

University of Colorado
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: 2024

Course Coordinator:

Jenny Logan, PT, DPT, NCS

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Office Hours:

By appointment – please make requests by email

Course Coordinator:

Catherine Bilyeu PT, DPT, OCS

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Office Hours:

By appointment - please make requests by email

Course instructors:

Joe Palmer PT, DPT, PhD

Holly Ingham PT, DPT, PCS

Becca Keefer PT, DPT, CCS

Community Clinical Instructors (CIs)

Course communication:

Email: Announcements of course information and other communication within this course will be sent using student's University of Colorado e-mail address; however, Canvas is the primary method of course communication. It is the student's responsibility to check Canvas and e-mail on a regular basis. Email will be the main form of communication to communicate directly with individual students.

Canvas communication: Canvas is the primary method of communication which will be used for this course. Please check that Canvas notifications are turned on.

Course Description:

ICE II occurs in the middle of the fall semester and focuses on the broader roles that physical therapists have within patient and local community groups. It also continues the integration of classroom and clinical learning while student teams are placed in a new clinical setting (as compared to ICE I). ICE II allows immersion in activities focused on professional formation, advanced clinical problem solving, community engagement, and further development of cognitive, psychomotor and affective skills.

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. Recall social and structural determinants of health
2. Identify new skills (tests/measures/interventions) specific to a specialty population or community group
3. Apply new knowledge and skills to wholistic patient centered care with input from team members
4. Examine data related to key health indicators/outcomes and determinants for a given population community
5. Integrate clinical reasoning skills across classroom, clinical and community settings
6. Engage key partners (patients, caregivers, clinicians, community/clinic leaders) to gain fuller understanding of a patient's or community's health-related needs and goals
7. Collaborate with key partners to explore patient needs within the clinic and/or community
8. Apply master adaptive learning strategies across new clinical and community settings
9. Utilize collaboration strategies amongst ICE team to maximize experience outcomes
10. Provide authentic, constructive feedback to peers and other stakeholders
11. Examine your positionality relative to a population/community
12. Reflect on the benefits and challenges of community engagement as part of a physical therapist's responsibility to society

13. Embody the APTA core values (e.g. altruism, compassion, inclusion and social responsibility)

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.

***Class Activities** refers to learning opportunities such as lectures, active-learning activities, peer-led activities, instructor-facilitated activities, group activities. This includes review of video lectures or related modules.

***Out of Class 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
3. Contribute to learning activities and development of final presentation
4. Complete peer feedback forms and participate in feedback session at end of Week 2.
5. Complete and submit all assignments on time.
6. Achieve pass or low pass on all assessment items
 - a. *A low pass signifies that you will need to meet with the course coordinator to review skills*

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 the 2 required PLEXs. You and/or your CI may choose to do more PLEXs for learning purposes or as a learning activity. PLEXs are intentionally designed to promote deeper learning and should 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. Clinical Reasoning PLEX and Social Determinants of Health (SDOH) II PLEX are **mandatory**

4. Learning Activities to guide final presentation:

- a. Learning activities are designed to help you and your team understand and support the health-related needs of your clinical population and community
- b. You will be required to complete the 3 required activities and 3 additional activities. You may select more than 6 total activities if applicable. Activities can be found on Canvas.
- c. You are expected to actively participate in all learning activities with your team
- d. You will submit a Learning Activity log at the end of the experience (one per team)

5. Guided Reflection

Each student will submit a written reflection focused on your growth since ICE I and your understanding of PTs broader role in the community. More details can be found on Canvas.

6. 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

7. Final presentation delivered and graded in PD II

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 2			
<i>Class Activity</i> 09/06; 1:00-3:00	ICE II introduction: revisit KELP → creating strong teams, learning in a collaborative model; Complete Team Profile Form and Individual Profile Form; Changes made to ICE II with background and rationale	Bilyeu Logan	Pework required for session, see Canvas for details 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 Sept 30			

<i>Class Activity</i> 10/03; 1:00-3:00	ICE II logistics and assignments Clinical Reasoning and EBP in the clinic	Bilyeu Logan Bade Pascoe	Pework required for session, available on Canvas
Weeks of Oct 10/7			
<i>Clinic Time</i> Oct 7-18	Attend all clinical hours (MANDATORY) Complete assignments listed on Canvas.	Clinical Instructor	PLEXs Assessment Forms Reflection
Week of October 21			
<i>Class Activity</i> 10/23; 1:00-3:00	Debrief ICE II Clinical Reasoning PLEX wrap up	Bilyeu Logan Bade Pascoe	See Canvas for details
Week of Nov 4			
<i>Class Activity</i> 11/5; 9-12	Final Presentation in PD II	Magnusson Logan Bilyeu CIs/SCCEs	See ICE II Canvas for more details

Course Policies:

Diversity, Equity and Inclusion: 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.

CUPT Course Policy on use of Artificial Intelligence (AI) Tools:

Written communication is a powerful and essential reality of professional PT practice. For students, writing is a process of thinking, developing ideas, and negotiating meaning – not just the means for creating a product. CU Physical Therapy Program faculty recognizes the potential of artificial intelligence (AI) such as citation generators, grammar checkers, and chatbots to support student learning and production of written communication.

Therefore, the following policy will guide the use of AI in the Program:

Part 1) Students are required to originally compose all written assignments.

Part 2) Students may use AI to plan and revise their original work

Part 3) Students who use AI to help them in their writing must explain specifically how AI was used to plan or revise their work in an Acknowledgements section at the beginning of the paper.

· Violation of this policy or failure to adequately cite the details of the use of AI is considered a violation of the honor code and therefore will result in a referral to the Student Promotions Committee for review.

Policy Regarding Requests to Change Course Assessment Time

Course assessments, including any written/computer examinations, comprehensive (comps) and practical lab exams, are given only at the assigned and scheduled times. Assessment times are not altered, and any student arriving late will only have the remainder of the allotted time to complete the assessment. If the assessment involves classmates as a comp partner, the course instructor may reassign late students at their discretion. Any request to modify an assessment schedule must be approved ahead of the scheduled date and time through a formal written request to the Absences Committee.

Policy Regarding Assignment Requirements from Student Handbook

Faculty use a variety of formats for course assignments ranging from situations in which students work entirely on their own to situations in which students work collaboratively in pairs or in small groups, with a range of options in between. Students operate under the UCD Honor Code in all courses and for all assignments. Students should carefully review course expectations regarding each specific assignment and the work requirements.

Students are responsible for paying close attention to the guidelines given by the Course Coordinator(s). In the event of uncertainty, students should err on the side of working independently and ask for clarification.

Honor Code: You are expected to adhere to the honor code. For any type of assessment (online assignments, quizzes, lab skills checks, final lab competency, online exam, Integrated Practical Examination) as well as individual assignments, you are expected to do your own work and refrain from sharing any information or talking to other students (including peers or near-peers) about an assessment (content, your experience, results, etc.) until all students have taken the assessment. Your signature on any assignment and/or assessment and your submission of electronic assignments means you have done your own work with only the assistance of class notes and course resources without use of people resources. When in doubt whether you can collaborate on a take home assessment or assignment, ask the course coordinator.

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.

Class participation: includes but is not limited to: participation in labs, skills checks and evidence of having prepared for class, completing required asynchronous work and readings prior to each class or labs sessions); keeping lab tidy and safe: equipment stored, etc.

Attendance policy: Attendance at class and lab sessions are mandatory and all absence requests must be processed through the Student Absences Committee. If a student is unable to attend lab or class due to unanticipated personal circumstances, contact the course coordinator immediately. If you miss class or a laboratory session, the instructor will be available to answer any questions you have after you have reviewed the content missed. The fast-paced nature of a blocked schedule does not lend itself to easily making up missed content.

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.**

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

Accommodations for Qualified Individuals with Disabilities: The University of Colorado Anschutz Medical Campus is committed to providing equitable access to our program for qualified students with documented disability (e.g. psychological, attentional, learning, chronic health, sensory, or physical). To ensure access to this class please contact the Office of Disability Resources to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively, therefore, students are encouraged to register with Disability Resources & Services Office as soon as they begin their program. The University of Colorado Anschutz Medical Campus encourages students to access all resources available through Office of Disability Resources for consistent access to their programs. More information can be found online at <https://www.cuanschutz.edu/offices/disability-resources-and-services>, or by contacting the office at disabilityresources@cuanschutz.edu (303)724-5640 or (303)724-8428.

If you have qualified for accommodations, email the course coordinator prior to the start of the semester to communicate your accommodations.