University of Dayton
Department of Physical Therapy
COURSE OUTLINE – Clinical Module I
DPT 951-81 – Summer 2017
Summer – Year 1

Course Description:	**Clinical Rotation I: General Medicine Neurologic Clinical (DPT 951): 7 credits:** Clinical Module I includes a preparatory component and a clinical exposure component.
	The preparatory component includes a multi-module "mini-course", utilizing online and live classroom approaches. Content focuses on principles of clinical performance assessment, developing clinical expertise, regulatory influences on clinical education, and affective engagement, and clinical education logistics.
	The seven-week clinical rotation component in general medicine rehabilitation will provide full-time clinical exposure, allowing the student to integrate current knowledge and training with supervised patient care. Emphasis is on the continued development of clinical skills and reasoning, along with the development of interpersonal skills as a member of the health care team.
Credit Hours:	**5**
Prerequisites:	Prerequisite(s): Successful completion of all prior course work as outlined in the University of Dayton DPT curriculum.
Class Days/Times:	Students will work a full-time clinic schedule with hours determined by their assigned clinical facility; additional hours are required to complete course instructor and clinical instructor assigned assignments. ***Please see appendix for weekly itemization of assignments, and Isidore for specific assignment due dates.***
Classroom:	Assigned clinical site.
Instructor:	Sean Gallivan, PT, MS, NCS, CNDT
Office Location:	Fitz Hall 207F
Telephone:	937-229-5606; 937-430-4246; DPT Program phone number – 937-229-5600
Email Address:	sean.gallivan@udayton.edu
Office Hours:	In consideration of your clinic schedules, I will have greater availability to you on evenings and weekends. Please call or e-mail for an impromptu meeting or to set up an appointment.

Overall Course Goals and Objectives including student learning outcomes

At the completion of the clinical preparation component of this course, the student will be able to

1. Discuss components of clinical preparation
2. Describe items contributing to course grade
3. Identify course resources
4. Identify preparatory requirements of assigned clinical site
5. Describe processes for ensuring timely completion of immunizations, background checks, physicals, drug screen
6. Identify fire safety and fire extinguisher use principles
7. Apply 3 key components of HIPAA
8. Employ 3 sources of regulatory guidance
9. Compare and contrast reimbursement guidelines across practice settings
10. Summarize two key components of growing from novice to expert practitioner
11. Accurately apply reflection rubric to case study
12. Demonstrate accurate use of APTA Clinical Performance Instrument (CPI)
13. Describe the process and purpose of the Weekly Feedback Form (WFF)
14. Assess self and other affective abilities using Professional Abilities assessment tool
15. Apply antecedents and consequences to case study
16. Summarize tips for promoting a great clinical experience
17. Summarize tips for avoiding a clinical crash

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

1. Establish patient and peer rapport through effective communication skills. (7D5, 7D7, 7D8, 7D12)

2. Perform examinations for neurological 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 (6L, 7D10, 7D11, 7D17, 7D18, 7D19):
   a. Vital signs (Temperature, Pulse, Respiration, Blood Pressure, and Pain)
   b. Assess breathing patterns and auscultation of heart and lungs
   c. Anthropometric measures for height, weight, length, and Girth
   d. Complete basic assessment of patient orientation
   e. Conduct analysis of basic assistive and adaptive devices
   f. Conduct analysis of kinematics including gait, balance scales, and wheelchair mobility
   g. Evaluate skin and wounds including skin integrity, wound location, shape, size, depth, color, drainage, and odor
   h. Conduct basic analysis of posture (static and dynamic) including observation and palpation
   i. Complete basic musculoskeletal exam including joint play tests, MMT , DTRs, palpation, and functional and goniometric ROM (active and passive), including end-range feel
   j. Complete basic myotome and dermatome screens
   k. Assess autonomic responses to position changes
   l. Analyze thoracoabdominal movement, breathing patterns, capillary refill

m. Analyze heart and lung auscultation, pulse oximetry, vital signs, and pulmonary function

3. Evaluate data from the examination and determine a PT diagnosis that guides patient/client management, using the International Classification of Functioning, Disability, and Health (ICF). (7D20, 7D21, 7D22, 7D23)

4. Determine appropriate treatment strategies and patient-centered outcomes and goals. Interventions include but are not limited to (7D24, 7D27):
   a. Assistive cough techniques and suctioning (7D27a)
   b. Electrotherapeutic modalities including functional and neuromuscular electric stimulation (7D27c)
   c. ADL training and assistive and self-care or home management task adaptation (7D27d)
   d. Assistive and adaptive devices (beds, raised toilet seats, seating systems...) (7D27b)
   e. Balance and coordination training, developmental activities, motor learning, and therapeutic exercise (7D27i)

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. (7D11)

6. Select outcome measures to assess effectiveness of treatment and monitor and adjust the plan of care in response to patient/client status. (7D30, 7D31)

7. Interact successfully with payers, ancillary services, health care services, and make recommendations or referrals as appropriate. (6F, 7D4, 7D5, 7D7, 7D16)

8. Discuss core elements of interprofessional healthcare with various members of the healthcare team. (6F)

9. Participate in the financial management of the department. (7D42)

10. 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. (7D25)

11. Complete documentation that follows professional guidelines, guidelines required by health care systems, and guidelines required by the practice setting. (7D32)

12. Plan and prepare for appropriate patient discharge. (7D36)

13. Practice using principles of risk management and respond effectively to patient/client and environmental emergencies. (7D37, 7D33)

14. Present a project, in-service or case report to the affiliation site's staff. (7D12)

15. Assess your own clinical performance using tools such as reflective writing and the PT CPI Web evaluation instrument. (7D5)

Required Texts/Readings

1. There are no required textbooks, however, access and proficiency with the PT CPI Web evaluation instrument is required.
2. Many of the books that were required thus far in the program will serve as valuable references.

Additional readings relevant to this clinical will be assigned and posted on Isidore

Isidore Site

All course materials such as the syllabus, major assignments, and handouts can be found on the course web site located on Isidore on Spring 2017 DPT 952-01. If you have any problems accessing the site, https://isidore.udayton.edu, please contact me immediately.

Grading Policy

Clinical affiliations are graded on a pass/fail basis. The grade entered into the University grading system is Credit (CR) or No Credit (NC).

Grade Determination:

Clinical Performance   Must achieve at least **Advanced Beginner Level** performance as documented on the APTA CPI Web; performance below Intermediate Level may earn a grade of No Credit.

Factors used by course instructor to determine degree to which clinical performance requirement is essentially met include but are not limited to:
   A. Achieving **Advanced Beginner Performance** on each of the 18 performance criteria.
   B. Earning no unresolved critical incidents in "red flag" performance criteria (i.e., #1: Safety, #2: Professional Behavior, #3: Accountability, #4: Communication, #7: Clinical Reasoning)
   C. Self-evaluation comments made in accordance with APTA guidelines presented in the tutorial
   D. Marks on the performance assessment scale justified by student and clinical instructor comments
   E. Completion of CPI self-evaluation on time
   F. Complexity of the clinical environment
   G. Congruence between clinical instructor and student assessments on the CPI
   H. Clinical instructor skill using the CPI
   I. Clinical instructor experience as a clinician and as a clinical instructor
   J. DCE individual communications with students, clinical instructors, or CCCEs
   K. Student adherence to University of Dayton policies regarding professional behavior, attire, and attendance. Student expectations regarding these areas are found in the *Student Clinical Education Handbook* at https://www.udayton.edu/education/departments_and_programs/dpt/clinical_education.php.

UD DPT Program goal: Students must achieve a mark of "Entry-Level Performance" on each of the 18 performance assessment skills at least once during their four rotations to be eligible for graduation. Overall expected and typical performance on each clinical follow:

UD DPT Clinical Course CPI Performance Ratings – Expected & Typical by Clinical				
Clinical	**General Medicine**	**Neurology**	**Orthopedics**	**Elective**
Expected	Advanced Beginner	Intermediate	Advanced Intermediate	Entry Level
Typical	Intermediate	Advanced Intermediate	Advanced Intermediate/ Entry Level	Entry Level

Course Assignments

Must achieve at least 80% of possible course assignment points – 520 of 650 points; performance below 80% may earn a grade of No Credit.

Course assignments are detailed on our electronic course management system at https://isidore.udayton.edu. Course assignment weekly schedule follows:

Week	Assignment
1	Week One Orientation Checklist; Week One Snapshot Summary
2	Treatment Idea Sharing and Student/CI WFF; Inservice Presentation/Project – Topic Submission
3	Treatment Idea Sharing and Student/CI WFF; Clinical Case Treatment Progression/Post on Classmate's Case
4	Treatment Idea Sharing and Student/CI WFF; Interprofessional Shadow and Reflection
5	Treatment Idea Sharing and Student/CI WFF; Article and Reflection/Postings on classmate's reflections.
6	Treatment Idea Sharing and Student/CI WFF; Inservice Presentation/Project – Summary
7	Final CPI/CPI Completion Posting; Final APTA Clinical Site Evaluation/Posting; Post-Clinical Clinical Site Insight/Posting; Post-Clinical Condifential Site Evaluation/Posting; Post-Clinical Evaluation of the DCE/Posting

All assignments are detailed on the Assignment Tab in Isidore, https://isidore.udayton.edu.

Assignments are due at the end of the week in which the assignment is noted above. More specifically, assignments are due at 11:55PM on the Sunday of the week that follows the assignment. For example, Week 1 assignments are due on Sunday of Week two at 11:55PM, which is technically 23hours and 55 minutes after Week 1.
All assignments are to be turned in using Isidore, unless otherwise noted.

Late assignments may not be accepted; and, if accepted, will be eligible for no more than 75% of the possible points for that assignment.

All assignments should include the student's name, the instructor's name and the course number and title.

A "CR" is the minimum passing grade for this course. A grade of "NC" may result in remediation of course or academic dismissal from the program. "NC" credits are considered "below B-" credits.
It should be remembered that more than 16 credits below B- (including "U") will result in academic dismissal from the program.

Course Protocol

Student expectations for clinical affiliations are found in the *Student Clinical Education Handbook* at https://udayton.edu/education/departments_and_programs/dpt/clinical_education.php and on *Isidore*, https://isidore.udayton.edu. Additional DPT program and university expectations follow.

Attendance
If the student knows he/she will be absent or late, the student must immediately notify the course instructor at sean.gallivan@udayton.edu or at 937-430-4246; and the clinical instructor. Any absence or lateness may impact final grade. Make-up of missed content/clinical time is at the discretion of the course and clinical instructors. The format of make-up work is also at the instructors' discretion.

Assignment Completion

Students are expected to complete all necessary readings and assigned material. Students are expected to complete work as assigned by the course and clinical instructors. Students are also expected to have ready, regular Internet access and to participate in online content as assigned. This includes participation in Isidore coursework, discussion groups, chats, and/or e-mail. **Each student is individually responsible for their own learning; this includes but is not limited to, ALL of the material presented in lecture, discussion, readings, assignments, online, and in the clinic.**

E-mail
All e-mail messages will be send to you via your UD Mail Account, so you should be in the habit of checking that account every day or you should ensure that Google Apps forwards messages to another account of your choice. To verify your email address, visit http://porches.udayton.edu.

Professional Behavior
We expect students to exhibit proper decorum and to demonstrate courtesy and respect toward peers and instructors during all academic and clinical teaching and advisement sessions. Please review Section 18 of the *Program Handbook.*

Failure to meet the above requirements may result in a reduction in the course grade. This is a subjective evaluation by the course instructor and faculty research advisors.

University Policies

Intellectual Property Statement

The materials shared with you during this course are authored and owned by the instructor, the department, the school and/or the book publisher. Copyright laws must be respected in using these materials. For example, unless authorized to do so, do not share course materials with anyone outside the course.

Academic Honesty

For group work, all members of a group will be held responsible for the content of work turned in to satisfy group assignments. The instructor will keep a healthy eye out for possible plagiarism when reading your work. Here is some advice to help you avoid plagiarizing:

> *It is best to express the ideas you use in your own words. In the case of both individual and group work, words or ideas that come from someplace or someone else must be cited: "A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or idea—say so, either in a footnote, bibliography, or parenthesis" (from "Academic Honesty in the Writing of Essays and Other Papers," Carleton College, 1990).*

For specific university policies concerning academic honesty, see the University's Academic Honor Code in the Academic Catalog.
http://catalog.udayton.edu/undergraduate/generalinformation/academicinformation/theacademichonorcode/

Student Evaluation of Teaching

The university will ask for your anonymous feedback regarding instruction in this course through the online Student Evaluation of Teaching (SET) as your candid, respectful opinions and constructive suggestions have an impact on the quality of teaching at UD. Instructions for how to complete SET will be sent to your UD email account toward the end of the semester, and I may give you additional instructions (for example, whether you will complete SET in the classroom). If you encounter technical problems accessing SET, contact the UDit Help Desk at 937-229-3888 or HelpDesk@udayton.edu. To learn more about SET, visit https://www.udayton.edu/ltc/set/.

University Services

It is the University's goal that learning experiences be as accessible as possible. Your learning in this course is important to me, and I want you to be aware of existing supports on campus which are available to all university students.

Support for Your Learning in This Course

The Ryan C. Harris Learning Teaching Center's Office of Learning Resources (OLR) is a learning resource for students, parents, faculty, and staff at the University of Dayton. OLR offers a wide variety of information and services to help everyone become a successful learner. Peruse the web site, attend one of our offerings, or contact our office and meet with a staff member -- however you look at it, OLR is Your Partner in Learning!

Please contact OLR at 937-229-2066 (TTY 937-229-2059 for deaf/hard of hearing individuals) or visit the office on the ground floor of Roesch Library (LTC 023) if you would like to talk about how you could become a more effective learner. You can also check out the website:
https://www.udayton.edu/ltc/learningresources/

Students with Disabilities
If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the LTC's Office of Learning Resources (OLR) to discuss reasonable accommodations. Please contact OLR at 937-229-2066 (TTY 937-229-2059 for deaf/hard of hearing), by email at disabilityservices@udayton.edu or stop by OLR in the LTC, room 023 Roesch Library. If you have an Accommodation Letter provided by OLR, please contact me to discuss.

The Knowledge Hub
The Write Place and Roesch Library's reference services have united in a newly renovated space called the Knowledge Hub on the first floor of Roesch Library. In the Knowledge Hub, all UD students can receive free research and writing assistance on any assignment, at any stage of the writing process. No appointments are necessary (though you're welcome to make one; call 937-229-4270).

Drop-in hours are 9:00 a.m. to 5:00 p.m. Monday through Friday; 11 a.m. to 6 p.m. Research and writing support services for the Fall 2016 semester begin Wednesday, August 24, 2016.

For more information, visit the first floor of Roesch Library. For details about services provided by either the Write Place or Roesch Library, see the Get Help page: https://www.udayton.edu/libraries/help.php.