**PT 603: Clinical Internship I**

**Syllabus**

Fall Term 2015

(200 clinical hours; 3 credit hours)

**Course Description:**

This is a blended course consisting of five weeks of supervised clinical experience in a selected physical therapy setting with corresponding learning opportunities in an online classroom.  Students will develop professional behaviors in the clinical environment, observe and participate in all areas of physical therapy patient care, and apply developing physical therapy skills in areas the student has completed the previous didactic coursework.

Course URL: <http://idt7072clined.weebly.com>

**Student Expectations:**

* As a student of the Doctor of Physical Therapy program, you are expected to abide by the **Honor Code Policy** at all times (Honor Code Rule: 1720-3-1, pages 142-159 in the [UTHSC Student CenterScope Handbook](http://www.uthsc.edu/centerscope/CenterScope.pdf%22%20%5Co%20%22%22%20%5Ct%20%22_blank)). The Honor Code Policy can be found in the Resources tab on the home page. Please review the Honor Code at your convenience. A violation of the honor code includes: the use of unauthorized materials or assistance during testing, assignments and practicals that are part of the student's academic program, record or report of falsifying or fraudulent data, plagiarizing, substitution for another student, altering grades and engaging in similar acts of academic dishonesty.
* As a graduate student and adult learner, I hold high expectations for you and your participation in this course. It is assumed that as a graduate student you possess professional behaviors to include high motivation, timeliness, eagerness to learn, evolving critical thinking skills and receptiveness to other points of view in the online classroom.
* Be respectful of your peers, the instructor, the college and the university.
* Participation is required in all activities (see Attendance guidelines in this Syllabus).
* You must become a proficient user of this online classroom.
* Frequent communication with other students and the instructor is encouraged and expected.
* It is expected that the student is a member of the American Physical Therapy Association (APTA). This is an expectation of the Department of Physical Therapy at University of Tennessee Health Science Center.

**Expectations of the Instructor**:

* As your instructor, you can expect that I will give you my best effort throughout this course. I hold very high expectations of myself, and I am open and receptive to improve this course as needed upon course surveys and suggestions.
* My goal is to assist you in learning as much as you can and providing you with all the necessary tools to be successful in this course, and beyond. All course assignments have been designed to help you achieve all the course objectives listed below.
* If you come across any unclear instructions or assignments during this course, please notify me and I will be happy to clarify as much as possible while allowing learning to occur.
* I will be as accessible as possible though out the course through email, telephone, face-to-face office meeting or teleconference as desired and appropriate.

**Communication:**

My preferred method of contact is email – **Jacque.Bradford@memphis.edu**. Please always include “PT603 - DPT 2017″ in the subject line of your email so I will be able to link your email to the appropriate course. If you would like to schedule a teleconference or office meeting (my office hours are typically 7:30am to 4:30pm, but vary dependent on faculty and committee meetings, clinic site visits, etc.), please send an email with your request and a couple of options for times/days that would be convenient for you. I will respond back to you with a confirmed time withing 24 hours (sooner if able). You are also welcome to contact me by telephone at 901.448.2533.

Online classroom communication will occur through this online classroom though the discussion forum/Facebook page for this course. Further details for logging in to the discussion forum will be listed in your first assignment.

Please know that the etiquette for all communication must be professional. Abbreviated Internet jargon and computer shorthand will not be acceptable.

For written assignments and performance evaluations, I expect you to pay close attention to spelling, punctuation, citations, and references. Assignments should be submitted with minimum spelling and grammar errors.

Additional Resources:
1. Guidelines for Online Communication - See [About Online Courses](http://weebly-link/972106002534599930)
2. [Columbia Guide to Online](http://www.amazon.com/The-Columbia-Guide-Online-Style/dp/0231132115%22%20%5Co%20%22%22%20%5Ct%20%22_blank) Style by Janice R. Walker and Todd Taylor

**Goals and Objectives:**

**Goal One: Model professional behavior in the clinic**

*Objectives:*

* Given the clinical facility's expected arrival time, the student will demonstrate punctuality by arriving on time to the facility 100% of the time.
* In accordance with the facility dress code, the student will recognize and demonstrate professional dress 100% of the time.
* Given approved articles and the Tennessee Physical Therapy Practice Act, the student will demonstrate the importance of legal practice in the clinical setting with 85% accuracy through a written assignment.
* Given a written assignment, the student will discuss the importance of ethical standards in clinical practice with 85% accuracy.
* Given articles on time management, the student will effectively develop time management skills to perform patient care tasks in less than 2x the time of his/her experienced clinical instructor.

**Goal Two: Apply strong communication skills to clinical practice**

    *Objectives:*

* Given the policies of the clinical facility, the student will accurately report physical therapy interventions in patient records 85% of the time or greater in the patients' charts as noted in the American Physical Therapy Association (APTA) Clinical Performance Instrument (CPI).
* Given supervised clinical practice, monitored online discussions, an informative article and video, the student will identify three helpful suggestions that will assist in developing strong communication skills, verbal and non-verbal, when communicating with all health care professionals (e.g. nurses, physicians, occupational therapists, case managers, medical social workers) and classmates.

**Goal Three: Perform a physical therapy intervention on a patient**

     *Objectives:*

* Given the clinical practice setting, the student will perform physical therapy modalities and therapeutic exercises in a safe manner that minimizes risk to patients, self and others in all situations 100% of the time as reported on the APTA CPI.
* Given a complex patient, the student will independently instruct a patient on a home exercise program (HEP) in a clear and efficient manner with 90% accuracy based on the HEP rubric.
* Given a patient case scenario with socioeconomic hardship or cultural diversity, the student will adapt delivery of physical therapy care in three or more ways.

**Goal Four: Perform a physical therapy evaluation on a patient**

    *Objectives:*

* Given an non-complex patient, the student will perform a complete physical therapy history interview and examination with clinical instructor supervision with 85% accuracy based on the PT Evaluation Rubric.
* Given a non-complex patient, the student will apply didactic knowledge and skills to a patient evaluation in a proficient manner with 85% accuracy based on the PT Evaluation Rubric.

**Goal Five: Design a plan of care for a patient**

    *Objectives:*

* Using the International Classification of Functioning, Disability and Health (IFC) language, the student will identify and categorize the patient’s impairments accordingly 85% of the time based on the PT Evaluation Rubric.
* Given a physical therapy evaluation, the student will develop short-term and long-term goals that are patient-centered and evidence-based with 85% accuracy based on the PT Evaluation Rubric.
* Given a physical therapy evaluation or re-evaluation, the student will design interventions appropriate to each problem identified in the plan of care with 85% accuracy based on the PT Evaluation Rubric.

**Goal Six: Assess clinical and professional skills**

 *Objectives:*

* Using the web-based APTA CPI, the student will identify a minimum of three areas in which his/her performance meets expectations and a minimum of three areas in which his/her performance needs improvement.
* Given a Physical Therapist Student Evaluation tool, the student will independently compose three or more statements of constructive feedback for his/her clinical instructor on his/her clinical instruction skills.
* Given the Generic Abilities assessment tool, the student will evaluate his/her professional behavior as an adult learner and develop three goals and three strategies to improve weaker rated abilities.

**Prerequisites:**

Successful completion of all Winter and Spring 1 DPT courses.

**Required Materials:**

* Student Clinical Education Manual
* American Physical Therapy Association (APTA) Physical Therapy Student Evaluation (PTSE): Clinical Experience and Clinical Instruction
* APTA Physical Therapist Clinical Performance Instrument (CPI) Web
* APTA Code of Ethics
* Tennessee Physical Therapy Practice Act
* Note: No texts are required for this course; however, all previous textbooks and notes from the previous academic curriculum are recommended.
* Other readings, appropriate to the patient population or clinical site, may be assigned by the clinical instructor.

**Minimum Hardware and Software Requirements:**

*Students are required to have the following to be successful in this course:*

* Ready access to a reliable computer with specifications listed below.
* Consistent access to a professional word processor, spreadsheet creator, presentation application, web browser, email application, and other common software tools.
* Access to application to record a video (e.g. web cam, cell phone video recorder, etc.)
* A Facebook account/profile.
* Consistent, daily access to the Internet throughout the duration of the course.

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**Assessment and Grading:**

The Instructor/Director of Clinical Education determines the student’s grade for this course.  Grading will either be Pass or Fail. The grade is based on the total accumulated points from each assignment, marks and comments on the APTA Clinical Performance Instrument (CPI) clinical performance tool rated by the student and the clinical instructor, as well as communication with the CI via phone calls, site visits and e-mails regarding student performance. The clinical instructor evaluates the student performance at midterm and final using the CPI. In addition, students complete a self-assessment at midterm and final using the electronic version of the CPI.

Pass: At the completion of this course, all the following conditions must be met:

1) On the APTA CPI, no Significant Concerns boxes are checked or described on “red-flag” items (1-4 & 7).
2) By the final evaluation, overall ratings of student performance on the CPI are rated between “Beginning Performance” and “Advanced Beginning Performance” or above.
3) Student must demonstrate improved performance from midterm evaluation to final evaluation period as indicated through improved ratings on the CPI rating scale and/or descriptions in the comments section.
4) The clinical instructor's written comments on the CPI must reflect satisfactory student performance for the student’s current level of academic preparation.
5) Student has submitted all assignments, in the required manner, by the published deadlines, AND **achieved an average of 85% or greater of all accumulated points** (399 out of 470 total points possible).
6) Student will achieve at least 85% of the total points on assignments for this course.

Fail: At the completion of this course; if any of the above conditions are NOT met, the student is subject to fail this course.

Incompletes: Grades of "Incomplete" are very rare and are given only in cases of severe student hardship. The decision rests in the judgment of the instructor/Director of Clinical Education based on hardship circumstance. The student must have successfully completed at least 3 1/2 weeks of the course term, completed all assignments up to 3 1/2 weeks with > 83% average, and be in good standing in the course in order to be considered for an incomplete grade.

Late Assignments: I DO accept late assignments; however, assignments submitted after the published deadline will be subject to a reduction by 10% in grade (actual points dependent on total points of the assignment) per day late.



**Attendance:**

Regular class attendance is expected from all students, regardless of their geographic location. Class attendance is determined by indicators of active participation in online assignments AND daily attendance to on-site clinical facility. Online participation includes activities such as submission of assignments, completion of evaluations, attending online chats, and posting of discussions. Simply logging into the course is not considered participation nor an indicator of class attendance. Failure to meet these responsibilities will adversely affect your course grade.

Attendance is required in all clinical education sessions.  Students are to follow the facility’s work schedule regarding hours worked including holidays and weekends.  Facility policy will also determine the student’s schedule in the event of inclement weather**. Students who miss clinic days due to illness will need to make those days up in a way that fits the clinic’s schedule.**

Students are to notify their clinical instructor of an illness or emergency related absence prior to the start of the day or as soon as telephone contact can be established.  If you are unable to reach your clinical instructor in person, be sure and leave a message with another employee and NOT on an answering machine.  In addition, **students are required to notify the Director of Clinical Education of any absence from the clinic.** **An unexcused absence may be grounds for dismissal from the Program.**

**Students with Disabilities:**

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff. It is the student's responsibility to initiate contact with the disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor. The UTHSC disability services staff can be found at [https://www.uthsc.edu/sass/](https://www.uthsc.edu/sass/%22%20%5Co%20%22%22%20%5Ct%20%22_blank).

**Syllabus Changes:**

The instructor reserves the right to make changes to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such change(s) by both individual email communication and posting both notification and nature of change(s) on the course Facebook page.