



Physical Therapy Department

Course Title and Number: Clinical Education Experience III, DPT 733

Catalog Description: This course is a supervised, concentrated course of study in clinical education wherein students are given the opportunity to develop clinical skills in planning, development, implementation, and evaluation of patient care services. Students have opportunity to perform clinical rotations in the following setting: General Outpatient Orthopedic Clinic. This approach will prepare physical therapists to practice in a variety of settings across a variety of patient conditions. Expectations for each clinical education experience can be found in the respective syllabus.

Students on this third full-time and intermediate clinical education experience will work under the direct supervision of a licensed physical therapist, serving as a voluntary Clinical Instructor (CI), and will require few cues and little guidance with examination, evaluation, diagnosis, prognosis, intervention and outcome components of the patient/client management process for patients with uncomplicated and more familiar conditions. Students will require occasional cues and guidance with examination, evaluation, diagnosis, prognosis, intervention and outcome components of the patient/client management process for patients with increasingly complex and more unfamiliar conditions.

Credit Hours: 8

Contact Hours: Total Contact Hours: 320

Academic Credit Hour Policy: Academic credit is awarded based on student achievement resulting from instruction and out-of-class student work. For every credit received in a semester (fifteen weeks or the equivalent), the undergraduate student should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of two additional hours of student work per week. The Federal government requires this minimum standard for instruction and corresponding student work be used in awarding Federal financial aid (34 CFR 600.2). For every GRADUATE credit received in a semester (fifteen weeks or the equivalent), the student should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of three additional hours of student work per credit each week.

Example:

- A three-credit hour undergraduate course would require a minimum of 9 hours of student work (instruction and homework) weekly.
- A three-credit hour graduate course would require a minimum of 12 hours of student work (instruction and homework) weekly.

At Clarke practicums, clinicals, and field experiences and courses follow the Clarke University, departmental, programmatic, accrediting body, and/or affiliated site's guidelines and policies as applicable.

- Semester:** Summer
- Time and Place:** 8 hours/day, 5 days/week, 8 weeks as assigned, hours as assigned by facility, on-site at clinical facility
- Placement in Curriculum:** Summer semester following the 2nd year in the Physical Therapy Program
- Instructors:** Dr. Alecia Thiele, BSPT, DPT, MEd, ATC/LAT, DCE
Associate Professor and Director of Clinical Education (DCE)
- And
On Site Clinical Instructor
- Office:** Alecia CBH 115A
- Contact:** Alecia Office Phone: 563-588-8179
MS Box: #1712
- E-mail:** alecia.thiele@clarke.edu
- Office Hours:** Appointments available upon telephone or email request. The office hours are subject to change due to onsite clinical site visits, clinical site meetings and/or clinical time, etc.
- Required Text/s:** Not applicable

Required Materials/Equipment:

Students will be required to be proficient with internet usage, e-mail, Moodle and various other technologies for teaching and learning for this course. Students will be required to provide their own transportation to and from clinical site and their own housing during clinical time. Equipment needed (computers, video cameras, etc) will be available at the university computer lab and/or available for check out from library to assist with projects.

Access to Online Materials

Course content, assignments, and activities are available online through Moodle, Clarke's course management system. The following steps will help you access your course:

1. Access the [Moodle login page](#).
2. Enter your Clarke username and password. (e.g., username = jane_doe@clarke.edu).
3. Click on the **Log in** button. After logging in, you will see a list of your current courses.
To access a particular class, simply click on the course title.

Clarke University Mission:

Clarke University is a Catholic academic community that believes learning is lifelong and life changing. We inspire intellectual curiosity, cultural engagement, professional preparedness, spiritual exploration, and a commitment to contributing to the common good in a global society.

Course Goals and Statement connecting goals to the Clarke University Mission:

The primary goal of this course is to explore issues confronting physical therapists and other health care professionals. Ethical, legal, educational, resource, access, and quality considerations

of patient care and health care delivery will be investigated. Through active course participation students develop knowledge, skills, and values aligned with Clarke's mission to: inspire intellectual curiosity, cultural engagement, professional preparedness, spiritual exploration, and a commitment to contributing to the common good in a global society.

Alignment with the Mission of Clarke University:

The primary goal of this course is to experience physical therapy practice. Ethical, legal, educational, resource, access, and quality considerations of patient care and health care delivery will be practiced. Through active involvement in health care students develop knowledge, skills, and values aligned with Clarke's mission to: provide a caring and supportive health care learning environment, encourage intellectual curiosity, inspire cultural engagement, practice professional preparedness, support spiritual exploration, engage in lifelong learning and demonstrate a commitment to the common good in a global society.

Outcomes for the Physical Therapy Program: Clarke University Physical Therapy Graduates Will:

1. Demonstrate competency and safe practice of physical therapy in a variety of practice settings.
2. Utilize evidence-based clinical decision-making skills as the foundation for their physical therapy practice.
3. Act as ethical practitioners and practice within the scope of the law.
4. Display attitudes and clinical skills to optimize their role as a physical therapist member of the health care team and the community.
5. Value, promote and improve the quality of health care through the unique and cooperative contributions of physical therapy.
6. Critically interpret research related to the field of physical therapy.
7. Advocate for patient rights within the current and evolving health care environment (from political, economic and cultural perspectives).
8. Accept responsibility for personal and professional growth, and to participate in the development of the physical therapy profession.
9. Continue as life-long learners.

General Course Outcomes: At the completion of the course the student will be able to:

1. Demonstrate growth in physical therapy professional skills.
2. Communicate thoughts and ideas in a verbal and written format.
3. Demonstrate physical therapy skills for success in contemporary practice.
4. Demonstrate the ability to respect individual rights, privacy and diversity.
5. Demonstrate critical thinking and informed decision making.

More Specific Course Outcomes/Objectives: For the Clinical Education Experience III rotation, the student will:

1. Formulate, write, and achieve a minimum of three personal goals for each rotation.
2. Design and implement an inservice education program at the Clinical Education Facility.
3. Perform in the intervals between advanced beginner performance, intermediate and advanced intermediate clinical performance for APTA CPI © # 1-18 (see APTA CPI description of grading page 8 as well as the CPI definitions of performance outlined on CPI appendix C (<http://cpi2.amsapps.com/>) available on password protected learning management system).

4. Show progress from midterm to final for all clinical performance criteria in the Clinical Performance Instrument.
5. Have no “significant concerns” boxes marked for any clinical performance criteria in the Clinical Performance Instrument.
6. Complete a self-evaluation with the Clinical Performance Instrument.
7. Complete Clinical Education Experience Log on a weekly basis to encourage professional development, reflection, critical thinking and synthesis of information.
8. Attend a clinical debriefing session.
9. Follow all policies and procedures for clinical education experiences as outlined in the Clinical Education Policies Section of the Physical Therapy Graduate Program Student Handbook.

Departmental Outcome (number only, the outcomes are earlier in the syllabus)	General Course Outcome	More Specific Outcomes/objectives if Applicable (number only, the more specific outcomes/objectives are earlier in the syllabus)	Product/Project	Assessments
1-4	1. Demonstrate growth in physical therapy professional skills.	Specific Outcomes/Objectives 2-10	Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Education Experience Log	Goal setting and achievement, Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Clinical Practice and Site Evaluation, Clinical Education Experience log, Follow all Clinical Education Policies and Procedures
2-6,8-9	2. Communicate thoughts and ideas in verbal and written format	Specific Course Outcomes/Objectives 1-10	Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Debriefing Participation, Clinical	Goal setting and achievement, Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Clinical Practice and Site Evaluation, Clinical

			Education Experience Log	Education Experience log, Clinical Debriefing Attendance, Follow all Clinical Education Policies and Procedures
1-6,8-9	3. Demonstrate physical therapy skills for success in contemporary practice	Specific Course Outcomes/Objectives 1-10	Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Education Experience Log	Goal setting and achievement, Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Clinical Practice and Site Evaluation, Clinical Education Experience log, Follow all Clinical Education Policies and Procedures
4,5,7,8	4. Demonstrate the ability to respect individual rights, privacy and diversity	Specific Course Outcomes/Objectives 1-10	Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Debriefing Participation Clinical Education Experience Log	Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Clinical Practice and Site Evaluation, Clinical Education Experience log, Clinical Debriefing Attendance, Follow all Clinical Education Policies and Procedures

2-6,8-9	5. Demonstrate critical thinking and informed decision making	Specific Course Outcomes/Objectives 1-10		Goal setting and achievement, Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Clinical Practice and Site Evaluation, Clinical Education Experience log, Clinical Debriefing Attendance, Follow all Clinical Education Policies and Procedures
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Course Modality During COVID:

Students in this course are studying to be essential workers in health care and need to work in the clinic to further develop clinical skills. CAPTE requires clinical education as part of degree requirements. Furthermore, Clarke has noted that "for experiential learning opportunities that primarily take place off campus such as clinical education and rotations, internships, student teaching, etc. (unless the organization, host, or instructor says otherwise), students should expect to participate in-person as normal."

Teaching Methods:

The format for this course is supervised clinical instruction. Students are placed in facilities that meet the essential requirements of Clarke University. In these facilities, students are assigned to a specific person or persons as clinical instructor(s). As the student is not yet a licensed professional, the student performs under the supervision of a licensed physical therapist. The specific content of the clinical experience varies with the clinical site to which the student is assigned.

Evaluation Methods:

- I. Students are formally evaluated by the clinical instructor at a minimum of two times: midterm and final points of the clinical experience. To successfully complete this rotation, students must meet the following criteria:
 - A. Complete all pre-Clinical Education Experience requirements including completion of Student Information Form, letter contact with the site, and medical testing.
 - B. Complete Clinical Education Experience Log entries weekly.
 - C. Formulate, write and achieve a minimum of three personal goals for the rotation.
 - D. Perform in the intervals between advanced beginner performance, intermediate and advanced intermediate clinical performance for APTA CPI © # 1-18 (see APTA CPI description of grading page 8 as well as the CPI definitions of performance outlined on

CPI appendix C (<http://cpi2.amsapps.com/>) available on password protected learning management system).

- E. Design and implement an inservice educational program and produce evaluation forms given at the Clinical Education Facility.
 - F. Show progress from midterm to final on all clinical performance criteria in the Clinical Performance Instrument. Students should notify the DCE/Asst DCE if there is failure to progress from midterm to final on any CPI criteria (student or CI evaluations) on the date of the final evaluation assessment while at the clinical site.
 - G. Have no “significant concerns” boxes marked on any clinical performance criteria in the Clinical Performance Instrument. Notification to the DCE/Asst DCE is required if a “significant concerns” box is marked on any clinical performance criteria.
 - H. Complete a self-evaluation with the Clinical Performance Instrument.
 - I. Complete APTA Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction Form.
 - J. Attend a clinical debriefing session.
 - K. Follow all policies and procedures for clinical educational experiences as outlined in the Clinical Education Policies Section of the Physical Therapy Graduate Program Student Handbook. Please pay careful attention to **attendance and dress code policies** as outlined in the handbook.
- II. Students are assigned pass or fail grades for the Clinical Education Experience III course by the DCE, based on the standards previously described.
- III. Clinical Education Experience Log:
- A. The Clinical Education Experience Log is used to keep a weekly record of the student's growth in professional behavior, communication, evaluation, program planning and treatment. The Log is used to promote reflection and to assist the students in assessing their own clinical competence.
 - B. Procedure:
 - 1. The physical therapy student is responsible for the following:
 - a) Completing the Clinical Education Experience Log on a weekly basis on 3-hole punched paper and bound in your Clinical Education Experience binder. Each log entry should be written in ink or typed and be legible. It should include at minimum:
 - (1) Record of diagnoses of new patients seen; treatments performed; any other experiences.
 - (2) Student’s personal response/reflection to experiences during the week.
 - (3) Discussion of strengths/weakness, successes/failures during the week.
 - (4) Goals for next week.
 - b) Sharing the Log with the clinical instructor and requesting signed feedback on a weekly basis.
 - c) Submitting the Log to the DCE/Asst DCE at the end of the Clinical Education Experience.
 - d) Make the entire Log available to the SCCE and CI on an as needed basis.
 - 2. The CI is responsible for:
 - a) Reviewing the student's Log on a weekly basis.

- b) Offering comments within the Log regarding appropriateness of note and student direction.
 - c) Sign and date note following review of student's weekly note.
3. The DCE/Asst DCE is responsible for:
- a) Reviewing the Log to assess the completion and quality of the Log.
 - b) Offering feedback to the student, CI, and SCCE as appropriate.

IV. Inservice or Site Project Criteria

- A. Objectives of inservice or project - **10 points**.
- B. Annotated outline - **25 points**.
 - 1. Content outline with expansion on what was discussed during the actual inservice or what was completed for the project
 - 2. Number of staff attending inservice or copy of project developed
 - 3. Description of media used during inservice or for project
- C. Copies of visual aides/teaching aides or project developed - **5 points**
- D. Self-assessment - Would you do anything differently? If so, what? - **10 points**
- E. Staff evaluations of inservice or project - **50 points**

Must achieve 80 points to successfully meet this objective required for your clinical

Campus Climate for Diversity, Equity, and Inclusion Clarke University is committed to fostering a welcoming campus community that celebrates the unique contributions of each person and promotes an inclusive learning environment. To promote our core value of justice for the common good, we strive to respect diversity, practice inclusion, and seek equity. We all benefit from a diverse learning environment and the sharing of differences in ideas, experiences, and beliefs. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, socio-economic class, faith and non-faith beliefs, religion, political affiliation, ideology, educational background, linguistic background, family or marital status, military experience, and geographic identity. Clarke University expects students, faculty, and staff to respect the individual intersection of these experiences and characteristics in our community and our classrooms.

In alignment with the American Physical Therapy Association as well as our Code of Ethics, we support diversity, equality, and inclusion to better serve the profession and society. If you experience challenges or concerns related to diversity, equity, and/or inclusion in the clinical environment, please reach out to the course instructors listed on this syllabus. Instructors are available to provide guidance and help you navigate these challenges/concerns.

If you witness or experience an act that undermines these commitments to diversity, equity, and inclusion at Clarke University, you should submit a bias incident report online <https://www.clarke.edu/campus-life/culture-inclusion/bias-incident-report/>.

Academic Honesty and Professional Ethics:

Students are expected to conduct themselves and their clinical work in a fair and honest manner. Although clinical participation encourages collaboration and shared learning, acknowledging others for their contribution is crucial. Do not copy words, ideas, papers or parts of papers from any source without giving credit through acceptable forms of documentation. Do not lend out your ideas, papers, or parts of papers to others. Passing off someone else's work as your own or allowing your work to be used this way is a serious break in the academic integrity of this class

and the college. **Instances of academic misconduct will be reviewed and could result in course failure or more serious consequences such as expulsion.**

(Select this link to access the Statement: <https://www.clarke.edu/faculty-and-staff/academic-affairs/academic-affairs-forms/graduate-academic-integrity-policy/>)

Any violation of this policy will be treated as a serious matter. Penalties ranging from failure of the assignment or exam to failure of the course will be enforced. In cases of repeated or flagrant violations, a student may be dismissed from the university. Faculty will report cases of academic dishonesty to the academic affairs office. If applicable, the student life office will be notified as well for additional disciplinary action.

Students facing allegations of academic dishonesty may not withdraw from the course or courses where the alleged violations occurred. Students should continue to attend classes and meet course requirements at least until a final sanction has been determined. Unauthorized withdrawals, or those posted before the violation is discovered, will be reversed. If in a particular situation the appropriate bodies decide there was no violation of the policy or the sanction was unwarranted, the student will have the option of withdrawing from the course.

Academic Support Services:

Please let me know if you need any Academic Support Services in the curriculum, instruction, or assessments of this course to enable you to fully participate. Academic support is available in the library for all students by appointment or drop in. Providers include:

- Reference Librarians available for research consultation assistance. library@clarke.edu, (563)588-6320
- Keller Computer Center help desk available to assist students with printer setup, password re-set, and study table screens. Cameras, laptops, adaptors, etc. available for check out. help@clarke.edu
- The MARC (Margaret Mann Academic Resource Center), 2nd floor, Room 228, (563)588-8133
 - Professional staff who support writing across the curriculum, time-management, learning and study strategies, note-taking, and college reading strategies
 - One-to-one work with trained peer coaches for writing, skills and course content
 - Course specific study groups and SWAG (Study With A Guide) sessions
 - Assistance for students with disabilities requesting accommodations
 - Website with resources and strategies tailored specifically for Clarke students

Accommodation Services:

Clarke is committed to making classes accessible for all students. One way this may happen is through providing reasonable accommodations (such as extended time for testing, books in alternate format, or note takers) for those with documented mental or physical health conditions that impact learning. To determine eligibility, discuss options, and arrange services, students can contact the Disability Services Coordinator (DSC) in the MARC, call (563)588-8107, or email marianne.mauss@clarke.edu

Student Concerns

At Clarke, student concerns are sent as an attempt to connect with you and show you that we care about your success. These concerns are sent through email, so it is important that you check your email daily (minimum). When you receive a concern, you should set up a time to meet with your professor, advisor, and athletic coach to communicate about strategies and resources available for resolving the concern. Many resources are provided to you as part of your tuition to help you find success. The MARC is one of these valuable resources for academic and accommodative resources. It is not remedial and is available to all students at Clarke—undergraduate through graduate. Use it early and often—the best students do!

Communication:

A major form of communication I use to contact you is email. If you do NOT know how to use email, contact the Computer Center at (563)588-6390. **You need to have a Clarke account to receive my emails.** We will also be using Moodle for this course. **It is imperative that you go to Moodle and access the Physical Therapy Clinical Information course** in order to stay current with the material for your Clinical Education Experience. **Physical Therapy Clinical Information** should automatically be activated in your **Moodle Account**.

Syllabus Course Schedule and Disclaimer-Dates May Change:

Due to site specific needs and requirements, Clinical Education Experience start and end dates may be altered. Schedules may also vary from clinic to clinic. Ideally students will attend a Clinical Education Experience for 8 hours a day 5 days a week for approximately 40 hours per week for a total of 8 weeks. On occasion students may work longer hours, work on weekends and work up to 50 total hours per week. Any questions or concerns about Clinical Education Experience dates and hours can be addressed with the DCE/Clinical Education Team at any time.

Student Name:

**DPT 733 Clinical Education Experience III
Inservice or Project – Evaluation**

1= Unsatisfactory

5=Excellent Job

1. Mechanism of the inservice or project presentation

- a) professional appearance and audience support (eye contact, demeanor, presence)
- b) pace of delivery
- c) time utilization
- d) use of media to enhance presentation
- e) speaks clearly and succinctly

	1	2	3	4	5

2. Contents of the inservice or project presentation

- a) selects a topic pertinent to audience
- b) were objectives for the material appropriate and clear?
- c) method of presentation suitable to group?
- d) presents accurate information based on research findings?

3. Responses to questions/interactions with audience or advisor

- a) involves audience in discussion
- b) did the student demonstrate ability to think on his/her feet?
- c) was there evidence of being prepared to answer questions?

4. Would you attend or accept another inservice or project presentation by this person?

5. Overall rating of inservice or project presentation

1=Unsatisfactory 5=Excellent Job

1 - - 2 - - 3 - - 4 - - 5

6. Identify 1-2 strengths of this inservice or project presentation

7. Identify 1 aspect of this inservice or project presentation you suggest this particular student could improve.