

PHT 6823 Clinical Education VI (6 credit hours)

Spring 2024

Delivery Format: In Clinic and Blended Learning via EXXAT, CPI & email

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Prerequisites: Course participation is limited to entry-level DPT student in their final year of the UF DPT program who have successfully completed all prior courses

Purpose and Outcome

Course Overview: This course is a full-time clinical experience in which the student is supervised by licensed physical therapists. This is the third of four 8-week clinical education experiences. Students are matched to appropriate clinical sites including, but not limited to acute care, outpatient physical therapy, inpatient rehab, or specialty settings. Clinical sites will provide adequate opportunities for students to practice the skills included in the Clinical Performance Instrument under the supervision of licensed physical therapists. The culmination of all four clinical experiences will allow the student to demonstrate competence in managing patients with a variety of dysfunction involving musculoskeletal, neuromuscular, cardio/pulmonary, and integumentary systems. These clinical experiences will also expose the student to a variety of age groups, levels of acuity in patient care, and opportunities to demonstrate and expand their professional growth.

Relation to Program Outcomes

The following outcomes have been established for graduates of the UF DPT program:

- ***Goal #1: To prepare graduates to integrate foundational skills and knowledge of physiological systems with problem-solving and critical thinking to deliver service that is evidence informed.***
- ***Goal #2: To prepare graduates to be compassionate, collaborative, and interprofessional, practitioners who meet patient needs within the dynamic, evolving healthcare system and society***
- ***Goal #3: To prepare graduates to serve as advocates and leaders in healthcare, the profession, and the community.***

Course Objectives and/or Goals:

1. Demonstrate professional responsibility by timely and accurate completion of all regulatory, facility and program tasks and assignments.
2. Demonstrate professional behavior in all interactions with patients, co-workers, and faculty.
3. Deliver an in-service presentation or develop a project on a topic mutually agreed upon by the student and the clinical instructor
3. Achieve **“Entry-Level Performance”** or above on all criteria in the CPI.

Entry-Level is defined as:

- 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.

CPI Criteria

1. Safety across all criteria
2. Professionalism: Ethical Practice, Legal Practice, Professional Growth
3. Interpersonal: Communication, Inclusivity
4. Technical/Procedural: Clinical Reasoning, Examination, Evaluation, Diagnosis, Plan of Care, Case Management, Interventions and Education
5. Business: Documentation, Financial Management and Fiscal Responsibility
6. Responsibility: Guiding and Coordinating Support Staff

Instructional Methods

Students receive clinical mentoring on-site by a licensed physical therapist(s) at their assigned clinical location. Students may be placed in a 1:1 (student to instructor) or a collaborative learning environment (more than one student to one instructor) or one student to more than one clinical instructor. In each of these instructional environments, students are expected to demonstrate adult learning behaviors by seeking out learning opportunities and professionally communicating goals, expectations, questions and concerns to clinical mentors and faculty to optimize their individual learning opportunity.

Blended Learning

A Blended Learning class uses a mixture of technology and face-to-face instruction to help maximize learning. In addition to your attendance at the clinical site, you will have assignments posted in Canvas and EXXAT that are required to successfully complete this course. You are also required to monitor your ufl email for communication with the DPT program.

What is expected of you?

You are expected to actively engage in the online course throughout the semester. You must arrive to your clinical facility fully prepared by completing all assigned tasks and developing an understanding of the patients you may see. This preparation gives you the knowledge or practice needed to engage in higher levels of learning and to meet the needs of your patients. If you are not prepared, you may struggle to keep pace with the activities and patient needs occurring that day and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in your learning. Your participation fosters a rich experience for you, your peers, your clinical instructor, and your patients that facilitates overall mastery of the course objectives.

Course Materials and Technology

Required resources:

1. Guide to Physical Therapist Practice, APTA
2. State Practice Act for state in which your clinical site is located
3. UF DPT Student Handbook
4. UF DPT Clinical Education Handbook
5. Program textbooks and notes
6. COVID19 Exposure/Management Protocol

Required technology:

1. 1. Access to EXXAT Clinical Education Database Management
2. UF Canvas E-Learning Site
3. UF Email
4. Access to CPI 3.0: cpi.apta.org

For technical support for this class related to e-learning, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

For issues related to technical support for EXXAT & Web CPI, please contact Rebecca Kidwell at ufdptclined@phhp.ufl.edu

Academic Requirements and Grading

Assignments

1. Complete Contact Information, First Impressions, & Patient Populations Survey via EXXAT course site (Patient Populations survey is to be completed at mid-term and final assessment periods.)
2. Complete mid-term CPI self-assessment, CI assessment, mid-term student evaluation of the clinical site and clinical experience and meet with CI to discuss these evaluations. PT CPI to be completed on Online CPI website. Student evaluation of clinical site and clinical experience to be submitted via EXXAT course site.
3. Complete an in-service presentation or a facility project and submit a handout from presentation or outline of project via EXXAT course site. Also submit to EXXAT an assessment of your project by your CI.

4. Complete final CPI self-assessment, CI assessment, final student evaluation of the clinical site and clinical experience and meet with CI to discuss these evaluations. PT CPI to be completed on Online CPI website. Student evaluation of clinical site and clinical experience to be submitted via EXXAT course site.
5. Complete Internship Information Sheet Assignment via Canvas course site
6. You have one non-graded assignment (Mock Interview) to be completed in either Clinical Education experience IV, V or VI.
7. Complete absences due to illness, holiday, conference, severe weather and other approved absences in EXXAT course site.
8. OPTIONAL – Outstanding CI Award Nomination – Canvas Submission

Grading

Students shall abide by the clinical education attendance policy as outlined in the UF DPT Clinical Education Handbook. Standardized criteria according to the Student Clinical Performance Instrument of the APTA will be utilized by clinical instructors to assess student performance. This course is graded as Satisfactory or Unsatisfactory based on the student's ability to meet the course objectives noted above. Students must complete online assignments accurately in a timely fashion. **Students must achieve a minimum of 80% of the points for the online assignments and meet the "Entry Level" criteria in the Student Clinical Performance Instrument to achieve a "Satisfactory" grade.**

Late Online Assignment submissions will follow the below grading criteria;

Less than 48 hours late - minus 5 points

After 48 hours (up to one week) - minus 10 points

After one week - 0 points

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required Class Attendance

Students are expected to abide by the clinical education attendance policy as outlined in the UF DPT Clinical Education Handbook.

Student Expectations, Roles, and Opportunities for Input

Expectations Regarding Course Behavior - Expectations Regarding Course Behavior – students are expected to check their UF email daily and are expected to submit their course assignments timely as instructed in each activity. They are expected to follow the guidelines as outlined in the Clinical Education Student Manual.

Protocols Related to COVID-19 exposure and management. Please see Clinical Education Student Handbook and COVID-19 Exposure/Management Protocols.

Communication Guidelines– Timely communication between the student and the program is highly important for the safety and well-being of the student as well as maintaining the trajectory to graduation timeline. Students are required to communicate with the clinical education team as outlined in the Clinical Education Handbook. Failure to do so can induce a referral to the Professional Development Committee and may impact the student’s advancement to graduation as scheduled. Students are expected to uphold professional communication with their clinical sites as reviewed in their orientation with the clinical site. If there are any procedural conflicts between the clinical site and the DPT program communication requirements, the student should notify their UF Clinical Education Faculty of Record immediately.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

