

UNIVERSITY OF WISCONSIN PHYSICAL THERAPY CONSORTIUM
University of Wisconsin – La Crosse Physical Therapy Program

PT 853: Internship III

Spring 2011

6 credits

Day/Time: Fulltime clinical experience

Location: Off campus clinical experience as assigned

Instructors: Gwyneth Straker PT, MS; Tanya Grabinski, PT, MHS, PCS; Michele Thorman DPT, MBA

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- Health Professions Department office: 4032 HSC; 785-8474
- Office Hours: Students will have access to instructor as needed by telephone, email, or scheduled site visits.

Course Prerequisites:

- Successful completion of all Physical Therapy Program didactic coursework and clinical education courses PTS 651, 751, 851 & 852.
- Enrolled in good standing in the Physical Therapy Program.
- The instructor reserves the right to require additional learning experiences, additional readings, reflective journaling, action plans, etc, as deemed necessary prior to allowing the student to begin this internship.

Course Description: This internship is the last in a series of three required experiences whereby the student is assigned to a clinical facility/physical therapist. Students will be provided sufficient practice to become competent in physical therapy consistent with all performance criteria in *The Clinical Performance Instrument*. Clinical opportunities will be representative of settings where physical therapy is routinely practiced such as but not limited to: acute care, rehabilitation centers, home-care, out-patient orthopedic settings, pediatric sites, skilled nursing facilities and sports medicine clinics. The collective outcome of all three 12-week terminal internships will encompass patient experiences that ensure students are competent with management of patients across the life span and across the continuum of care. The patient management model will be applied to individuals with musculoskeletal, neuromuscular, cardiovascular, pulmonary and integument problems.

Course Goals and Objectives:

Students will:

1. Obtain **entry-level** on all performance criteria assessed in the Clinical Performance Instrument.
2. Perform at entry-level status on 100% of the behavioral criteria described in the **PT-specific Generic Abilities Assessment Tool**.
3. Render clinical decisions that are: **effective, efficient, culturally competent, and evidence-based**. (CC-5. 5.19)
4. Demonstrate **entry-level competence regarding physical therapy management model** for patients with musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary problems. (CC-5.27, 5.28., 5.29, 5.30, 5.31, 5.32, 5.33, 5.34, 5.35, 5.36, 5.37, 5.38, 5.39)
5. **Value self-assessment** of clinical performance by seeking feedback from other students, clinical staff and patients. (CC-5.12)
6. Assume responsibility for individual professional development by demonstrating **initiative** within the clinical learning environment.
7. Work effectively as a **member of an interdisciplinary team**. (CC-5.17)
8. Utilize the **physical therapist assistant** consistent with their abilities, the client's needs, and jurisdictional law. (CC-5.40)
9. Engage in **reflective** practice. (CC-5.12; CC-5.14)
10. Adhere to **ethical and legal standards**. (CC-5.2)
11. Adhere to **facility policy and procedures**. (CC-5.1)
12. Value course threads of: *Professionalism; Contemporary practice; Diversity and cultural competence; Evidence-based practice; Life Span*. (CC-5.11, CC-5.518, CC-5.23)
13. **Present an analysis of practice (abbreviated case report) to clinical staff, fielding questions as appropriate**.
14. Assess prior learning in relationship with **Best Practice**.
15. Participate in an on-campus **debriefing** whereby students will engage in a dialogue with faculty regarding physical therapy practice.

Instructional Methods: Course will utilize experiential learning under the supervision of a Physical Therapist clinical instructor and guidance of the Director of Clinical Education.

Course Content:

1. Course expectations reviewed prior to leaving campus
2. Legal guidelines and clinical conduct as expectations will be reviewed.
3. Off-campus experiential learning at varied settings/patient populations.
4. Course discussions using D2L

Please note the following:

1. The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

2. CHEATING: Please reference the Eagle Eye site for institutional policies regarding cheating. <http://www.uwlax.edu/StudentLife/main2.html>. Academic misconduct is an act in

which a student:

- Seeks to claim credit for the work or efforts of another without authorization or citation;
- Uses unauthorized materials or fabricated data in any academic exercise;
- Forges or falsifies academic documents or records;
- Intentionally impedes or damages the academic work of others;
- Engages in conduct aimed at making false representation of a student's academic performance;
- Assists other students in any of these acts.

Regarding Disabilities:

AMERICAN WITH DISABILITIES ACT:

- Any student with a documented disability (e.g., physical, learning, psychiatric, vision, or hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services Office (165 Murphy Library) at the beginning of the semester. Students who are currently using Disability Resource Services will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Service Office.
- If a student thinks they have a need for reasonable accommodations but have not completed an evaluation to have their needs documented, please access the Disability Resource Services office (165 Murphy Library 785-6900) for consultation.

Course Evaluation:

Grading: Course will be pass/fail based on attendance, adhering to all course requirements, completing all course assignments, clinical instructor feedback and DCE assessment. Awarding the grade is the responsibility of the Academic Instructor of Record for the course. The role of the clinical instructor is advisory only.

The **Generic Abilities** level of performance for this course will be determined by use of student self-assessment, anecdotal records compiled by assigned academic faculty, comments from the CI as well as comments on the CPI.

Required Text: Guide to Physical Therapist Practice, 2nd Ed. American Physical Therapy Association, 2001

Recommended Texts:

- Tabors Medical Encyclopedia
- Any medical dictionary
- Merck's Manual
- Physician's Desk Reference

Course, Department and Program Policies:

All policies as stated in the ***Physical Therapy Clinical Education Student Handbook*** posted on the clinical education website will be observed in this course.

All course materials can be located on the clinical education web link:
http://www.uwlax.edu/pt/clinical_education.htm

Course Assignments:

1. Clinical Performance Assessment completed electronically by the CI. Students are expected to receive a rating of “Entry-level Performance” in all 18 performance areas using the *Physical Therapy Student Clinical Performance Instrument (CPI)*.

2. Clinical Performance Instrument (CPI) completed electronically by the student.

3. Student/CI developed weekly planning sheets: Weekly submission will only be expected during the first 4 weeks of the internship to ensure the forms are being used in a meaningful fashion and to increase the likelihood that learning issues will be identified early. Students are required however to continue use of weekly planning sheets for the entire length of the internship and submit them upon completion of the internship with other paperwork.

Weekly planning sheets reflect the performance of the student for the week just completed. Goals are set at the end of each week for implementation in the upcoming week and goal attainment reviewed at the end of the week. Students should seek clarification from faculty if they are unclear on how to use this form properly. Forms are to be submitted electronically no later than 6 pm each Friday during weeks 1-4 – NO EXCEPTIONS!

4. Conference between the Director of Clinical Education (DCE) at least once during the 12-week course, either at the clinical education site, electronically or by telephone.

5. Student conference with the CI upon completion of the fieldwork experience where the following events take place:

- Clinical instructor provides student with summative assessment of their clinical performance relative to the CPI.
- Student effectively listens to CI’s constructive criticism and asks clarifying questions.
- Student will seek clarification on all areas where student/CI disagrees regarding student’s level of performance.

6. Present PTS 854 project (case report, literature review, or research project) to clinical staff for critical appraisal/peer review. A form is attached to this syllabus requiring CI comment and signature. This form can also be downloaded from the D2L site. Please ask if you are unclear about what is expected regarding this presentation.

7. Student will complete the ***Physical Therapist Student Evaluation Form: Clinical Experience and Clinical Instruction***. The student is expected to provide the facility and the clinical instructor with meaningful feedback based on this evaluation.

8. The following assignments may be required on an individual basis, consistent with the clinical instructor's expectations and/or developmental needs of the learner:

- Keep a reflective journal on clinical experience
- Use of bi-weekly planning sheets
- Student program planning flow sheet/action plan
- Generic abilities self-assessment forms
- Preparation and presentation of in-service to clinical staff
- Other assignments consistent with the needs of the learner as determined by the University or the clinical site.

9. Return to campus for clinical debriefing to include but not limited to:

Completion of PEAT Exam: students will take the NPTE practice online licensure exam under simulated exam conditions. Students will create a structured study plan based on their PEAT performance. (Non- graded assignment)

Participation in focused discussions on Best Practice: Students will be assigned to small groups with faculty assigned moderators directed at internship reflection, autonomous practice, and socializing into the profession. (Non-graded assignment)

Participation in career fair: Students will use this opportunity to apply their professional behaviors during discussions with employers, simulated interviews and resume reviews (non-graded experience)

Course Requirements:

1. Submit completed "yellow card" to their assigned instructor of record following first day of their clinical assignment to ensure ease in communication between the PT program, the student and the CI.
2. **Students are responsible for staying up to date with all course communications through regular monitoring of the course D2L site.**
3. Correspondence with facility immediately upon receiving this assignment as well as 4 weeks prior to student arrival (see details below).

4. Prepare at least six learning objectives prior to the first day of the affiliation requiring clinical instructor review and approval.
5. Students are responsible for their own transportation and lodging.
6. Students are encouraged to have a comprehensive physical examination prior to beginning their internships. A departmental form is available for physician use upon request.
7. Students are responsible for fees for services rendered should they become ill and require medical attention and are therefore advised to secure health insurance coverage. Evidence of immunization on file with the Physical Therapy Program and available for facility inspection (see details below).
8. CPR certification (adult and infant) at the basic life support level.
9. View the blood-born pathogens video prior to first day of internship.
10. Students are expected to follow all policies and procedures of their assigned facility.
11. Follow the schedule provided by the assigned facility.
12. Carry professional liability insurance in addition to the university's umbrella policy. This policy has already been purchased on behalf of the students with course fees and a copy of the policy is available for review upon request.
13. Dress Code: Student must follow the dress code of the facility at all times. Hair should be controlled and a suitable length. Intern should appear neat and clean. Nails should be trimmed and short with no polish. Jewelry should be kept to a minimum. Name tags must be worn at all times. It is the intern's responsibility to find out the dress code at the facility to which you are assigned. The information is on file in the Clinical Education Resource Room or through contact with the facility's CCCE.
14. Attendance policy: Interns are expected to be in attendance during usual clinic hours and to adhere to the schedule of their clinical instructor unless instructed otherwise by the facility. If a student is ill, s/he must notify the CI and DCE. Arrangements to make up for time off for illness is at the discretion of the CI with intervention by the DCE only as needed. It is against PT program policy for students to ask for time off to interview, travel, attend family gatherings or weddings. Any requests for excused time off other than illness must be first cleared with the school before approaching the CI or the facility. Failure to adhere to this policy will be considered unprofessional.

Student Correspondence with the Facility:

Communicate in writing with assigned facility on two separate occasions:

1. Immediately upon receiving the assignment from the DCE send a cover letter to:
 - acknowledge the assignment.
 - open the lines of communication with the CI.
 - introduce self to the CCCE.
 - clarify expectations associated with the assignment.
2. Four weeks prior to arrival, send a second cover letter:
 - include intern personal data sheet.
 - include learning objectives.
 - offer information about housing, arrival time, etc.

- assist the CI with planning by clarifying student's learning style, summary of strengths and weaknesses and skill level using the self-assessment form.
3. Any questions you may have for your upcoming CI may be handled over the phone or e-mail to ensure a timely response. However, this is not to take the place of the above written correspondence.

Immunizations:

All students are required to have a copy of their immunization records on file with the DCE and available for facility inspection. Immunization records must include:

- MMR: Provide proof of 2 MMR shots received after 15 months and received after 1/1/68 OR a MMR titer indicating immunization.
- Tetanus/Diphtheria: with evidence of a tetanus booster in the last 10 years.
- 2-step TB skin test or chest x-ray consistent with facility expectations but no later than the last 12 months.
- Immunization against Hepatitis B.
- Polio vaccine.

Communication with the School:

The DCE will interview each student once during this fieldwork experience. A similar interview may or may not take place with the student's clinical instructor, based on need. It is the student's responsibility to contact the DCE immediately if there are concerns about how the affiliation is progressing.

Course Schedule: 12 fulltime weeks extending from 1/03/2011 to 3/25/2011. Dates may vary according to facility needs.

PT 853: INTERNSHIP
Clinical Presentation

Assignment: Provide a presentation to clinical staff for peer review. The presentation is to be linked with the PTS 854 capstone project. The presentation can take multiple forms. The student will be expected to provide relevant information within the facility allotted time for the presentation. It is intended to **highlight** your decision-making framework in the context of the clinically relevant findings of your capstone project. Your presentation is not intended to replicate your capstone project in its entirety.

Please attach an outline or copy of your presentation (not your capstone project!).

1. Project: (please circle): Case report Literature review Research project

2. Title:

3. Student Performance:

 Self-assessment:

 Clinical instructor assessment:

Student Signature: _____

Clinical Instructor Signature: _____