University of Colorado
Physical Therapy Program

Course Title: Clinical Education I

Credit Hours: 5

Contact Hours:
Clinic: 8 weeks fulltime in clinic
Lecture: 10 hours preparation/debrief seminars

Course Number: DPTR 6931

Semester: Summer II
Year: 2024

Course Coordinators:

R. Joe Palmer III, PT, DPT, PhD
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Catherine Bilyeu, PT, DPT
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Office Hours: By appointment- requests should be made by email

Course instructors: Becca Keefer, PT, DPT, CCS
Holly Ingham, PT, DPT, PCS, ATP
Community Clinical Instructors (CIs)

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.

Clinic Check-in: All students and CIs will be contacted in the beginning of the clinical experience and 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. The CE Team is available throughout CE I if needed. It is the student's responsibility to request more frequent communication if needed.

Course Description: Eight-week, full-time supervised clinical experience with emphasis on appreciating the roles of the physical therapist, beginning to manage a case load, and participating in the inter-professional team.

Course Mission:
CE I is designed to develop key foundational knowledge, skills, and attitudes related to both patient care and life-long learning. We strive to enhance the learner's use of strategies for effective experiential learning and establish the skill base for critical reflection and self-assessment.

Course Outcomes: Upon the completion of this course, the student will be able to:

Fink's Taxonomy of Significant Learning	Course Objectives Students will:
Learning How to Learn	• Describe elements that contribute to a positive clinical education experience. • Identify new strategies which support one's experiential learning • Begin to demonstrate self-directed learning in the clinical setting • Practice critical reflection to enhance professional growth.
Foundational Knowledge	• Manage patients from initial examination through discharge with guidance from CI. • Comply with HIPAA regulations at all times. • Recognize principles of health care delivery in the clinical setting.
Application	• Apply knowledge, psychomotor skills, and professional behaviors in the clinical setting. • Apply correct use of standard precautions for infection control. • Seek evidence in making clinical decisions. • Utilize evidence in making clinical decisions with CI guidance
Integration	• Demonstrate effective use of time and resources by managing a partial caseload. • Use clinical decision-making frameworks in patient management (e.g., ICF, The Guide to PT Practice, etc.) • Examine relationships between health condition, impairments in body structure and function, functional limitations, and participation restrictions. • Demonstrate progression towards "Intermediate" performance on all CPI skills.

Human Dimension	• Realize potential legal/ethical issues that may arise in the clinical setting. • Recognize the physical therapist's role within the healthcare team in the clinical setting. • Illustrate appropriate behaviors to reinforce the physical therapist's role within the team.
Caring	• Accept responsibility for patients. • Display effective communication and interpersonal skills in all interactions.

Course Prerequisites: Successful completion of all previous course work.
Other prerequisites (on-boarding) to participate in clinical education:

1. Current CPR Certification:
   This is a requirement of all clinical sites. The PT Program requires that students maintain current American Heart Association BLS CPR certification throughout the 2.5-year curriculum.

2. OSHA Requirements related to Blood-borne Pathogens
   Many states require documentation that students have had OSHA training related to blood-borne pathogens/universal precautions. In addition, our clinical affiliation contract states that students will have completed this training prior to participating in clinical education. Therefore, the PT Program requires that students complete training in blood-borne pathogens prior to participating in ICE I. This training was provided during a preparation seminar in Summer 1.

3. HIPAA Compliance:
   The PT Program requires that students successfully complete the online HIPAA training prior to participating in ICE I. It is in the best interest of patients and clients for students to understand and comply with HIPAA standards throughout their clinical experiences.

4. 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.**

*All onboarding must be completed by April 12, 2024 to avoid a possible suspension from the experience (this includes UCHealth Drug Screens when required)

Required Reading:
1) American Physical Therapy Association Physical Therapist Clinical Performance Instrument (PT CPI): Review Web CPI prior to start of clinical education experience.

Curricular Elements: Patient-Centered Care; Clinical Reasoning and Evidence Based Practice; Movement for Participation; Teamwork and Collaboration, Quality Improvement and Safety

Teaching Methods: the main focus is experiential learning, through an 8-week clinician-supervised clinical education experience. Additional teaching methods used in the preparatory and debrief classroom sessions include recorded and in-person lecture, discussion, small group activities, reflection, and self-directed learning.

Class Time: The term "class" encompasses independent student learning through in-person sessions or asynchronous didactic lecture materials. Instructor assigned activities must be completed in preparation for, or as an adjunct to class involving active learning or lab sessions. Both in-person and asynchronous class activities play a pivotal role in delivering course content effectively. While certain asynchronous tasks may align with scheduled class or lab, 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 and/or with the supervision of your clinical instructor.

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 CE I prior to the start of the experience, during the experience, and post-experience. General clinical education resources are also included.

Please note: due to the nature of clinical education courses and the early communication and preparation that is necessary ahead of the scheduled semester in which the clinical education experience occurs, two Canvas courses are utilized:

- In the months prior to the start of the clinical experience, **Clinical Education I *(Early Access)* Class of 2025** is used for all information and course modules.
- In the semester aligned with the clinical experience, the above early access course will be closed and transitioned into **Clinical Education I Class of 2025** for the duration of the course. [Please click here if you want to learn more about how to utilize Canvas](#).

Exxat: This clinical education management software platform is used extensively for all CU PT clinical education courses. Students will utilize Exxat to create and send their personal profile to their assigned SCCE/CI, explore and create a Wishlist for site placement, and to complete post-experience evaluations. Please refer to the Exxat module in Canvas for additional information and tutorial video links.

CPI 3.0: The Clinical Performance Instrument (CPI) 3.0 is completed via an on-line platform hosted by the APTA. Please refer to the CPI 3.0 module in Canvas for additional information and help-guides.

Zoom: Zoom web conferencing may be used for virtual classroom sessions as well as for Advisor check-in conversations during the clinical experience.

Evaluation Methods:
Grades and Grading Policy:
This course is graded as pass/fail. Criteria to achieve a "Pass":
1. Complete Student/CI Contact form AND Student Checklist via Qualtrics. The respective links are found in the Canvas calendar. Both forms should be completed by Friday, May 3rd, 2024 (unless previously arranged with Course Coordinator).
2. Demonstrate a progression towards and achievement of "Intermediate performance" on all performance criteria in the Clinical Performance Instrument (CPI).
3. Week 3 and 6 completion of CE I Benchmarks addressing the following areas: Professional Behaviors, Procedural Skills, Clinical Reasoning, and Communication Skills. All items checked as "in progress" require comments from the CI.
4. Submit Guided Reflection to corresponding Canvas assignment by June 23rd, 2024.
5. No "Significant Concerns" box checked on the CPI on the final evaluation.
6. Summative comments from CI indicate progress from midterm to final evaluation on CPI.
7. Submit and sign off on electronic CPI by June 21st, 2024.
8. Complete Exxat Assessments: "PT Student Evaluation of the Site" and "PT Student Evaluation of the Instructor" by June 23rd, 2024.

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:

1. **Create goals for CE I experience**
   Students will create objective CE I goals, based on integrated practical (CAPE) experience, feedback, and reflections

2. **Complete Exxat Student Profile**
   All sections of the Exxat student profile need to be completed by Sunday, February 17. Refer to the Exxat module in Canvas for video tutorials

3. **Send introductory email and Exxat student profile to SCCE and CI (if known/listed in Exxat)**
   Refer to Canvas for more information about what should be included in this email. This should be sent by Sunday, February 17. Some students may not be placed by this date. In this case, you will send this email within 5 days of receiving placement notification if after February 17.

4. **Student/CI Contact Information Form AND Student Check List Form:**
   These documents are completed via Qualtrics and the links are available in Canvas and will need to be completed by Friday, May 3, 2024.

5. **Weekly Planning Forms – Weeks 1, 2, 5, and 7:**
   Templates are available in Canvas. Students are asked to complete and review with their CI on a weekly basis. These are **NOT** turned in but rather used to ensure communication and consensus between student and CI regarding progress and goals.

6. **Completion of CE I Benchmark Form - Weeks 3 and 6:** These benchmarks serve as a guide to facilitate discussion, reflection and formative feedback between the student and CI, and are designed to provide "checkpoints" to ensure the student is making steady progress towards final CPI expectations. Assessed at weeks 3 and 6, the CI and Student will indicate Met or In Progress for each benchmark. Comments are required if "In Progress" is checked for any item. The Benchmark Form will be completed electronically via Qualtrics with the links available in Canvas through the assignments module and via the Calendar function. See appendix A of this syllabus for Benchmark criteria. The procedure for completion is as follows:
   I. The student or CI will open the benchmark form (student will need to provide the CI the corresponding form link if to be opened by CI).
   II. The CI will complete the form but WILL NOT SUBMIT yet
   III. The student will review the completed form by their CI and then acknowledge whether they agree or disagree with the CI assessment.
      - If disagreement, please discuss the areas of disagreement and provide comments in the appropriate acknowledgement box where the disagreement occurs. Provide examples to support your claim.
   IV. Once the student has acknowledged they have reviewed the form, they may electronically submit.

7. **Contribution to the Clinic:** Students are expected to contribute in some way to the clinic during CE I. Examples include, but are not limited to: providing an in-service, contributing to an ongoing project in the facility, facilitating a journal club discussion, presenting a case, etc. A

brief presentation on the benefits of student projects in the clinic and other examples of student projects can be found on the CE Website under the "CE I- During Clinical Experience" tab.

8. **Guided Reflection**: Each student will submit via Canvas a written reflection by June 23. Reflections should be written in first-person language and be at least one page double-spaced. This guided reflection will focus on how you incorporated your defined goals following your first integrated practical (CAPE) into this clinical experience:
   - Define and then reflect on how you were able to incorporate your integrated practical (CAPE) goal(s) into CE I. In what ways were you successful in meeting the established goals? How were you challenged?
   - How did your CI and other members of the health care team assist you or provide mentorship to help achieve the established goal(s)?
   - How will you carry this work forward into your clinical experiences for year 2 (CE II)?

9. **Clinical Performance Instrument (CPI) – Weeks 4 and 8:** The CPI will be completed by each student and CI at midterm and final. Students and CIs will meet to discuss the CPI and performance/progress at both midterm and final.

10. **Exxat Site/CI Assessments:** In the last week of CE I and no later than June 23, the "PT Student Evaluation of the Site" and "PT Student Evaluation of the Instructor" will be completed within Exxat. Ideally, these assessments will be completed prior to the last Friday of the clinical experience and shared with your CI for review and discussion (can be done at final CPI review). However, CIs and Sites are not able to access these Exxat evaluations and do not have to be shared if it is uncomfortable for the student to do so. Please note, we encourage the professional development skill of providing constructive feedback. Work with your CE Advisor if you would like mentoring in this area or have specific questions.

Course Policies:

Diversity, Equity and Inclusion: 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.

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.

Time in Clinic/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. Please refer to the Time in Clinic Policy (revised in July 2018) posted as a separate document in canvas. **The Program considers time in clinic to be mandatory**. Therefore, any requests for time away from clinic must be submitted to Catherine Bilyeu via the following form: CE Absence Request Form prior to making any travel plans.

a. *Illness (COVID-19 or other illness):* Students are expected to follow the guidelines, protocols, and policies of their specific clinical site. Clinic guidelines, protocols, and policies will supersede campus guidelines, protocols, and policies if a discrepancy occurs. Policies and procedures may include COVID-19 testing, quarantine, and self-isolation prior to returning to clinic (if applicable). The criteria to pass the course must still be met even in the case of an extended absence. Steps to follow:
  - Notify **ALL** of the following with an unanticipated absence due to illness or family emergency: CI, CE Faculty Advisor, Joe Palmer (CE I Course Coordinator and DCE).

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.

CE I Dates: April 29 – June 21, 2024

Schedule and Format – SEE CANVAS FOR DETAILS AND DUE DATES

Date	Format	Instructor	Topic/Content
Week of January 8			
Tuesday, January 9 1:00 – 2:00 **OPTIONAL** Drop-in Q&A 2:00 – 3:00	Class: Asynchronous Module Class: Virtual, In-person Zoom link (see Canvas)	Bilyeu, Palmer	Review corresponding module in **Clinical Education I (Early Access) Class of 2025** Canvas 'course' Drop-in virtual session for questions regarding CE I
Friday, January 14th	Out of Class Time	Palmer	Complete Exxat Wishlist if applicable. Refer to Exxat instructions in Canvas for more information.
Week of February 12			
Sunday, February 17	Out of Class Time	Palmer	Complete Exxat Profile Send introductory email to SCCE/CI with Exxat Profile attachment. Refer to Canvas for examples/instructions.
Week of March 11			
Wednesday, March 13 1:00- 2:00	Class: In person	Palmer, Bilyeu, CE Team	Introduce CPI Introduce Monthly Benchmarks Novice to Expert concept Readiness for Clinic
Wednesday, March 15 2:00- 3:00	Class: Asynchronous Module Out of Class Time	Palmer, Bilyeu, CE Team	Complete CPI 3.0 Student Training (see Canvas for link) by noon, April 9 Watch assignment video and post questions to discussion board
Week of April 1			
Tuesday, April 2 1:00 – 3:00	Class: In person	Palmer, Bilyeu, CE Team	Documentation
Week of April 8			
Tuesday, April 9 1:00-3:00	Class: In person	Palmer, Bilyeu, CE Team	Professional Behaviors Communication Novice Learner CE Advisor Break Out

April 29 – June 21, 2024			
Clinic Time	Mandatory Clinic Attendance	Palmer, CE Team	Assignments available in Canvas
Week of June 24			
Date/Time TBD	Class: In person	Palmer, Bilyeu, CE Team	Debrief CE I experience

Overview of Assignments/Requirements:

Form/Task	Due Date
Before the Start of CE I	
Complete Exxat Wishlist (if applicable)	11:59 PM, Friday, January 12
Complete Exxat Student Profile	Sunday, February 17
Student Email to SCCE/CI including: • Completed Exxat Student Profile	Sunday, February 17
Complete CPI 3.0 Training	12 PM, Tuesday, April 9
Complete ALL PT program AND site specific on-boarding requirements (to include drug screens) – Study Time	Friday, April 12
Upload Post-CAPE Coaching Feedback Goals for CE I	Friday, April 19
First Week of CE I	
Student Orientation Check List – **Qualtrics Form link in Canvas**	Friday, May 3
Student/CI Information Form – **Qualtrics Form link in Canvas**	Friday, May 3
During CE I	
Complete some version of Weekly Planning Forms with CI and formally review (nothing to upload)	Not Turned into Program but should be completed and reviewed with CI on weeks 1,2,5,&7
Complete Contribution to the Clinic	Completed at some point during the clinical experience, usually in the second-half of the experience
Week 3 of CE I	
CI to complete Week 3 Benchmark form and student to review – **Qualtrics Form link in Canvas**	Week 3: Friday, May 17
Midterm of CE I	
Complete Midterm CPI 3.0 Evaluation	Week 4: Friday, May 24
Week 6 of CE I	
CI to complete Week 6 Benchmark form and student to review – **Qualtrics Form link in Canvas**	Week 6: Friday, June 7

Conclusion of CE I	
Complete Final CPI Evaluation**	Friday, June 21
Guided Reflection – **Canvas assignment upload**	Sunday, June 23
Exxat Site/CI Assessments	Sunday, June 23

**Grade for CE I will not be given until all Assignments/Requirements are submitted

CE I Benchmarks

These benchmarks serve as a guide to facilitate discussion, reflection and formative feedback between the student and CI, and are designed to provide "checkpoints" to ensure the student is making steady progress towards final CPI expectations. Assessed at weeks 3 and 6, the CI and Student will indicate Met or In Progress for each benchmark. Comments are required if In Progress is checked for any item. The student is responsible for uploading this document to the appropriate canvas assignment.

Week 3   **Met   In progress**
Professional Behaviors

	Met	In progress
Demonstrates initiative	☐	☐
Demonstrates responsibility for own learning	☐	☐
Receives feedback without defensiveness	☐	☐

Comments:

Procedural Skills

	Met	In progress
No safety concerns	☐	☐
Able to collect required/pertinent information in a simple patient interview with 50% guidance	☐	☐
Progressing independence with performing **familiar**/simple examination tasks with direct supervision		
Progressing independence with performing patient education and interventions with direct supervision		

Comments:

Clinical Reasoning

	Met	In progress
Able to hypothesize some appropriate tests/measures for familiar conditions	☐	☐
Able to use the ICF to identify impairments, activity limitations, and participation restrictions in each patient	☐	☐

Comments:

Communication Skills:

	Met	In progress
Communicates in a professional manner with CI	☐	☐
Uses active listening to understand what is being communicated by others	☐	☐
Recognizes potential communication barriers	☐	☐

Comments:

CE I Benchmarks
Week 6 - consider progress since mid-term CPI

	Met	**In progress**

Professional Behaviors

Demonstrates initiative and commitment to learning consistently	☐	☐
	☐	☐
Makes effort to assess own performance and incorporate feedback	☐	☐
Seeks out resources to solve problems		

Comments:

Procedural Skills

No safety concerns	☐	☐
	☐	☐
Able to collect required/pertinent information in a simple patient interview with 25% guidance	☐	☐
Has shown progressive independence and confidence in performing **familiar**/simple examination tasks with direct supervision	☐	☐
Has shown progressive independence and confidence with performing patient education and interventions with direct supervision		

Comments:

Clinical Reasoning

Able to consistently hypothesize appropriate tests/measures for familiar conditions	☐	☐
	☐	☐
Able to efficiently use the ICF to identify impairments, activity limitations, and participation restrictions in each patient		

Comments:

Communication Skills

Communicates in a professional manner with interprofessional team	☐	☐
	☐	☐
Beginning to modify communication based on target audience	☐	☐
Recognizes potential communication barriers and can identify potential solutions		

Comments: