

**University of Dayton**  
**Department of Health and Sport Science**  
**Doctor of Physical Therapy Program**

**DPT 954 Elective Clinical Objectives**

**Course Objectives:** Following successful completion of this course, the student will, with **Advanced Intermediate to Entry-Level performance** on the Clinical Performance Instrument (utilizing Clinical Performance Instrument anchor definitions and performance dimensions), be able to:

CC-5.8, CC-5.9, CC-5.10, CC-5.17, CC-5.18, CC-5.26, CC-5.41

1. Establish patient and peer rapport through effective communication skills.

CC-4, CC-5.19, CC-5.20, CC-5.21, CC-5.22, CC-5.23, CC-5.28, CC-5.29, CC-5.30

2. Perform examinations for orthopedic patients. This includes a comprehensive patient chart review, patient history, and physical examination. It requires the student to relate the patient's co-morbidities, medications, laboratory findings, imaging, and results of medical screens to the patient's current condition and examination findings. The tests and measures to be used include but are not limited to:  
Environmental and ergonomic analysis of community, work and leisure activities
  - a. Assessment of functional capacity
  - b. Analysis of physical space including identification of current and potential barriers, measurement of space, and inspection of the environment
  - c. Body mechanic analysis of selected task and activities
  - d. Analysis of biomechanical, kinematic, and kinetic aspects of gait, locomotion and balance
  - e. Assessment of skin integrity including color, warmth, sensation, mobility, turgor, texture and positions and postures that may jeopardize skin integrity
  - f. Assessment of scar tissue
  - g. Joint integrity and mobility including assessment of hyper and hypomobility and joint play
  - h. Assessment of dexterity, coordination, agility, and physical performance scales
  - i. Assessment of oromotor, phonation and speech production
  - j. Analysis of pain behavior and reaction during movement including use of questionnaires, graphs, and scales
  - k. Analysis of resting, static and dynamic postures using plumb lines, posture grids, videos, etc.
  - l. Analysis of functional range of motion, environment, and tasks

CC-5.31, CC-5.32, CC-5.33

3. Evaluate data from the examination and determine a PT diagnosis that guides patient/client management.

CC-4, CC-5.34, CC-5.35, CC-5.36, CC-5.37, CC-5.39

4. Determine appropriate treatment strategies and patient-centered outcomes and goals. Interventions include but are not limited to:
  - a. Wound care management including adaptive and protective devices, debridement and physical and mechanical agents
  - b. Electrotherapeutic modalities including, muscle stim, and iontophoresis
  - c. Functional training including adaptive and protective equipment, ergonomic training, injury prevention, leisure, and play activity training
  - d. Manual therapy techniques (i.e. connective tissue massage, joint mobilization, manual traction, soft tissue mobilization, and massage)
  - e. Mechanical traction
  - f. Therapeutic exercise including body mechanics and ergonomics, gait, locomotion, and neuromuscular education/reeducation, relaxation and inhibition

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|--|---|
| CC-5.21, CC-5.22,<br>CC-5.23, CC-5.24                      | 5. Examine all aspects of a patient's diagnosis using appropriate resources, including but not limited to computers, text books, other health care providers, and information gained from the patient.  |
| CC-5.38, CC-5.45,<br>CC-5.46, CC-5.47,<br>CC-5.48, CC-5.49 | 6. Select outcome measures to assess effectiveness of treatment and monitor and adjust the plan of care in response to patient/client status.   |
| CC-5.2, CC-5.8, CC-<br>5.10, CC-5.17, CC-<br>5.27          | 7. Interact successfully with payers, ancillary services, health care services, and make recommendations or referrals as appropriate.   |
| CC-5.58  | 8. Participate in the financial management of the department.   |
| CC-5.40  | 9. Determine those components of interventions that may be directed to the physical therapist assistant (PTA) upon consideration of: (1) the needs of the patient/client, (2) the PTA's ability, (3) jurisdictional law, (4) practice guidelines/policies/codes of ethics, and (5) facility policies. |
| CC-5.42  | 10. Complete documentation that follows professional guidelines, guidelines required by health care systems, and guidelines required by the practice setting.   |
| CC-5.56  | 11. Plan and prepare for appropriate patient discharge.   |
| CC-5.43, CC-5.44   | 12. Practice using principles of risk management and respond effectively to patient/client and environmental emergencies.   |
| CC-5.26  | 13. Present an in-service or case report to the affiliation site's staff.   |
| CC-5.12, CC-5.14   | 14. Assess your own clinical performance using tools such as reflective writing and the PT CPI Web evaluation instrument.   |

**Required Textbooks:** There are no required textbooks, however, access and proficiency with the PT CPI Web evaluation instrument is required.

Many of the books that were required thus far in the program will serve as valuable references.

**Special Needs Students:** To request academic accommodations due to a disability, please contact the Office for Students with Disabilities, Roesch Library Rm. 023 (937) 229-2066. If you have a self-identification form from the Office of Students with Disabilities indicating you have a disability which requires accommodation, please present it to me so we can discuss the accommodations you might need in the class.

### **The Honor Pledge**

I understand that as a student of the University of Dayton, I am a member of our academic and social community. I recognize the importance of my education and the value of experiencing life in such an integrated community. I believe that the value of my education and degree is critically dependent upon the academic integrity of the university community, and so in order to maintain our academic integrity, I pledge to:

Complete all assignments and examinations by the guidelines given to me by my instructors;

Avoid plagiarism and any other form of misrepresenting someone else's work as my own;

Adhere to the Standards of Conduct as outlined in the Academic Honor Code.

In doing this, I hold myself and my community to a higher standard of excellence, and set an example for my peers to follow.

# Appendix

## Course Assignment Schedule

<b>Week</b>	<b>Assignments</b>
1	Week One Orientation Checklist; Week One Snapshot Summary
2	Weekly Student/CI Summary (WFF)
3	Weekly Student/CI Summary (WFF)
4	Weekly Student/CI Summary (WFF); Week 4 Article and Reflection/Postings on classmate's reflections/articles
5	Weekly Student/CI Summary (WFF); Inservice Presentation/Project – Topic Submission
6	Midterm CPI/CPI Completion Posting
7	Weekly Student/CI Summary (WFF)
8	Week 8 Article and Reflection/Postings on classmate's reflections/articles
11	Inservice Presentation/Project - Summary
12	Final CPI/CPI Completion Posting; Final APTA Clinical Site Evaluation/Posting
12+	Post-Clinical Clinical Site Insight/Posting; Post-Clinical Confidential Site Evaluation/Posting; Post-Clinical Evaluation of the DCE/Posting

## Introspective Reflection Rubric - UD DPT

Student:

Date:

Criteria	Exemplary	Proficient	Basic	Emerging	Below Expectations
<b>Content</b>  <b>75% weighting</b>	<b>75.0 points</b> <input checked="" type="radio"/>	<b>62.25 points</b> <input type="radio"/>	<b>52.5 points</b> <input type="radio"/>	<b>45.0 points</b> <input type="radio"/>	<b>0.0 points</b> <input type="radio"/>
	Shows self-awareness, questioning attitude, critical analysis, synthesis, and self-evaluation.	Shows self-awareness, questioning attitude, and critical analysis. Shows rudimentary synthesis, and self-evaluation.	Shows some self-awareness, rudimentary questioning attitude and critical analysis, and no synthesis or self-evaluation.	Shows minimal self-awareness and/or questioning attitude, inadequate critical analysis, and no synthesis or self-evaluation.	Shows little or no self-awareness. Makes statements and reports facts with little or no evidence of reflective criteria.
<b>Format</b>  <b>5% weighting</b>	<b>5.0 points</b> <input checked="" type="radio"/>	<b>4.15 points</b> <input type="radio"/>	<b>3.5 points</b> <input type="radio"/>	<b>3.0 points</b> <input type="radio"/>	<b>0.0 points</b> <input type="radio"/>
	1) Times New Roman 2) 12 point 3) Double spaced 4) 1 inch margins.	Uses 3 of 4 criteria.	Uses 2 of 4 criteria.	Uses 1 of 4 criteria	Uses none of the 4 criteria
<b>Spelling &amp; Grammar</b>  <b>5% weighting</b>	<b>5.0 points</b> <input checked="" type="radio"/>	<b>4.15 points</b> <input type="radio"/>	<b>3.5 points</b> <input type="radio"/>	<b>3.0 points</b> <input type="radio"/>	<b>0.0 points</b> <input type="radio"/>
	No spelling or grammar errors	1 spelling or grammar error	2-3 spelling or grammar errors	4-5 spelling or grammar errors	> 5 spelling or grammar errors
<b>Article</b>  <b>15% weighting</b>	<b>15.0 points</b> <input checked="" type="radio"/>	<b>12.45 points</b> <input type="radio"/>	<b>10.5 points</b> <input type="radio"/>	<b>9.0 points</b> <input type="radio"/>	<b>0.0 points</b> <input type="radio"/>
	Peer reviewed Related to reflection Results summarized Research quality judged Influence on practice	4 of 5 criteria present	3 of 5 criteria present	2 of 5 criteria present	< 2 of 5 criteria present

**33% Deduction: yes or no**

**Points Available: 67 or 100**

**Total Points = 100.0/100**

**Grade: A**

