Course Title: Integrated Clinical Education I  
Clock Hours: 2 weeks full-time in clinic; 6 hours preparation seminar

Course Number: DPTR 5901  
Credit Hours: 1

Semester: Fall 1  
Year: 2019

Course Coordinator: Catherine Bilyeu PT, DPT, OCS, COMT
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Course instructors: Jenny Rodruiguez, PT, DPT  
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Community Clinical Instructors (CIs)

Course communication: Email: Announcements of course information and other communication within this course will be sent using students’ UCD school email address. It is the students’ responsibility to check email messages regularly. Non-Email Communication: Announcements will be made, and documents posted on Canvas. Canvas will also be used for assignment submission.

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.

Course Prerequisites:  
1. Successful completion of all previous coursework.
2. Current CPR Certification:  
   This is a requirement of all of our clinical sites. The PT Program requires that students maintain current CPR certification throughout the 2.5-year curriculum.
3. OSHA Requirements related to Blood-borne Pathogens (MANDATORY training):  
   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 is provided during a preparation seminar.
4. 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.
**NOTE: Individual clinical sites may have additional special requirements for participation (i.e. drug screening, additional background check, etc.) It is the student’s responsibility to identify and meet these special requirements.**

**Course Objectives:** Upon 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. Professional behavior (communication, accountability)
   c. Clinical reasoning
4. Use acceptable techniques for handling of patients (e.g. body mechanics, guarding, assist, etc.)
5. Apply principles of evidence-based practice in the clinical setting.
6. Discuss patient problems in the context of clinical decision-making frameworks.
7. Demonstrate competency in select basic skills appropriate to patient population and setting.
8. Demonstrate beginning level of generic professional abilities.
9. Use principles of defensible documentation for patient management.
10. Collaborate with peers and instructor/s to enhance learning in the clinical setting.
11. Accept responsibility to provide constructive feedback to peers and clinical instructor.
12. Describe aspects of the physical therapist’s role in the clinical setting.

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

**Teaching Methods:** Supervised short-term clinical education experience, using collaborative model of clinical education, as well as focused learning experiences in the clinical setting. Teaching methods used in preparatory and debriefing sessions include lecture, discussion, reflection, and self-directed learning.

**Evaluation Methods:**

**Grades and Grading Policy:**
*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 Week 1 and Week 2.
5. Actively participate in all PLEX activities during each ICE week.
6. Complete and submit all assignments on time.

**Assignments and Assessment Forms:**

1. **Skill Check-off:**
   a. Week 1: Each student will complete a skill check-off during Week 1 on either transfers (inpatient setting) or goniometry (outpatient setting.) 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.
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.

2. **Planned Learning Experiences (PLEXs):**
   a. Every student will complete “Integrating PICO Inquiry into Clinical Practice - Level 1” (PLEX #62) regardless of setting or patient population during Week 1.
   b. Every student will complete the Narrative Medicine PLEX (PLEX #40) regardless of setting or patient population during Week 1.
   c. Every student will complete “Integrating PICO Inquiry into Clinical Practice - Level 2” (PLEX #63) regardless of setting or patient population. During Week 2.

Each student is then expected to actively participate in **3 to 4 additional** PLEX activities each week of ICE. The specific PLEX selected is at the discretion of the Clinical Instructor. PLEX activities are designed to be completed individually or as a team, and 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 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. During Week 2, team will “interview” their CI(s) about the role of the PT in that 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?
   - How did your perception change from week 1 to week 2 and why?
   - How did your discussion with the CI clarify or change your perspective?

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

5. **CI Assessment 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 their clinical instructor when reviewing the CI’s final assessment as well. Both the CI Student Assessment and the Self-Assessment should be submitted to via Canvas at the end of Week 2.

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 assessment forms / skill check-off rubrics will be located on Canvas**

Summary of forms and assignments to be submitted to Course Coordinator via Canvas:

**End of Week 1:**
1. PLEX record form (only one per team needs to be submitted)
2. Completed Skill Check-Off form
3. Submit PICO question from PLEX #62
4. Peer assessment forms (completed by your team members)

**End of Week 2:**
1. PLEX record form (only one per team needs to be submitted)
2. Completed Skill Feedback form
3. Submit PICO question from PLEX #63
4. Peer Assessment forms (completed by your team members)
5. Self-Assessment form
6. Final CI Assessment form
7. Guided Reflection Paper

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:** 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 internship site.