

# **PHT 6860**

## **Clinical Education I**

### **Summer 2014**

**Course description:** The purpose of this course is to assess readiness for clinic and provide part-time clinical experiences in outpatient orthopedics and acute care as a means for the student to make associations between classroom material and clinical experiences. Students spend 5 full days in an Outpatient orthopedic setting during the semester and two or more days in acute care. Didactic material and clinical experiences are integrated with information from PHT 6770 Musculoskeletal Disorders I and Modalities. Readiness for clinic will be assessed via a “Cumulative Skills Test” in the Harrell Assessment Center during the first week of the semester.

**Course prerequisites:** Course participation is limited to entry-level DPT student in their first year of the UF program.

**Course Offered by:** Department of Physical Therapy, College of Public Health and Health Professions, University of Florida

**Credit hours:** 1 credit

**Course instructor(s):** Bill McGehee, PT MHS  
[wmcgehee@php.ufl.edu](mailto:wmcgehee@php.ufl.edu), 352-273-9366  
Office Hours: Room 1156, by appointment

**Class time:** Tuesdays 2:00-3:15pm-Room G312; **Clinic on 6 Wednesdays according to schedule**

#### **Course Objectives:**

1. Begin to acquire a working knowledge of the documentation process in outpatient settings.
2. Recognize individual differences of patients and health care providers that can enhance and/or limit successful outcomes and make viable recommendations to reduce limitations.
3. Accept the importance of individual differences including values and cultural differences and display verbal and non-verbal behaviors to the patient and instructor that exemplify this acceptance.
4. Select and provide rationale for appropriate tests and measures for individual patients in outpatient settings based on medical diagnosis, potential PT diagnosis, and necessity for efficiency and efficacy in PT practice.
5. Select and provide rationale for various outpatient orthopedic intervention strategies and projected outcomes on individual patient symptoms, diagnosis, indications, precautions, and contraindications.
6. Describe the advantages and limitations for a particular rehab program and recommend alterations and/or modifications that may be necessitated by changing patient status.
7. Develop and provide rationale for patient prognosis and discharge plan.
8. Identify time management skills important for the clinical setting.
9. Develop a working knowledge of the Clinical Site Information Form and its use in securing information regarding clinical internships.
10. Develop list of top ten choices for 2013 full time clinical internships
11. Recognize implications of legal issues related to clinical education.

12. Recognize and differentiate ethical issues in the clinic from legal issues.
13. Demonstrate insight into personal challenges for safe and effective clinical performance including affective and psychomotor skills.

**Teaching methods:**

Classroom discussions, reflective questionnaires, clinical mentoring on site, preparation of reports individual to patient experiences.

**Required textbooks:**

1. Guide to Physical Therapist Practice, APTA
2. Textbooks from PHT 6770 Musculoskeletal Disorder I

**Additional readings:**

1. Other readings as assigned, handouts, or internet.

**Testing and grading:** Course will be graded as pass/fail based on accrual of points for both assignments and skills demonstrated on clinical visits. Attendance is required. Standardized criteria according to the Student Clinical Performance Instrument of the APTA will be utilized.

Assignments:	20 points/assignment.....	80%
Classroom Participation:	10 points/session.....	20%

**Professional Behavior:** Effective professional behavior is critical for a successful transition from the classroom to the clinical setting. The faculty recognizes the importance of these behaviors and has incorporated the development as well as evaluation of these behaviors into each academic course. In order to demonstrate safe and effective professional behavior prior to clinical visits that occur in the third semester of the curriculum, all students must attain “entry-level performance” on the five red-flag items (skills 1-5) in the Physical Therapist Student Clinical Performance Instrument as demonstrated by behaviors in the classroom and lab by the end of the second semester in the curriculum. Students will formally self-evaluate their professionalism during the first semester (PHT 6024: Professional Issues 1) and at midterm and end of second semester. Additional feedback will be provided by peers, instructors, and teaching assistants. Additionally, students must demonstrate 100% safety on all practical exams throughout the curriculum. Should a student fail a practical exam, due to safety or additional reasons, they will have only one opportunity to repeat the exam. Students must maintain entry-level professionalism throughout the remainder of the academic and clinical curriculum. Failure to do so will prevent the student from advancing in the curriculum.

**Policy Related to Class Attendance:** Students are expected to attend all class meetings and clinic visits. In the event that a class or clinic visit will be missed due to unavoidable personal circumstances, please refer to the Student Handbook for the procedure on obtaining instructor permission for missed classes.

**Policy Related to Make-up Exams or Other Work:** Students who miss a class/clinic visit because of an emergency or excused absence should make arrangements with the instructors to complete missed exams or assignments and with fellow students to obtain class notes/hand-outs or to gain information about lab activities. **Note that late or incomplete assignments will score**

**a maximum of 15 points.** If the absence was unexcused, no opportunity will be given to complete the assignments.

**Academic Honesty:** Per the University of Florida Department of Physical Therapy student handbook, students are required to abide by the UF Academic Honesty Guidelines. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. The following pledge has been accepted by the University and is expected of all students:

“I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University.”

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. The following pledge is implied on all work submitted for credit by UF students and is required on all assignments.

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

**Accommodations for Students with Disabilities:** Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide the documentation to the course instructor when requesting accommodation.

**Counseling and Student Health:** Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

Crisis intervention is available 24/7 from:

Alachua County Crisis Center:

(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

# Assignment #1

Data Collection Sheet for Acute & Wound visits Name\_\_\_\_\_

Site name\_\_\_\_\_

Clinical Instructor name\_\_\_\_\_

Date	Diagnosis and or Surgery	Age	Evaluation procedures Used (Guide to PT Practice) Interventions used (Guide to PT practice)

Student Evaluation and Treatment Log - To be completed by student

### Assignment #1 (cont)

The following activities should be performed by each student on their clinical rotation. Please have your therapist initial each of these activities at the end of the clinical visit. If the therapist is unable to provide this experience, please have them put the abbreviation "UA" in the blank, and sign below.

- \_\_\_\_\_ Demonstrates professionalism in all activities (attentive, asks good questions, timely)  
Comments:
- \_\_\_\_\_ Assist one patient from supine to sit or sit to supine
- \_\_\_\_\_ Assist one patient for transfer out of bed (either to chair, bedside commode, or stand)
- \_\_\_\_\_ Assist one patient in gait training
- \_\_\_\_\_ Assist with wound care
- \_\_\_\_\_ Maintain universal precautions for all of the patients above (that is, use PPE as necessitated)

\_\_\_\_\_  
Therapist signature

#### ACUTE OR WOUND CARE VISIT

**The following questions will be answered after the clinical visit takes place. Answers should be legibly written or typed and fully explained. It is the student's responsibility to collect data during the clinic visit to support the answers and conclusions to these questions. This assignment should be turned in via hard copy in the WOODEN BOX by 9:00 am on the Friday after your clinic visit. Points are assigned in Clin Ed I based on timeliness and completeness of data collected.**

1. **Choose one patient from your log for today (indicate which patient you are referring to) and list what you believe is their primary impairment:**
2. **Indicate which of the 4 primary practice patterns you think this patient falls under for the primary impairment you have indicated above.**
  - a. Musculoskeletal
  - b. Neuromuscular
  - c. Cardiovascular/Pulmonary
  - d. Integumentary

**3. Search the Guide to PT Practice to determine which specific practice pattern you believe best describes this patient's impairment (eg., Pattern 7C: Impaired Integumentary Integrity Associated With Partial-Thickness Skin Involvement and Scar Formation)**

**Specific Practice Pattern:**

**4. Record the ICD 9 code for this diagnosis (eg., 216 Benign neoplasm of skin; 216.6 Skin of upper limb, including shoulder)**

**ICD-9 Code:**

**5. Review the interventions listed under "Electrotherapeutic Modalities"; "Physical Agents and Mechanical Modalities"; and "Therapeutic Exercise". Record at least two of the interventions that are currently being used with this patient:**

**Intervention #1:**

**Intervention #2:**

**If you are not aware that any of the listed interventions are being used, use this space to indicate an intervention that you feel should be used in this particular case and include why you feel this intervention is indicated.**

**Recommended intervention:**

**Rationale:**

## Assignment #2

Clin Ed I

Clinical Site Information Form (CSIF) Assignment

Your Name: \_\_\_\_\_

Choose a folder from the Clinical Sites file cabinet located in PT 1109 or review files on Sakai Clinical Education site. Hard copy due in class June 11. Complete the following questions:

If you are unable to locate a CSIF in the file you select, write the name of that site at the bottom of this page (list all sites you attempted before locating a CSIF)

1) Name of Facility: \_\_\_\_\_

2) Date the CSIF was completed (top right corner): \_\_\_\_\_

3) Name of Clinical Coordinator of Clinical Education (CCCE): \_\_\_\_\_

4) What city is this site located in? \_\_\_\_\_

5) Hours of Clinic Operation: \_\_\_\_\_

6) Medical requirements: \_\_\_\_\_

\_\_\_\_\_

7) Does this site have more than one facility? \_\_\_\_ If so, in what cities are the other facilities located?

\_\_\_\_\_

\_\_\_\_\_

8) What is the primary classification for this site? \_\_\_\_\_

9) What is the dress code? \_\_\_\_\_

\_\_\_\_\_

10) Does this site provide housing? \_\_\_\_ If not, do they provide a contact person or list to help with locating housing? \_\_\_\_\_

**Sites without a CSIF in the folder:**

### Assignment #3

**Student Name:**

**Date:**

**Instructions:** Summarize your current status on each skill by noting under “Current Status” whether you feel you are at the Beginning, Developing, or Entry level for that skill. Then choose a minimum of two criteria to list a goal that you have previously set for yourself. **LINK THE COMPLETED FORM IN SAKAI BY 9:00 pm ON TUESDAY, JULY 16.** You will need to take this **completed** form with you on your final Ortho clinic visit this semester. You should share the goals that you have identified for yourself with your CI and ask them for any feedback they have for you in these areas (or in general about your professionalism). Have the CI sign the hard copy to indicate that you all discussed this. **Submit your signed hard copy via the Wooden box by 8:00 am on the Thursday following your final ortho clinic visit.**

Generic Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Entry Level Behavioral Criteria	Current Status
1. Commitment to Learning	Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information.	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities.	Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; reads articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking.	<b>Level:</b>  <b>Goals:</b>
2. Interpersonal Skills	Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals; respects cultural and personal differences of others; is non-judgmental about patients’ lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience.	Recognizes impact of non- verbal communication and modifies accordingly; assumes responsibility for own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff.	Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinion; accommodates differences in learning styles.	<b>Level:</b>  <b>Goals:.</b>

3. Communication Skills	Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non- verbal communication: listens actively; maintains eye contact.	Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information from the patient interview,	Modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely.	<b>Level:</b> <b>Goals:</b>
4. Effective Use of Time and Resources	Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion.	Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead.	Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic and third party resources; has ability to say "No"; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently	<b>Level:</b> <b>Goals:</b>
5. Use of Constructive Feedback	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two- way information.	Assesses own performance accurately; utilizes feedback when establishing pre- professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback.	Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback.	<b>Level:</b> <b>Goals:</b>
6. Problem-Solving	Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems.	Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem.	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions.	<b>Level:</b> <b>Goals:</b>



7. Professionalism	Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all.	Identifies positive professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from patients.	Demonstrates accountability for professional decision; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority.	<b>Level:</b> <b>Goals:</b>
8. Responsibility	Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits,	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting.	Directs patients to other health care professionals when needed; delegates as needed; encourages patient accountability.	<b>Level:</b> <b>Goals:</b>
9. Critical Thinking	Raises relevant questions; considers all available information; states the results of scientific literature; recognizes “holes” in knowledge base; articulates ideas.	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas.	Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions.	<b>Level:</b> <b>Goals:</b>
10. Stress Management	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations.	Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; 3establishes outlets to cope with stressors.	Prioritizes multiple commitments; responds calmly to urgent situation; tolerates inconsistencies in health care environment.	<b>Level:</b> <b>Goals:</b>

Clinical Instructor comments/Signature/Date: \_\_\_\_\_

# Assignment #4

Data Collection Sheet for Acute & Wound visits

Student Name \_\_\_\_\_

Site name \_\_\_\_\_

Clinical Instructor name \_\_\_\_\_

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### Assignment #4 (cont)

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