

University of Missouri
School of Health Professions
Department of Physical Therapy

Clinical Education V-8950
Spring 2011- DPT 3rd Year, Semester 9
5 credits

CLOCK HOURS: Total 272 hours, 7 weeks

<u>COURSE COORDINATOR:</u>	<u>PHONE</u>	<u>EMAIL</u>
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COURSE DESCRIPTION/METHODS:

Full time clinical education with supervision from a licensed physical therapist who has at least one year of experience. This course is a continuation of 8945 with advancing expectations of student physical therapist performance.

PREREQUISITES: Successful completion of PT 8945. Graded on S/U basis only.

EVALUATION OF STUDENT PERFORMANCE:

- Satisfactory performance will be judged by a combination of factors:
 - score on Clinical Performance Instrument (CPI)
 - comments on CPI
 - written and oral communication between student, CI, and DCE

REQUIRED TEXTS: None

EVIDENCE BASED TOOL KIT:

The Evidence Based Tool Kit and other resources are accessible through the MU PT Department's web site at <http://www.umshp.org/pt/> Look under the "Student Resources" button.

STUDENT PERFORMANCE POLICY:

The faculty of the University of Missouri Physical Therapy Curriculum is committed to high academic and professional standards. These high standards are central to our mission of preparing exceptional clinicians who will serve as stewards of our profession. Therefore, it is our obligation to insure that graduates demonstrate mastery of **all** course content. It is to this end we establish the following grading policies and procedures.

SATISFACTORY COMPLETION OF COURSE:

Satisfactory performance will be judged by a combination of factors; score on clinical performance instrument (CPI), comments on CPI, written and oral communication between student, CI and DCE, and input from core faculty. The final judgment of passing will be made by the DCE and core faculty.

Any student receiving an unsatisfactory (U) grade on a clinical will be subject to the Policy on Failure of a Clinical Education Experience.

AMERICANS WITH DISABILITIES ACT STATEMENT:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage. (Office of Disability Services, Fall 2010)

STATEMENT ON ACADEMIC DISHONESTY:

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. (Office of the Provost 2010-2011).

Use of any electronic device (e.g. cell phone, iPod, laptop computer) is strictly prohibited during examinations and quizzes. All electronic devices must be turned off and remain out of sight during the examination or quiz. Failure to do so will be viewed as an act of academic dishonesty.

PROFESSIONAL ATTIRE:

It is the policy of this program that students dress in professional clinical attire during lectures and labs where guest speakers or participants are invited as well as during all off-campus educational experiences when the student represents the University of Missouri-Columbia Department of Physical Therapy.

Professional attire is defined by:

- Long pants (no jeans) or skirts that are knee length or longer
- For men, a collared shirt is required
- For women, a shirt with modest neckline and length to be tucked in or cover the waistline during any activity
- Closed toe shoes
- MU Physical Therapy nametag.

PERFORMANCE EXPECTATIONS FOR CLINICAL EDUCATION

Students will be expected to perform at a very high level, regardless of the clinical affiliation number or setting for the following objectives: 1,2,3,4,5,6. These objectives are noted as “red flags” or closely mirror the Professional Practice Expectations noted in the Normative Model of Physical Therapist Professional Education and the APTA Core Values.

Student performance on the clinical education objectives corresponding to patient/client and practice management expectations (objectives 7-18) will be assessed in relation to their performance under the following conditions:

1. Complexity of patient
2. Newness of situation
3. Level of supervision
4. Efficiency
5. Consistency
 - The level of satisfactory performance will gradually increase throughout the clinical education series. For Clinical Education V, the following performance conditions and expectations are required:

	Complexity of Patient	Newness of Situation	Level of Supervision	Efficiency	Consistency
Clin Ed V	Basic	Routine	Independent	High	High
		New	Independent	High	High
	Complex	Routine	Independent	High	High
		New	Consultation	High	High

Clinical Education Objectives (Where Measured on CPI):

The student will:

1. Practice in a safe manner (CPI 1)
 - Sample behaviors include:
 - Aware of contraindications and precautions
 - Requests assistance when needed
2. Demonstrate professional behavior (CPI 2)
 - Sample behaviors include:
 - Integrity, caring, compassion and empathy
 - Manages conflict in constructive ways
3. Practice in a legal, professional, ethical manner (CPI 3)
 - Sample behaviors include:
 - Adhere to legal, ethical and clinical site standards
 - Places patients needs above self interest

4. Communicate effectively (CPI 4)

Sample behaviors include:

- Communicates verbally, nonverbally in a professional and timely manner
- Seeks and responds to feedback from multiple sources

5. Demonstrate cultural competence (CPI 5)

Sample behaviors include:

- Consider differences in race/ethnicity, religion, gender, age, national origin, sexual orientation, disability or health status when communicating with others
- Provide care in a non-judgmental manner when stakeholders beliefs and values conflict with their own

6. Demonstrate professional development (CPI 6)

Sample behaviors include:

- Identify strengths and weaknesses in own performance
- Accepts responsibility for continued learning

7. Exhibit sound clinical reasoning (CPI 7)

Sample behaviors include:

- Utilize information from multiple data sources
- Selects examination techniques and interventions based on best available evidence

8. Utilize screening to determine need for further examination or consultation (CPI 8)

Sample behaviors include:

- Reviews history, performs system review, selects and conducts appropriate screening and test and measures
- Analyzes and interprets results to determine need for further services

9. Perform a physical therapy examination using appropriate test and measures(CPI 9)

Sample behaviors include:

- Obtains history, selects and performs appropriate test and measures
- Utilizes evidence based practice

10. Evaluate data from the patient examination to make clinical judgments (CPI 10)

Sample behaviors include:

- Synthesize examination data
- Cites evidence to support decisions

11. Determine diagnosis and prognosis (CPI 11)

Sample behaviors include:

- Integrates data to determine an appropriate diagnosis that links impairment to functional deficit
- Integrates data to determine an appropriate prognosis based on contributing factors such as exam results and co-morbidities

12. Establish an appropriate plan of care (CPI 12)

Sample behaviors include:

- Forms a plan of care that is safe, effective, patient centered
- Follows established guidelines when available

13. Perform physical therapy interventions in a competent manner (CPI 13)

Sample behaviors include:

- Performing interventions safely, effectively and efficiently
- Provides rationale for interventions used

14. Effectively educate all stakeholders (CPI 14)

Sample behaviors include:

- Identify patient learning styles and preferred method of learning
- Ensures understanding

15. Produce documentation in an accurate and timely manner (CPI 15)

Sample behaviors include:

- Follows legal and clinical site regulations
- Participates in quality improvement review of documentation

16. Select and analyze appropriate outcome measures (CPI 16)

Sample behaviors include:

- Selects outcome measures in an evidence based manner
- Evaluates results of outcome measures

17. Participate in the financial management of the physical therapy services (CPI 17)

Sample behaviors include:

- Schedules patients, equipment and space
- Uses time effectively

18. Direct and supervise personnel appropriately (CPI 18)

Sample behaviors include:

- Make decisions based on legal and ethical standards
- Supervise and monitor care provided after delegation of care

Sample behaviors listed are not all-inclusive. Please see CPI for more expansive description of appropriate sample behaviors.