

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

Course Title: Integrated Clinical Education I
Course Number: DPTR 5901
Semester: Fall 1
Year: 2024

Credit Hours: 1
Contact Hours:
Class time: 13 hours
Clinic: 80 hours

Course Coordinator: Rebecca Keefer, PT, DPT, CCS
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Office Hours: By appointment- please make requests by email

Course instructors: Jennifer Logan, PT, DPT, NCS
Catherine Bilyeu, PT, DPT, PhD
Joe Palmer, PT, DPT, PhD
Holly Ingham, PT, DPT, ATP

Community Clinical Instructors (CIs)

Course communication: **Email:** Announcements of course information and other communication within this course will be sent using students' CU Anschutz school email address. It is the students' responsibility to check email messages regularly.
Course Communication: Announcements will be made via email and Canvas. Canvas will also be used for assignment submission

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: Upon 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 of 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 (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, COVID-19 proof of immunization, submission of immunization documents, proof of recent physical, etc.) It is the students' responsibility to identify and meet these special requirements.*

Curricular Elements:

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

Teaching Methods and Learning Experiences:

Lectures, active learning, independent learning modules, assignments, homework activities, and supervised clinical time will be included in this course.

Class Time: refers to learning opportunities such as lectures, active-learning activities, peer-led activities, instructor-facilitated activities, group activities. This includes review of video lectures. Attending class is mandatory.

Out of Class Time: all courses require preparation, homework, or additional learning activities beyond 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. 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 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 the schedule of the 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 provide necessary information about ICE prior to the start of the experience, during the experience, and post-experience. General clinical education resources are also included.

Evaluation/Assessment Methods and Policies:

Grades and Grading Policy:

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. Week 1: 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. Week 2: 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 not a formal check-off, no Canvas submission 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 each 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 at least 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 their 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

Schedule and Format – SEE CANVAS FOR DETAILS AND DUE DATES

| Date | Topic/Content | Faculty | Access Resources |
|--|---|---------------------------|--|
| Week of July 22 | | | |
| <i>Class time – Canvas</i> <i>07/23; 9:00-10:00</i> | ICE introduction – important prep material for in-person session on 07/25 | Keefer | Canvas Modules |
| <i>Class time – in person</i> <i>07/25; 8:00-9:00</i> | ICE introduction: course requirements, onboarding requirements, clinic expectations | Keefer / Logan/Bilyeu | Canvas Modules |
| <i>Assignments</i> | Blood Borne Pathogens training HIPAA training | Keefer | Skillsoft – access instructions on Canvas |
| Week of July 29 | | | |
| <i>Class time – in person</i> <i>07/29; 10:00-12:00</i> | Clinical Settings Team Goals | Keefer/ Logan/Bilyeu | Active work time See Canvas for instructions |
| <i>Assignment – if not completed in class</i> | Complete Team Profile Form Complete Individual Profile Form | Keefer | Active work time See Canvas for instructions |
| Week of August 26 | | | |
| <i>Class time – Canvas</i> <i>**no time on calendar</i> | Basics of Documentation | Keefer Bilyeu Logan | Canvas Module |
| <i>Class time – in person</i> <i>08/26; 1:00-3:00</i> | Documentation Feedback PLEX use review | Keefer Bilyeu Logan | Active learning session See Canvas for instructions |
| Week of Sept 09 | | | |
| <i>Clinic Time</i> <i>Sept 09-13</i> | Attend all clinical hours Complete assignments listed on Canvas. | Clinical Instructor | See Canvas for assignment instructions |
| Week of Sept 16 | | | |
| <i>Class time – in person</i> | Debrief / reflection EBP PLEX discussion | Keefer Bilyeu | Reflection activities See Canvas for instructions |

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|---|---|-------------------------------------|---|
| 09/17; 8:00-10:00 | EE/FI Connections | Mañago | |
| Week of Oct 28 | | | |
| Class time – in person 10/31 1:00-3:00 | Managing Microaggressions in the Learning Environment | Magnusson Keefer Logan | See Canvas for instructions |
| Week of Nov 8 | | | |
| Class time – in person 11/08; 10:00-12:00 | EE/FI Connections Documentation | Keefer Bilyeu Logan | Active learning session See Canvas for Instructions |
| Week of Nov 11 | | | |
| Clinic Time Nov 11-15 | Attend all clinical hours Complete assignments listed on Canvas. | Clinical Instructor | See Canvas for assignment instructions |
| Week of Nov 18 | | | |
| Class time – in person, combined with FI class session 11/21 | Debrief / reflection EBP PLEX discussion Links to FI: ICF and interventions | Bilyeu Mañago Keefer Logan | Active learning session See Canvas for class and assignment instructions |

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.

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.

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.

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.