

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

Course Title: Integrated Clinical Education I
Course Number: DPTR 5901
Semester: Fall 1
Year: 2021

Credit Hours: 1
Contact Hours:
Lecture: 13
Self-directed: 2
Clinic: 10 days full-time (80 hours)

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Office Hours: By appointment- please make requests by email

Course instructors: Jenny Rodriguez, 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' CU Anschutz school email address. It is the students' responsibility to check email messages regularly.
Course Communication: Announcements will be made via email and 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 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. Collaboration
 - c. Clinical reasoning
4. Use acceptable techniques for handling of patients (e.g. body mechanics, guarding, assist)
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.

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 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 the clinical phase of ICE I. This training is provided via asynchronous modules.
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 provided via asynchronous modules. 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.*

Curricular Elements:

- Patient-Centered Care
- Clinical Reasoning and Evidence Based Practice
- Movement for Participation
- Teamwork and Collaboration
- Quality Improvement and Safety

Teaching Methods and Learning Opportunities:

Teaching methods used in preparatory and debriefing sessions include classroom sessions, asynchronous* online learning modules and synchronous* sessions consisting of lecture, discussion, and reflection. Clinical phase consists of a supervised short-term clinical education experience, using collaborative model of clinical education, as well as focused learning experiences in the clinical setting.

***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/Assessment Methods and Policies:

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 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.

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 (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 the Narrative Medicine PLEX (PLEX #40) regardless of setting or patient population during week 1.
- b. Every student will complete "EBP - Level 1" (PLEX #62) 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 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?*
 - *How did your perception change 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 perspective?*
 - *How has the PT's role been impacted (or not) by COVID-19?*

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 their 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

Schedule and Format – SEE CANVAS FOR DETAILS AND DUE DATES

Date	Topic/Content	Faculty	Content/Assignments
Week of July 13			
<i>Asynchronous – assigned time</i> 07/13; 3:00-4:00	ICE introduction – important prep material for zoom session at 4:00	Bilyeu	Canvas Modules
<i>Synchronous - Zoom</i> 07/13; 4:00-5:00	ICE introduction: course requirements, clinic expectations	Bilyeu	Zoom information available on Canvas
<i>Self-directed</i>	Blood Borne Pathogens training		Skillsoft
Week of August 2			
<i>Synchronous – IN PERSON</i> 08/02; 10:00-12:00	Team Dynamics Goal Setting Feedback framework	Bilyeu	Active work time to complete required documents during class
<i>Self-directed</i>	Complete Team Profile Form Complete Individual Profile Form	N/A	Upload forms to Canvas and Email all forms to CI
<i>Self-directed</i>	HIPAA training	N/A	Skillsoft
Week of August 30			
<i>Asynchronous – NO assigned time</i>	Basics of Documentation	Streussel Bilyeu	Canvas Module
<i>Synchronous - Zoom</i> 08/30; 10:00-12:00	Documentation - cases Linking EBP and patient care	Bilyeu Mañago Streussel	Zoom information available on Canvas
Week of Sept 13			
<i>Clinic Time</i> Sept 13-17	Attend all clinical hours Complete assignments listed on Canvas.	Clinical Instructor	PLEXs Assessment Forms Skill Check Off
Week of Sept 20			
<i>Synchronous - Zoom</i> 09/20; 10:00-12:00	Debrief / reflection EBP / PLEX discussion EE/FI Connections	Bilyeu Mañago	Zoom information available on Canvas
Week of Nov 1			
<i>Synchronous – IN PERSON</i> 11/04; 3:00-4:00	Documentation 2	Streussel Bilyeu	Active learning session
Week of Nov 8			
<i>Synchronous – IN PERSON</i> 11/11; 3:00-5:00	EE/FI Connections EBP Deeper learning as a team	Bilyeu	Canvas materials Active learning session
Week of Nov 15			
<i>Clinic Time</i> Nov 15-19	Attend all clinical hours Complete assignments listed on Canvas.	Clinical Instructor	PLEXs Assessment Forms Skill Check Off Documentation Assign. Reflection Paper
Week of Nov 29			
<i>Synchronous – IN PERSON</i> 11/30; 3:00-5:00	Debrief / reflection EBP Moving forward in Clin Ed	Bilyeu Mañago	Canvas Materials Active learning session

Course Policies:

Diversity, Equity, and Inclusion Statement: The CU PT Program, School of Medicine, and Anschutz Medical Campus are committed to fostering a diverse, inclusive, and respectful learning environment. To create and preserve an atmosphere that optimizes learning for all, students, staff, and faculty share the responsibility of working to ensure that program participants feel valued and supported.

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.

Please do NOT go to clinic if you are sick, demonstrating symptoms, or have a known direct exposure to a positive case of COVID-19

Students are expected to follow CDC guidelines and campus policies and procedures that may include COVID-19 testing, quarantine, and self-isolation prior to returning to clinic. Steps to follow:

- Notify CI and CE Faculty Advisor as soon as possible
- Complete confidential self-report form required by campus: [confidential self-report form](#)

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