University of Nebraska Medical Center
College of Allied Health Professions
Division of Physical Therapy Education
PHYT 751 Clinical Education IV Course Syllabus

A. Course Title: Clinical Education IV
B. Course Number: PHYT 751
C. Credit Hours: 8 credit hours
D. Student Contact Hours: 320 hours (8 weeks) Clinical
E. Prerequisites: All preceding curricular content, including satisfactory completion of PHYT 550 Clinical Education I, PHYT 650 Clinical Education II, and PHYT 750 Clinical Education III.
F. Semester offered: Spring
G. Instructor(s)/Faculty:
   
   **Course Coordinator/Director of Clinical Education**
   Nikki Sleddens, PT, MPT, CEEAA
   Office: BH 3013L
   Office Phone: 402-559-4625
   Office Email: nicole.sleddens@unmc.edu
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   Office Hours by Appointment

   **Assistant Director of Clinical Education:**
   Tessa Wells, PT, DPT, GCS, CEEAA
   Office: HSEC 249
   Office Phone: 308-865-1141
   Office Email: tessa.wells@unmc.edu
   Office Hours by Appointment

   **Administrative Staff:**
   Michelle Hawkins, MS
   Clinical Education Coordinator
   Office: BH: 3013K
   Office Phone: 402-559-8173
   Office Email: michelle.hawkins@unmc.edu
   Work Hours: 8:00 – 4:30pm

   **Clinical Education Team:**
   Nikki Sleddens, PT, MPT, CEEAA
   Tessa Wells, PT, DPT, GCS, CEEAA
   Michelle Hawkins, MS
   Jung H Chien, PhD
   Joe Norman, PT, PhD, CCS, FAACVPR

The Division of Physical Therapy Education in conjunction with the affiliating clinical facilities provides the Clinical Education component of the curriculum. The administration 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.

**Course Website:** [https://apps.exxat.com](https://apps.exxat.com)
H. Class Days, Times, and Locations:
Students will complete an eight-week clinical experience from January 6 – February 28, 2020 at assigned clinical site. Students are expected to work the days and hours worked by the Clinical Instructor, unless the Clinical Instructor deems otherwise. Any missed days due to cancelled clinical days, sickness, or any other issue must be reported to the Clinical Faculty and DCE.

I. Clinical Expectation
Student will complete 8-week clinical rotation at assigned clinical site. At the completion of this 8-week clinical education experience, the student will achieve a rating of “Entry-level Performance” on all CPI Clinical Performance Criteria, with appropriately supporting narrative comments.

Anchor Definitions for Entry Level:
- 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.

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 IV is designed to enable the student to apply the knowledge and clinical skills acquired throughout the first two and one-half years in the second of three consecutive 8 week culminating clinical experiences. At the completion of these culminating experiences the student will be able to function as an entry-level practitioner.

K. Instruction, Teaching Methods, and Learning Experiences:
On site instruction/demonstration from clinical instructors with gradual progression from a student being closely supervised to one who is capable of entry level application within the patient-client management model: physical therapy examination, evaluation, diagnosis, prognosis, plan of care development, screening and interventions. Learning experiences will include both observation of and participation in the wide variety of direct care and administrative functions performed by physical therapists in the clinical setting.

L. Course Goals:
All clinical education courses use the Performance Criteria from the Clinical Performance Instrument (CPI) as course objectives. The Clinical Performance Instrument 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. At the completion of this 8-week clinical education internship the student will achieve a rating of “Entry-level Performance” on all of the following CPI Clinical Performance Criteria, with appropriately supporting narrative comments:
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.
5. Adapts delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs.
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 or 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, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.
15. Produces quality documentation in a 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 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 patient’s goals and expected outcomes according to legal standards and ethical guidelines.

In addition to the CPI Clinical Performance Criteria, the student will:
19. Conduct a self-assessment prior to the internship, developing written goals/objectives for the clinical experience.
20. Conduct a self-assessment of clinical education performance during the experience, both at mid-term and final, using the CPI.

M. Required Textbooks/materials: None; course materials (including Clinical Education Manual) are located on clinical education data management site.

N. Recommended Textbooks: Encouraged to take textbooks/materials from prior courses to clinical sites for reference.

O. Additional References: n/a

P. Grading System/Methods of Evaluation:
All clinical education courses are Pass/Fail Courses. 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, etc. during clinical internship</td>
<td>Adherence to all site-specific policies and procedures. Satisfactory completion of all assignments given by the Clinical Faculty.</td>
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<tr>
<td>All Semester</td>
<td>Clinical Education Policies and Procedures. See Clinical Education Manual.</td>
<td>Adherence to all policies and procedures.</td>
</tr>
<tr>
<td>Date</td>
<td>Task Description</td>
<td>Due Date</td>
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<tr>
<td>10/3/2019</td>
<td>Begin contacting 751 SCCE &amp; reviewing/completing site requirements. SCCE contact information and site</td>
<td>n/a</td>
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<tr>
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<td>requirements can be found by going to “My Placements” and reviewing “Site Details,” “Requirements,”</td>
<td></td>
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<td></td>
<td>“Site Documents,” and “Notes for Students.”</td>
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</tr>
<tr>
<td>11/15/2019</td>
<td>Complete all sections of “Related Information” in “My Profile” in Exxat. After updating all sections,</td>
<td>Completion by due date</td>
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<td></td>
<td>submit “Review and Sign.”.</td>
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</tr>
<tr>
<td>11/15/2019</td>
<td>In “My Placements” review “Site Details,” “Requirements,” “Site Documents,” and “Notes for Students”</td>
<td>Completion by due date</td>
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<td>sections for your PHYT 751 clinical site and submit “Student Review Confirmation.”</td>
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<tr>
<td>1/10/2020</td>
<td>Complete “CI Details” found on Dashboard “My Current Placements,” “To Do List” in Exxat.</td>
<td>Completion by due date</td>
</tr>
<tr>
<td>1/10/2020</td>
<td>Enter address where you will be staying during your clinical experience under “Student Address” in “My</td>
<td>Completion by due date</td>
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<td></td>
<td>Profile.” Use label “Placement Address.”</td>
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<tr>
<td>1/17/2020</td>
<td>Complete “Two Week Clinical Questionnaire” on Dashboard “My Current Placements,” “To Do List” in Exxat.</td>
<td>Completion by due date</td>
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<tr>
<td>1/17/2020</td>
<td>Remind CI to sign up for midterm phone call. CIs will receive a link in an email approximately 2 weeks</td>
<td>n/a</td>
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<td>prior to midterm evaluations</td>
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<tr>
<td>1/31/2020</td>
<td>Mid-term Clinical Performance Instrument (CPI).</td>
<td>Completion by due date</td>
</tr>
<tr>
<td>2/28/2020</td>
<td>Student Clinical Performance</td>
<td>Achieve Entry-level marks on CPI with supporting comments</td>
</tr>
<tr>
<td>2/28/2020</td>
<td>Final Clinical Performance Instrument (CPI).</td>
<td>Completion by due date</td>
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<tr>
<td>2/28/2020</td>
<td>Complete “Student Evaluation of Clinical Site” on Dashboard “My Current Placements,” “To Do List” in</td>
<td>Completion by due date</td>
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<td></td>
<td>Exxat. Review with CI.</td>
<td></td>
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<tr>
<td>2/28/2020</td>
<td>Complete “Student Evaluation of Clinical Instructor” on Dashboard “My Current Placements,” “To Do List”</td>
<td>Completion by due date</td>
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<td>in Exxat. Review with CI.</td>
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<tr>
<td>2/28/2020</td>
<td>After submitting “Student Evaluation of Clinical Site” and “Student Evaluation of Clinical Instructor,”</td>
<td>Completion by due date</td>
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<tr>
<td></td>
<td>student and CI must sign hard copy of “Signed Signature Form” found on Dashboard “My Current Placements,”</td>
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<td>“To Do List” in Exxat and upload.</td>
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<tr>
<td>2/28/2020</td>
<td>Complete “Clinical Site Overview” found on Dashboard “My Current Placements,” “To Do List,” in Exxat and upload.</td>
<td>Completion by due date</td>
</tr>
<tr>
<td>2/28/2020</td>
<td>Complete “CI Clinical Hours” found on Dashboard “My Current Placements,” “To Do list,” “CI Clinical Hours” in Exxat and submit.</td>
<td>Completion by due date</td>
</tr>
<tr>
<td>2/28/2020</td>
<td>Complete PHYT 751 Course Evaluation. This link can be found on Dashboard “My Current Placements,”</td>
<td>n/a</td>
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<td></td>
<td>“Instructions” in Exxat.</td>
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**Q. Grading Scale:** Pass or Fail

**R. Grading Requirements:** As outlined in PT Student Handbook

**S. Units/Modules/Course Topics:**

**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 [https://www.unmc.edu/stucouns/services/disabilities/](https://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 unadministered test;
2. Selling or otherwise distributing all or part of an unadministered 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 data base to view, alter or acquire documents.

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 misrepresented 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.