UNIVERSITY of IOWA CARVER COLLEGE OF MEDICINE
Department of Physical Therapy & Rehabilitation Sciences

PTRS:6794
Terminal Clinical Education in PT I
Summer 2019

Course Directors:

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Course Description:
Full-time clinical education in a physical therapy practice setting; development of competence in independent examination, evaluation, and treatment of patients under supervision of clinical faculty.

Course Website: Course information can be found in the ICON 2017-2019 Ongoing Class. It can be accessed using the University course management ICON at https://icon.uiowa.edu. You will need your HAWK ID and password to log-in.

Course Location: Physical therapy settings in the United States with whom the University of Iowa has contracts for clinical education. These are arranged by the education program's ACCEs with significant input from program faculty and students.

Course Hours:
4 sh
Clinical experience scheduled May 20 – July 19, 2019
No lecture hours are scheduled. Students are expected to work the equivalence of a full-time therapist at their assigned clinical site.

Prerequisites:
Enrolled in the Department of Physical Therapy & Rehabilitation.

Course Goals and Objectives:
Following the completion of the terminal clinical education experiences, the student will be able to:

1. Demonstrate entry-level competence in the elements of patient/client management, including screening, examination (including history, systems review, and appropriate tests/measures), evaluation, diagnosis, prognosis, and interventions in a manner designed to optimize patient/client outcomes.

2. Exhibit professional behaviors in all situations and develop a self-directed plan for professional development and life-long learning opportunities.
3. Demonstrate appropriate communication skills with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional teams, consumers, payers and policymakers, that is congruent with situational needs.
4. Apply the principles from the UIHC compliance training modules related to safety, infection control, HIPAA, mandatory reporting for child/dependent adult abuse, domestic violence recognition, and age-specific care as needed.
5. Adhere to all federal, state and institutional legal practice standards, practice in a manner consistent with the APTA Code of Ethics and Core Values and be prepared to report any cases of fraud and abuse.
6. Demonstrate entry-level clinical reasoning skills to identify, evaluate, and integrate the best evidence for practice, patient/client values, needs and preferences to determine best care for a patient/client.
7. Compose appropriate and timely physical therapy documentation that follows all regulatory requirements of the state practice act, practice setting, and payers.
8. Develop and manage a plan of care for a patient/client that addresses individual patient/client differences, needs, and response to interventions.
9. Develop and manage a plan of care for a patient/client that addresses professional obligations, interprofessional collaborations, policies and procedures, and when appropriate, delegation of interventions to the physical therapist assistant.
10. Participate in the financial and practice management of physical therapy services.
11. Demonstrate effective teaching methods when interacting with a variety of learners (patients, caregivers, staff, students, healthcare providers, etc).

Required and Recommended Course Materials:

Clinical Education Manual:

The manual consists of documents designed to explain policies, procedures, obligations, and principles relative to clinical education for the students enrolled in the Doctor of Physical Therapy Program at the University of Iowa and can be found in the DPT 2017-2019 ongoing course ICON page or on the PTRS website: PTRS Clinical Instructor Resource Page. Students are expected to abide by the PTRS Clinical Education Manual.

Physical Therapist Clinical Performance Instrument (PT CPI):

The PT CPI can be found at https://cpi2.amsapps.com. An online training must be completed by clinical instructors and students prior to using for the first time. You can find the training here: PT CPI Training

Instructional Methods and Learning Experiences:

Students are challenged to be active participants in the learning process. Critical thinking and problem solving is emphasized.

Student Evaluation/Grading:

Course Grade:

Grading will be completed by the program ACCEs. Criteria that will be used to determine a Satisfactory grade will include: the clinical setting, experience with patients in that setting, progression of performance from midterm to final evaluations, whether or not "significant concerns" box is checked, the congruence between the midterm and final comments related to the five performance dimensions, and the ratings provided on the CPI.

Clinical Instructor Performance Assessment:

The clinical instructor uses the Physical Therapist Clinical Performance Instrument (PT CPI) to evaluate student performance at both midterm and final. The student should strive to demonstrate entry level performance in each of the 18 performance criteria at the final evaluation. Ratings below an advanced intermediate level will alert the ACCEs to complete a more focused review of the student's performance. The PT CPI must be electronically signed by both the clinical instructor and the student at midterm and final to be released to the ACCE for review.

Student Performance Assessment

The student uses the PT CPI to complete a self-assessment of his or her performance at midterm and final. As stated above, the student should strive to demonstrate entry level performance in each of the 18 performance criteria at the final evaluation. Students who do not feel that they are performing at this level are encouraged to discuss their performance with the CI, CCCE and/or the ACCE. This PT CPI must be electronically signed by both the clinical instructor and the student at midterm and final to be released to the ACCE for review.

Evaluation of Clinical Site:

The student must complete an evaluation of the clinical site at the end of each clinical education experience. A link to the survey will be emailed to the student. This survey must be submitted within one week of the completion of the clinical education experience to avoid an Incomplete grade in the course.

Attendance:

Absences are not allowed during internships except for illness or family emergency. The student must contact both the ACCE and CCCE prior to their scheduled work hours to report an absence. Time missed due to absence will be made up at the discretion of the ACCE in consultation with the CCCE. Students are not allowed to request vacation time during their scheduled clinical internships. *There is a week-long break scheduled between internships for students to use for personal needs, including job interviews*. An unexcused absence may be grounds for failing a clinical experience. Any exceptions to this policy must be approved by the ACCE.

Cancellation of a Clinical Education Experience: If a clinical education site cancels a scheduled clinical experience for any reason, the ACCEs will reschedule the student to a different site with input from the student. It cannot be guaranteed that the student will be in the same geographical area or setting type, but reasonable efforts may be made to accommodate such requests. As always, students are responsible for all travel and living expenses associated with clinical education experiences.

Course Standards and Policies:

Professional Behaviors**:**
Professional behaviors are behaviors, attributes, or characteristics that are not explicitly part of a profession's core knowledge and technical skills but are nevertheless required for success in that profession. Professional behaviors, which define expected behavior within a given profession, serve as the foundation for ability-based learning. (http://www.marquette.edu/physical-therapy/documents/ProfessionalBehaviors.pdf). Students are evaluated by faculty each semester regarding their professional behaviors. The 10 abilities and definitions are listed below:

1. **Critical Thinking -** The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.
2. **Communication -** The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. **Problem Solving –** The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. **Interpersonal Skills –** The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. **Responsibility –** The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6. **Professionalism –** The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. **Use of Constructive Feedback –** The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. **Effective Use of Time and Resources –** The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. **Stress Management –** The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. **Commitment to Learning –** The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Administration
This course adheres to the Department of Physical Therapy and Rehabilitation Sciences Policy Manual (located on class ICON and department ICON courses). Please refer to this document for details on important classroom policies and procedures such as review and promotion, academic dishonesty, disciplinary action, student mistreatment, emergency procedures, etc. In addition, the Rules and Regulations of the Graduate College apply to all students in the Physical Therapy and Rehabilitation Science Graduate Program. These rules and regulations are published in the University's General Catalog and a manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual.

Course Evaluation: Assessing the Classroom Environment (ACE)
Every student must provide their anonymous evaluation of the course and course instructor(s) so that we can continuously monitor and improve our educational program. Our department policy requests all instructors provide 15–20 minutes of class time during final exam week for students to complete the online ACE evaluations. Instructors may make alternate arrangements for their specific course if they do not have a final exam or an alternate time works better for their class for completion of the ACE evaluations during a scheduled class time. These responses are then tabulated and provided to the Instructor(s) and Department Executive Officer after grades have been submitted. Your honest feedback is earnestly considered and is critical to the continued success of our program.

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account daily.

Electronic Technologies in the Classroom
Computers, laptops, mobile devices such as phones and media players are to be used for learning exercises. Professional behavior is expected. Disruption of the classroom learning experience will not be tolerated.

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make specific arrangements. See http://sds.studentlife.uiowa.edu/ for more information.

Academic Fraud
Plagiarism and any other activities when students present work that is not their own (cheating) are academic fraud. Examples of academic fraud include:

- Presentation of ideas from sources that you do not credit;
- Use of direct quotations without quotation marks and without credit to the source;
- Paraphrasing information and ideas from sources without credit to the source;
- Failure to provide adequate citations for material obtained through electronic research;
- Downloading and submitting work from electronic databases without citation;
- Participation in a group project which presents plagiarized materials;
- Taking credit as part of a group without participating as required in the work of the group;
- Submitting material created/written by someone else as one's own, including purchased term/research papers.

These rules and regulations are published in the University's General Catalog and a manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual.

Concerns about Faculty Actions
Students who have a concern about a faculty action should first address the issue with the instructor. If you remain unsatisfied you may contact the DEO of the Department of Physical Therapy, Richard Shields (319-335-9801). If the student cannot resolve the issue at this level, the concern should be sent in writing to the Dean of the Graduate College.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI's Diversity website (http://diversity.uiowa.edu/eod/sexual-harassment-prevention-education-resources-0) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue, if possible, when the event is over. For more information on Hawk Alert and the siren warning system, visit http://hawkalert.uiowa.edu or http://police.uiowa.edu.

Protocol for Handling Emergencies
Dial 911 if there is any threat to life or a situation that requires an immediate response from police, fire, or emergency medical services. When dialing from a campus phone, dial 9-911. You cannot send a text message to 911.

The following numbers are provided for non-emergency situations. Use of these numbers will still provide a response from the appropriate agency and keep 911 lines free for actual emergencies.
University of Iowa Police: 319-335-5022
Facility Management (Work Control): 319-335-5071
Information Technology: 319-384-4357
Environmental Health and Safety: 319-335-8501

Grievance Policy
In general, the Department adheres to the policies of the current issue of the Manual of Rules and Regulations of the Graduate College as specified in Section IV. The manual is available online at: http://www.grad.uiowa.edu/graduate-college-manual. In addition, the Department of Physical Therapy and Rehabilitation Science has established formal procedures for student grievances, which are detailed in the Department Policy Manual. Refer to this document on your class ICON site for more specifics.

Meeting Course Standards
Any student who experiences difficulty or anticipates possible difficulty in successfully meeting the course standards is encouraged to speak with the course coordinator as soon as the difficulty is suspected. Academic assistance is available through a variety of University resources such as the Tutor Referral Service (http://tutor.uiowa.edu/find-help/) and the Writing Center (http://writingcenter.uiowa.edu/). See these web pages for details. In addition, physical or mental health concerns can be addressed at Student Health (http://studenthealth.uiowa.edu/) and the University Counseling Service (http://counseling.studentlife.uiowa.edu/), respectively.