

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

**Course Title:** Integrated Clinical Education II

**Credit Hours:** 1

**Contact Hours:**

*Lecture:* 6 hours preparation/debrief seminars

*Clinic:* 80 hours dedicated to ICE team-based activities

**Course Number:** DPTR 6902

**Semester:** Fall II

**Year:** 2021

**Course Coordinator:**

Catherine Bilyeu PT, DPT, OCS

**Phone number:**

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**Email address:**

Catherine.Bilyeu@CUAnschutz.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:**

**Non-email communication:** Announcements will be made and documents posted in the ICE II Canvas course. Canvas will house all lecture notes, video resources, and assignments. Every attempt will be made to record each class and/or sections of each class whenever possible, these recordings will be available on the Canvas site.

**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 Description:**

Short-term clinical education experience with emphasis on advanced team-based problem solving in the context of real patient presentations, linking clinical reasoning to the application of knowledge and psychomotor skills in a new clinical setting, and gaining proficiency in peer/colleague feedback behaviors.

**Course Prerequisites:** Successful completion of all previous course work.

**Other prerequisites 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 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.*

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

1. Demonstrate a collaborative approach to patient care through consideration of appropriate input from ICE team peers, CI, and other healthcare professionals
2. Contrast pertinent interventions and make selections for individual patients with clear rationale.
3. Revise a plan of care based on the patient's response and input from team members.
4. Demonstrate effective communication skills when involved in team-based activities.
5. Demonstrate effective communication skills throughout a patient encounter with simple patient presentations.
6. Seek opportunities to participate as a member of the interdisciplinary team.
7. Demonstrate the ability to professionally give and receive relevant feedback with peers
8. Demonstrate the ability to professionally give and receive relevant feedback with clinical instructor.

**Curricular Elements:** The Physical Therapy program emphasizes several core elements that span the curriculum rather than being contained in one or two courses. The core elements addressed in this course include:

- Teamwork and Collaboration
- Clinical Reasoning and Evidence Based Practice
- Patient-Centered Care
- Movement for Participation
- 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:**

**Grades and Grading Policy:** *This course is graded as pass/fail.*

*Criteria to achieve a "Pass":*

1. Adhere to professional behaviors in all group activities.
2. Actively participate in all PLEX activities; each student will lead one weekly PLEX summary submission.
3. Complete peer feedback forms and participate in feedback session at end of Week 2.
4. Complete and submit all assignments on time.

**Assignments:** *(see information on Canvas for complete details and due dates)*

### **1. Team Profile:**

Each team will submit written goals related to team function on Canvas, and designate lead to email CI.

### **2. Individual Student Information Form:**

Each student will submit an individual information form, and forward to team lead to email CI

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

- a. Each student is expected to actively participate in 6 PLEXs. PLEXs are designed to be completed as a team both during and outside of patient care hours. Team members are expected to fully participate in each session.
- b. Access PLEXs on the program's clinical education website or Canvas
- c. PLEX 64 is **mandatory**
- d. Submit PLEX log on Canvas at end of experience

### **4. 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?

**5. Assessments:**

- a. Students will complete peer feedback forms on each of their teammates at the end the experience. Each student will collect the feedback forms provided by their peers and submit these along with a self-assessment.
- b. Students are responsible for submitting an assessment form completed by the CI

**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 Sept 7			
<i>Synchronous - Zoom</i> 09/08; 1:00-3:00	ICE II introduction: creating strong teams, learning in a collaborative model Complete Team Profile Form Complete Individual Profile Form	Bilyeu	Zoom information available on Canvas Upload forms to Canvas
<i>Self-directed</i>	Finalize documents and send to CI	N/A	Assign a team lead to send these materials to CI when instructed by Course Coordinator)
Week of October 4			
<i>Synchronous – IN PERSON</i> 10/04; 1:00-3:00	ICE II logistics and assignments Clinical Reasoning and EBP in the clinic	Bilyeu Bade	Zoom information available on Canvas
Week of Sept 13			
<i>Clinic Time</i> Oct 11-22	Attend all clinical hours Complete assignments listed on Canvas.	Clinical Instructor	PLEXs Assessment Forms Reflection
Week of Oct 25			
<i>Synchronous – IN PERSON</i> 10/27; 1:00-3:00	Debrief ICE II PLEX 64 wrap up Plan: connect ICE II to MSK III	Bilyeu Bade	Zoom information available on Canvas

**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:**

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

**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.**