UNIVERSITY OF COLORADO
PHYSICAL THERAPY PROGRAM

Course Title: Integrated Clinical Education I   **Credit Hours:** 1
Course Number: DPTR 5901   **Contact hours:**
Semester: Fall 1   **Class time:** 13
Year: 2024   **Clinic:** 40 hours

Course Coordinator: **Name:** Molly Jones, PT, DPT, NCS
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Course Lecturers/ Other Instructors: R. Joe Palmer, PT, DPT, PhD
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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.

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

Office Hours: Designated office hours will be posted on Canvas. To meet outside of these hours, requests should be emailed to the course coordinator.

Course Description: Short-term clinical education experience providing initial foundation and understanding of clinical practice with emphasis on integration of didactic and clinical learning while working in a student team.

ICE Mission: Through a team-based pair of experiences, we strive to develop the learner's ability to apply the traditional physical therapist skillset and appraise how the varied roles and broader expectations of a professional are explicitly demonstrated in the clinical or community setting without the pressure of meeting caseload demands.

ICE I Vision: Students will demonstrate collaborative patient care with compassion and confidence when applying foundational knowledge in a team-based clinical experience.

Course Outcomes: At the completion of this course, the student will be able to:
1. Realize the value of corresponding learning in the classroom and clinic.
2. Practice reflection on-action and for-action in the clinical setting to enhance performance.
3. Recognize the importance of foundational elements of physical therapy practice, including:
   a. Safety
   b. Collaboration
   c. Clinical reasoning
4. Demonstrate safe techniques for body mechanics when handling patients with simple presentations, with supervision
5. Apply beginner principles of evidence-based practice in the clinical setting.
6. Discuss patient problems in the context of the ICF framework.
7. Demonstrate competency in select basic skills appropriate to patient population and setting.
8. Demonstrate beginning level of professional behaviors.
9. Use principles of defensible documentation for patient management.
10. Collaborate with peers and instructor/s to enhance learning in the clinical setting.
11. Participate responsibly in the constructive feedback process between self and peers/CIs.
12. Describe aspects of the physical therapist's role in the clinical setting.

Course Prerequisites:
1. Successful completion of all previous coursework.
2. Current CPR Certification:
   > This is a requirement of all clinical sites. The PT Program requires that students maintain current American Heart Association BLS certification throughout the 2.5-year curriculum.
3. Blood-borne Pathogens/Universal Precautions Compliance:
   > Our clinical affiliation contract states that students will have completed this training prior to participating in clinical education. The PT Program requires that students complete training in blood-borne pathogens prior to participating in the clinical phase of ICE I. This training is provided via Skillsoft training modules.
4. HIPAA Compliance:
   > The PT Program requires that students successfully complete the online HIPAA training prior to participating in the clinical phase of ICE I. This training is provided via Skillsoft training modules. It is in the best interest of patients and clients for students to understand and comply with HIPAA standards throughout their clinical experiences.
5. Health-related Compliance:
   > Standard requirements include remaining up-to-date on the following items:
   > - Program-required Immunizations (Hepatitis B, Tdap, MMR, Varicella, Annual Flu)
   > - Proof of negative TB test annually

- *Individual clinical sites may have additional special requirements for participation (e.g. drug screening, additional background check, COVID-19 proof of immunization, submission of immunization documents, proof of recent physical, etc.).* **It is the student's responsibility to identify and meet these special requirements.**

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

- Patient Centered Care
- Evidenced Based Practice & Clinical Reasoning
- Movement for Participation
- Teamwork & Collaboration
- Quality Improvement and Safety

Teaching methods and Learning experiences:
Lectures, synchronous sessions, asynchronous sessions/independent learning modules, active learning, assignments, homework activities, and supervised clinical time will be included in this course.

Class Time: The term "class" encompasses independent student learning through in-person sessions or asynchronous didactic lecture materials, such as lectures, active-learning activities, peer-led activities, instructor-facilitated activities, and group activities. Attending class is mandatory. Instructor assigned activities must be completed in preparation for, or as an adjunct to class involving active learning. Both in-person, synchronous, and asynchronous class activities play a pivotal role in delivering course content effectively. While certain asynchronous tasks may align with scheduled class, such as those conducted before an in-person session on the same day, several activities offer the flexibility for students to complete them at a time that suits their individual preferences. This blended approach ensures that students benefit from a dynamic and adaptable learning experience, where the synergy of in-person and asynchronous elements optimizes content delivery.

Out of Class Time: All courses require preparation, homework, assignments, or additional learning activities beyond in person and asynchronous course work. The Higher Learning Commission Policy (34CFR 600.2) states that for every one hour of classroom or direct faculty instruction, students should be expected 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 schedule 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. Students should expect to spend additional preparation time for each synchronous class.

Clinic Time: Refers to activities that are to be completed within the context of clinic with the supervision of your clinical instructor. The clinical phase of ICE I consists of a

supervised short-term experience, using the collaborative model of clinical education. Students will work half days from 8:00-12:00 with their CI, and all time in clinic is MANDATORY.

Course Technology Tools and Support:
To optimize learning, please be sure you are familiar with all technology used, as described below.

    Canvas: Canvas is the LMS that will be used to turn in all assignments as well as many course resources. [Please click here if you want to learn more about how to utilize Canvas.](#)

    Panopto: Panopto is the lecture capture application the program uses to give you access to asynchronous video content that enhances the learning experience.

Evaluation/Assessment Methods and Policies:

    Grades and grading policies:

    This course is graded as pass/fail. Criteria to achieve a "Pass":

1. Achieve "Pass" or "Low Pass" competency on Week 1 skill check-off.
2. Achieve "Pass" or "Low Pass" in all areas of final assessment by Clinical Instructor.
3. Complete all peer assessments at end of the clinical experience.
4. Complete final self-assessment at end of the clinical experience.
5. Actively participate in all PLEX activities.
6. Complete and submit all assignments on time.

    The grading policy and scale used in this course is described in detail in the CU 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 "IP" grade for the course. In addition, the CE team in conjunction with the Physical Therapy Student Promotions Committee will determine an individual plan of action.

  Assignments and Assessment Forms: *(See information on Canvas for complete details)*

1. **Skill Check-off:**
   a. <u>Week 1:</u> Each student will complete a skill check-off during Week 1 on either transfers, goniometry, or MMT. The skill check-off will be completed with their CI during a patient encounter. Students will have two opportunities to achieve a minimum of a "Low Pass" final score. If a student receives a low pass, they will need to meet with the ICE coordinator to review the skill.
   b. <u>Week 2:</u> During the second week, students will self-select a skill from the provided list of possible skills to perform during a patient encounter. CIs will provide feedback on the student's performance of the skill. This is <u>not</u> a formal check-off, no Canvas submission is necessary.

2. **Planned Learning Experiences (PLEXs):**
   a. Every student will complete the Narrative Medicine PLEX (PLEX #40) regardless of setting or patient population during week 1.
   b. Every student will complete "EBP – Level 1" (PLEX #62) regardless of setting or patient population during week 1.

    c. Every student will complete "Integrating PICO Inquiry into Clinical Practice – Level 2" (PLEX #63) regardless of setting or patient population during week 2.

    d. Every student will complete the Multiple Determinants of Health PLEX (PLEX #TBD) regardless of setting or patient population during week 2.

    Each student is then expected to actively participate in **2 to 4 additional** PLEX activities <u>each</u> week of ICE. The specific PLEX selected is at the discretion of the Clinical Instructor and/or the student team. PLEX activities are designed to be completed individually or as a team, during or outside of patient care. Each student team is required to record which PLEX activities are completed each week.

3. **Patient Documentation Assignment:** Each student will complete a written documentation note of one patient visit/encounter during week 2. This can be an initial examination/evaluation or from a recurring patient treatment. The documentation will follow the SOAP note format and incorporate concepts of themes as outlined in your Fruth text; this note will be completed outside of the patient's medical record. The documentation note will be submitted to your clinical instructor for feedback. The note does NOT need to be turned into the course coordinator at the end of ICE.

   The purpose of this assignment is not to mimic the documentation system that is used at each clinical site, but rather to provide students practice incorporating general documentation principles following a patient encounter and to link clinical reasoning with documentation. While the SOAP note format is not always used as the actual format in clinical sites, the content related to subjective, objective, assessment, and plan sections are all incorporated in some way into daily documentation, regardless of the format or online system.

4. **Guided Reflection: Role of the Physical Therapist in the Clinical Setting**
   Recognizing the role of the physical therapist is a key objective of the ICE experiences. Consider the role of the PT in your ICE setting and then complete a reflection paper on this topic. Things to consider in your paper:
   - *What do you see as the defining characteristics of the PT's role?*
   - *What assumptions did you have about the role of the PT? Describe how your perceptions changed from prior observations as an undergraduate student to your perception now as a PT student?*
   - *Consider interviewing your CI. How did your discussion with the CI clarify or change your perspectives?*

   Reflections should be written in first person language and be <u>at least</u> one page, double-spaced.

5. **CI Assessment of Student 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 the clinical instructor when reviewing the CI's final assessment as well. Both the CI Assessment of Student and the Self-Assessment should be submitted via Canvas.

6. **Peer-Assessment:** Each student will complete the peer-assessment form at the end of Week 1 **and** Week 2. Peer assessment forms should be completed prior to the end of the week discussion with the CI and team to better facilitate discussion among team members. Following the team discussion, each student should be given their peer assessment forms completed by their teammates. Each student will submit their forms via Canvas at the end of Week 1 and Week 2.

ALL CLASS DETAILS, ASSIGNMENTS, AND FORMS LOCATED ON CANVAS

Course Policies:

Class Attendance Policy: Attendance in all class and lab sessions is mandatory. All absence requests must be processed through the Student Absences Committee following procedures outlined in the student handbook. If a student is unable to attend lab or class due to unanticipated personal circumstances, contact the course coordinator immediately and submit an absence request form. 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.

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 clinical site. See clinical education manual and student handbook for details on attendance and absences.

Please do NOT go to clinic if you are sick, demonstrating symptoms, or have a positive COVID-19 test. Students are expected to follow CDC guidelines, clinic policies, and campus policies/procedures related to illness. This may include COVID-19 testing and/or staying home for a prescribed amount of time.

Clinical Education Manual: 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.**

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.

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 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. In the event of uncertainty, students should err on the side of working independently and ask for clarification.

Professional Behaviors: Each student is expected to conduct themselves 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 clinic, skills checks and evidence of having prepared for class and clinic, completing required asynchronous work and readings prior to each class.

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.

Class Schedule and Format:

Date	Format	Instructor	Topic/Content
Week of August 5			
Pre-work	**Asynchronous video lecture**	Jones	• Review of Clin Ed philosophy • Overview of ICE structure, timing, purpose • Intro to onboarding principles
Monday 8/5/24 1:00-3:00	**Class: Synchronous session**	Jones, Sawyer	• ICE introduction • Onboarding requirements • ICE Clinical Settings • Team Goals and Team Profile Form o Small group discussion & Active work time – see Canvas for instructions • Professional E-mail Communication
Assignments	**Skillsoft for BBP and HIPAA training** **Access instructions on Canvas for all assignments**		• Blood Borne Pathogens training • HIPAA training • Complete Team Profile Form • Complete Individual Student Profile Form • Create team goals for ICE I • Draft email to CI
Week of September 23			
Monday 9/23/24 8:00-10:00	**Class: Synchronous session**	Jones, Sawyer	• Overview of expectations • ICE assignment overview • PLEX use review

			• Feedback
Weeks of October 7 & 14			
Assignment – pre-work		Jones	• Basics of Documentation – Canvas module

Wednesday 10/9/24 10:15-12:00	**Class: In-person (Lab Immersion IA)**	Jones, Sawyer	• Active learning session – see Canvas for instructions
			    o ICE assignment review
			    o Peer assessment activity
			    o Documentation

10/10-10/11, 10/14-10/16 8:00-12:00	**Clinic: Week 1 of ICE I**	Clinical Instructor(s)	• Attend all clinic hours • Complete assignments listed on Canvas o See Canvas for instructions
Wednesday 10/16/24 2:00-4:00	**Class: In-person (Lab Immersion IA)**	Jones, Sawyer	• Debrief/reflection o See Canvas for Reflection assignment instructions • EBP PLEX 62 discussion • EE/FI Connections
Week of November 18			
Monday 11/18/24 8:00-10:00	**Class: Synchronous session**	Jones, Sawyer, Magnusson?	• Active learning session – see Canvas module for instructions o Managing Microaggressions in the Clinic
Weeks of December 2 & 9			

Wednesday 12/4/24 10:15-12:00	**Class: In-person (Lab Immersion IB)**	Jones, Sawyer	• Documentation
			    o Abbreviations
			    o Case studies
			• Goal setting for Week 2
			• Review of assignments for Week 2

12/5-12/6, 12/9-12/11 8:00-12:00	**Clinic: Week 2 of ICE I**	Clinical Instructor(s)	• Attend all clinic hours • Complete assignments listed on Canvas: o See Canvas for instructions

Wednesday 12/11/24 2:00-4:00	**Class: In-person (Lab Immersion IA)**	Jones, Sawyer	• Active learning session – see Canvas for class and assignment instructions
			  o Debrief/reflection
			  o EBP PLEX discussion
			  o Links to EE/FI: ICF and interventions