University of Wisconsin – La Crosse
Doctor of Physical Therapy Program

PT 751: Fieldwork - General Practice
Summer 2014 – August 4 – August 29, 2014
2 credits

Day/Time: Fulltime clinical experience
Location: Off campus clinical location as assigned

Director of Clinical Education:
Angela Binsfeld  abinsfeld@uwlax.edu  608-785-8472
Co - Director of Clinical Education:
Stefanie Czosnyka  sczosnyka@uwlax.edu  608-785-5072

Academic Instructors of Record:
Gwyneth Straker  gstraker@uwlax.edu  608-785-8475  608-792-1092(c)
Michele Thorman  mthorman@uwlax.edu  608-785-8466
John Greany  jgreany@uwlax.edu  608-785-8461

Health Professions Department office: 4063 HSC; 785-8470
Office Hours: Students will have access to instructor as needed by telephone, email, or scheduled site visits.

Course Prerequisites:
- Consent of Instructor
- Successful completion PTS 851
- Enrolled in good standing in the Physical Therapy Program.
- Functioning at 50% entry- level of professional behaviors
- 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.
- Evidence of immunization on file with the Physical Therapy Program and available for facility inspection (refer to the clinical education handbook for specific requirements)
- CPR certification (adult and infant) at the basic life support level
- Completion of training for HIPAA/patient confidentiality
- Completion of training for OSHA/Standard Precautions
- Students are encouraged to have a comprehensive physical examination prior to beginning their internships. A departmental form is available for physician use upon request.
**Course Description:** The student will be assigned to a clinically based learning experience where they will be allowed to practice basic skill acquisition in real time. Fieldwork placements will be with a general practitioner/clinical instructor (CI). Consistent with the services that may be provided in a general practice, students may be expected to provide supervised therapy for less complicated patients in any supervised setting, including these options: acute care, extended care facility, home care, outpatient orthopedic, and pediatrics.

**COURSE GOALS & OBJECTIVES:**

Students will:

1. Practice in a safe manner (CPI skill 1); (CC-5.2)
2. Adhere to legal practice standards (CPI skills 5) (CC-5.1)
3. Demonstrate professional behavior (CPI skills 2, 3 & 4): (CC-5.11)
   a. Abide by facility policy and procedures (CC-5.1)
   b. Accept responsibility for own actions (CC-5.4; CC-5.14)
   c. Respect confidentiality of patients (CC-5.3)
   d. Maintain professional appearance (CC-5.11)
   e. Identify need for further learning (CC-5.12)
   f. Raise relevant questions with clinical instructor in an appropriate manner (CC-5.20)
4. Be able to apply supervised patient/client management procedures:
   a. Treatment:
      i. Practice examination procedures such as range of motion, strength, balance, coordination, palpation, gait and posture (CPI skill 11) (CC-5.30)
      ii. Demonstrate skill in handling patients in a safe and effective including acting in the patient’s best interest regarding patient’s physiologic response to treatment (CPI skill 1) (CC-5.39)
      iii. Apply basic exercise procedures in a safe and effective manner, appreciating the rationale for use (CPI skills 9 & 14) (CC-5.39, a)
   b. Where available:
      i. Practice the application of physical agents in a safe and effective manner, appreciating the rationale for use (CPI skill 14) (CC-5.39, i)
      ii. Demonstrate skill in the treatment of wounds understanding the healing process and sterile technique (CPI skill 14) (CC-5.39, g)
5. Apply knowledge of communication skills in the clinical setting (CPI skills 6 & 7) (CC-5.17)
   a. Be aware of own body language.
   b. Documentation will be legible, grammatically correct, accurate and concise.
   c. Be an active listener.
   d. Actively seek feedback.
   e. Be aware of other’s non-verbal communication.
   f. Communicate informally with patient.
6. Accurately self-assess their clinical performance after seeking feedback from other students, clinical staff and patients (CPI skill 23). (CC-5.12)
7. Value curricular threads of: Professional behaviors; life span; cultural competence (CC-5. 11, CC-5.18)

**Instructional Methods:** Course will utilize experiential learning under the supervision of a Physical Therapist clinical instructor, self-assessment, reflective journaling and clinical instructor feedback. Students will utilize D2L resources and participate in any assigned D2L discussions.
All clinical education materials can be located on the program’s clinical education web link: http://www.uwlax.edu/pt/clinical_education.htm
Please review all content associated with your clinical facility.

**Course Content:**
1. Course expectations
2. Legal guidelines and clinical conduct
3. Off-campus experiential learning assignment to a general practice clinical setting
4. Participation in a debriefing session following return to campus

**Please note the following:**
Students enrolled in this class will be expected to comply at all times with UW-L’s policies on academic integrity as documented in the Student Handbook. Academic misconduct includes but is not limited to plagiarism, cheating on exams and assignments and collaborating with others in work to be presented, contrary to the stated rules of the course. Failure to comply will result in disciplinary sanctions (e.g. a failing grade, failure in the course, expulsion). For a list of academic regulations and student conduct please consult UW-L’s Academic Regulations and Student Conduct found at: http://www.uwlax.edu/records/UGCat/01-03/UG-Cat/regulat.html or Chapter UWS 14 – Academic Misconduct: http://www.uwlax.edu/studentlife/academic_misconduct.htm#14.03.

**Policy 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 785-6900) at the beginning of the semester.
- 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.
- Students who are currently using the Disability Resource Services office will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Services office.

**Course Evaluation:**
**Grading:**
Course will be pass/fail based on attendance, meeting course objectives, adhering to all course requirements, completion of all assignments, and Clinical Instructor feedback.

Students are expected to function at the *intermediate level* of the *Professional Behaviors Assessment Tool* upon completion of clinical course PTS 751. The course instructor will use student self-assessment, anecdotal records, comments from the CI as well as comments on the CPI to determine the student’s Professional Behavior level of performance.
Course, Department and Program Policies:
All policies as stated in the Physical Therapy Clinical Education Student Handbook and Physical Therapy Student Handbook will be observed in this course.

COURSE ASSIGNMENTS
1. Prepare 4-6 learning objectives prior to the first day of the affiliation requiring clinical instructor review and approval.

2. Submit completed “yellow card” to the “Drop Box” located on the clinical course D2L site. Yellow cards are to be completed by the end of the first day or at some later date agreed upon with the Academic Instructor or Record.

3. Student/CI developed weekly planning sheets:
   a. Weekly planning sheets reflect the performance of the student and goal achievement for the week just completed. In addition, goals are set for implementation in the upcoming week.
   b. Students are to submit forms to D2L drop box no later than Monday evening.

4. Student conference with the Academic Instructor of Record at least once during the 4-week course, either at the clinical education site, electronically or by telephone.

5. Clinical Performance Instrument completed electronically by the CI. Students are expected to receive a rating of “Advanced Beginner” in all 18 performance areas using the Physical Therapy Student Clinical Performance Instrument (CPI).

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

7. Student conference with the CI at mid-term and upon completion of the fieldwork experience where the following events take place:
   a. Discussion of clinical progress relative to the CPI
   b. Practice communication and other professional behaviors as outlined in the Professional Behaviors Assessment tool is expected during these interactions

8. Student will complete the Physical Therapist Student Evaluation Forms electronically during the final week of their internship. The student is expected to provide the facility and the clinical instructor with meaningful feedback based on this evaluation.

9. Additional assignments may be required on an individual basis, consistent with the clinical instructor's expectations and/or developmental needs of the learner. Assignments may include but are not limited to:
   a. Reflective journal on clinical experience
   b. Weekly planning sheets
   c. Student action plan
   d. Professional Behaviors self-assessment forms
   e. Preparation and presentation of in-service to clinical staff
   f. Other assignments consistent with the needs of the learner as determined by the University or the clinical site.
Course Expectations and Student Responsibilities

1. Correspondence with clinical facility immediately upon receiving the clinical site placement as well as 12 weeks prior to student arrival (see details below).
2. Students are expected to become familiar with the Practice Act of the state where they will be completing their internship.
3. Students are responsible for their own transportation and lodging.
4. 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.
5. 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.
6. Students are expected to follow all policies and procedures of their assigned facility.
7. Follow the schedule provided by the assigned facility.
8. 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.
9. 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.
10. Students are responsible for staying up to date with all course communications through regular monitoring of the course D2L site and uw lax email communication.
11. It is the student’s responsibility to contact the Academic Instructor of Record if there are concerns about how the affiliation is progressing.

Student Correspondence with the Facility:
Communicate in writing with assigned facility on two separate occasions:

1. Immediately upon receiving the clinical site placement from the DCE send correspondence to the CCCE in order to:
   - Acknowledge the assignment (confirm dates and experience type)
   - Introduce self to the CCCE (name, graduation year, contact info, your level of academic/clinical preparation)
   - Open the lines of communication and inform the CCCE that you will be contacting them closer to the time you begin the rotation

2. 12-weeks prior to arrival, send a second correspondence to the CCCE in order to:
   - Confirm assignment (confirm dates and experience type)
   - Re-introduce self to the CCCE (name, graduation year, contact info, your level of academic/clinical preparation)
   - Share student’s learning objectives and learning style preferences
   - Clarify logistics (housing, dress code, work hours, parking)
   - Clarify clinical requirements of the facility (orientation, immunizations, registration)
Course Schedule: 4 fulltime weeks extending from 8/2/2014 to 8/29/2014.

The above schedule and procedures are subject to change in the event of extenuating circumstances.
Instructions:

- The student will become familiar with all Intermediate Level Criteria prior to beginning their 4-week fieldwork assignment.
- Upon completion of the clinical experience, use the highlighter tool on your computer; mark all criteria that describe behaviors you predominately demonstrate on most days (not just one occurrence).
  - Goal is for 50% of these (5 behaviors) to be at the intermediate level (consistently performing)
- The students will complete the self-assessment process by highlighting (bold or yellow) their level of performance with specific examples for that grouping of behaviors.
  - [rarely (<25% of the time), occasionally (~50% of the time), consistently (>75% of the time)].
- The student will then share their self-assessment with their clinical instructor seeking feedback.
- The student will identify ONE OR TWO behavioral criteria that merit further attention and develop strategies for personal and professional growth related to those criteria.
- The form is to be submitted using the D2L drop box.
- The student should be prepared to discuss their plan with their course instructor upon their return to campus.
<table>
<thead>
<tr>
<th><strong>Ten Professional Behaviors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Critical thinking:</strong> The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.</td>
</tr>
<tr>
<td>2. <strong>Communication:</strong> The ability to communicate effectively (i.e. verbal, nonverbal, reading, writing, and listening) for varied audiences and purposes.</td>
</tr>
<tr>
<td>3. <strong>Problem Solving:</strong> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</td>
</tr>
<tr>
<td>4. <strong>Interpersonal Skills:</strong> The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</td>
</tr>
<tr>
<td>5. <strong>Responsibility:</strong> The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.</td>
</tr>
<tr>
<td>6. <strong>Professionalism:</strong> The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.</td>
</tr>
<tr>
<td>7. <strong>Use of Constructive Feedback:</strong> The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.</td>
</tr>
<tr>
<td>8. <strong>Effective Use of Time and Resources:</strong> The ability to manage time and resources effectively to obtain the maximum possible benefit.</td>
</tr>
<tr>
<td>9. <strong>Stress Management:</strong> The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for self, patient/clients and their families, members of the health care team and in work/life scenarios.</td>
</tr>
<tr>
<td>10. <strong>Commitment to Learning:</strong> The ability to self direct learning to include the identification of needs and sources of learning, and to continually seek and apply new knowledge, behaviors, and skills.</td>
</tr>
</tbody>
</table>
### Professional Behaviors – Intermediate Level

**Student Name:** _____________________________  
**Date:** __________________

<table>
<thead>
<tr>
<th>Place an R=rarely; O=occasionally; C=consistently in front of each behavior. The student demonstrates:</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Critical Thinking:**  
1. ___Feels challenged to examine ideas  
2. ___Critically analyzes the literature and applies it to patient management  
3. ___Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas  
4. ___Seeks alternative ideas  
5. ___Formulates alternative hypotheses  
6. ___Critiques hypotheses and ideas at a level consistent with knowledge base  
7. ___Acknowledges presence of contradictions  |
| [Provide specific examples for those described as consistently to show evidence:] |
| **Communication:**  
1. ___Utilizes and modifies communication (verbal, non-verbal, written, and electronic) to meet the needs of different audiences  
2. ___Restates, reflects, and clarifies message(s)  
3. ___Communicates collaboratively with both individuals and groups  
4. ___Collects necessary information from all pertinent individuals in the patient/client management process  
5. ___Provides effective education (verbal, non-verbal, written, and electronic)  |
| [Provide specific examples for those described as consistently to show evidence:] |
| **Problem Solving:**  
1. ___Prioritizes problems  
2. ___Identifies contributors to problems  
3. ___Consults with others to clarify problems  
4. ___Appropriately seeks input or guidance  
5. ___Prioritizes resources (analysis and critique of resources)  
6. ___Considers consequences of possible solutions  |
| [Provide specific examples for those described as consistently to show evidence:] |
| **Interpersonal skills:**  
1. ___Recognizes the non-verbal communication and emotions that others bring to professional interactions  
2. ___Establishes trust  
3. ___Seeks to gain input from others  
4. ___Respects role of others  
5. ___Accommodates differences in learning styles as appropriate  |
<p>| [Provide specific examples for those described as consistently to show evidence:] |</p>
<table>
<thead>
<tr>
<th>Responsibility</th>
<th>[Provide specific examples for those described as consistently to show evidence:]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___Displays awareness of and sensitivity to diverse</td>
<td></td>
</tr>
<tr>
<td>populations</td>
<td></td>
</tr>
<tr>
<td>2. ___Completes projects without prompting</td>
<td></td>
</tr>
<tr>
<td>3. ___Delegates tasks as needed</td>
<td></td>
</tr>
<tr>
<td>4. ___Collaborates with team members, patients, and families</td>
<td></td>
</tr>
<tr>
<td>5. ___Provides evidence-based patient care</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>[Provide specific examples for those described as consistently to show evidence:]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___Identifies positive professional role models within the</td>
<td></td>
</tr>
<tr>
<td>academic and clinical settings</td>
<td></td>
</tr>
<tr>
<td>2. ___Acts on moral commitment during all academic and</td>
<td></td>
</tr>
<tr>
<td>clinical settings</td>
<td></td>
</tr>
<tr>
<td>3. ___Identifies when the input of classmates, co-workers,</td>
<td></td>
</tr>
<tr>
<td>and other healthcare professionals will result in optimal</td>
<td></td>
</tr>
<tr>
<td>outcome and acts accordingly to attain such input and</td>
<td></td>
</tr>
<tr>
<td>share decision making</td>
<td></td>
</tr>
<tr>
<td>4. ___Discusses societal expectations of the profession</td>
<td></td>
</tr>
</tbody>
</table>

7. Use of Constructive Feedback

|____Critiques own performance accurately                       | [Provide specific examples for those described as consistently to show evidence:] |
|____Responds effectively to constructive feedback              |                                                                                  |
|____Utilizes feedback when establishing professional and       |                                                                                  |
|    patient related goals                                      |                                                                                  |
|____Develops and implements a plan of action in response to    |                                                                                  |
|    feedback                                                  |                                                                                  |
|____Provides constructive and timely feedback                 |                                                                                  |

<table>
<thead>
<tr>
<th>Effective Use of Time and Resources</th>
<th>[Provide specific examples for those described as consistently to show evidence:]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___Utilizes effective methods of searching for evidence for</td>
<td></td>
</tr>
<tr>
<td>practice decisions</td>
<td></td>
</tr>
<tr>
<td>2. ___Recognizes own resource contributions</td>
<td></td>
</tr>
<tr>
<td>3. ___Shares knowledge and collaborates with staff to utilize</td>
<td></td>
</tr>
<tr>
<td>best current evidence</td>
<td></td>
</tr>
<tr>
<td>4. ___Discusses and implements strategies for meeting</td>
<td></td>
</tr>
<tr>
<td>productivity standards</td>
<td></td>
</tr>
<tr>
<td>5. ___Identifies need for and seeks referrals to other</td>
<td></td>
</tr>
<tr>
<td>disciplines</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stress Management</th>
<th>[Provide specific examples for those described as consistently to show evidence:]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___Actively employs stress management techniques</td>
<td></td>
</tr>
<tr>
<td>2. ___Reconciles inconsistencies in the educational process</td>
<td></td>
</tr>
<tr>
<td>3. ___Maintains balance between professional and personal</td>
<td></td>
</tr>
<tr>
<td>life</td>
<td></td>
</tr>
<tr>
<td>4. ___Accepts constructive feedback and clarifies expectations</td>
<td></td>
</tr>
<tr>
<td>5. ___Establishes outlets to cope with stressors</td>
<td></td>
</tr>
</tbody>
</table>
### Commitment to Learning

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>____Researches and studies areas where own knowledge base is lacking in order to augment learning and practice</td>
</tr>
<tr>
<td>2.</td>
<td>____Applies new information and re-evaluates performance</td>
</tr>
<tr>
<td>3.</td>
<td>____Accepts that there may be more than one answer to a problem</td>
</tr>
<tr>
<td>4.</td>
<td>____Recognizes the need to and is able to verify solutions to problems</td>
</tr>
<tr>
<td>5.</td>
<td>____Reads articles critically and understands limits of application to professional practice</td>
</tr>
</tbody>
</table>

[Provide specific examples for those described as consistently to show evidence:]

### Professional Development Plan:

<table>
<thead>
<tr>
<th>Identify one or two professional behaviors for growth</th>
<th>Construct specific strategies targeting identified areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Signature (type):** ____________________________

**Clinical Instructor Signature (type):** ____________________________

[I have read the above by the student]
Weekly Planning Form

Knowledge Goal 1: [ABCD form]
I (student name) will plan and implement without verbal assistance treatment strategies for 80% of back pts next week.

Assessment of goal: I believe I have met this goal; however, I need to be more confident in my suggestions for changes to Pts’ plans of care based on treatment response and improve skills in teaching stabilization exercises such as lower trap setting and abdominal setting in patients with poor muscular control.

Skills Goal 2:
I (student name) will successfully dictate an evaluation using just an outline for guidance this week.

Assessment of goal: This has not been met due to cancellation/no show of new patients this week; will continue to work toward this goal. In the meantime, I have been reviewing my notes on conducting initial evaluations.

Affective Goal 3:
I (student name) will increase in conversational skills with patients during interventions this week as evident of my CI’s observations and feedback.

Assessment of goal: I feel I have become more comfortable in this skill and feel confident in my ability to draw the conversation back from small talk to the treatment with most patients. I need to work on this skill with more talkative patients.

Step II: Clinical Instructor feedback and suggestions for improvement on goals for past week.

Student has made very nice gains in her handling skills, and is more confident with her joint mobilizations. Student is becoming more comfortable making conversation with pts without over-talking. I would like to see student using more ‘everyday’ language when explaining exercises to pts, this is always a challenge while in school as she’s used to using medical jargon in class. Student is doing very well.

Step III: Mutually agreed upon goals for the Upcoming Week:

Knowledge Goal 1:
I (Student name) will use more appropriate body mechanics for massage and trigger point work, learning how to minimize my finger hyperextension and wrist problems next week as evident of fewer symptoms (50% decrease) in my wrists and low back. [Actually 2 goals within this one]

Skills Goal 2:
I (Student name) will perform proper crutch measurement and instruction for level surfaces and stairs without physical or verbal assistance from my CI next week.

Affective Goal 3:
I (Student name) will be more conscious of my language and adapt it to different patient populations in order to become more comprehendible and to avoid using jargon next week as evident of my CI’s observations and feedback.