

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

**Course Title:** Integrated Clinical Education II

**Clock Hours:** 2 weeks full-time in clinic; 2 hours preparation seminar

**Course Number:** DPTR 6902

**Credit Hours:** 1

**Semester:** Fall II

**Year:** 2017

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**Course Coordinator:**

Catherine Bilyeu PT, DPT, OCS

**Phone number:**

303-724-0496

**Email address:**

Catherine.Bilyeu@ucdenver.edu

**Office Hours:**

By appointment- please make requests by email

**Course instructors:**

Jenny Rodriguez PT, DPT, MHS

Joe Palmer PT, DPT

Cynthia Armstrong PT, DPT, CHT

Eric Sawyer PT, DPT, OCS

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 the CU PT Clinical Education / ICE II module within Canvas. Canvas will also be used for assignment submission during the ICE weeks.

**Course Description:**

Short-term clinical education experience with emphasis on gaining breadth of experience, applying previously gained knowledge to a new clinical setting, and engaging in advanced clinical problem-solving, while continuing to practice psychomotor skills.

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

1. Demonstrate competency in select skills appropriate for the patient population and setting.
2. Evaluate information gathered during an initial examination using clinical decision-making frameworks.
3. After completing an initial examination, develop an appropriate plan of care with input from CI(s) and ICE team.
4. Contrast two interventions and make selections for individual patients with clear rationale.
5. Establish and maintain a safe working environment
6. Revise a plan of care based on the patient's response.
7. Effectively communicate patient status to the appropriate team member.
8. Seek opportunities to participate as a member of the interdisciplinary team.
9. Analyze legal and/or ethical issues related to patient care.
10. Examine implications of billing practices and reimbursement on physical therapy practice.

**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” in all areas of final assessment by Clinical Instructor.
2. Complete all peer assessments at end of Week 2.
3. Complete final self-assessment at end of Week 2.
4. Actively participate in all PLEX activities.
5. Present verbal rounds on one patient and actively participate in team discussions.
6. Complete and submit all assignments on time.

### **Prerequisites to participate in clinical education:**

1. *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.

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 (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.*

## **Assignments and Assessment Forms:**

*\*All assessment forms and skill check-off rubrics can be found on Canvas*

### **1. Planned Learning Experiences (PLEXs):**

Each student is expected to actively participate in 6 PLEX activities during the 2 weeks of ICE II. The specific PLEXs are at the discretion of the Clinical Instructor, with student input as requested by the CI. 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 during ICE II using the PLEX record form.

## **2. Clinical Reasoning: Verbal Patient Rounds**

During ICE II, each student will participate in verbal rounds, presenting to their team and CI on one patient following a patient encounter. The presentation may be made following an initial examination or a return visit, depending on the patient schedule during ICE II. The verbal rounds will follow this format:

1. Students and/or the CI will determine which patient each student will be presenting on.
2. Following the patient encounter, the designated student will have time to prepare for the verbal rounds. Ideally, the rounds will occur immediately following the patient encounter, however it may be completed later in the day. However, the presenting student should have time immediately after the encounter to gather thoughts, jot down notes, etc.
3. The student will present on their patient to the team. The presentation will include:
  - a. Current presentation/condition- could include a summary of relevant tests/measures performed, key findings, and/or interventions completed and patient's response
  - b. Clinical Impression
  - c. Goals- short and long-term goals
  - d. Plan- for next session, discharge, progression of plan of care, etc
  - e. Rationale for goals/plan
4. Following the presentation, the CI and team will provide feedback and ask pertinent questions such as:
  - a. What questions about this patient remain?
  - b. Were there any knowledge gaps?
  - c. Were the connections between impairments/limitations/restrictions clear?
  - d. How did the student prioritize what to present and did you agree with the prioritization?

The verbal rounds activity will occur any time during the two weeks and each student will present once. There is no assignment to be turned in for this activity; however, the student's presentation will be incorporated into their clinical reasoning scoring, and students' participation in the post-rounds discussion will be taken into account in their teamwork/collaboration assessment.

3. **Guided Reflection:** Each student will submit a written reflection focused on your growth since ICE I. Reflections should be written in first person language and be at least one page double spaced. Use the following information to guide your paper:
  - 1) Reflect on where you have come since ICE I
  - 2) Describe ways you have grown as a student PT and as an evolving member of a healthcare team.
  - 3) How have your skills such as communication, empathy, professionalism ("soft-skills") developed in working with a team (including patients).
  - 4) What challenges did you identify in CE I and during ICE II that you can focus on during CE II? As part of a team? As an individual?
  - 5) How has your clinical reasoning evolved?
4. **CI Student 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 the course coordinator at the end of Week 2.

- 5. Peer-Assessment:** The ICE II peer assessment form will be completed at the end of Week 2. Each student will submit their own forms (completed by teammates) to the course coordinator at the end of Week 2. Students are strongly encouraged to review the form at the end of week 1 prior to the end-of-the-week discussion with the CI and team to better facilitate discussion among team members.

### **Summary of forms and assignments to be submitted to Course Coordinator:**

*Please use Canvas for submission if possible. If you are unable to submit your forms electronically, please submit to Course Coordinator's mailbox as one packet with all forms labeled.*

*All documents should have student's name/assignment on every page.*

*All documents should follow this file-naming convention: lastnamefirstinitial\_assignment name*

*For peer assessment form, add name of student you are reviewing after the assignment name.*

### **End of Week 2 (Monday 10/23, 12:00pm):**

1. PLEX record form (only one per team needs to be submitted)
2. Reflection paper
3. Peer Assessment forms (completed by your team members)
4. Self-Assessment form
5. Final CI Assessment form

## **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 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. Attendance in clinical education falls under "mandatory" coursework. To request time off during clinical education, students will submit a written request to the Absences Committee prior to the start of ICE, following the procedure outlined in the Student Policies and Procedure Manual. This includes requests related to professional development opportunities, as well as those related to personal life events, such as special family events and religious holidays. Students are able to miss Friday, October 20 **only** to attend National Student Conclave. Students are responsible for completing the survey monkey to indicate they plan to attend. ***Students not going to National Student Conclave are expected to attend ICE II on this day.***

\*\* The time allowed to meet IPED assignment requirements will be one hour per week. These 2 hours do not constitute missed time.