A. Course Title: Clinical Education I
B. Course Number: PHYT 550
C. Credit Hours: 2 credit hours
D. Contact Hours: 20 hours lecture; 80 hours in clinic setting
E. Prerequisites: Satisfactory completion of all preceding curricular content
F. Semester offered: Spring
G. Faculty and Administrative Staff:

Course Coordinator/Director of Clinical Education
Nikki Sleddens, PT, MPT, CEEAA
Office: BH 3013K
Office Phone: 402-559-4625
Office Email: nicole.sleddens@unmc.edu
Cell Phone: 402-499-7929
Office Hours by Appointment

Assistant Director of Clinical Education
Tessa Wells, PT, DPT, GCS, CEEAA
Office: HSEC 249
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Office Hours by Appointment

Administrative
Jamie Gill, BSBA-HCM, Notary Public
Clinical Education Coordinator
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Office Phone: 402-559-8173
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Clinical Education Team
Nikki Sleddens, PT, MPT, CEEAA
Tessa Wells, PT, DPT, GCS, CEEAA
Jamie Gill, BSBA-HCM, NP
Grace Johnson, PT, DPT, MS, OCS
Betsy Becker, PT, DPT, CLT-LANA

Other Faculty/Course Instructors:
Marilyn Dongilli, PT: Office Email: mdongilli@madonna.org
Victoria Kennel: Office Email: victoria.kennel@unmc.edu

The Division of Physical Therapy Education, in conjunction with the affiliating clinical facilities, provides the Clinical Education component of the curriculum. The Administration Staff of the program is under the direction of the Director of Clinical Education. Classroom preparation for clinical education courses is the responsibility of the Director of Clinical Education. On-site clinical education experiences are taught and supervised by the volunteer clinical faculty of the Division of Physical Therapy Education.
H. Class Days, Times, and Locations:

Students begin weekly (Wednesdays only) clinical experiences on January 30th, 2019 and will continue through April 17, 2019. Students will not be in clinic on February 13th for IPE or March 20th during Spring Break. There are two make-up days scheduled on April 24th & April 29th in the event that there is a cancelled clinical day due to illness or other issue such as a winter storm. Any missed days must be reported to the Clinical Instructor and the Director of Clinical Education.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor(s)</th>
</tr>
</thead>
</table>
| Class 1      | Clinical Education Overview  
Review of Syllabus / Assignments  
Discuss details of spring clinical  
Professional Communication | Sleddens      |
| January, 2019| Team STEPPS Modules: Introduction & Team Structure                      | Dr. Kennel    |
| Class 2      | Clinical Education Manual  
Clinical Selection Preparation  
Special Application Process  
Reading Assignments:  
Clinical Education Manual  
NE State Practice Act | Sleddens      |
| January, 2019| Documentation Module  
Reading Assignment:  
Quinn and Gordon documentation text Chapter 7: Clinical Decision Making and the Initial Evaluation Format, Chapter 12: Developing and Documenting Effective Goals, Chapter 14: Session Notes and Progress Notes with Modified SOAP. | Marilyn Dongilli |
| Optional Meeting | OMAHA CAMPUS ONLY  
OPTIONAL: Discuss MMI LEND Program.  
Information regarding the LEND Program will be posted on Canvas. If after reviewing this information, you would like further details, please attend this meeting | Emily Drew   |
| January, 2019| PHYT 650 & 750 Clinical Education Selection Process | Sleddens      |
| Class 5      | Documentation Module                                                  | Marilyn Dongilli |
| February 6, 2018|                                                                 |               |
| Class 6      | TeamSTEPPS Module: Introduction & Team Structure (continued) & Communication | Dr. Kennel    |
| February, 2019|                                                                 |               |
| Optional Interview | OPTIONAL: Madonna Application Finalists will be scheduled for face to face interviews with Madonna Staff between 8-5pm at Madonna Rehabilitation Hospital, Lincoln, NE | Madonna Staff |
| March, 2019  | Resume and Cover Letter                                                | Sleddens      |
### I. Clinical Expectation:

During this clinical experience, the student will demonstrate performance consistent with “Beginning Performance” as defined by the PT CPI as follows:

- A student who requires close clinical supervision 100% of the time managing patients with constant monitoring and feedback, even with patients with simple conditions.
- At this level, performance is inconsistent and clinical reasoning is performed in an inefficient manner.
- Performance reflects little or no experience.
- The student does not carry a caseload.

### J. Course Description

**Overview:** Clinical education courses are an integral part of the DPT curriculum. They allow for the clinical application of physical therapy theories and techniques acquired during lecture and laboratory instruction. As importantly, these courses provide the student with the opportunity to acquire the knowledge, skills and abilities most effectively taught in the clinical setting. The clinical education process is designed to provide the student with periodic clinical exposure at key times throughout the curriculum, thus enabling the student to build clinical practice skills and confidence while being exposed to a variety of clinicians, patients, and facilities. Although each student will have different clinical education experiences, the process is designed to move the student along a continuum from observation, identification and description to analysis, demonstration, and evaluation. Consequently, the student will also progress from requiring fairly constant supervision by clinical instructors to requiring periodic guidance and eventually to entry level practice. The clinical faculty provides the student with clinical practice experience and specialty knowledge. This, coupled with the program curriculum, provides the foundational base of knowledge, skills and abilities necessary to begin entry level practice.

**Specific Description:** Clinical Education I is the first in a series of five clinical education courses and includes a module teaching documentation. This course will provide the student with the professional exposure to the clinical practice of physical therapy. Students will spend one day per week in the clinical setting for a total of 10 days (80 contact hours) during the semester. Each student will be assigned clinical placements in a variety of settings and practice areas. The clinical experience allows for the application of didactic information acquired through the curriculum. The documentation module will provide the student with the exposure to documentation in the curriculum. Effective documentation promotes positive clinical outcomes, patient safety, continuity of care and appropriate reimbursement. The written record is the evidence for compliance with laws and regulations governing practice. Application of documentation principles will continue in subsequent courses and while on clinical education internships.

### K. Instruction: Teaching Methods and Learning Experiences

For the clinical education modules, teaching methods and learning experiences include lecture and classroom discussion, as well as instruction and demonstration from clinical instructors. Students will progress from observation to supervised application of physical therapy examination and intervention techniques with patients in the clinical setting.

For the documentation modules, assigned readings will provide a foundation for knowledge development. Lectures will be used to highlight and reinforce concepts. In-class participation will help to bridge concepts and application. Written assignments will assist the learner in applying course content and building effective documentation skills.

### L. Course Goals
All clinical education courses use the Performance Criteria from the Clinical Performance Instrument (CPI) as course objectives. The CPI was developed by the American Physical Therapy Association and, "is applicable to a broad range of clinical settings and can be used throughout the continuum of clinical learning experiences." The expected level of performance varies for each clinical education course. During this clinical education experience the student will demonstrate “Beginning performance” on the following criteria from the PT CPI:

1. Practices in a safe manner that minimizes the 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.

In addition to the above performance criteria, at the completion of PHYT 550 Clinical Education I, the student will be able to:

6. Apply Division of Physical Therapy Education policies and procedures (see clinical educational manual) to clinical education.
7. Create a personal resume according to the format described in lecture and reading material.
9. Use the PT CPI to evaluate physical therapist student clinical performance accurately.
10. Identify the PT CPI components and their correct application.
11. Appropriately adhere to the copyright laws that govern the use of the PT CPI.

Upon completion of the documentation module, the student will be able to:

12. Describe the relationship of the disablement model to clinical documentation.
13. Document a clinical interview (history) as part of the patient evaluation and management process.
14. Produce documentation consistent with APTA guidelines for documentation.
15. Adjust documentation (content and style) to meet the needs of the intended audience.
16. Verbalize documentation requirements unique to Medicare.
17. Write goals that are patient centered, measurable, and functional, with time frames.
18. Navigate through a mock electronic medical record.

Upon completion of the TeamSTEPPS module, the student will be able to:

19. Discuss the benefits of team structure and teamwork in a medical setting.
20. Define communication and discuss the standards of effective communication and the importance of team communication.
21. Discuss the connection between communication and medical errors.
22. Describe strategies for information exchange/effective communication in a medical setting.

M. Required Textbooks:

TeamSTEPPS Pocket Guide. The app is available at no cost through the Apple App Store and Google Play Store. You may also download a pdf of the TeamSTEPPS Pocket Guide. The paper-based TeamSTEPPS Pocket Guide is also available by calling AHRQ’s Publications Clearinghouse at 800-358-9295 and requesting publication number 14-0001-2.

N. Recommended Textbooks: None
O. Additional References: None

P. Grading System/Methods of Evaluation: All clinical education courses are Pass/Fail. All assignments are Pass/Fail. Minimum requirements for a grade of a “Pass” include completing, submitting on time, and receiving a passing grade on all of the following:

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Assignments &amp; Instructions</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Semester</td>
<td>Clinical Site Policies and Procedures and Assignments given by Clinical Site and/or Clinical Faculty. Examples: drug testing, compliance testing, SOAP notes, researching topics during the weeks between clinical days.</td>
<td>Adherence to all site-specific policies and procedures. Satisfactory completion of any additional assignments given by the Clinical Faculty.</td>
</tr>
<tr>
<td>All Semester</td>
<td>Student Clinical Performance</td>
<td>Demonstrate Beginning Performance on Student Clinical Performance Form for CPI criteria, perform at least one clinical activity per Student Clinical Performance Form during each rotation, complete all clinical activities at least once by end of clinical rotations.</td>
</tr>
<tr>
<td>1/29/2019</td>
<td>Clinical Education Manual acknowledgement</td>
<td>Student signs acknowledgement form that Clinical Education Manual has been read in its entirety and understood and submits by due date.</td>
</tr>
<tr>
<td>1/29/2019</td>
<td>Completion of PT Web CPI on-line training and testing module (APTA Learning Center).</td>
<td>Student provides a copy of the CPI certificate documenting a passing score on the test and submits by due date.</td>
</tr>
<tr>
<td>1/29/2019</td>
<td>Verification of CPR Certification through May 2018.</td>
<td>Student provides copy of CPR card that verifies certification through May 2018 by due date.</td>
</tr>
<tr>
<td>1/29/2019</td>
<td>Verification of current APTA membership</td>
<td>Student provides a copy of membership card by due date.</td>
</tr>
<tr>
<td>TBD</td>
<td>Optional: Madonna Resume and Cover Letter.</td>
<td>Clinical education team will review resumes and cover letters and submit up to 20 finalists (50/50 PT1s &amp; PT2s) to Madonna CCCEs for interviews. Must be submitted by due date for consideration.</td>
</tr>
<tr>
<td>TBD</td>
<td>Optional: Lend Resume and Application Questions</td>
<td>Clinical education team will review resumes and submit up to 4 finalists to LEND committee for interviews. Must be submitted by due date for consideration.</td>
</tr>
<tr>
<td>TBD</td>
<td>Documentation Assignment Re-writes. Marilyn Dongilli will grade.</td>
<td>Grading criteria for Pass/Fail is provided in documentation assignment guidelines provided by Marilyn Dongilli. Must be submitted by due date.</td>
</tr>
<tr>
<td>TBD</td>
<td>Request Basis Offerings (RB0) and First Come First Serve (FCFS) Requests</td>
<td>Must be entered on spreadsheet on Canvas by due date for consideration.</td>
</tr>
<tr>
<td>TBD</td>
<td>Resume</td>
<td>Must be completed accurately per instructions/template provided in Resume class by due date.</td>
</tr>
<tr>
<td>TBD</td>
<td>Journal Assignment.</td>
<td>Grading criteria for Pass/Fail is provided in journal instructions located Canvas. Must be completed accurately per instructions by due date.</td>
</tr>
<tr>
<td>TBD</td>
<td>Student Clinical Performance Form. Note: This is brought to class on 4/24/18 NOT submitted on Canvas</td>
<td>Grading criteria for Pass/Fail indicated on Student Clinical Performance Form. Must be completed accurately according to instructions by due date.</td>
</tr>
<tr>
<td>Optional</td>
<td>PHYT 550 Clinical Education Course Survey.</td>
<td>Completion requested by due date.</td>
</tr>
<tr>
<td>TBD</td>
<td>Clinical Selections</td>
<td>If clinical preferences are not entered by due date, your placement will be determined by Clinical Education Team.</td>
</tr>
<tr>
<td>TBD</td>
<td>Clinical Selection Letter to DCE regarding clinical placement preference (if more than 1 student on a location).</td>
<td>If letter not submitted to Canvas by due date, consideration will not be given for placement at that site.</td>
</tr>
</tbody>
</table>

Q. Grading Scale: Pass or Fail

R. Grading Requirements:
To make satisfactory academic progress within the Department of Physical Therapy Education, students must:

- Receive a passing grade of "C-" or better or "PASS" in all courses required in the physical therapy curriculum, regardless of the department, school, or college offering the course;
- Maintain an overall grade point average (GPA) of 2.33 (C+) or better in each semester of the program and cumulatively throughout the curriculum (See Evaluation Policies and Procedures in Student Handbook).

ADA Accommodations:

It is the policy of the University of Nebraska Medical Center to provide flexible and individualized accommodation to students with documented disabilities. To receive reasonable accommodations, students must complete a Request for Services application and provide documentation to the Services for Students with Disabilities office. Information is available at the Counseling and Student Development Center website at http://www.unmc.edu/stucouns/services/disabilities/. The office is located in Bennett Hall, 6001 within the Counseling and Student Development Center. Meetings are by appointment. Adequate time for processing, up to four weeks, is recommended.

Statement of Academic Integrity:

The University of Nebraska Medical Center has established a policy on academic integrity and professional conduct. This policy may be found in the UNMC Student Handbook. All students are expected to adhere scrupulously to this policy. Cheating, academic misconduct, fabrication, and plagiarism are viewed as serious matters and will lead to disciplinary action as described in the UNMC Student Handbook under Procedural rules Relating to Student Discipline. Additional materials related to Responsible Conduct in Research can be found in the UNMC Student Handbook. Selected sections from the UNMC Student Handbook follow:

Cheating:

A general definition of cheating is the use or attempted use of unauthorized materials or information for an academic exercise. Examples of cheating include but are not limited to:

1. Using unauthorized materials such as books, notes, calculators or other aids during an examination or other academic exercises;
2. Receiving unauthorized assistance from another person during an exam or exercise such as copying answers, receiving answer signals, conversation or having another person take an examination for you;
3. Providing assistance to another person during an exam or exercise, such as allowing your answers to be copied, signaling answers or taking an exam for someone else;
4. Obtaining answers and/or other information without authorization from someone who has previously taken an examination;
5. Including all or a portion of previous work for another assignment without authorization;
6. Appropriating another person’s ideas, processes, result, or words without giving appropriate credit, i.e. an appropriate attribution or citation (plagiarism). For example, a student who quotes verbatim the results of a previous student’s work in a required term paper, but fails to credit the individual through citation. The work is recent and thus cannot be considered common knowledge.

Academic Misconduct:

Academic misconduct is defined as the falsification of official documents and/or obtaining records, examinations or documents without authorization. Several examples of academic misconduct are:

1. The unauthorized acquisition of all or part of an un-administered test;
2. Selling or otherwise distributing all or part of an un-administered test;
3. Changing an answer or grade on an examination without authorization;
4. Falsification of information on an official university document such as a grade report, transcript, an instructor’s grade book or evaluation file or being an accessory to an act of such falsification;
5. Forging the signature of an authorizing official on documents such as letters of permission, petitions, drop/add, transcripts, and/or other official documents;
6. Unauthorized entry into a building, office, file or computer database to view, alter or acquire documents.

Research misconduct:

Research misconduct has been defined by the Federal DHHS Office of Research Integrity (ORI) and UNMC subscribes to this definition: “Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.” Research misconduct does not include honest error or differences of opinion. It is important that every student understand the meaning of fabrication, falsification, and plagiarism.

Fabrication is making up data or results and recording or reporting them. Some examples are:

1. Indicating a laboratory experiment had been repeated numerous times or
2. Done in a controlled environment when it had not, thus leading to an invented or uncorroborated conclusion.

Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research or academic performance is not accurately represented in the research or academic records.

Some examples are:

1. Altering an original source document, misquoting or misrepresenting a source to support a point of view or hypothesis;
2. Using computer software to change research images so they show something different than the original data.

Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit, i.e. an appropriate attribution or citation. An example is:

1. In the methods section of a thesis, a graduate student describes a procedure used in research for the thesis. The procedure was developed by a fellow graduate student in the laboratory of their major professor; however, neither the student who developed this procedure nor the major professor was given credit in the thesis. This implies that the author had himself developed the procedure.
2. In the background section of a thesis, a graduate student quotes verbatim the results of a previous investigator’s work but fails to credit the individual through citation. The work is recent and thus cannot be considered common knowledge.