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: 2025

Course Coordinator: Jenny Logan, PT, DPT, NCS
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Office Hours: By appointment – please make requests by email

Course instructors: Joe Palmer PT, DPT, PhD
                          Catherine Bilyeu PT, DPT, PhD, OCS
                          Becca Keefer PT, DPT, CCS
                          Community Clinical Instructors (CIs)

Course communication: General course announcements will be made via Canvas. Periodically, instructors may send individual or group messages via email. Please check that Canvas push notifications are turned on. It is the student's responsibility to check both Canvas and e-mail on a regular basis.

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 determinants of health and apply to a patient population or community
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)

Domains of Competence: Students are expected to achieve competence in cognitive, technical, and affective skills across the following domains:

- Patient Care
- Interpersonal Skills and Communication
- Practice Management
- Education
- Reflective Practice
- Professionalism
- Systems-Based Care

Description of Learning Activities:
This course is a blend of classroom sessions and clinical time. This includes asynchronous online learning modules and pre-work 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.

Mode of Delivery: In-person classroom sessions, outside of class pre-work, time in clinic

Class Time: The term "class" encompasses student learning that occurs synchronously (in-person or online) or asynchronously. Synchronous and asynchronous classes play a pivotal role in the effective delivery of course content. While certain asynchronous activities may closely align with synchronous classes, several activities are designed to allow students the flexibility to complete them at a time that suits their schedule. This blended approach ensures that students benefit from a dynamic and adaptable learning experience, where the synergy of synchronous and asynchronous elements optimizes content delivery. Please note those tasks or graded activities that ought to be completed in preparation for class.

Additional Required Learning Activities: Labs, immersions, offsite learning experiences and other required learning activities typically take place in-person. Attendance is mandatory for all required learning activities, as these sessions provide an opportunity for applying and integrating knowledge, refining psychomotor skills, engaging in collaborative learning, and receiving constructive feedback.

Attendance during synchronous class times and other required learning activities is mandatory. Students pursuing the DPT degree are seeking to enter a health profession in which full participation in the learning and clinical environments is essential for meeting programmatic and professional obligations. Building the requisite knowledge, skills, attitudes, and behaviors is accomplished by actively engaging in all learning activities in their intended environment (classroom, lab, clinic, community, online). By prioritizing attendance and participation, learners fulfill their responsibility to their peers by actively contributing ideas, engaging in discussions, and optimizing learning. When synchronous learning takes place online, participants are expected to have their cameras on and be in an area that is free from distractions.

Out of Class Time: All courses require preparation, homework, assignments, or additional learning activities beyond synchronous and asynchronous class time. The Higher Learning Commission Policy (34CFR 600.2) states that for every one hour of class or direct faculty instruction, students should expect to complete a minimum of two hours of out-of-class student work or preparation. Out of class time is NOT included in the contact hours and is NOT included on the PT Program course calendar. 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.

Assessment Strategies:
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 Exploration 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 <u>as a team</u> 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. **Exploration Activities to guide final presentation:**
   a. Exploration 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 Exploration Activities with your team
   d. You will submit an Exploration 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			

Class Activity 09/3; 1:00-3:00	ICE II introduction: • Provide ICE II background and purpose • Revisit KELP → creating strong collaborative teams • Discuss burnout and professionalism • Complete Team Profile Form and Individual Profile Form	Logan	Prework required for session, see Canvas for details Upload forms to Canvas
Self-directed	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			
Class Activity 10/2; 10:00-12:00	ICE II logistics and assignments Clinical Reasoning and EBP in the clinic	Logan	Prework required for session, available on Canvas
Weeks of Oct 10/7			
Clinic Time Oct 6-17	Attend all clinical hours (MANDATORY) Complete assignments listed on Canvas.	Clinical Instructor(s)	PLEXs Assignment Forms Reflection
Week of October 21			
Class Activity 10/22; 1:00-3:00	Debrief ICE II	Logan	See Canvas for details
Week of Nov 4			
Class Activity 11/11 8-12	Final Poster Presentation in PD II	Magnusson Logan CIs/SCCEs	See ICE II Canvas for more details

Summary of Course Policies
A summary of course-related policies is provided below. Please see the "Student Handbook" for a full description of each policy.

<u>Attendance and Participation</u>
Students pursuing the DPT degree are seeking to enter a health profession in which full participation in the learning and clinical environments is essential for meeting programmatic and professional obligations. Building the requisite knowledge, skills, attitudes, and behaviors is accomplished by actively engaging in all learning activities in their intended environment (classroom, lab, clinic, community, online). By prioritizing attendance and participation, learners fulfill their responsibility to their peers by actively contributing ideas, engaging in discussions, and optimizing learning.

Just as attendance and participation are mandatory in clinical practice, they are also mandatory across required learning activities. Learners will need to prioritize their cohort's program calendar.

Extracurricular activities such as travel, volunteer work, or employment should be scheduled with this calendar in mind. Moreover, learners should avoid finalizing personal commitments until course syllabi and program calendars have been published. Please note that, while course syllabi and program calendars are provided in advance, they are subject to reasonable change.

Please see the "Attendance Policy" in the Student Handbook for definitions, requesting or reporting an absence, and consequences of missing a required learning activity.

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:
   o Notify CI and CE Faculty Advisor as soon as possible
   o 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.**

Accommodations
CU PT is committed to attracting and educating students who will help make the physical therapist workforce more representative of the patients it serves. The Program values diversity, access, and inclusion, and encourages learners with disabilities to review the Technical Standards described in the "Student Handbook" to determine whether they might require accommodations to fully engage in the CU PT curriculum. Should learners have questions about accommodations or wish to seek accommodations, they are encouraged to contact the Office for Disability, Access, and Inclusion to confidentially discuss their accommodation needs.

Learners with approved accommodations will have these listed in their student portal and will need to select those courses for which the accommodations apply.

Remediation
As a health professions education program, we have a responsibility to ensure graduates of our program can demonstrate competence, uphold our profession's social contract, and practice safely. For their part, students are responsible for engaging in self-regulated learning and meeting the academic, clinical, and professional standards required to progress in the program and practice as a licensed physical therapist. When learners have difficulty meeting these standards, it is imperative that they proactively engage with key personnel to resolve outstanding issues. This will typically include working with faculty and others to identify challenges, examine the factors impacting their performance, develop an action plan to meet program standards, and reassess performance.

   o Performance remediation is required under the following circumstances:

- o Academic – Failure of a summative assessment. NOTE – Failure of a final summative assessment will require remediation before the final course grade can be posted and result in an "In Progress" (IP) grade.
- o Clinical – Failure to meet performance standards during the clinical education experience. Such standards are assessed using CPI scores and comments.
- o Professional – Demonstration of a single egregious behavior (legal or ethical violation) or ≥ 2 concerning patterns of behavior that are inconsistent with the standards outlined in the Student Handbook.

Learners requiring performance remediation (and their faculty advisor) will receive a formal notification from their course instructor, clinical education advisor, or a designated faculty member that: 1) states the reason for remediation 2) outlines the elements of a successful remediation attempt 3) explains the consequences of failing to successfully remediate and 4) outlines a timeline for completing required activities.

- o Course remediation is required under the following circumstances:
  - o Academic – Failure of a didactic course (<73%)
  - o Clinical – Failure to meet performance standards at the conclusion of the clinical education experience. Such standards are assessed using CPI scores and comments.

Please see the "Remediation Policy" in the Student Handbook for definitions and details regarding performance remediations, course remediations, and early alert status.

The CU PT Honor Code

To uphold one's societal obligations as a physical therapist, learners must prioritize ethical conduct and act with honor and integrity under all circumstances. This necessarily starts with one's education, as learners are developing and refining their professional identity. Academic dishonesty is intolerable as it erodes the trust of current and future colleagues and patients. Such dishonesty violates our professional code of conduct. When working with patients, we trust that our colleagues are being honest. Saying I checked a patient's blood pressure when I actually didn't could harm the patient. Saying I know how to perform a particular skill when in fact I don't (because I cheated on an assessment) could harm the patient. In healthcare, honesty is a fundamental responsibility.

Professional education at the University of Colorado is conducted under the honor system. This system confers many responsibilities and freedoms upon students, while fostering mutual trust and respect among all members of the CU PT community. The CU PT Honor Code represents a philosophy and set of rules that require learners and their peers to hold each other accountable for their actions. Its aims are to instill and maintain ethical and honest behavior and to create a culture where unethical and dishonest behavior are not tolerated.

The CU PT Honor Code is provided as an appendix in the "Student Handbook". Please recall that you attested to upholding this honor code during orientation.

Academic Misconduct

Academic integrity reflects adherence to the principles of honesty, trust, fairness, respect, responsibility, and courage in all academic endeavors. Examples include admitting to your mistakes and taking responsibility for them, refusing to participate in unethical practices, acting with honesty and fairness in all situations, and upholding program and professional standards.
Please refer to the "Student Handbook" for a more detailed description of honor code violations and their consequences.

Use of Artificial Intelligence

Artificial intelligence (AI) is a broad term encompassing systems that can perform tasks that typically require human intelligence. Traditional AI primarily focuses on analyzing data, predicting outcomes, and problem-solving with defined parameters, whereas generative AI primarily focuses on creating or generating content (text, images, audio, and video) based on data patterns. Examples of generative AI include ChatGPT, Co-Pilot, and Notebook LM.

AI has played a critical role in shaping health professional education by offering tools that enhance learning, critical thinking, and skill development. Recognizing its potential, the CU PT faculty seek to integrate AI tools ethically and responsibly while preserving the value of gaining foundational knowledge, processing information, and developing ideas without the support of AI.

The following principles and responsible use guidelines will direct the use of AI in the CU PT program:

Accepted Platforms	Accepted generative AI platforms can be found here: *https://www.cuanschutz.edu/offices/iss/artificial-intelligence* When allowed by faculty, program materials should only be uploaded to Co-Pilot using your university license. Sharing of program material with ChatGPT or other unauthorized platforms is prohibited.
Principles	
Honesty	Students should be truthful about their use of AI tools, especially when completing academic assignments, writing clinical notes, or making decisions in patient care simulations. If a student uses an AI tool to draft a portion of a reflection or documentation, they should acknowledge the tool's use, rather than presenting it as entirely their own original work.
Integrity	Integrity involves consistent adherence to professional and academic standards, even when AI tools make it easy to cut corners. Students should avoid misusing AI to generate fabricated data, falsify clinical observations, or shortcut learning processes, thereby maintaining the authenticity of their professional development.
Respect	Respect in AI use includes protecting patient privacy, safeguarding intellectual property, and honoring the boundaries of technology in human care. Students should never input identifiable patient data or course materials into public AI systems. They should also respect faculty and peers by using AI to supplement—not replace—collaborative learning and professional dialogue.
Accountability	Students must take responsibility for how they use AI, including verifying information generated by AI and understanding its limitations. If a student relies on AI for clinical reasoning practice, they remain responsible for cross-checking recommendations with evidence-based sources and clinical guidelines before applying them.
Responsible Use	
Bias	Students ought to be aware of potential biases in AI algorithms that can arise. In most instances, AI biases reflect the designers' biases. The critical evaluation of AI outputs is essential to identify and mitigate such biases. Relatedly, when using AI tools, students should seek to understand the underlying processes and limitations of these systems to ensure responsible use.
Permissible Use	AI tools may be used to: Assist in formatting citations and managing references Support learning, as permitted or encouraged by faculty

	Gain a basic understanding of AI's capabilities and limitations
	Learners must document their use of AI tools in an "Acknowledgments" or "Disclosures" section or equivalent statement, detailing how the tools were used to support their work. For example, this could include specifying whether the AI tool assisted with brainstorming, grammar checking, citation generation, or other tasks. For example, the authors of this student handbook used AI (ChatGPT and Co-Pilot) to create and revise limited content, including this AI policy.
Prohibited Use	AI tools may not be used to:
	Fabricate data or other material presented as original work.
	Circumvent stated learning objectives or the advancement of critical reasoning skills that are essential to the formation of one's professional identity. This includes completing all or part of an assignment using AI without explicit faculty permission.
	Disclosure of personal information (self and others) or intellectual property.

Reference: Masters, K. (2023). Ethical use of Artificial Intelligence in Health Professions Education: AMEE Guide No. 158. *Medical Teacher*, 45(6), 574–584.

Failure to adhere to this policy, including the misuse of AI or lack of transparency in its use, will be treated as a violation of the honor code. Such cases will be referred to the Student Promotions Committee for review and potential disciplinary action.

Individual vs. Group Work
Faculty use a variety of formative and summative assessments. Learners should carefully review course expectations regarding the completion of these assessments. In the event of uncertainty, learners should error on the side of working independently and seek authorization to work with one or more students. The following guidelines are meant to provide additional guidance:
- o Completion of Work Independently/On Your Own – Learners are expected to complete summative assessments without consultation or discussion with peers. Course coordinators will indicate to what extent you are allowed to use handouts, texts, and other resources.
- o Collaboration with Independent Submission – Learners may work in pairs or groups while gathering or processing information, however, individuals must complete and submit the assessment independently.
- o Completion of Work in Groups – Learners may work in pairs or groups to complete the assessment. Individuals within the same group will typically receive the same grade, however, there are instances where faculty may choose to leverage peer reviews to inform individual grades.

Students should carefully review course expectations regarding each assignment. In the event of uncertainty, students should err on the side of working independently and ask for clarification.

Mistreatment
CU PT values diverse perspectives and seeks to foster inclusive environments. As such, the program has a responsibility to provide an environment that is conducive to effective learning by creating an atmosphere of mutual respect among students, staff, residents, and faculty. This includes fostering an environment that is free from ridicule, exploitation, intimidation, sexual or other forms of harassment, physical harm, and threats of physical harm. To that end, CU PT will not tolerate the mistreatment of students or other members of its community, nor will it tolerate retaliation against any individual because they reported, in good faith, a violation of the program's professionalism standards. CU PT shall also:

- ✓ Provide mechanisms and procedures by which learners can safely report mistreatment against them or others
- ✓ Use knowledge gained from these reports to education members of the CU PT community about what constitutes mistreatment, with the goal of reinforcing a culture of mutual respect

We have adopted the American Association of Medical Colleges definition that states, "mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process".

<u>Reporting Peers, Staff, or Faculty for Mistreatment</u>

There are a number of reporting mechanisms for students who have observed or experienced mistreatment. Please refer to the Student Handbook for specific examples of mistreatment and a list of resources for reporting mistreatment.

<u>Attire</u>
CU PT is committed to fostering a safe, respectful, and effective learning environment. The development and practice of physical therapy does require physical contact with peers, standardized patients, and actual patients. When learners enter practical examinations and clinical environments, it is important to recognize that you will be interacting with individuals representing diverse ages, cultural backgrounds, and lived experiences. Please refer to the Clinical Education Student Handbook for additional guidance regarding attire for clinic.