

University of Colorado
Physical Therapy Program
Fall 2023

Course Syllabus
DPTR 7933
Clinical Education III

Course Coordinator
R. Joe Palmer, PT, DPT, PhD

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

Course Title: Clinical Education III
Course Number: DPTR 7933

Cr. Hrs. 10

Clock Hours: 4 hours of class prep sessions plus 16 weeks fulltime in clinic (August 26 – December 10, 2024)

Semester: Fall III

Year 2024

Course coordinator: R. Joe Palmer, PT, DPT, PhD
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Program Assistant: Jacob Austin, BS (Jacob.2.austin@cuanschutz.edu)

Course Communication:

Email: Announcements of course information and other communication within this course will be sent using students' school email address. ***It is the student's responsibility to check email messages on a weekly basis while in clinic.***

Additional communication: Documents will be posted on CE III Canvas Site.

Clinic Check-in: The CE Faculty Advisor will check in via email with student and CI during the first month of CE III. In addition, all students and CIs will be contacted again around the midterm of the experience for a more formal discussion with the student's CE Faculty Advisor or another member of the CE Team. These discussions will occur by phone, virtually, or in person. The CE Team is available throughout CE III if needed. ***It is the student's responsibility to request more frequent communication if needed.***

During Weeks 12 - 13, the CE Team will organize release time from clinic for students to participate in a facilitated, virtual touch point within ICE Teams

Course Description:

Terminal clinical experience with emphasis on professional identity formation and functioning as an entry-level clinician within the complexities of the healthcare system. Students will develop a deeper understanding of the role of the physical therapist within the profession and broader society. First phase of the yearlong internship.

Course Objectives:

By the end of this experience, the student will:

1. Demonstrate “Entry-level” competency in all 12 performance criteria described in the Physical Therapist Clinical Performance Instrument (PT CPI 3.0) and determined by DCE and CE Faculty Advisor
2. Choose appropriate clinical decision-making frameworks to optimize patient outcomes.
 - a. Appraise information sources critically when making clinical decisions.
 - b. Integrate patient’s view with current literature when making clinical decisions.
 - c. Implement strategies to reflect on learning and clinical reasoning.
3. Independently modify treatment plans and progress patient interventions for all patients.
4. Manage time efficiently as evidenced by ability to carry a caseload expected of a new graduate.
5. Integrate understanding of health care delivery systems into management of patients from examination to discharge.
 - a. Advocate for patients as an integral member of the healthcare team.
 - b. Navigate difficult situations through effective communication skills.
6. Display behaviors consistent with APTA Core Professional Values, including accountability, altruism, collaboration, compassion/caring, duty, excellence, inclusion, integrity, and social responsibility.
7. Abide by the APTA Code of Ethics during all actions, including moral ethical decision-making.
8. Adhere to legal practice standards, including federal, state, and clinical facility policies related to patient care.
9. Discuss relevant Emergency Procedures (location of AED, Fire, patient emergency, etc.) with clinical instructor during orientation to clinical site.
10. Integrate one’s own professional identity / philosophy of care.
11. Demonstrate readiness to participate in the clinical education of other students under the direction, supervision, and guidance of the clinical instructor.
12. Create a plan for ongoing professional development and lifelong learning.

Required Reading:

- 1) Recker-Hughes C, Wetherbee E, Buccieri KM, Timmerberg JF, Stolfi AM. Essential characteristics of quality clinical education experiences: standards to facilitate learning. *JOPT*.2014;28(Suppl. 1):48-55.
- 2) Greer HR. Where does hate localize to? *Neurology® Blogs*. September 14, 2020.

Recommended Readings/Resources:

- 3) Black LL, Jensen GM, Mostrom E, Perkins, J Ritzline PD, et. al., The first year of practice: an investigation of the professional learning and development of promising novice physical therapists. *PTJ*. 2010;90(12):1758-1773.
- 4) Atkinson HL, Nixon-Cave K. A tool for clinical reasoning and reflection using the International Classification of Functioning and Disability and Health (ICF) Framework and patient management model. *Phys Ther*.2011;91(1),416-430.
- 5) May W, Kotney L, Ingarsh ZA. Professional Behaviors for the 21st Century
- 6) PAEA’s Committee on Clinical Education. SNAPPS: A Six-Step Learner-Centered Approach to Clinical Education. February 2017; accessed February 7, 2022.
- 7) PAEA’s Committee on Clinical Education. One-Minute Preceptor. February 2017; accessed February 7, 2022.

Links to Readings posted on Canvas.

Curricular Threads / Elements: patient centered care, clinical reasoning and use of evidence-based practice, movement for participation, quality improvement and safety, teamwork and collaboration

Teaching Methods and Learning Opportunities: Supervised clinical education experience and self-directed learning activities. Live session and class time reserved for individual preparation prior to the clinical

experience includes discussion, interactive lecture, reading, and self-reflection. Students are required to complete and send a link or downloaded PDF of the Student Profile in EXAAT to the SCCE prior to the start of the clinical education experience. In addition, students are encouraged to develop at least 3 written learning objectives across the domains (affective, cognitive, and psychomotor). The Clinical Education Faculty Advisor is available to review objectives and provide feedback prior to sending to the clinical site.

Evaluation Methods:

Students are rated on the CPI at the Midterm and Final points of the clinical education experience by self and CI. In addition, Benchmarks are reviewed monthly to assist students in gauging their development across the sixteen-week experience. Use of Weekly Planning Forms are encouraged throughout the experience.

Grades and Grading Policy:

Successful completion of this course results in a grade of “Satisfactory”

Criteria for successful completion of this course: *To achieve a “Satisfactory”*

- Students are expected to complete all fulltime weeks scheduled for CE III (August 26 – December 10, 2024) **NOTE:** Clinic ends on Tuesday, December 10 to allow 1 travel day (Wednesday) to return to campus for exit surveys and interviews on Thursday, December 12.
- *Entry-level* performance on each CPI Skill (1 – 12) by the end of the experience as determined by course coordinator, based on student and CI ratings on the CPI and conversations with the student/CI by CE Faculty advisor or designated CE Team member during the clinical experience regarding student performance with specific case load/complexity. Entry Level Performance is defined as, “Performance that demonstrates knowledge, skills, and behaviors consistent with effective, efficient, and safe patient/client management to achieve optimal outcomes.” (Erickson M, Birkmeier M, Booth M, et al, 2018)
 - NOTE: Students participating in split experiences are required to reach entry-level competency in at least one of the settings/experiences, to be determined by Clinical Education Faculty Advisor, with input from CI and student.
 - If there are disruptions in the clinical experience due to illness or other reasons, students must still demonstrate entry-level performance in the clinic to successfully meet these criteria.
- Complete and submit monthly Benchmarks set by PT Program faculty.
 - NOTE: Slight variations in the timing of meeting Benchmarks may occur with students participating in split experiences. Students will complete and review Benchmarks with CIs each month in each setting if applicable. This will assist CI and Student to plan goals and learning experiences throughout the experience.
- Moving from “Developing” to “Entry-level” on all 10 professional abilities (this assessment is incorporated in the CPI and Benchmark document) posted on Canvas

If a student does not meet *all CPI criteria* required for successful completion of the course (listed above), the Clinical Education Faculty Advisor will notify the Director of Clinical Education (DCE). The DCE may consult with the Student Promotions Committee to determine a course of action guided by the Program’s Student Policy and Procedures located in the Student Handbook. The student is responsible for reviewing the Physical Therapy Program Student Policies and Procedures in the Student Handbook for additional information.

Course Assignments:

Assignments are designed to enhance professional growth and enrich the clinical education experience.

1. **Contribution to the Clinic – Time of Completion determined by student and CI (Ideas discussed no later than midterm ~ October 18)**

As in previous clinical education experiences, students will be responsible for contributing in some way to the clinical facility. Examples include, but are not limited to: staff inservice, participation in an ongoing project in the facility, development of a new project, etc. For inservices, consider presenting your capstone, reviewing a relevant journal article, finding best evidence for a specific patient, identifying appropriate outcome measures, or sharing related special expertise / talent. Examples of projects include, participation in quality assurance; participation in marketing or community event organized by the clinic; implementation of a relevant health promotion project; or sharing/implementing Health Care Delivery Innovation Project. Activity should be meaningful to the clinical facility and must be approved by Clinical Instructor by October 18. ***There is no need to turn in anything to the PT Program.***

Required Paperwork: (Grades will not be submitted until all paperwork is completed and submitted for review – NOTE: The timing is tight because of graduation)

<i>Complete Before</i>	<i>Complete During</i>	<i>Complete at End</i>
Onboarding - determined by each clinical site	Day 2 Contact Form: Submit online survey by End of Week 1 (August 30)	Final CPI: Complete and Sign off by Dec. 9 (this allows CE Team to review in order to process and submit grades in time for graduation/diploma)
AHEC Housing	Orientation Checklist: Submit in Canvas End of Week 1 (August 30)	
Update EXXAT Student Profile –Send to SCCE by July 10	Implement Weekly Planning Forms (Nothing submitted to Program)	
	Benchmark Checklist: Discuss each month; submit online form at the end of Months 1 & 3	
	Midterm CPI: Complete & Sign off by October 18	
	CE III Course Evaluation (PT Program) & Student Evaluation of Clinical Experience and Instruction: Complete in EXAAT by Dec. 1)	
	Contribution to Clinic: Timing determined by CI & student (Nothing submitted to Program)	

Course Policies:

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. This includes observance of Labor Day and Thanksgiving. Please refer to the Time in Clinic Policy posted as a separate document in canvas for more details. 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.

- **Exceptions:** The Program allows students 1 day off to take the NPTE in October. This only applies to students taking the exam and does not include additional travel day(s) – all other students are expected to be in clinic on that day. Requests for additional time off from clinic must be submitted to the Program's Absences Committee.
- **Illness:** Students are expected to notify CI and CE Faculty Advisor as soon as possible if they know they are unable to go to clinic. If additional days are missed, students are expected to contact CI and CE Faculty Advisor each day they are unable to return to clinic. Students may be required to make up time missed due to illness. If a student is away from clinic for more than 5 days and is feeling well enough, the PT Program will provide simulated learning experiences to supplement clinical education experiences in CE III. The purpose of the supplemental learning is to keep students engaged with the clinic and facilitate a smooth transition back to the clinic.

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 online 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.

Course / Instructor Evaluation: Students will have the opportunity to provide feedback on the course prep sessions (synchronous and asynchronous) and clinical education faculty advisors by completing the CE III course evaluation during the second half of CE III. In addition, students will complete the Student Evaluation of the Clinical Experience and Clinical Instruction in EXAAT. ***Student feedback is critical to assist the CE Team in improving preparation sessions and monitoring the quality of clinical experiences and instructors.*** Students are encouraged to share feedback with clinical instructors. Clinical Education Faculty Advisors are available to assist students in the process of providing constructive feedback to clinical instructors.