Prefix/Course No.  PTH 700  
Credit Hours 6

Course Title  Clinical Education II

Course Coordinator: Jody Eckert, PT, DPT (jleckert@umary.edu) (355-8246)

Instructor/s  Clinical Instructors as assigned

Days/Times; TBD by site but generally M-F 8-5

PreRequisites/Relationship to Curriculum Design
Students must have successfully completed the first and second academic years as well as the first clinical placement prior to initiating the second clinical experience. Students are placed after the second year of academics so the student can practice all the skills learned in the didactic portion of the curriculum under the supervision of a clinical instructor.

Course Description
This 8 week full-time clinical internship provides students opportunity to practice and gain further experience in content areas of advanced orthopedics, neurological rehabilitation, pediatrics, manual therapy, cardiac rehabilitation, rural or burn/wound therapy. The student should be near entry-level at the conclusion of this internship.

The primary performance expectations for each student participating in PTH 700 are: by the end of the experience, and with the assistance of the clinical instructor, to demonstrate the ability to perform and document a comprehensive patient examination; develop a physical therapy diagnosis, prognosis, and plan of care; and complete each intervention included in that plan of care of a non-complex patient. Non-complex patients are those with limited pathologies and impairments, resulting in limited functional limitations and disabilities. Students, with increased guidance from the clinical instructor, can also complete the above mentioned objectives with complex patients.

Terminal Behavioral Objectives for Clinical Experience II PTH 700 as measured by the Clinical Performance Instrument (CPI) Web (version 2006)

The CPI contains 18 performance criteria and is divided into professional practice (6 criteria) and patient management areas (12 criteria). Included in this are 5 red-flag performance items. Below are the levels of performance expected for each student by the end of PTH 700.
1. Red-flag criteria (1-4, 7) Each student will display at least advanced intermediate performance at all times during the clinical experience. Any red-flag item that is checked would be cause for significant concern and may result in a "failed" clinical experience.
   • Safety (5.1)
   • Professional Behavior (5.11)
   • Accountability (5.3)
   • Communication (5.17)
   • Clinical Reasoning (5.19, 5.20)

2. Criteria 5-6, 8-18 (Professional Practice and Patient/Client Management Expectations).
   • Cultural competence (5.18)
   • Professional Development (5.16)
   • Screening (5.27)
   • Examination (5.28, 5.29, 5.30)
   • Evaluation (5.31)
   • Diagnosis and Prognosis (5.32, 5.33)
   • Plan of Care (5.34)
   • Procedural Interventions (5.39)
   • Educational Interventions (5.41)
   • Documentation (5.42)
   • Outcomes Assessment (5.45)
   • Financial Resources (5.58)
   • Direction and Supervision of Personnel (5.40, 5.57)
**Components of Leadership Addressed**

Graduate Competences: Professionalism, Scholarship, Environmental Contexts, and Valuing. Students are expected to practice and model the Benedictine values of respect, hospitality, community, moderation, prayer, and service when working with clients and clinic personnel and when representing the University of Mary.

**Major Assignments**

Case Report – Each student will need to choose a case during the clinical experience. The case will be written in case report format and professionally presented to all faculty and 2nd year students during the fall of the 3rd academic year. See clinical education handbook and website for full details.

Inservice – Each student is required to present an inservice to the clinical staff – this should be a topic of interest and need to the clinical staff. It is also acceptable to complete a project for the site that requires a review of the literature and critical thinking. See specifics in handbook/website for format as well as evaluation.

Reflective Journal – Each student is required to turn in one reflective journal, via e-mail, every 2-3 weeks to the DCE (total 2). This is not to be a documentation of what you are seeing and doing. The journal should include evidence of self-assessment and reflection – what is happening, compare and contrast your experiences to your academic and personal background (including values, beliefs), and how might what you are seeing and doing effect your future professionally and personally. The second and last reflection should be done in Final Reflection format (see PTH 700 course site on my.umary in handouts section for the format). Student must comply with HIPAA regulations – e-mail is not a secure form of communication.

On-line Discussion – In order to maintain contact with the student’s classmates and DCE, as well as to provide assistance and support, students will be required to post at least 4 times on the class website (www.my.umary.edu). The postings should be clinically relevant, well thought out and written, and should add to your classmates’ learning.

Other – Please see the handbook for a description of all items to be turned in as well as the timeline. Students are required to turn in an evaluation of the DCE, academic evaluation, site/CI evaluation, in-service material, and other assessment material as assigned within 1 week of completion of the clinical. It is also required that the student CPI web be thorough and timely.

**Assessment**

All students will complete a self-eval on the Clinical Performance Instrument Web (Version 2006) as well as have their clinical instructor complete the evaluation. Since PTH 700 is only the second full-time experience, the Program does not expect that each student achieve entry level in all areas. The Program does expect that each student displays progress toward entry-level in each of these criteria. A guideline is as follow:

- Intermediate to Advanced Intermediate Performance at Mid Term
- Minimum of Advanced intermediate performance on the majority of criteria on the final CPI
- No significant concerns checked

If the clinical instructor and DCE determine that the student has met the objectives to the degree that is reflective of a 2nd year physical therapy student, the student will PASS the clinical experience. If the above expectations are not met, the student will FAIL the experience and will need to get further experience. The amount of additional experience needed will be determined by the DCE with input from the Clinical Instructor. Students must also meet all requirements by the respective deadlines as stated in the clinical education handbook.

**Attendance Policy:**

The student is expected to be in attendance every day during the experience (or the number of hours that is equivalent to full time at the clinical site.) If an absence is unavoidable, the clinical instructor must okay this time off. The student must also notify the DCE via phone or e-mail. Make up time will be determined by the clinical instructor. Students are NOT allotted sick or vacation days during the clinical.

**Statement on Academic Honesty:**

Please refer to the University of Mary Student Handbook, Section on “Selected Academic Policies: Academic Honesty” for information. A student who is found to breach this policy while enrolled in a course will be formally notified by the instructor and the action will be recorded in the student’s file.

**Channel for Communication Relating to This Course**

Clinical Instructor>Center Coordinator of Clinical Education (CCCE)>Dr. Jody Eckert (Director of Clinical Education) > Dr. Dockter (program chair) > Dr. Roller (Dean of Health Sciences) > Dr. Long (assistant VP academic affairs) > Dr. Diane Fladeland (VP academic affairs)
Statement Regarding Reasonable Accommodations

"In compliance with the Americans with Disabilities Act (ADA) and other legal mandates, the University of Mary is committed to working with students with disabilities in determining appropriate and reasonable accommodations for academic and physical needs. It is the responsibility of the student to provide documentation regarding a disability and the need for reasonable accommodation(s)."