

**UNIVERSITY OF MARY**  
**Course Syllabus Template for the 2016-2017 Academic Year**

**PTH 731 Clinical Education II**

**Semester/Term and Year Summer**

**Credit Hours 1**

**Instructor/s:**

**Dr. Jody Eckert (May Only)**

**Dr. Lauren Emmel**

**Dr. Missy Taylor (June Only)**

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**During this summer online course, please contact us via e-mail or cell phone with questions or concerns.**

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

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

**Relationship to the University of Mary Servant Leadership Experience:**

**University of Mary Mission Statement:**

The University of Mary exists to serve the religious, academic, and cultural needs of people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

**Program Mission Statement:**

The mission of the University of Mary Department of Physical Therapy is to prepare autonomous and collaborative practitioners who are leaders in service through evidence based practice, education, and scholarly activity for the profession of physical therapy.

**Servant Leadership Experience:** Servant leadership experiences are based on character building relationships integrated with a solid understanding of what it is to be a servant leader with Jesus Christ as model and the Benedictine values of community, hospitality, moderation, prayer, respect for persons, and service. These values are foundational in character building, ethical decision making, and the integration of the intellectual, spiritual, emotional, and physical aspects of life.

**Benedictine Experience:**

Although communal life inspired by the Rule of St. Benedict stores a vast treasury of Benedictine values, six of these are of particular importance for our life here at the University of Mary . . . Father James P. Shea, President, University of Mary

Community: Striving together for the common good and growing in relationship with God, one another, and self [Rule of Benedict 33 – “Let all things be common to all.”]

Hospitality: Receiving others as Christ with warmth and attentiveness [Rule of Benedict 53 – “Let all be received as Christ.”]

Moderation: Honoring all of God’s creation and living simply with balance and gratitude [Rule of Benedict 31 – “Regard all things as sacred and do everything with moderation.”]

Prayer: Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God [Rule of Benedict 4 – “Listen intently to holy readings. Give yourself frequently to prayer.”]

Respect for Persons: Recognizing the image of God in each person and honoring each one in their giftedness and limitations [Rule of Benedict 4 – “Honor everyone and never do to another what you do not want done to yourself.”]

Service: Meeting the needs of others in the example of Jesus the servant leader [Rule of Benedict 35 – “The members should serve one another.”]

**Relationship of the course to the Benedictine values:**

By nature of the course and the Benedictine tradition of the University of Mary, the following Benedictine values are modeled and expected by all in the community of the classroom with one another and with guests: Hospitality, Service, Community, Moderation, Respect for Others, and Prayer.

**Competence Experience:**

The University of Mary graduate programs offer its students preparation in the following four areas of competence:

**COMMUNICATION**

Graduates demonstrate excellence in all facets of communication including the publication and presentation of scholarship.

**SCHOLARSHIP**

Graduates access, analyze, evaluate, and process information from a variety of sources to generate new ideals which guide decision making to influence meaningful change.

**PROFESSIONAL DISTINCTION**

Graduates are values-based and evidence-driven professionals who are servant leaders committed to excellence in their professions and communities.

**MORAL COURAGE**

Grounded in faith and reason, graduates clarify and defend moral personal and social values to uphold the pathway for justice in multiple contexts.

**Course Outcomes:**

The primary performance expectations for each student participating in this course 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 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 co-morbidities, 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 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 the experience.*

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**
- **Professional Behavior**
- **Accountability**
- **Communication**
- **Clinical Reasoning**

2. **Criteria 5-6, 8-18 (Professional Practice and Patient/Client Management Expectations).**

- **Cultural competence**
- **Professional Development**
- **Screening**
- **Examination**
- **Evaluation**
- **Diagnosis and Prognosis**
- **Plan of Care**
- **Procedural Interventions**
- **Educational Interventions**
- **Documentation**
- **Outcomes Assessment**
- **Financial Resources**
- **Direction and Supervision of Personnel**

### **Major Assignments:**

**Postcard** – a postcard completed in the format provided on the course website must be completed and uploaded to CANVAS by 4:00 PM on the first Friday of the clinical experience. This postcard provides the coordinators with contact information for the site and student and also verifies that the clinical education policies and handbook have been reviewed by the CI and student.

**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. The student could also complete a needed project for the site that requires literature review and critical thinking. See specifics in Clinical Education handbook posted on PTH 0000 for format as well as evaluation.

**Reflective Journal** – Each student is required to file upload two reflective journals to CANVAS. These reflective journals are not to be merely 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 first journal can be done in any format which allows the student to appropriately reflect on the impact of the rotation and is due by 4:00 PM Friday during the second week of the rotation.

The final reflection should be done using the Final Reflection format, which is posted in the Assignment on CANVAS. Student must comply with HIPAA regulations – e-mail is not a secure form of communication.

**Administration or Interprofessional Assignment** – Each student is required to write a reflection on an experience they have had at their site related to an Administration topic or an observation or conversation you were able to have with someone in another discipline (PTA, OT, SLP, Nutrition, Nursing, etc). This assignment is due on the final Friday of the rotation at 4:00 PM. Submissions prior to the final week of the rotation are encouraged.

**On-line Discussion** – In order to maintain contact with the student's classmates and the coordinators for clinical education, as well as to provide assistance and support, students will be required to post at least 4 times on the course site. Of the four postings, two should be original posts, while two posts should respond to classmates' inquiries. The postings should be clinically relevant, well thought out and written, and should add to your classmates' learning. Once you have posted on the Discussion Board, please upload the original or response post to Canvas so credit can be awarded. One original and one reply are due by the 4<sup>th</sup> Friday of the rotation at 4:00 PM, and the other two posts are due by the final Friday of the rotation at 4:00 PM. Again, submissions prior to the midterm and final weeks are encouraged.

**Other** – Students are required to turn in an evaluation of the coordinators of clinical education, site/CI evaluation, curricular/clinical assessment, and in-service material by the last day of the clinical experience. In addition, the student CPI must be thorough and timely at intervals of mid-term and final.

**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 small groups of faculty and 2<sup>nd</sup> year students during the fall of the 3<sup>rd</sup> academic year as part of another fall course PTH 859 Complex Case Management I. Specific questions related to the case report can be directed to Dr. Parker ([mparker@umary.edu](mailto:mparker@umary.edu)).

### **Methods for Evaluation and Grading**

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. The Program expects that each student displays progress toward entry-level in each of these criteria throughout the second clinical experience. 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, documented and communicated to the coordinators for clinical education

If the clinical instructor and coordinators for clinical education 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 coordinators for clinical education with input from the Clinical Instructor. Students must also meet all requirements by the respective deadlines as stated in the clinical education handbook. Additional details are further outlined in the clinical education handbook found on the Physical Therapy Information Page on CANVAS PTH 0000.

### **Statement on Academic Honesty:**

<https://my.umary.edu/ics/ClientConfig/CustomContent/syllabi/pdf/AcademicHonorCodeInterimStatement.pdf>

### **Channel for Communication Relating to this Course [provide the name of the individual for each person in the channel]**

*Instructor (Eckert, Emmel, Taylor) > Chairperson (Dr. Dockter) > Dean (Dr. Jodi Roller)*

**STATEMENT REGARDING REASONABLE ACCOMMODATIONS:**

Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. For further information, contact Betsy Hermanson, Coordinator of Student Accessibility Services in the Student Success Center, located in the lower level of Welder Library, at (701)355-8264 or [ejhermanson@umary.edu](mailto:ejhermanson@umary.edu); or log on to: <http://www.umary.edu/accessibility>

Assignment	Due Date
Post Card	Friday, May 12 4:00 PM CST
First Reflection (Any Format)	Friday, May 19 4:00 PM CST
One Original and One Reply Discussion Post Upload post to Canvas Assignment	<b>Encouraged Completion prior to Due Date:</b> Friday, June 2 4:00 PM
Midterm CPI	Friday, June 2 4:00 PM
Administration or Interprofessional Assignment	<b>Encouraged Completion prior to Due Date</b> Friday, June 30 4:00 PM CST
Second Original and Second Reply Discussion Post Upload post to Canvas Assignment	<b>Encouraged Completion prior to Due Date</b> Friday, June 30 4:00 PM
Inservice	Friday, June 30 4:00 PM CST
Formsite Site and CI Evaluation	Friday, June 30 4:00 PM CST
Formsite Year 2 Academic Evaluation Link Posted on CANVAS	Friday, June 30 4:00 PM CST
Formsite Evaluation of DCE/ACCE Link Posted on CANVAS	Friday, June 30 4:00 PM CST
Final Reflection Document Posted under Assignments on CANVAS Continue from PTH 531	Friday, June 30 4:00 PM CST
Final CPI	Friday, June 30 4:00 PM CST
Case Report	PTH 859