



**Required Reading:**

- American Physical Therapy Association. *Physical Therapist Clinical Performance Instrument (CPI)*, 2006 (CPIWeb)

**Curricular Elements:** Patient-centered care, Movement for participation, Evidence-based practice and clinical decision-making, Teamwork and collaboration, and Quality improvement and safety.

**Teaching Methods:** Supervised clinical education experience. Teaching methods used in the preparatory sessions include lecture, discussion, reflection, and self-directed learning.

**Evaluation Methods:****Grades and Grading Policy:**

**Grading Criteria for this course is “Pass/Fail.” Criteria to achieve a “Pass:”**

- 1) Demonstrate “Advanced Intermediate Performance” on all Clinical Performance Instrument skills by the end of the experience.  
*See Handout Section for a description of Advanced Intermediate*
- 2) No “Significant Concerns” box checked on the CPI on the final evaluation
- 3) Summative comments from clinical instructor indicate progress from the midterm evaluation to the final evaluation on the CPI
- 4) Submit *and sign off* on electronic CPI by March 12, 2021
- 5) Complete and discuss Acadaware “Student Assessment of the Experience - Final” with Clinical Instructor
- 6) Complete and discuss Acadaware “Student Evaluation of Instructor - Final” with Clinical Instructor
- 7) Timely completion and submission of all assignments and paperwork

The grading policy and scale used in this course is described in detail in the University of Colorado Physical Therapy Program Student Policies and Procedures Manual.

**\*\*If a student does not meet *all criteria* required for passing this clinical experience, the student will receive an “I” grade for the course. In addition, the clinical education team in conjunction with the Physical Therapy Program Student Promotions Committee will determine an individual plan of action.**

**Assignments:****1. Student/CI Contact Information Form AND Student Check List Form:**

Both documents are available in Canvas and will need to be completed and uploaded in the corresponding Canvas assignments by Friday, January 8.

**2. Weekly Planning Forms:**

Templates are available in Canvas. Students are asked to complete and review with their CI on a weekly basis. These are **NOT** turned in but rather used to ensure communication and consensus between student and CI regarding progress and goals.

**1) Contribution to the Clinic:**

Students are expected to contribute in some way to the clinic during this experience. Examples include, but are not limited to: providing an inservice, contributing to an ongoing project in the facility, facilitating a discussion of a journal article, presenting a case, etc. Additional ideas for student clinic contributions may be found on the Clinical Instructor’s Community on the CU PT Website.

- 2) Students will have weekly assignments (completed outside of clinic time) in their online Clinical Reasoning Course. Please see Separate Course Syllabus for Clinical Reasoning III. Students are allowed 1 hour/week to work on CR III in the clinic. This has been communicated to the clinical sites.
- 3) Students will also complete patient-related assignments for Healthcare Delivery II and Advanced Exercise Science to link learning in the classroom and clinic.

**NOTES:**

- *Descriptions of these assignments (CR III and HD II) are provided by specific instructors for these courses and are not included in this syllabus.*
- *When completing patient-related assignments, students are expected to comply with HIPAA regulations at all times.*

**Course Policies:** Attendance in Clinical Education is mandatory and require a formal absence request submitted to Catherine Bilyeu at: [catherine.bilyeu@ucdenver.edu](mailto:catherine.bilyeu@ucdenver.edu)  
Students are expected to work the schedule of their Clinical Instructor. Please refer to the Clinical Education Student Manual for further detail.

**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 work the hours and schedule of their individual Clinical Instructors. Students will follow the clinical site's holiday schedule, not that of the University. Please refer to the Time in Clinic Policy. The Program considers time in clinic to be mandatory. Therefore, any requests for time away from clinic must be submitted to the Program's Absences Committee prior to making any travel plans. More information regarding CSM attendance will be communicated at a later date due to the unique on-line format of CSM in 2021.

**Exceptions to Attendance Policy during COVID-19**

The Clinical Education Faculty Advisor in consultation with the DCE will work with students individually if there are absences due to COVID-19. Students must complete a minimum of 8 fulltime weeks of clinical experience in CE II **and** demonstrate Advanced intermediate-level performance with or without extending the time of the experience (per accreditation standards).

1. ***Illness or Exposure to 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:
  - a. Notify CI and CE Faculty Advisor as soon as possible
  - b. Complete confidential self-report form required by campus: [confidential self-report form](#)
  - c. **Students will follow the clinical organization guidelines for returning to clinic**
2. ***Interruption in Clinical Experience due to COVID-19:*** The PT Program will provide simulated learning experiences to supplement clinical education experiences in CE II if determined necessary.

**Telehealth:**

The program will allow students to participate in telehealth for up to ~50% of their case load and still count towards clinical hours completed. The Colorado Physical Therapy Board has determined that when students and CIs are in the same virtual platform (the same Zoom call for example), it meets state supervision requirements. If completing an out-of-state clinical experience, it is the student's responsibility to comply with that state's practice act regarding telehealth delivery and telehealth supervision.

**CE II Dates: January 4 – March 12, 2021**

Check list of Requirements

<b>Form / Task</b>	<b>Due Date</b>
Email SCCE: 1) PDF of Acadaware Student Information Form (General Information AND Student Overview) 2) PDF of Acadaware Pre-clinical Self-Assessment 3) <i>Optional:</i> Cover letter, Resume, Portfolio link	<ul style="list-style-type: none"><li>• Send to SCCE no later than <b>Monday, Nov 16h</b></li></ul>
Student/CI Contact Form – <b>Canvas assignment upload</b>	January 8th
Student Checklist– <b>Canvas assignment upload</b>	January 8th
Weekly Planning Form	<b>Not Turned into Program</b> but should be completed and reviewed with CI on weekly basis
Midterm CPI	Friday, February 5
**Final CPI	Friday, March 12
Acadaware Site/CI Assessments (completed in Acadaware)	Friday, March 12

**\*\*Grade for CE II will not be given until all paperwork is submitted**

DEFINITIONS OF PERFORMANCE DIMENSIONS AND RATING SCALE ANCHORS

CATEGORY	DEFINITIONS
<i>Performance Dimensions</i>	
<b>Supervision/ Guidance</b>	<p>Level and extent of assistance required by the student to achieve entry-level performance.</p> <ul style="list-style-type: none"> <li>▪ As a student progresses through clinical education experiences, the degree of supervision/guidance needed is expected to progress from 100% supervision to being capable of independent performance with consultation and may vary with the complexity of the patient or environment.</li> </ul>
<b>Quality</b>	<p>Degree of knowledge and skill proficiency demonstrated.</p> <ul style="list-style-type: none"> <li>▪ As a student progresses through clinical education experiences, quality should range from demonstration of limited skill to a skilled performance.</li> </ul>
<b>Complexity</b>	<p>Number of elements that must be considered relative to the task, patient, and/or environment.</p> <ul style="list-style-type: none"> <li>▪ As a student progresses through clinical education experiences, the level of complexity of tasks, patient management, and the environment should increase, with fewer elements being controlled by the CI.</li> </ul>
<b>Consistency</b>	<p>Frequency of occurrences of desired behaviors related to the performance criterion.</p> <ul style="list-style-type: none"> <li>▪ As a student progresses through clinical education experiences, consistency of quality performance is expected to progress from infrequently to routinely.</li> </ul>
<b>Efficiency</b>	<p>Ability to perform in a cost-effective and timely manner.</p> <ul style="list-style-type: none"> <li>▪ As the student progresses through clinical education experiences, efficiency should progress from a high expenditure of time and effort to economical and timely performance.</li> </ul>
<i>Rating Scale Anchors</i>	
<b>Beginning performance</b>	<ul style="list-style-type: none"> <li>• A student who requires close clinical supervision 100% of the time managing patients with constant monitoring and feedback, even with patients with simple conditions.</li> <li>• At this level, performance is inconsistent and clinical reasoning* is performed in an inefficient manner.</li> <li>• Performance reflects little or no experience.</li> <li>• The student does not carry a caseload.</li> </ul>
<b>Advanced beginner performance</b>	<ul style="list-style-type: none"> <li>• A student who requires clinical supervision 75% – 90% of the time managing patients with simple conditions, and 100% of the time managing patients with complex conditions.</li> <li>• At this level, the student demonstrates consistency in developing proficiency with simple tasks (eg, medical record review, goniometry, muscle testing, and simple interventions), but is unable to perform skilled examinations, interventions, and clinical reasoning skills.</li> <li>• The student may begin to share a caseload with the clinical instructor.</li> </ul>
<b>Intermediate performance</b>	<ul style="list-style-type: none"> <li>• A student who requires clinical supervision less than 50% of the time managing patients with simple conditions, and 75% of the time managing patients with complex conditions.</li> <li>• At this level, the student is proficient with simple tasks and is developing the ability to consistently perform skilled examinations, interventions, and clinical reasoning.</li> <li>• The student is <b>capable of</b> maintaining 50% of a full-time physical therapist's caseload.</li> </ul>
<b>Advanced intermediate performance</b>	<ul style="list-style-type: none"> <li>• A student who requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions.</li> <li>• At this level, the student is consistent and proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning.</li> <li>• The student is <b>capable of</b> maintaining 75% of a full-time physical therapist's caseload.</li> </ul>
<b>Entry-level performance</b>	<ul style="list-style-type: none"> <li>• A student who is <b>capable of</b> functioning without guidance or clinical supervision managing patients with simple or complex conditions.</li> <li>• At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning.</li> <li>• Consults with others and resolves unfamiliar or ambiguous situations.</li> <li>• The student is <b>capable of</b> maintaining 100% of a full-time physical therapist's caseload in a cost effective manner.</li> </ul>

<b>Beyond entry-level performance</b>	<ul style="list-style-type: none"><li>• A student who is <b>capable of</b> functioning without clinical supervision or guidance in managing patients with simple or highly complex conditions, and is able to function in unfamiliar or ambiguous situations.</li><li>• At this level, the student is consistently proficient at highly skilled examinations, interventions, and clinical reasoning, and is capable of serving as a consultant or resource for others.</li><li>• The student is <b>capable of</b> maintaining 100% of a full-time physical therapist's caseload and seeks to assist others where needed.</li><li>• The student is capable of supervising others.</li><li>• The student willingly assumes a leadership role* for managing patients with more difficult or complex conditions.</li></ul>
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