

PHT 6823 Clinical Education VI (6 credit hours)

YEAR 3: Spring Semester 8/ 1st 8 wks.

(January 6 – February 28)

Delivery Format: In Clinic and

On-line Learning via Canvas, Exxat, & CPI

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CE Hours: 8 weeks full-time following the schedule provided by the clinic. Must complete 36-40 hours per week and no less than 288 hours by the completion of the course. Students are required to follow the schedule of their clinical instructors which may vary.

Prerequisites: Course participation is limited to entry-level DPT students who have successfully completed all UF DPT Program Courses: Year 1, Semesters 1-3; Year 2, Semesters 4-6; and Year 3, Semester 7 and be in good academic/professional standing.

Purpose and Outcome

Course Overview: This course is designed to provide DPT students the opportunity to apply, practice and hone their clinical and professional skills in a realistic practice environment under the supervision of a licensed physical therapist who will serve as a clinical educator. This is the 4th of four full-time clinical experiences. The culmination of four required clinical education experiences will allow the student to demonstrate competence

in managing patients with a variety of dysfunctions involving musculoskeletal, neuromuscular, cardio/pulmonary, and integumentary systems. These clinical experiences will also expose the student to a variety of patients with varying age groups and levels of skilled care.

Relation to Program Outcomes

The following outcomes have been established for graduates of the UF DPT program:

Goal #1: To prepare graduates to integrate foundational skills and knowledge of physiological systems with problem-solving and critical thinking to deliver service that is evidence informed.

Goal #2: To prepare graduates to be compassionate, collaborative, and interprofessional, practitioners who meet patient needs within the dynamic, evolving healthcare system and society

Goal #3: To prepare graduates to serve as advocates and leaders in healthcare, the profession, and the community.

- SG1: To prepare entry-level students/graduates to become practitioners of collaborative, interdisciplinary, evidence-based practice and meet the dynamic needs of physical therapy healthcare consumers.
 - SG1a. The Program will enroll entry-level students/graduates who meet high standards in the areas of academic aptitude.
 - SG1b. Students/graduates will be independent problem-solvers and critical thinkers.
 - SG1c. Students/graduates will be autonomous practitioners able to diagnose and treat movement disorders.
 - SG1d. Students/graduates will be physical therapists who address the unique physical and psychosocial characteristics of each individual client.
 - SG1e. Student/graduates will be physical therapists who adhere to state and professional ethical and legal regulations.
 - SG1f. Student/graduates will be physical therapists who provide safe and effective physical therapy services in a variety of clinical settings.

Course Objectives and/or Goals:

1. Demonstrate professional responsibility by timely and accurate completion of all regulatory, facility and program tasks and assignments.
2. Demonstrate professional behavior in all interactions with patients, co-workers, and faculty.
3. Create and present an in-service presentation or project on a topic mutually agreed upon by the student and the clinical instructor to bring value to the unique environment of the clinical setting.
4. Synthesize cognitive, psychomotor, and affective domain skills to ensure safe and effective clinical practice, revealing a holistic approach to patient care across diverse clinical environments. These environments include patient populations with at least 50% high, intermediate, and low medical complexity as defined by the clinical education team.

5. Strategically gathers, interprets, and synthesizes information from multiple sources to make effective clinical judgments; applies current knowledge and clinical judgement leading to accurate and efficient evaluations including: selection of examination techniques, diagnosis, prognosis, goals, and plan of care; ensures patient/client safety via medical screening during the episode of care and when making discharge and progression decisions; presents a logical rationale for clinical decisions with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues) at an entry-level (per Clinical Performance Instrument (CPI)) for a generalist setting.
6. Performs evidence-based initial and re-examination tests and measures that are relevant to the practice setting; rules out other pathologies and refers to or consults with other healthcare professionals as necessary; evaluates data from the patient/client examination (e.g., history, systems review, tests and measures, screening, and outcome measures) to make clinical decisions, including the determination of a diagnosis to guide future patient/client management at an entry-level (per CPI) or a generalist setting.
7. Achieve **“Entry-Level Performance”** or above on all criteria on the CPI for a generalist setting or have supportive comments included in the CPI to support the required competency criteria if the student is not in a generalist setting.

Entry-Level is defined as:

- A student who is capable of functioning without guidance or clinical supervision managing patients with simple or complex conditions.
- At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning.
- Consults with others and resolves unfamiliar or ambiguous situations.
- The student is capable of maintaining 100% of a full-time physical therapist’s caseload in a cost-effective manner.

CPI Criteria include the following:

- a. Safety across all criteria
- b. Professionalism: Ethical Practice, Legal Practice, Professional Growth
- c. Interpersonal: Communication, Inclusivity
- d. Technical/Procedural: Clinical Reasoning, Examination, Evaluation, Diagnosis, Plan of Care, Case Management, Interventions and Education
- e. Business: Documentation, Financial Management and Fiscal Responsibility
- f. Responsibility: Guiding and Coordinating Support Staff

Instructional Methods

Students receive clinical mentoring on-site by a licensed physical therapist at their assigned clinical education experience site(s). Students are expected to demonstrate adult learning behaviors by seeking out learning opportunities, completing assignments, and clearly communicating goals and expectations to clinical mentors and faculty. Students are also expected to address any conflicts or concerns with their clinical instructor (CI) and the Site Coordinator for Clinical Education (SCCE) as appropriate.

Blended Learning

A Blended Learning class uses a mixture of technology and face-to-face instruction to help maximize learning. In addition to your attendance at the clinical site, you will have assignments posted in EXXAT that are required to successfully complete this course. You are also required to monitor your ufl email for communication with the DPT program.

What is expected of you?

You are expected to actively engage in the online course components throughout the semester. You must arrive to your clinical facility fully prepared by completing all assigned tasks and developing an understanding of the patients you may see. This preparation gives you the knowledge or practice needed to engage in higher levels of learning and to meet the needs of your patients. If you are not prepared, you may struggle to keep pace with the activities and patient needs occurring that day, and it is unlikely that you will reach the course's higher learning goals. Similarly, you are expected to actively participate in your learning. Your participation fosters a rich experience for you, your peers, your clinical instructor, and your patients that facilitates overall mastery of the course objectives.

Course Materials and Technology

Recommended resources:

1. Guide to Physical Therapist Practice, APTA
2. State Practice Act for state in which your clinical site is located
3. UF DPT Student Handbook
4. UF DPT Clinical Education Handbook
5. Program textbooks and notes

Required technology:

1. Access to EXXAT Clinical Education Database Management – Chrome browser
2. UF Canvas E-Learning Site
3. UF Email

4. Access to CPI 3.0: cpi.apta.org
5. Site specific electronic documentation – access supplied by site

For technical support for this class related to e-learning, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

For issues related to technical support for EXXAT, please contact Becca Kidwell at ufdptclined@php.ufl.edu

Academic Requirements and Grading

Assignments

**University of Florida
College of Public Health & Health Professions
Department of Physical Therapy**

	Assignment	Due Date
Week 1	<ol style="list-style-type: none"> 1. First Impression 2. CI Details 3. Schedule and Details 	End of First Week
Week 2	<ol style="list-style-type: none"> 1. Update absences in Exxat and notify FOR 2. Discuss weekly goals with CI 	Continuous throughout clinical experience
Week 3	<ol style="list-style-type: none"> 1. Update absences in Exxat and notify FOR 2. Discuss weekly goals with CI 	Continuous throughout clinical experience
Week 4	<ol style="list-style-type: none"> 1. Midterm CPI 2. Midterm Patient Population Survey 3. Midterm PT student evaluation of CI 4. Identify topic for in-service or project 	End of 4 th Week
Week 5	<ol style="list-style-type: none"> 1. Update absences in Exxat and notify FOR 2. Discuss weekly goals with CI 	Continuous throughout clinical experience
Week 6	<ol style="list-style-type: none"> 1. Update absences in Exxat and notify FOR 2. Discuss weekly goals with CI 	Continuous throughout clinical experience
Week 7	<ol style="list-style-type: none"> 3. Complete Inservice or Project and CI Evaluation 1. Update absences in Exxat and notify FOR 2. Discuss weekly goals with CI 3. Complete In-service or Project and CI evaluation of In-service or Project 4. Optional Cost Analysis and Perceptions Survey 	By End of 8 th week Continuous throughout clinical experience By End of 8 th week By End of 8 th week
Week 8	<ol style="list-style-type: none"> 1. Final CPI 2. Complete Inservice or Project and CI evaluation 3. PT student evaluation of clinical instruction 4. PT Student evaluation of site 5. Final Population Survey 	By End of 8 th Week
Additional Curricular Assignments	<ol style="list-style-type: none"> 1. Optional Outstanding CI Nomination 2. Evidence Based Practice III: data collection during CE III, CE IV, CE V 2. Professional Issues III: Mock Interview to be completed CE V or CE VI 3. Health Promotion and Wellness III: Interprofessional Collaborative Learning Project 	By End of 8 th Week Due Final Semester Due Final Semester Due Final Semester

Grading and Assessment

Students shall abide by the clinical education attendance policy as outlined in the UF DPT Clinical Education Handbook. Standardized criteria according to the Student Clinical Performance Instrument (CPI) of the APTA will be utilized by clinical instructors to assess student performance. This course is graded as Satisfactory or Unsatisfactory based on the student's ability to meet the course objectives noted above. Students must complete online assignments accurately and in a timely fashion. **Students must achieve a minimum of 80% of the points for the online assignments and meet the "Entry Level" performance criteria as outlined above in the Student Clinical Performance Instrument to achieve a "Satisfactory" grade. The grade is assigned by the DCE/ADCE faculty member utilizing the CPI and the CI/SCCE insight as needed.**

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required Class Attendance

Students are expected to abide by the clinical education attendance policy as outlined in the UF DPT Clinical Education Handbook. Students are required to assume the same schedule as their supervising clinical instructor each scheduled day. This can vary based on the clinical setting and the clinical instructor. Student absences should be reported in Exxat and communicated to FOR via email as outlined in the Clinical Education Handbook.

Student Expectations, Roles, and Opportunities for Input

Expectations Regarding Course Behavior – students are expected to check their UF email daily and are expected to submit their course assignments timely to Canvas or Exxat as instructed in each activity. They are expected to follow the guidelines as outlined in the Clinical Education Student Manual.

Communication Guidelines – Timely communication between the student and the program is of heightened importance for the safety and well-being of the student as well as maintaining the trajectory to graduation timeline. Students are required to communicate with the clinical education team as outlined in the Clinical Education Student Handbook. Failure to do so will induce a referral to the Professional Development Committee and may impact the student's advancement to graduation as scheduled.

Communication is essential in healthcare and as a healthcare practitioner. Please consider the impact of communication and importance of using professional communication with peers, patients, clinical instructors, professors, and all university staff. Consider that your communication with colleagues and professors is an extension of your professional identity. Below is a helpful link for guidelines for online communication:

Netiquette Guidelines:

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from

GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- **The Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care website:** <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- **The Student Health Care Center at Shands** is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:

(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu