use review
Weeks of October 6 & 13			
Assignment – pre-work		Jones	<ul style="list-style-type: none"> Basics of Documentation – Canvas module
Wednesday 10/8/24 8:00-10:00	Class: In-person (Lab Immersion IA)	Jones, Sawyer	<ul style="list-style-type: none"> Active learning session – see Canvas for instructions <ul style="list-style-type: none"> ICE assignment review Peer assessment activity Feedback
10/9-10/10, 10/13-10/15 8:00-12:00	Clinic: Week 1 of ICE I	Clinical Instructor(s)	<ul style="list-style-type: none"> Attend all clinic hours Complete assignments listed on Canvas <ul style="list-style-type: none"> See Canvas for instructions All assignments due 10/20/25

Wednesday 10/15/24 2:00-4:00	Class: In-person (Lab Immersion IA)	Jones, Sawyer, Graber	<ul style="list-style-type: none"> • Debrief/reflection <ul style="list-style-type: none"> ○ See Canvas for Reflection assignment instructions • EBP PLEX discussion (Graber) • EE/FI Connections
Week of November 17			
Wednesday 11/19/24 8:00-10:00	Class: Synchronous session	Jones, Magnusson, Sawyer	<ul style="list-style-type: none"> • Active learning session – see Canvas module for instructions <ul style="list-style-type: none"> ○ Managing Microaggressions in the Clinic
Weeks of December 1 & 8			
Wednesday 12/3/24 8:00-10:00	Class: In-person (Lab Immersion IB)	Jones, Sawyer	<ul style="list-style-type: none"> • Documentation <ul style="list-style-type: none"> ○ Abbreviations ○ Case studies • Goal setting for Week 2 • Review of assignments for Week 2
12/4-12/5, 12/8-12/10 8:00-12:00	Clinic: Week 2 of ICE I	Clinical Instructor(s)	<ul style="list-style-type: none"> • Attend all clinic hours • Complete assignments listed on Canvas: <ul style="list-style-type: none"> ○ See Canvas for instructions ○ All assignments due 12/12/25
Wednesday 12/10/24 2:00-4:00	Class: In-person (Lab Immersion IA)	Jones, Sawyer	<ul style="list-style-type: none"> • Active learning session – see Canvas for class and assignment instructions <ul style="list-style-type: none"> ○ Debrief/reflection ○ EBP – Week 2 PLEX discussion