

Syllabus - PT 760: Clinical Education 3

Course Information

Description

Students practice full-time for sixteen weeks under the direction of licensed physical therapists who serve as clinical instructors (CI).

Each student will complete two, 8-week rotations at two different clinical sites.

Students may complete the program's requirement for a rural practice experience during PT 760. Students who do not complete one of the 8-week rotations at a rural WV site during PT 760 will need to complete the rural requirement during PT 780 (Spring 2017).

Credit Hours

- Spring Semester: 2 credits
- Summer Session: 6 credits

Course Coordinator

Ralph R. Utzman, PT, MPH, PhD
Associate Professor and
Academic Coordinator of Clinical Education (ACCE)
8308 Health Sciences Center South

Email and voice mail are the preferred methods for communicating with me during clinical rotations. Voice mail messages left on my office phone are automatically forwarded to me via email.

rutzman@hsc.wvu.edu

Phone Numbers:

- Office/Voice Mail: 304-293-1318
- FAX: 304-293-7105

Prerequisites

Students are required to have proof of meeting all health requirements, including health insurance coverage, immunizations, and CPR certification. Students must meet all requirements outlined in the Division's policy, which is available at: <http://medicine.hsc.wvu.edu/pt/Education/Clinical-Education/Policies/Immunizations-and-Health>

Each clinic site will receive a letter attesting that the student is in good academic standing and has met all the program's health, immunization, and screening requirements. If a clinic site requires documentation to verify the student's records, the student is responsible for providing those records from their CertifiedBackground account.

In addition, some clinical sites may require additional screenings or immunizations (eg. repeated background checks or drug screens). It is the student's responsibility to identify any additional requirements, the process for completion, and assuring the results are directed to the appropriate individual at the clinic site. Information regarding additional requirements can be found on the student's confirmation forms, in the clinic site information forms housed in the program office, and/or by calling the clinical education site in advance.

Expected Learning Outcomes

Upon completion of the first 8-week rotation, the student will be capable of:

- managing patients with simple conditions, requiring CI supervision 75% or more of the time
- managing patients with complex conditions, requiring CI supervision 100% of the time
- consistently and accurately performing basic examination and intervention procedures (eg. goniometry, manual muscle testing, medical record review, simple interventions).
- beginning to share a clinical caseload with CI.

Upon completion of the second 8-week rotation, the student will be capable of:

- managing patients with simple conditions, requiring CI supervision less than 50% of the time
- managing patients with complex conditions, requiring CI supervision 75% of the time
- proficiently performing basic examination and intervention tasks
- consistently performing skilled examinations, interventions, and clinical reasoning
- managing 50% of a full-time physical therapist's caseload

Objectives

With CI supervision as noted above, the student:

1. Practices in a safe manner that minimizes risk to patient, self, and others
2. Demonstrates professional behavior in all situations
3. Practices in a manner consistent with established legal and professional standards and ethical guidelines
4. Communicates in ways that are congruent with situational needs
5. Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
6. Participates in self-assessment to improve clinical and professional performance
7. Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management
8. Determines with each patient encounter the patient's need for further examination of consultation by a physical therapist or referral to another health care professional
9. Performs a physical therapy patient examination using evidence-based tests and measures
10. Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments
11. Determines a diagnosis and prognosis that guides future patient management
12. Establishes a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based
13. Performs physical therapy interventions in a competent manner
14. Educates others (patients, caregivers, self, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods

15. Produces quality documentation in timely manner to support the delivery of physical therapy services
16. Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual and patient and group outcomes
17. Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.
18. Directs and supervises personnel to meet patients' goals and expected outcomes according to legal standards and ethical guidelines.

Course Materials

CPIWeb

At midterm of each rotation (4 weeks), the student will perform a self-assessment using the web-based APTA CPI portal. The CI will complete an assessment of the student using the same tool. The student and CI will then meet to discuss these ratings. The ACCE may, as needed, consult with the student and CI by phone or in person if questions or problems arise.

At the end of the rotation, the student and CI will each complete the APTA CPI again, review them, and consult with the ACCE if necessary. Students' self-assessments must be completed and "signed off" by the CI and the student on or before the last day of each rotation.

http://cpi2.amsapps.com/user_session/new

To insure reliability and validity of student assessment using the APTA CPI, all students, clinical instructors, and ACCEs are required to complete an online training program prior to using the tool. All students completed this training during PT 741: Professional Roles 2. The ACCE will provide instructions to clinical instructors for completing the online training program prior to the student's clinical rotation.

Other online resources

Other course materials will be posted on SOLE.

Course Requirements

Schedule

Link

Assignments

Journals: Students will complete two online journals for each rotation. [Exception: students doing Rural Service Learning projects during a rural rotation will not be required to submit journals; they are to submit plans and reports on their project as noted in the Rural Rotation Syllabus Addendum.]

| Journal | Non-rural Rotations | Rural Rotations |
|---------|---------------------|------------------------------|
| Week 3 | Choose one topic | Rural Service Learning Plan* |
| Week 6 | Choose one topic | None |

Surveys: Students will complete a survey at the end of the first week of both rotations. At the end of each rotation, the student must complete three surveys in addition to the CPI Self-Assessment. See schedule above.

Attendance

PT 760 is a required component of the DPT program. Attendance is expected and required.

Students assigned to a full-time clinical affiliation will adhere to the holiday schedule of the facility rather than the University.

Unscheduled absences: Any unscheduled absences due to illness or emergencies (eg. family death) must be reported directly to the facility's CCCE or CI by telephone as soon as possible. The student must also notify the ACCE by email. If only 1 day is missed and the student is performing well in the clinic, the student will not be required by the ACCE to make up the absence. Exceptions will occur if the student is having performance problems and the CI feels the absence jeopardizes the student's ability to meet the performance criteria.

Excused/Scheduled Absences: Students are excused from the clinical site if attending an APTA meeting or conference (eg, Annual Conference), a continuing education conference with the clinical instructor or sponsored by the facility, or a scheduled event within the Division of Physical Therapy if geographically feasible. In these cases, the absence must be scheduled in advance and approved by the facility's CCCE and/or the student's Clinical Instructor. Students are not excused for additional travel time between clinical sites, except with prior approval of the facility CCCE and the ACCE.

Any combination of excused and/or unexcused
absences of two days or longer need to be reported
to the ACCE.

The ACCE in consultation with the CCCE and/or CI will determine if the missed time needs to be made up and the strategies for doing so. Any time where the student has arrived to clinic late OR left early will also be considered when determining whether or not days need to be made up. At no time are students excused for doctor's appointments, job interviews, weddings, athletic events, or other appointments that can be scheduled during out-of-clinic hours. In the event that the student must be absent from the clinic, he/she is required by the Division of Physical Therapy to first call his/her CI, and second to notify the ACCE responsible for coordinating this rotation.

Tardiness: Students are expected to be on time and prepared for each clinic day. Like absences, tardiness should occur rarely and only under exceptional circumstances. If a student must be late for clinic, the student must contact his/her CI at the earliest possible opportunity, preferably before the start of the work day. Repeated tardiness may impact the student's grade; in these cases, the CI is encouraged to contact the ACCE.

Clinical Instructor Absence: In the event that the student's CI is absent during the scheduled clinic time, the school requests that arrangements be made for another licensed Physical Therapist to supervise the student. If this is not possible, the student should be notified that he/she should not go to clinic. Students are instructed to never work with patients in a clinical setting without a licensed Physical Therapist on-site to provide supervision. In this case, the school will not require that the student make up this day. If absences

exceed one day and if the CCCE/CI feels that additional clinical time is necessary to better evaluate the student's performance, the Division will reserve the right to decide upon the appropriate course of action.

Any questions regarding the absence policy should be directed to the ACCE.

Methods of Student Evaluation/Grading

Grading for Clinical Education 3 is either Pass [P] or Fail [F]. Throughout the course, the student must adhere to all Division and clinical facility policies and the course attendance policy.

Use of the APTA Clinical Performance Instrument (CPI)

The CI will assess students' clinical performance using the web-based APTA CPI portal. The APTA CPI has 18 performance criteria, which are consistent with the course objectives provided above. Students should be graded on all 18 of the criteria. While the CI evaluates the clinical performance of the student, the ACCE makes the final determination of the course grade.

The final course grade will be determined by

- Completion of all course requirements
- Scores on the APTA CPI
- Consideration by the ACCE of comments/feedback from the CI, "significant concerns" marked on the APTA CPI, difficulty of the clinical setting, and progress from midterm to final.

| Score/Concern | Action to be taken |
|---|--|
| At any time during the rotation: Significant Concerns arise on any red flag item (1-4, 7) | CI or CCCE notifies the ACCE. These items deal with legal and ethical issues, etc. Improvement strategies are implemented, but immediate dismissal from clinical site is required. |
| At midterm: "Significant Concerns" on any item | CI or CCCE notifies the ACCE. Improvement strategies are implemented. |
| At final assessment: Any new "Significant Concerns" on any item, or failure to remediate "Significant Concerns" on any item from midterm | Failure (See Final Evaluation below) |
| **Any student dismissed by the clinical site and asked not to return will receive an automatic fail grade of 760 and will be referred to the Division's Academic & Professional Standards Committee . | |

Final Evaluation:

If the student fails to improve his/her performance, or if performance declines from midterm, the ACCE must be notified. In the event that the student fails his/her rotation, the ACCE will notify the Division's Academic & Professional Standards committee. Input from the ACCE, CI, and CCCE will be solicited, documented, and submitted to the committee. Please refer to the Division's Policy on Academic & Professional Standards.

In all cases, timely communication and accurate documentation is imperative. The CI should not wait until the final evaluation to provide feedback to the

student or to voice concerns to the ACCE. Ongoing, constructive feedback is vital to student success. Please do not hesitate to contact the ACCE if performance problems arise or if there are questions regarding the grading criteria.

Spring Term

In order to receive a grade of [P] for the Spring 2016 semester, the student must:

- Attend and participate in both pre-rotation class meetings
- Complete a Student Profile form for each rotation that includes specific, measurable objectives
- Submit all health requirements and immunizations via CertifiedBackground.com.
- Adhere to any site-specific screening, health, immunization, or orientation requirements.
- Complete the Week 1 survey and Week 3 journal (or Rural Service Learning Plan) as noted in the schedule above
- Have no "significant concerns" boxes noted by the clinical instructor on the midterm CPI.

"Significant concerns" on other CPI items will be handled according to the CPI Ratings and Actions table above.

Summer Term

Clinical performance will be assessed by the clinical instructor using the CPI as noted above. To earn a passing [P] grade, the student must achieve a level of clinical performance consistent with the level outlined under Expected Learning Outcomes for each rotation. Also, "significant concerns" reported and/or recorded by the clinical instructor will be handled according to the CPI Ratings and Actions table above. Finally, the student must submit all surveys, self-assessments, and journals as noted in the course schedule.

Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at <http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegritytext>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

PT 760: Clinical Education 3 - Schedule

| Day, Date | Topic/Items DUE |
|-------------------------------|--|
| Wednesday, January 20 (11 AM) | Class meeting to review syllabus, prepare CI packet for Rotation 1 |
| Wednesday, February 3 (11 AM) | Class meeting, prepare CI packet for Rotation 2 |
| Monday, April 11 | Rotation 1 begins |
| Tuesday, April 19 | DUE: Week 1 Survey |
| Monday, May 2 | DUE: Week 3 Journal (or Rural Service Learning Plan*) |
| Friday, May 6 | DUE: Midterm CPI self-assessment and CI assessment for Rotation 1 (Note: This may be completed any time between April 27 and May 13, at the Clinical Instructor's discretion) |
| Monday, May 9 | ACCE will submit grade for Spring semester. |
| Monday, May 23 | DUE: Week 6 Journal |
| Friday, June 3 | Rotation 1 ends DUE: Student Evaluation of Clinical Instructor survey DUE: Student Evaluation of Clinical Education Site survey DUE: Competency Self-Assessment survey DUE: Rural Service Learning project report DUE: Final CPI self-assessment and CI assessment |
| Monday, June 6 | Rotation 2 begins |
| Monday, June 13 | DUE: Week 1 Survey |
| Monday, June 27 | DUE: Week 3 Journal (or Rural Service Learning Plan*) |
| Friday, July 1 | DUE: Midterm CPI self-assessment and CI assessment for Rotation 2 (Note: This may be completed any time between June 22 and July 8, at the Clinical Instructor's discretion.) |
| Monday, July 18 | DUE: Week 6 Journal |
| Friday, July 29 | Rotation 2 ends DUE: Student Evaluation of Clinical Instructor survey DUE: Student Evaluation of Clinical Education Site survey DUE: Competency Self-Assessment survey DUE: Rural Service Learning project logged into SOLE Community Service module* DUE: Final CPI self-assessment and CI assessment |

* denotes assignment for students completing their rural rotation.