



4. Demonstrate confidence, empathy, and professionalism at a level compatible with the student's clinical experience.
5. Practice in a safe manner that minimizes risk to patient, self and other team members.
6. Demonstrate basic skills presented in previous and concurrent Doctor of Physical Therapy coursework including risk management.
7. Demonstrate an understanding of roles of the physical therapist and interprofessional collaboration in the clinical setting.

## **Unit Objectives**

### **1. Personal and Professional Qualities**

During and upon completion of this course the student will:

- a. Be punctual and prepared for all clinical experiences.
- b. Exhibit appropriate, professional appearance and attire for the clinical setting.
- c. Demonstrate appropriate verbal and non-verbal behavior in the clinical setting.
- d. Demonstrate appropriate judgment related to patient confidentiality and risk management issues.
- e. Demonstrate appropriate judgment for initiating and/or performing clinical activities.
- f. Display a systematic approach to problem solving, negotiation, and/or conflict management.
- g. Respond appropriately to feedback and make adjustments as needed.

### **2. Professional Communication**

During and upon completion of this course the student will:

- a. Communicate effectively with clinical supervisors, team members, and other staff.
- b. Listen and respond appropriately to patients and co-workers.
- c. Adjust level of communication as appropriate to the recipient.
- d. Understand and employ medical terminology and acceptable abbreviations/acronyms for verbal and written communication when appropriate.
- e. Access and identify appropriate information from the medical record to facilitate initial and subsequent documentation.

### **3. Interpersonal Relationships**

During and upon completion of this course the student will:

- a. Establish appropriate rapport and relationships with clinical supervisors, team members, and other staff.
- b. Establish professional rapport and relationships with patients and family members.

- c. Communicate effectively with patients and family members at a level consistent with the student's clinical experience.
- d. Contribute to inter- and intra-professional relationships by relaying pertinent patient care information to appropriate team members.
- e. Recognize the responsibilities of a student within the clinical structure.
- f. Develop realistic attitudes and expectations for clinical abilities and responsibilities.

#### **4. Interprofessional Collaboration**

During and upon completion of this course the student will:

- a. Observe and describe the value of interprofessional communication and how it contributes to effective collaborative practice in the clinical setting.
- b. Observe and describe the professional roles and responsibilities of interprofessional team members in the clinical setting.
- c. Describe the values and expertise of other health professions in the clinical setting.
- d. Demonstrate respect for the unique values and expertise of other health professions in the clinical setting.
- e. Observe and describe how health professionals from different professions work in teams to provide patient-centered collaborative care in the clinical setting.
- f. Engage diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.
- g. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- h. Engage other health professionals in shared patient-centered problem solving, appropriate to the specific care situation.

#### **5. Patient Privacy and Confidentiality**

During and upon completion of this course the student will:

- a. Demonstrate understanding of the basic concepts and purposes of patient privacy and confidentiality policies and regulations.
- b. Demonstrate appropriate strategies to protect patient privacy and confidentiality.
- c. Define the scope of HIPAA in relation to a clinician's responsibilities.
- d. Apply HIPAA privacy regulations in the professional practice setting.
- e. Adhere to all relevant federal, state, and institutional policies and regulations governing patient privacy and confidentiality in verbal, written, and electronic communications and on social media.
- f. Discuss kinds of information needed by different personnel in an organization to determine who should have access to which kinds of information.
- g. Discuss different methods of documentation used in the clinical setting.

#### **6. Safe Practice**

During and upon completion of this course the student will:

- a. Utilize safe technique during patient interaction and skill practice.
- b. Discuss types of risks and methods for dealing with personal risk in a health care setting.
- c. Discuss how to deal with an adverse incident.

## **7. Cultural Competency**

During and upon completion of this course the student will:

- a. Recognize variations in the attitudes and values of different cultures and ethnicities.
- b. Develop communication and patient care strategies that are sensitive to differences in cultural and ethnic beliefs and attitudes.
- c. Contribute to a clinical environment that respects, supports, and values diversity in all health care settings.

## **8. Professional Development**

Upon completion of this course the student will:

- a. Recognize the importance of professional behavior both inside and outside of the clinical setting.
- b. Self-assess one's own professional behavior and recognize areas of needed growth
- c. Identify specific behaviors to be implemented to enhance development
- d. Identify the benefits, barriers, and outcomes of self-directed learning.
- e. Identify the benefits and barriers of different training and development opportunities.

## **9. Leadership and Motivation**

Upon completion of this course the student will:

- a. Identify sources of motivation that may impact work and patient performance.
- b. Discriminate between the roles and functions of leaders, advocates, coaches, and managers and discuss how each clinician role applies to the clinical setting.
- c. Describe the clinician's role in enhancing patient self-sufficiency through effective advocacy and coaching.

## **10. Physical Therapy Skills**

Upon completion of this course and when given appropriate opportunities and supervision the student will:

- a. Participate in the principles of infection control and risk management.
- b. Apply proper body mechanics to all aspects of the clinical setting.
- c. Demonstrate adherence to appropriate safety precautions and regulations at all times.
- d. Demonstrate understanding and safe management of medical equipment, including but not limited to IV and arterial lines, catheters, drains, implants, ventilators, and ostomies.
- e. Apply pathophysiological principles ranging from the molecular level to total human body function to perform basic differential diagnosis.
- f. Accurately assess patient response to activity and interpret vital signs, including heart rate, respiratory rate, oxygen saturation, and blood pressure.

- g. Demonstrate increasing independence in the performance of basic features of physical therapy assessment and treatment learned in previous and current courses, including but not limited to:
- i. Elicitation of subjective history
  - ii. Pain assessment
  - iii. Range of motion and manual muscle testing techniques
  - iv. Gait assessment
  - v. Positioning and bed mobility techniques
  - vi. Transfer and mobility training
  - vii. Therapeutic exercise
  - viii. Exercise and activity prescription
  - ix. Application of physical agents
  - x. Peripheral joint assessment
  - xi. Patient/Caregiver education
  - xii. Prescription of appropriate assistive devices and adaptive equipment
  - xiii. Basic tests and measures for orthopedic, cardiopulmonary, neurologic and integumentary systems assessment
  - xiv. Documentation
  - xv. Discharge planning
- h. Discuss and provide rationale for intervention strategies selected by the clinician.

The Course Content Outline is included on the *Course Schedule*.

**Learning Experiences:**

Students will primarily learn through immersion in the physical therapy practice environment. Students will also learn through faculty and clinician led group seminar sessions, self-reflection, self-assessments, assignments and other experiences as assigned by the ICE site supervisor. Course material is posted on Blackboard.

**General Information:**

The Integrated Clinical Experience is held at a clinical site as assigned by the ICE coordinator and is based on four hour a week schedule as arranged with the clinical supervisor at each site. Students should also be prepared to spend time looking up relevant materials needed for patient care/physical therapy practice, and completing assignments as assigned by the ICE supervisor.

**Methods of Student Evaluation/Grading Criteria:**

This course is graded on a satisfactory or unsatisfactory basis. To receive a satisfactory grade in this course students are required to:

1. Maintain supporting documentation of the following via the Typhon website:
  - Validity Background Check
  - Validity 11-panel Drug Screen
  - American Heart Association CPR Certification

- Physical Examination
  - Immunizations:
    - Tuberculosis
    - Hepatitis B
    - Varicella
    - Measles-Mumps-Rubella
    - Tetanus-Diphtheria-Pertussis
    - Influenza (in season)
  - KUMC TLC annual compliance training modules *as assigned*:
    - Computer Security Awareness
    - Environment, Health & General Safety
    - Preventing Prohibited Harassment
    - HIPAA
  - Other site-specific requirements
2. Complete weekly Case Logs and Time Reports
  3. Complete assigned reflection paper
  4. Complete and submit assignments and/or assessments as assigned
  5. Demonstrate timely attendance at all clinical experiences and seminar sessions
  6. Demonstrate an absence of critical deficiencies / incidents

**Please DO NOT hesitate to arrange a meeting with me if you are having problems in this course. I cannot help you with a problem that I do not know you have.**

### **Attendance and Absences**

As part of the professional education process for physical therapist students, prompt, regular attendance is required at all ICE sessions. **It is the student's responsibility to contact the Course and On-site Coordinators in the event of tardiness or absence.** Excused absences must be arranged in advance with the Course and On-site coordinators, with the expectation that make up time will be arranged for any sessions missed. Students are expected to contact clinical sites for specific clinic hours.

In the event of illness, the student must notify the course and on-site coordinators as soon as possible. If an illness or excused absence necessitates missing more than one ICE session, it is the responsibility of the student to notify the course and on-site coordinators as to the nature of the illness. If a student is absent for three consecutive ICE sessions due to illness, he/she must provide written assurance from a physician that he/she is capable of returning to assigned duties. It is at the discretion of the course coordinator and the on-site coordinator as to how missed ICE experiences will be made up. In the case of a prolonged absence, the student will receive an incomplete for the class.

In the event that a student is unavoidably tardy, he/she should immediately notify the clinical facility by telephone. Tardiness of even a few minutes should be reported to the on-site coordinator immediately upon arrival. The on-site coordinator and clinical staff must report episodes of habitual tardiness to the course coordinator for action by the academic faculty. **Repeated tardiness (e.g. more than two) will not be tolerated and may result in a hearing before the academic faculty and dismissal from the program.**

Unexcused absences occur when a student either fails to notify the course and/or on-site coordinator of illness or fails to obtain permission prior to the absence. Any unexcused absence must be immediately reported to the course and on-site Coordinators. **More than one unexcused absence during a semester may result in a hearing before the academic faculty and dismissal from the program.**

**Remediation:**

The student will meet with the course and on-site coordinators to discuss and develop a plan for remediation prior to continuing with subsequent ICE and clinical education courses. Students **may** be provided opportunity to retake the course **one time**.

**Detection of Plagiarism:**

Plagiarism will not be tolerated. Student papers or assignments may be submitted to *TurnItIn* or comparable programs/technology for detection of plagiarism.

**Academic Misconduct:**

Academic misconduct is covered fully in the PTRS Student Handbook (with reference to the KUMC School of Health Professions Student Handbook). Although collaborative studying is encouraged, giving, receiving or utilizing unauthorized aid on course assignments, quizzes and exams is academic misconduct. Assignments, quizzes and exams, unless otherwise stated, must reflect individual work and be completed by each student individually without aid from others. Academic misconduct also includes knowingly breaching a patient's rights to privacy and confidentiality by disclosing Protected Health Information as specified by HIPAA regulation. This breach includes accessing an electronic health record in an area where others can view it, printing of information at an unauthorized printer, and sharing patient information details in social networking tools such as Facebook, Twitter, texting or photographing with a cell phone, and other electronic devices.

**Statement on Disability:**

Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center. To schedule an appointment, you can go to the following for more information: <http://www.kumc.edu/student-services/counseling-and-educational-support-services/schedule-an-appointment.html>.

Students in this course who, because of a disability, believes they may need accommodations in order to complete course requirements are encouraged to contact Cynthia Ukoko, [cukoko@kumc.edu](mailto:cukoko@kumc.edu), in the Academic Accommodations Services Office (G020 Dykes), 913-945-7035, as soon as possible to better ensure that such accommodations can be implemented in a timely fashion. Online appointments may also be made at <https://medconsult.kumc.edu>. Reasonable accommodation will be provided in accordance with the University of Kansas Medical Center's Americans with Disability Act compliance policy.

For online information about academic accommodations, please go to [www.kumc.edu/accommodations](http://www.kumc.edu/accommodations).

### **Restrictions during Internships**

If you are unable to fully participate in the assigned internship either before and/or during the internship, you will need a physician's order specifying the nature of the restriction. The student will work with the Course and On-site Coordinators to formulate a reasonable alternative for meeting the course requirements.

### **Religious Accommodations**

KU Medical Center respects the religious diversity of its students and will make good faith efforts to provide reasonable religious accommodations for the sincerely held religious beliefs, practices or observances of its students when they conflict with University policy or procedure. Such accommodations must not fundamentally affect the University's mission or commitment to patient care or otherwise create an undue hardship. If you wish to submit a request for religious accommodations, please complete this online form. <https://form.jotform.us/71005615090142>

### **Statement on Student Responsibility:**

*It is the responsibility of each individual student enrolled in this course to monitor his/her own grades and progress. Graduate school policy as stated in the current Student Planner/Handbook under Grades is quoted below.*

"The basic system in the Graduate School is an A B C D F system, where A designates above average graduate work; B, average graduate work; C passing but not average graduate work; D and F failing graduate work. (D and F work does not, of course, count toward a degree). If the student falls below a 3.0 GPA in any semester or term, that student will be placed on academic probation."

If a student feels that s/he is not doing satisfactory work at mid-term, the *student* is responsible for making an appointment with the course coordinator to design a plan for improvement. The student may also confer with his/her academic advisor. If both parties are involved (course coordinator and academic advisor), a mutually agreed upon plan for improvement will be determined.

It is the responsibility of each student enrolled in this course to monitor their performance. This course is graded on a satisfactory/unsatisfactory basis and, as such, does not affect grade point average. However, satisfactory grades are necessary to continue in the program.

### **Gun Policy**

KUMC prohibits faculty, staff, students, and visitors from carrying weapons of any type on its Kansas City, Kansas campus. For additional information, please see the KUMC Procedures for Implementing University-Wide Weapons Policy. Students who conceal carry on the Lawrence or Edwards campuses are responsible for making alternative arrangements when attending classes in Kansas City. Students can transfer a handgun from a backpack or purse to a secure location such as the trunk of their locked vehicle. Individuals who violate the weapons policy or procedures may be asked to leave campus with the weapon and may face disciplinary action under the appropriate University code of conduct.

### **Statement on Professional Behavior:**

Professional behavior is expected at all times during the internship. Any behavior exhibited by the student that is deemed inappropriate by the Course Coordinator, Clinical Supervisor, and/or Clinical Site Coordinator may result in failure of this course. Please refer to the Clinical Education Handbook.

### **Dress Code**

Students are expected to adhere to KU Hospital's professional image standards and to the dress code, personal hygiene/grooming guidelines set forth by individual sites. KU Hospital's Professional Image Standards are available here: <http://intranet.kumed.com/~media/Intranet/HR/professional-image-standards-brochure.ashx>

Students are required to carry their KUMC issued identification badge at all times.

### **Course and Instructor Evaluations:**

Course evaluation and site evaluation will be conducted towards the end of the course. Students have access to the evaluation on Blackboard. As part of the continual process of improving the course and ICE sites, students are asked to complete these evaluations as part of their professional responsibility. As you complete these evaluations, please provide thoughtful responses as a professional. Although completion of these evaluations is tracked, your feedback is anonymous and presented only as aggregate data.

### **Notice of Change:**

This course syllabus may be changed at the discretion of the Course Coordinator/Instructor. In addition, the course schedule is subject to change per the discretion of the instructor, but students will be notified if a change is necessary.

### **Statement of Student Acceptance:**

Any student who does not understand and/or accept the contents and terms of this syllabus must notify the instructor in writing within one week after receiving this syllabus.

PTRS 830: ICE III Course Schedule ICE III dates: 8/20 - 12/3		
Requirement	Date Due	Submitted To
Proof of prerequisite requirements (keep updated and current)	8/20	Typhon
	<b>Clinical Experiences Begin</b> 8/20	
Case log and Time reporting for 8/20 - 8/24 clinics	8/27	Typhon
Case log and Time reporting for 8/27 - 8/31 clinics	9/4	Typhon
Case log and Time reporting for 9/4 - 9/7 clinics <b>(No ICE on 9/3)</b>	9/10	Typhon
Case log and Time reporting for 9/10 - 9/14 clinics	9/17	Typhon
Case log and Time reporting for 9/17 - 9/21 clinics	9/24	Typhon
Case log and Time reporting for 9/24 - 9/28 clinics	10/1	Typhon
Case log and Time reporting for 10/1-10/5 clinics	10/8	Typhon
Case log and Time reporting for 10/8 -10/12 clinics	10/17	Typhon
Case log and Time reporting for 10/17 - 10/19 clinics <b>(No ICE on 10/15)</b>	10/22	Typhon
IPE program - 10/26	Level 2 - Foundations of Interprofessional Collaboration: Introduction to TeamSTEPPS 10/26 (12:30-4:30)	

Case log and Time reporting for 10/22 – 10/26 clinics	<b>10/29</b>	Typhon
Reflection paper	<b>Reflection paper due 11/5</b>	Email to faculty liaison AND upload into Typhon
Case log and Time reporting for 10/29 – 11/2 clinics	<b>11/5</b>	Typhon
Case log and Time reporting for 11/5 – 11/9 clinics	<b>11/12</b>	Typhon
ICE Seminar	<b>Seminar 11/13 (Noon-1pm)</b>	
Case log and Time reporting for 11/12 – 11/16 clinics	<b>11/19</b>	Typhon
Case log and Time reporting for 11/19 clinics <b>(No ICE 11/21 and 11/23)</b>	<b>11/26</b>	Typhon
Case log and Time reporting for 11/26 – 11/30 clinics	<b>12/3</b>	Typhon
Case log and Time reporting for 12/3 clinics <b>(Clinical experiences end)</b>	<b>12/10</b>	Typhon
Scan ICE Professional Development and Checklist form	<b>12/14</b>	Blackboard
Scan LEARN PT Assessment Rubrics (student copy and preceptor copy)	<b>12/14</b>	Blackboard
Cumulative Professional Behaviors and Core Values Self-Assessment	<b>12/14</b>	Blackboard
Course and Clinical Site Evaluations	<b>12/14</b>	Blackboard (link to RedCap)

**Mid semester switch dates:**

- Wednesday group - 10/10
- Friday group - 10/12
- Monday group - 10/22