Physical Therapy Department

Course Title and Number: Internship 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.

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

Approved Graduate 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 graduate 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 out-of-class student work. (Approved by Graduate Council, March, 2011)

Prerequisites: Successful completion of the first four semesters of the DPT program and DPT 631 Internships I and DPT 632 Internship II.

Semester: Summer

Time and Place: 8 hours/day, 5 days/week, 4 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, MSEd, ATC/LAT, ACCE
Associate Professor and Academic Coordinator of Clinical Education
And
On Site Clinical Instructor

Office: CBH 115A

Contact: Office Phone: 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.

Clarke University Mission

We are a Catholic, coeducational, liberal arts university founded in 1843 by the Sisters of Charity of the Blessed Virgin Mary in Dubuque, Iowa. Clarke educates students at the postsecondary level in the liberal arts and sciences, the fine arts, selected professional programs, and graduate programs.

We, the faculty, students, staff and administration are a caring, learning Community committed to excellence in education. We provide a supportive environment that encourages personal and intellectual growth, promotes global awareness and social responsibility, and deepens spiritual values.

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 class participation students develop knowledge, skills, and values aligned with Clarke’s mission to: provide a caring and supportive learning environment, encourage personal and intellectual growth, promote global awareness and social responsibility and deepen spiritual values.

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 personal and intellectual growth, promote global awareness and social responsibility and deepen spiritual values.
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 Internship 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 appendix C page 50 (http://cpi2.amsapps.com/docs/PT_final_revision_11-30-2010.pdf)
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.
7. Complete Internship 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 internships as outlined in the Clinical Education Policies Section of the Physical Therapy Graduate Program Student Handbook.
<table>
<thead>
<tr>
<th>Departmental Outcome (number only, the outcomes are earlier in the syllabus)</th>
<th>General Course Outcome</th>
<th>More Specific Outcomes/objectives if Applicable (number only, the more specific outcomes/objectives are earlier in the syllabus)</th>
<th>Product/Project Assessments</th>
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<tr>
<td>1-4</td>
<td>1. Demonstrate growth in physical therapy professional skills.</td>
<td>Specific Outcomes/Objectives 1-10</td>
<td>Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Internship Log</td>
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<td>2-6,8-9</td>
<td>2. Communicate thoughts and ideas in verbal and written format</td>
<td>Specific Course Outcomes/Objectives 1-10</td>
<td>Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Debriefing Participation, Internship Log</td>
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<td>4,5,7,8</td>
<td>4. Demonstrate the ability to respect individual rights, privacy and diversity</td>
<td>Specific Course Outcomes/Objectives 1-10</td>
<td>Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Debriefing Participation Internship Log</td>
</tr>
<tr>
<td>2-6,8-9</td>
<td>5. Demonstrate critical thinking and informed decision making</td>
<td>Specific Course Outcomes/Objectives 1-10</td>
<td>Goal setting and achievement, Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Clinical Practice and Site Evaluation, Internship log, Clinical Debriefing Attendance, Follow all Clinical Education Policies and Procedures</td>
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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-Internship requirements including completion of Student Information Form, letter contact with the site, and medical testing.
B. Complete Internship 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 appendix C page 50 (http://cpi2.amsapps.com/docs/PT_final_revision_11-30-2010.pdf)
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.
G. Have no “significant concerns” boxes marked on any clinical performance criteria in the Clinical Performance Instrument.
I. Complete Student Evaluation of Clinical Education Experience Form.
J. Attend a clinical debriefing session.
K. Follow all policies and procedures for clinical internships 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 Internship II course by the ACCE, based on the standards previously described.

III. Internship Log:
A. The Internship 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 Internship Log on a weekly basis on 3-hole punched paper and bound in your internship 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 Academic Coordinator of Clinical Education (ACCE) at the end of the internship.
d) Make the entire Log available to the CCCE 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 ACCE is responsible for:
   a) Reviewing the Log to assess the completion and quality of the Log.
   b) Offering feedback to the student, CI, and CCCE 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

V. 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.

Clarke University Statement on Academic Integrity Policy: Clarke University’s mission and Catholic tradition call us to act in ways that foster a more just world. Thus, we recognize academic integrity is fundamental to our work together. As a “caring, learning community committed to academic excellence,” we cannot tolerate academic dishonesty because:
1. A community is built on personal relationships. Any breach of trust disrupts these relationships and weakens our community.

2. When caring individuals recognize value in another’s work or ideas, their choice is to acknowledge and even celebrate it, rather than misrepresenting ownership of the work.

3. Academic excellence depends on a commitment to follow through on our learning. We cannot pretend to be excellent. We must work hard to achieve excellence, and we must assume responsibility to do so.

Students are expected to be aware of and abide by specific principles of academic honesty. Academic integrity specifically prohibits the following forms of academic misconduct:

- **Cheating**
  - Giving or receiving unauthorized assistance (e.g., copying another student's work or using unauthorized notes during an exam; sharing one’s work with another student).
  - Consulting another student’s work from previous semesters, or checking homework or test answers from previous semesters.
  - Using unauthorized materials, such as hidden notes, tape recorders, cell phones, cameras, text messages, computers and other equipment.

- **Plagiarism**
  - Using another person’s exact language without the use of quotation marks or proper citation.
  - Re-arranging another’s ideas or material and presenting them as original work without providing proper citation.
  - Submitting another’s work as one’s own; this includes purchasing work from other sources, including the Internet.
  - Submitting a translation of someone else’s original words claiming them as one’s own.

- **Other forms of academic misconduct**
  - Submitting a previously graded assignment without the current instructor’s permission.
  - Falsifying, fabricating, or distorting information (e.g., providing an erroneous source, taking a test for another student, altering college documents, forging an instructor’s signature).
  - Engaging in misrepresentation (e.g., lying to improve one’s grade; turning in another student’s work as one’s own; falsely claiming to have attended an assigned function such as a theatrical performance, a public speech, a job interview, a home visit, etc.).
  - Seeking unfair advantage (e.g., requesting an extension by using a falsified excuse, obtaining an exam prior to its administration).
  - Denying access to information or material to others (e.g., stealing or defacing print or non-print materials).
  - Stealing, abusing, or destroying academic property (e.g., stealing library materials, vandalism of academic property).
  - Bribing (e.g., offering materials or services of value to gain academic advantage for oneself or another).
  - Engaging in misconduct in research and creative endeavors (e.g., failure to adhere to federal, state, municipal, and university regulations for the protection of human and other subjects).
  - Making unauthorized copies of copyrighted material including software and any other non-print media.
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.

VI. Approved Graduate Academic Credit Hour Policy (Academic Federal Government 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 graduate 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 out-of-class student work. (Approved by Graduate Council, March, 2011)

V. 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 consultation and assistance. library@clarke.edu
    - (563)588-6320
  - E-Learning Support Center available to assist students in using Moodle, troubleshooting online and hybrid courses, as well as the use of other software applications. Lingen Technology Commons.
  - The MARC (Margaret Mann Academic Resource Center), 2nd floor, Room 228, (563) 588-8133
    - Writing Center: Writing coaches offer support with all steps of the writing process (prewriting, drafting, revising, editing, and proofreading) for all types of writing, including summaries, reflection and integrative essays, lab reports, case studies, research papers, and annotated bibliographies.
    - Learning Center: Learning Specialists and Academic Coaches trained to offer support with course content, study strategies, time-management, learning strategies, note-taking, and college-reading strategies. SWAG and other arrange, course study sessions provided.
    - Accommodations Services: Contact your instructor and the Disability Services Coordinator, (563) 588-8107.

VI. Accommodation Services

- **Accommodation Services**: Clarke University is committed to providing access and reasonable accommodations for individuals with learning and other disabilities to ensure equal access to educational programs and services as defined in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students needing reasonable accommodations should contact their instructor (again please let me know) and the
Disability Services Coordinator to inquire about the process and required documentation. Library, 202, (563) 588-8107.

VII. 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 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 this course** in order to stay current with the material for your internship.
- **Physical Therapy Clinical Information** should automatically be activated in your Moodle Account.

VIII. Syllabus Course Schedule and Disclaimer-Dates May Change

- Due to clinical internship site specific needs and requirements, internship start and end dates may be altered. Schedules may also vary from clinic to clinic. Ideally students will attend an internship 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 internship dates and hours can be addressed with the ACCE at any time.
DPT 733 Clinical Internship 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

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.