Prefix/Course No.  PTH 850  Credit Hours 6

Course Title  Clinical Education III

Course Coordinator: Jody Eckert, PT, DPT, DCE (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 (August – June) second (August – April), and third (July – December) academic years as well as the first 2 clinical placements prior to initiating the third clinical experience. Students are placed after the entire didactic component of the PT program to enable them to practice all skills under the direction of a clinical instructor to work towards entry-level status as a PT.

Course Description
The final two 8 week clinical experiences continue to progress the student to entry-level in the management of patients throughout the lifespan and throughout various patient care settings. The placements round out the student’s clinical experiences so that the student will have had practice in four diverse settings. The student must be at entry level at the completion of these experiences in order to graduate from the program.

The third full-time experience occurs in January-February after the 3rd fall semester. Students have completed all didactic courses and 2 full-time clinical courses. In addition, students have completed 1 or 3 elective courses (pediatrics, sports medicine, or women’s health). All clinical settings are appropriate and placement is dependent upon the students’ previous experiences and are arranged to allow the student to have experience with a wide range of age-groups and practice settings. The primary performance expectations for each student participating in PTH 850 are: by the end of the experience, the student will 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 simple and complex patients. The student is capable of maintaining 100% of a full-time PT’s caseload in a cost effective manner.

Terminal Behavioral Objectives for Clinical Experience III PTH 850 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 850

1. Red-flag criteria (1-4, 7) Each student will display no lower than advanced intermediate performance at all times during the clinical experience. By the final, all red-flag criteria must be at entry-level performance. 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)
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
Inservic – 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 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/last reflection must be done in Final Reflection format (this is provided under handouts section of PTH 850 course site on the my.umary). 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 be thorough and timely.

Assessment
If the clinical instructor and DCE determine that the student has met the objectives to the degree that is reflective of a third 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:
Students are expected to be present each day of the clinical education experience. In case of emergency or in a case where you must have the day off, it needs to be approved by your clinical instructor. The student is also required to inform the DCE via phone or e-mail of any absences. The clinical instructor will determine time to be made up. Students are NOT allotted vacation or sick 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, DCE > Dr. Mary 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)."