

**University of Kansas Medical Center
Department of Physical Therapy & Rehabilitation Sciences**

**PTRS 920: Clinical Education VI
Course Syllabus Spring Semester VIII**

GENERAL INFORMATION

COURSE NUMBER: PTRS 920

COURSE NAME: Clinical Education VI

Coordinator: Yvonne Searls, PT, Ph.D.
5031 Wahl Hall West
(913) 588-0249

Office Hours: By appointment

Credit Hours: 9

Collaborators: Clinical Instructors per assigned facility

TEXTBOOK: None

COURSE DESCRIPTION:

Eighteen weeks of clinical practica in either of: two different practice settings for nine weeks, or three different practice settings for six weeks. During these clinical rotations the student will have the opportunity to develop the patient care skills needed for successful practice as a physical therapist. The student will work under the supervision of an experienced physical therapist in clinical settings affiliated with the program.

Prerequisite: Admission into Entry Level DPT Degree program in physical therapy and successful completion of seven semesters of the physical therapy curriculum (including Clinical Education I, II, III, IV & V).

COURSE OBJECTIVES:

A. GLOBAL OBJECTIVES

Upon completion of this course the student will demonstrate clinical competency in the physical therapy management of a wide variety of patients in a general-acute, rehabilitation and specialty practice by:

1. **demonstrating** exemplary communications skills for purposes of written and verbal facilitation of information within the clinical setting, the community and the field of physical therapy at large.
2. **exhibiting** exemplary grasp of concepts of appropriate interpersonal relationships

within the clinical settings and for purposes of the community and field of physical therapy at large.

3. **performing** all aspects of an initial physical therapy evaluation, short term and long term goal setting and components of planning for the intervention program.
4. **implementing** all aspects of a physical therapy intervention program incorporating strategies for continual re-assessment and adjustments in the program to address current needs and circumstances.
5. **exhibiting** exposure to and competence in performing a wide range of physical therapy skills and procedures.
6. **displaying** exemplary personal and professional characteristics such as initiative, resourcefulness, good judgement, flexibility, appropriate self- confidence, etc.
7. **exhibiting** ethical and professional conduct compatible with standards addressed in the APTA Code of Ethics, commitment to fulfilling professional responsibility and toward continued professional growth.
8. **demonstrating** awareness of components of the administrative structure of physical therapy practices within the clinical setting.
9. **demonstrating** awareness for a referral to another discipline or professional of expertise in an area that would better address the patient problems/concerns.
10. **practicing** in a safe manner that minimizes risk to patient, self and other team members.

B. UNIT OBJECTIVES

UNIT 1. COMMUNICATION SKILLS

Upon completion of this clinical practicum the student will be able to **demonstrate improvement** in skills and strategies exposed to/practiced/exhibited in Clinical Education I, II, III, IV & V and more specifically:

- a. **select** pertinent information from all applicable sources in the clinical setting.
- b. **organize** and **prioritize** information.
- c. **be** concise, accurate and prompt in note writing.
- d. **utilize** correct grammar and terminology.
- e. **adjust** level of communication for reader and auditory recipients.
- f. **express** him/herself clearly and concisely.
- g. **communicate** effectively with all personnel encountered in the clinical setting.
- h. **present** oral reports clearly and concisely.
- i. reflectively **listen** and **respond** to patients and co-workers.
- j. **adjust** voice, posture and facial expressions to meet situational demands.

- k. **recognize** the effects of his/her own non-verbal communication upon others.
- l. **develop** alternate methods of communication with patients who demonstrate areas of disability or exceptionality (for example, hearing impaired, cognitive or language delays, visually impaired, etc.)

UNIT 2. INTERPERSONAL RELATIONSHIPS

Upon completion of this clinical practicum the student will be able to **demonstrate improvement** in skills and strategies exposed to/practiced/exhibited in Clinical Education I, II, III, IV & V and more specifically:

- a. **introduce** oneself to the patient and patient ' s family.
- b. **prepare** patient for treatment by explanation of treatment and what to expect the treatment if applicable.
- c. **carry on** an appropriate conversation with patients to establish an individual patient rapport.
- d. **secure** and **develop** the patient ' s interest and confidence.
- e. **demonstrate** awareness of the parameters of encouraging a patient to participate in the recommended intervention and when to accept the patient ' s decision.
- f. **motivate** and **encourage** patient to become more independent within the patient ' s limitations.
- g. **recognize** the psychological/social/emotional needs of the patient.
- h. **exhibit** a realistic attitude about his/her responsibilities and abilities.
- i. **demonstrate** proper rapport with other personnel, being tactful and considerate of others.
- j. **communicate** patient ' s needs to personnel in other departments when applicable and obtain information regarding patient ' s needs from others.
- k. **contribute** positively in patient care conferences to establish a working relationship between all departments involved in the patient ' s care.
- l. **evaluate** and **recognize** the responsibilities of each member of the department.
- m. **establish** proper rapport with all staff members keeping in mind individual differences.
- n. **communicate** necessary information to the correct individual using discretion in terms of the administrative organization of the department.
- o. **contribute** constructively to staff discussion groups, inservice training and other pertinent meetings.

UNIT 3. PATIENT EVALUATION AND PROGRAM PLANNING

Upon completion of this clinical practicum the student will be able to **demonstrate improvement** in skills and strategies exposed to/practiced/exhibited in Clinical Education I, II, III, IV & V and more specifically:

- a. **perform** an initial comprehensive evaluation by:
 - 1. **selecting** and **interpreting** pertinent information from the medical record.
 - 2. visually **appraising** patient.

3. **selecting** appropriate evaluation procedures to identify patient's problem(s).
 4. **interpreting** test results.
 5. **correlating** all information obtained to produce an accurate picture of patient's status.
 6. **gathering** information as indicated, including expectations and goals from patient, family, and health personnel.
 7. **utilizing** the literature, texts, and periodicals for additional information on the patient's condition and possible intervention.
- b. **establish** realistic long range goals by relating to evaluation and considering the discharge situation, preventive measures, functional outcomes, pathology, time, money constraints, equipment, collaboration with other team members, patient and family goals, integration of patient back into their home and community, psychological, social, emotional issues, vocational needs and community resources.
- c. establish realistic short range goals by:
1. **processing** information from the medical record, medical history, evaluation and long range goals.
 2. **progressing** in a logical and sequential manner.
 3. **setting** priorities.
- d. **plan** an intervention program based on the physical therapy evaluation and goals considering the feasibility in terms of time, money, and equipment, alternative methods of treatment, the investment of the patient in terms of willingness to follow through and be an active participant and how well the plan in addressing individual patients needs and concerns.

UNIT 4. IMPLEMENTATION OF PLAN

Upon completion of this clinical practicum the student will **demonstrate improvement** in skills and strategies exposed to/practiced/exhibited in Clinical Education I, II, III, IV & V and more specifically:

- a. **consistently perform** program as related to the established intervention plan.
- b. **contact** physician and/or other health personnel and/or family when indicated.
- c. **revise** and/or **progress** treatment program as indicated without being prompted by:
 1. continuously **re-evaluating**.
 2. **intervening** at times of fatigue or frustration.
 3. **observing** response of patient and **modifying** intervention appropriately.
 4. **implementing** appropriate revision.
- d. **utilize** appropriate methods of instruction and feedback to ensure correct performance of the procedure by:

1. **using** terminology which is understandable to the patient.
 2. **showing** an awareness of the patient's medical situations, environmental factors and learning style which may affect learning.
 3. **considering** patient's attitude toward carrying out the intervention program.
 4. **utilizing** appropriate instructional principles when instructing in and facilitating an intervention program.
 5. **demonstrating** the ability to modify instructions and/or methods when indicated.
 6. **continually communicating** with the patient in terms of how the treatment should feel, what reaction to expect, what the expectations are in terms of patient follow-through to meet goals and objectives, etc.
- e. **determine** when patient has reached maximum benefit from frequent, direct skilled physical therapy intervention and **make** appropriate recommendations for optimal patient benefit within the parameters of APTA Code of Ethics, reimbursement issues and consideration of alternate service delivery models.

UNIT 5. PHYSICAL THERAPY SKILLS

Upon completion of this practicum and the culmination of skills and strategies exposed to/practiced/exhibited in Clinical Education I, II, III, IV & V, the student will **demonstrate clinical exposure to** and **clinical competence in** the following physical therapy skills and strategies by:

- a. **evaluating** gait, posture, sequential or child development, reflexes, sensation, range of motion (including flexibility and joint play), muscle testing, activities of daily living, prosthetic and/or orthotic check-out, respiratory function, cardiac function (including vital signs), coordination and balance, perceptual-motor, skin and/or wound conditions, volume displacement and/or circumferential measurements, isokinetic strength, muscle tone and spinal mobility.
- b. **performing and instructing in therapeutic exercise** including facilitation techniques, inhibition or relaxation techniques, resistive, active, assistive and passive exercises, conservative mobilization techniques, mat exercises, mechanical assistive or resistive exercises, coordination and/or balance exercises and postural drainage.
- c. **performing gait training** including pre-ambulation activities such as balancing, weight shift, etc.; selection, adjustment, introduction and use of appropriate assistive devices, use of assistive and resistive gait equipment, use of lower extremity prosthetic and orthotic devices.
- d. **performing ADL (activities of daily living) training** which can include bed level mobility, instructing in and transferring patients, instruction in stair climbing, negotiating curbs, transferring in and out of cars, personal care,

fabrication, ordering, and teaching use of functional and adaptive equipment including wheelchairs, raised toilet seat, grab bars, tub seats; teaching use of upper extremity prosthetic and orthotic devices, fabricating and/or modifying orthotics, teaches stump care and bandaging, teaches donning and removal of orthotics, prosthetics and positioning of devices, etc.

- e. **performing superficial heat/cold treatments** including whirlpool, contrast baths, hot packs, cold packs, ice packs, paraffin, infrared, ultraviolet and pulsed lavage (only if indicated and opportunity exists).
- f. **performing deep heat procedures** including ultrasound, phonophoresis and shortwave diathermy (only if indicated and opportunity exists).
- g. **performing electrotherapy** including surface electrical stimulation, iontophoresis, TENS (transcutaneous electrical nerve stimulation) and biofeedback.
- h. **performing selected techniques** such as bandaging, aseptic technique, debridement, hyperbaric oxygen, massage, intermittent pressure device, measurement for pressure gradient garments, cervical traction and pelvic traction.
- i. beginning to **identify** normal development across a variety of domains including gross motor, fine motor, language, adaptive (self-help), perceptual motor and cognitive skills among patients within the clinical setting.
- j. beginning to **recognize** signs and symptoms of abnormal or delayed development across learning domains of gross motor, fine motor, language, adaptive (self-help), perceptual motor and cognitive.
- k.. beginning to **delineate** and **discuss** with clinical instructor the risks, stresses, diseases, and disorders associated with different age groups (i.e. infants, toddlers, preschool, middle aged, etc.)

UNIT 6. PERSONAL AND PROFESSIONAL QUALITIES

Upon completion of this clinical practicum the student will **demonstrate improvement** in skills and strategies exposed to/practiced/exhibited in Clinical Education I, II and III and more specifically:

- a. **demonstrate** appropriate initiative by:
 - 1. **making suggestions** for changes considering implications and possible consequences.
 - 2. **recognizing need** for his/her assistance beyond immediate responsibilities and proceeds to help.
 - 3. **taking appropriate actions** without being prompted.

- b. **exhibit** good judgment by:
 - 1. **demonstrating** by his/her actions that he/she had considered all the implications and consequences of words and deeds.
 - 2. **demonstrating** that he/she is able to make decisions on the basis of priorities.

- c. **demonstrate** ability to evaluate own strengths and areas needing improvement by:
 - 1. **recognizing** physical limitations when managing the patient and requesting assistance as needed.
 - 2. **exhibiting** resourcefulness.
 - 3. **citing** areas where additional experiences, information or study would be beneficial.

- d. **exhibit** flexibility by:
 - 1. **adjusting** schedule to accommodate unforeseen conditions or circumstances.
 - 2. **accepting** suggested changes in a procedure.
 - 3. willingly **modifying** and **changing** ideas, concepts and behavior to meet the demands of the situation.
 - 4. **adapting** to a new clinical situation.
 - 5. **modifying** behavior according to feedback from the clinical instructor or other mentors.

- e. **exhibit** appropriate self-confidence by:
 - 1. **conveying** through verbal and non-verbal behavior the impression that he/she understands the situation and is able to deal with it effectively.
 - 2. **not conveying** confidence that is beyond his/her exhibited ability.

- f. **demonstrate** resourcefulness by:
 - 1. **combining** ideas and performance of activities in unique ways to solve problems.
 - 2. **using** illustrations or similes which are original but fit the situation.
 - 3. **exhibiting** inventiveness or creativity in making or modifying equipment.

- g. **determine** the need for a referral to another discipline as appropriate

- h. **appear** well groomed and appropriately dressed at all times.

- i. **exhibit** tact.

UNIT 7. ETHICAL AND PROFESSIONAL CONDUCT

Upon completion of this clinical practicum the student will **demonstrate improvement** in skills and strategies exposed to/practiced/exhibited in Clinical Education I, II, III, IV

& V and more specifically:

- a. **perform** according to acceptable standards of professional ethics by:
 1. **taking advantage** of opportunities to contribute physical therapy knowledge to individuals and the community.
 2. **providing** quality care to all persons without regard to personality or medical problems (recognizing the dignity and worth of all individuals).
 3. **respecting** the confidences imparted to him/her in the course of his/her professional activities.
 4. **recognizing** that his/her words and deeds may reflect on the school, the facility and the profession.

- b. **demonstrate** commitment to fulfilling professional responsibility by:
 1. **complying** with department policies.
 2. **assuming** additional responsibility for any staff limitations.
 3. **assuming** supportive personnel duties when the situation indicates.
 4. **not requesting** or **taking** time off.
 5. **establishing** priorities and appropriate relationships with patients so as not to hinder the qualities of care.
 6. **recognizing** the importance of keeping personal issues from interfering with professional responsibilities.

UNIT 8. ADMINISTRATION

Upon completion of this clinical practicum the student will **demonstrate improvement** in skills and strategies exposed to/practiced/exhibited in Clinical Education I, II, III, IV & V and more specifically:

- a. **organize** time effectively by:
 1. **preparing** daily work schedule allocating appropriate time for task completion.
 2. **considering** needs of other departments/patients/families as well as physical therapist/department when scheduling patients.
- b. **maintain** timely, accurate and objective departmental records.
- c. **utilize** support personnel by:
 1. **asking** for assistance when needed.
 2. **assigning** appropriate tasks involving patient care and instructing as necessary.
 3. **taking** responsibility for determining if task is adequately completed and **providing feedback** to supportive personnel.
 4. **utilizing** clerical help according to departmental policy.
 5. **demonstrating** awareness of capabilities of supportive personnel.
- d. **follow** established lines of communication.
- e. **appreciate** cost factors.
- f. **maintain** work area in a manner conducive to efficiency and safety.

- g. **participate** effectively in developing and/or teaching in-service programs.
- h. **demonstrate** awareness of responsible participation in the department's Total Quality Management or Continuous Quality Improvement and overall Program Evaluation strategies.

PROFESSIONAL BEHAVIOR:

Any behavior exhibited by the student deemed inappropriate by the ACCE or Clinical Instructor of Clinical Center Coordinator will result in failure of this course.

GRADING CRITERIA: This course is graded satisfactory or unsatisfactory. To receive a satisfactory grade in this course the following are required:

FOR EACH PRACTICA

- Consistently perform at a 90% of entry level competency on the first 5 criteria of the CPI and 75% of entry level competency on the last 19 items at the final evaluation as evidenced from the APTA Clinical Performance Instrument.
- Provide in-service with handouts for each facility. One in-service will be mandatory on evidence based practice.
- Complete a project in 2 out of the 3 facilities that will benefit the clinic.
- Complete student assessments.
- Develop goals/objectives for clinical rotation and discuss them with the clinical instructor at the beginning of each clinical rotation.
- Complete student evaluation of the clinical facility.
- Participate in class discussion on the Clinical Education Discussion Board as technology allows.

ALL COURSE MATERIALS ARE DUE ONE WEEK AFTER THE COMPLETION OF 1st & 2nd ROTATIONS AND AT THE ASSIGNED DATE FOR LAST ROTATION. FAILURE TO TURN IN ON TIME WILL RESULT IN A FAILING GRADE.

Attendance Policy:

Please refer to the Clinical Education Policies for specifics.

Remediation Statement:

The student will need to meet with the Academic Coordinator of Clinical Education to discuss and develop a plan for repeating the clinical practica. The student may not be allowed to continue with subsequent clinical practica until the remediation is completed.

Statement on Disability:

Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center.

Any student in this course who, because of disability, needs an accommodation in order to complete the course requirements should contact the instructor or the Equal Opportunity / Disability Specialist 913-588-7813: TDD 913-588-7963 as soon as possible.

Statement of Student Responsibility:

It is the responsibility of each individual student enrolled in this course to monitor grades and progress. Please refer to Graduate School policy as stated in the current *Student Planner/Handbook* under “grades”.

It should be noted that this course is graded satisfactory or unsatisfactory. Students who fail to get satisfactory grade will not be eligible to continue with subsequent clinical practica until this is repeated and passed satisfactorily.

If a student feels that he/she is not doing satisfactory work at mid term of clinical, the student is responsible for informing the ACCE and to design a plan of improvement with the assistance of ACCE, CCCE and the CI.

Statement of Acceptance:

Any student who does not understand/or accept the contents and terms of this syllabus must notify the instructor in writing within one week after receiving this syllabus.

This syllabus is subject to change without notice.

Revised 11/06