COURSE DESCRIPTION:
This course is an introduction to clinical practice concepts including policies and procedures for clinical education (e.g., Clinical Education Handbook); critical thinking expectations during clinical practicums; evaluation of clinical performance (e.g., Clinical Performance Instrument); Clinical Instructor Training; continuing education options for clinicians; legal, ethical and professional behavior; contributions of other health care team members; abusive situations including sexual harassment, inappropriate patient sexual behavior, domestic or partner abuse, child and elder abuse; death and dying from caregiver and clinician perspective; effective stress management in self and others; safe clinical practice.

COURSE COORDINATOR: Kelly D. Moore P.T., MBA, CWS, DPT
Assistant Clinical Professor
231 Vincent Nursing and Physical Science (VIN)
(325)486-6676
Office Hours: By Appointment
E-mail: Kelly.moore@angelo.edu

COURSE INSTRUCTORS:
Kelly D. Moore
Jimmy Villers
Teresa Huckaby
Guest Lecturers

COURSE LOCATION: AHHS 216
CLASS HOURS: 10:30-12:30 MWF
CLOCK HOURS: 32

PREREQUISITES: Successful completion of previous DPT coursework

LEARNING OUTCOMES:
At the completion of this course the student physical therapist will:

1. Follow the policies and procedures stated in the Clinical Education Handbook. 7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D9, 7D10, 7D11, 7D12, 7D15, 7D16, 7D17, 7D18, 7D19, 7D20, 7D22, 7D23, 7D24, 7D25, 7D26, 7D27, 7D28, 7D29, 7D30, 7D31, 7D32, 7D33, 7D34, 7D37, 7D38, 7D39, 7D42, all during clinical affiliation.
2. Assess his/her performance using the Clinical Performance Instrument. 7D15
3. Successfully complete the written assignments of a clinical practicum.
4. In a written assignment describe the role and functions of the clinical instructor including requirements to become a CI and what makes an effective CI. 7D15, 7D12
5. Solve ethical problems using the RIPS model with guidance from professional core documents. 7D1, 7D2, 7D3, 7D4, 7D5, 7D6, 7D7, 7D8, 7D16, 7D26
6. Explain the federal, state and regulatory legal restrictions on the practice of physical therapy in Texas. 7D1, 7D2, 7D3, 7D4, 7D6, 7D7, 7D32
7. Take appropriate action to manage personal and other’s stress.
8. Perform the duties of a student physical therapist in a safe manner. 7D20, 7D24, 7D25, 7D26, 7D28, 7D29, 7D30, 7D33, 7D37
9. Identify a variety of options for continuing education. 7D15, 7D37, 7D38
10. Recognize the value of the contributions to patient care of other members of the health care team. 7D7, 7D12, 7D16, 7D24, 7D25, 7D28, 7D29, 7D34
11. Explain the impact of the following abusive situations on physical therapy practice.
   a. Domestic Violence (Partner Abuse) 7D2, 7D4, 7D5
   b. Child and elder Abuse 7D2, 7D3, 7D4, 7D5
   c. Sexual Harassment and Inappropriate Patient Sexual Behavior (IPSB) 7D2, 7D4, 7D5
12. Recognize the above issues in the physical therapy patient and who and how to contact for issues related. 7D2
13. Explain the process of death/dying from a patient perspective. 7D8.
14. Recognize the impact of death/dying on the caregiver. 7D8, 7D10, 7D11
15. Discriminate the rules and rolls of the Physical Therapists Assistant and Physical Therapists Aide or Tech in the clinical setting. 7D39.
16. Discriminate the role of the Physical Therapists in the interprofessional, patient centered collaboration including case management meetings and ad hoc discussions regarding patient’s needs. 7D36, 7D39.
17. Discriminate the rules and regulations regarding Stark Laws, marketing, public relations and the importance of risk management with regards to staffing and continuous improvement. Recognize who to contact with regards to these issues. 7D43.
18. Recognize the issues associated with Fraud and Abuse and who to contact for issues related to these issues. 7D3.
19. Discuss the importance of advocacy for our profession and the student’s/clinician’s roll in effecting those areas deemed necessary for change. 7D14.

TEACHING METHODS/LEARNING ACTIVITIES:

Active learning techniques including: facilitated presentations, discussion, group presentations, reading assignments, lecture, role play, games, on-line information and testing, and guest speakers.

TENTATIVE SCHEDULE: See attached.

REQUIRED READINGS:

Will include readings from selected journals and the following textbooks.

Previously Purchased texts:

OPTIONAL TEXTS


COURSE EVALUATION:

Criterion-referenced methods will be used to evaluate all course activities. This class is premised on active participation by students and therefore will have a class participation grade associated with a posted rubric on black board. Graded activities will consist of the following:
20 points - Unit 1 Ethics and RIPS assignment case study/presentation
20 points - Unit 2 Mock team conference (Group Presentation)
20 points - Unit 3 Professionalism presentations
20 points – Unit 4 CIT (20 questions on clinical education on-line)
10 points – Living will and worksheet, disparity assignment
10 points – class participation

100 points - **Total points**

**Required, but ungraded activities**

On-line training for the Clinical Performance Instrument (APTA Learning Center)
Self Assessment of Competency
Letter of Introduction

Any and all on-line activities will be done independently, that is, there should be no collaboration with classmates for on-line work. Any indication that collaboration is occurring shall be met with harsh and immediate disciplinary action.

Students must achieve a minimal competency level of 80% for the course. Students who fail to achieve this level of performance may be provided with remediation and/or may be given the opportunity to repeat the activity or will be subject to course failure, determined at the discretion of the course coordinator.

**Written assignments with greater than two (2) typographical, spelling or grammatical errors per page or that do not follow AMA and/or outline format will be returned to the student for revision and resubmission prior to grading with ability to achieve only minimal competency (80%) on the resubmission.** Assignments received late will be penalized one letter grade per day.

(See Graduate Catalog for grade reporting)

**GRADING SCALE:**

The following grading scale will be used to assign course grades:

- **A** 90 - 100% = 90 points
- **B** 80 - 89% = 80 points **MASTERY**
- **F** < 80% = 80 points or below

**ASSIGNMENTS:** See Course Outline

**The Angelo State University Honor Code:**

Our students believe that ASU students should maintain complete honesty and integrity in their academic pursuits.

The Honor Code at ASU is located at [www.angelo.edu/forms/pdf/honorcode5.pdf](http://www.angelo.edu/forms/pdf/honorcode5.pdf) and describes expected academic behavior of both faculty and students, and it consists of an agreement between the student and the academic community to foster academic integrity, to value student educational goals, and to maintain the positive academic reputation of ASU. Angelo State University expects all students and faculty to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom.

ASU students and faculty will not participate or condone

- Plagiarism
- Cheating
• Fabrication of data
• Misrepresentation of information
• Misuse of library materials
• Misuse of technology
• Conspiring with others to commit these acts

ASU students are responsible for understanding the Honor Code as well as the individual academic requirements and stipulations for each course. This includes carefully reading the Angelo State University Student Handbook and reading the syllabus of each course. Students should ask for clarification of any ambiguous aspect of the syllabus.

To facilitate this code of ethical conduct, ASU has an Academic Integrity Committee, a committee composed of both students and faculty, which has the responsibility of reviewing cases of suspected academic dishonesty which may be brought to it. The committee’s membership of students and faculty reinforces ASU’s commitment to academic integrity in and out of the classroom.

**Students with Disabilities:**

**Statement on Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing ADA@angelo.edu, or by contacting:

Mrs. Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
University Center, Suite 112  
325-942-2047 Office  
325-942-2211 FAX  
Dallas.Swafford@angelo.edu

When a student states he or she could meet the program's technical standards with accommodation(s), the Office of Student Affairs will confirm that the stated condition qualifies as a disability under applicable laws. If the condition qualifies as a disability, the University will determine if it agrees that the student can meet the technical standards with reasonable accommodation. The ruling will include whether or not the accommodation requested is reasonable. Factors to be taken into account are whether or not the accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all course work, clinical educational experiences and internships deemed essential to graduation. Students are required to read and sign the DPT program’s technical standards (DPT Program Student Handbook Appendix I) form and to update their responses on this form if their health status changes.
A student who requires accommodation to meet the technical standards must obtain verification by the Office of Student Affairs that proper reasonable accommodation is available for the student to meet the standard. The program will not provide accommodation without such written verification. Accommodations that affect the student’s clinical education are subject to approval by the clinical site.

**Attendance/Tardiness:**
Attendance and promptness to classes, meetings, and future work obligations are considered professional behaviors. As this department is preparing potential professionals in the area of physical therapy, it is part of our expectation that student presence and timeliness will be held in highest regard. Tardiness is a disruption to the instructor and fellow students. A student is considered tardy if he/she arrives for class after the instructor has begun class activities. Please see the following related to implications from excessive lateness or absences without a reasonable excuse:

- First offense- verbal warning
- Second offense- second verbal warning, initiation of Disciplinary Tracking Form.
- Third offense- 1% off final course grade
- 1% off final course grade for each additional unexcused tardy or absence

Per the student handbook, **2 or more occurrences combined or mixed will result in the initiation of a Disciplinary Tracking Form.**

If a student has an unexcused absence during integrations it may lead to the removal of that student from that clinical environment. It is the responsibility of the student to contact the clinical site and give notice if they are ill, or have transportation issues.

If the student is unable to attend class, it is the student’s responsibility to either call the PT office at 942-2545 or the office of the professor of the class directly. This notification should be made prior to commencement of said class.

Continued issues with tardiness/attendance across all courses will result in disciplinary probation and will be referred to the PT faculty for consideration of options, including program dismissal.

The PT faculty is not oblivious to doctor’s appointments and other potential hazards and emergencies in daily life. Simply taking responsibility to notify the office or the professor if issues arise is considered professional behavior. Please do not rely on a classmate or other form of notification, as these have proven unreliable in years past.

**ATTENDANCE AT ALL SCHEDULED EXAMINATIONS IS MANDATORY.** Any unexcused absence from an examination will automatically result in a score of ZERO for that examination. Any student absent from examinations due to illness or injury must have a written justification from their physician. **Absence from an examination for any other reason must be excused before the time of the scheduled examination** or brought about by a very serious circumstance. For excused absences only, make-up examinations must be taken no later than one week after the student returns to class. Extended absences must be approved by the Program Director of Physical Therapy.
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<td>Course intro RIPS decision making model and ethical challenges assigned</td>
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<td>Sign up for mock team conference</td>
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<td>Role of PTA and tech Racial and ethnic disparity Death and Dying</td>
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