Introduction to Clinical Education and Professionalism
Summer I, 2020

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Office: AHHS 224B
Office Hours: by appointment

Course Information

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 Credits
32 hours

Prerequisite and Co-requisite Courses
Successful completion of previous DPT coursework

Prerequisite Skills
Successful completion of previous DPT coursework

Program Outcomes
Upon completion of the program of study for the Doctor of Physical Therapy, the graduate will be prepared to:
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, 7D19

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 roll 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.

Discuss the importance of advocacy for our profession and the student’s/clinician’s roll in effecting those areas deemed necessary for change. 7D14.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
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Course Delivery
Active learning techniques including: facilitated presentations, discussion, group presentations, reading assignments, lecture, role play, games, on-line information and testing, and guest speakers.
Due to Covid-19 issues this course will take place on-line via Blackboard Collaborate.

Required Texts and Materials
Will include readings from selected journals and the following textbooks.


Previously Purchased texts:

Recommended Texts and Materials


Technology Requirements
See below, students will be tested via Respondus lockdown browser.
Access to Blackboard Collaborate is required.

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

**Topic Outline**

1. PT ethics and ethical decision making
2. Interdisciplinary team communication
3. Professional rules and regulations
4. Clinical instructor training
5. Death and dying and ethnic disparity

**Communication**

Professor will be available via e-mail and will make every attempt to respond to request within 24 hours of student question are need.

Students are asked to e-mail professor with issues if they will not be attending class.

Due to necessary on-line class, netiquette is of high priority, all chats and discussions will be monitored by the professor, as will class participation.

**Grading**

**Evaluation and Grades**

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Ethics and RIPS case study</td>
<td>20</td>
</tr>
<tr>
<td>Mock group conference</td>
<td>20</td>
</tr>
<tr>
<td>Professionalism exam</td>
<td>20</td>
</tr>
<tr>
<td>CIT</td>
<td>20</td>
</tr>
<tr>
<td>Living will and worksheet for death and dying lecture</td>
<td>10</td>
</tr>
<tr>
<td>Ethnic disparity assignment</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- F = 70.00-79.99 points

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

1. RIPS model of ethical decision making and ethical assignment will be an on-line lecture/discussion regarding this topic and then students will be assigned groups and given an ethical issue to discuss and answer the topical information given in the lecture.
2. Mock team conference: The interdisciplinary team is vital in the hospital situation, understanding all input is vital to patient success. Students will be assigned a team and a role within the team to research and play the part of regarding specific case study.
3. Regulatory agencies and their requirements in the hospital and clinical setting are lectured over and students are given an exam regarding the information.
4. Living will and death and dying worksheet are an opportunity to discuss what students might face when they are on their clinical practical and may have a patient pass.
5. Ethnicity assignment is designed to allow the student to think about their ethnic background and how that has shaped who they are and how they respond to patients that may be different.
6. CIT power point and questions section gives the student the opportunity to learn what their Clinical Instructors have been exposed to in terms of teaching and fairness to the student.

Assignment Submission

All assignments MUST be submitted through the Discussion link in the Blackboard specific site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from
time to time. If a technology issue does occur regarding an assignment submission, email me at kelly.moore@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy
Late work will be subject to points off if turned in past due date and time.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook⁰
- Angelo State University Catalog¹

Student Responsibility and Attendance
**Online:** This class is synchronous, you will be expected to be in class from 1:00 MWF unless scheduled otherwise. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 5 study hours per week on average.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.³

Accommodations for Students with 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.
**Student Absence for Observance of Religious Holy Days**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Copyright Policy**
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu
Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td><strong>Wednesday May 27th</strong> 1-3:30</td>
<td>RIPS model of ethical decision making/sign up/assign mock team conference rolls</td>
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<tr>
<td><strong>Friday May 29th</strong> 1-3:30</td>
<td>Ethical decisions discussed for cases assigned/PT core values and ethics</td>
</tr>
<tr>
<td><strong>June 1st</strong> 1-3:30</td>
<td>Role of the PTA/tech, racial, ethnic disparity, death and dying</td>
</tr>
<tr>
<td><strong>June 3rd</strong> 1-3:30</td>
<td>Interdisciplinary Team Conference</td>
</tr>
<tr>
<td><strong>June 5th</strong> No Class</td>
<td>NO CLASS/ Death and dying, racial disparity assignments all due by noon</td>
</tr>
<tr>
<td><strong>June 8th -12th</strong> 1-3:30</td>
<td>Dr. Huckaby and CPI training</td>
</tr>
<tr>
<td><strong>June 15th</strong> 1-3:30</td>
<td>APS/CPS/sexual harassment/OSHA</td>
</tr>
<tr>
<td><strong>June 17th</strong> 1-3:30</td>
<td>Medicare and the student/Rule 322.4/continuing competency and the practice act</td>
</tr>
<tr>
<td><strong>June 19th</strong> 1-3:30</td>
<td>Exam via Respondus Lockdown browser</td>
</tr>
<tr>
<td><strong>June 22nd</strong> 1-3:30</td>
<td>CIT training from Plack and Driscoll Chapters 7-8 On-line questions</td>
</tr>
<tr>
<td><strong>June 24th</strong> 1-3:30</td>
<td>CIT training from Plack and Driscoll Chapters 7-8 On-line questions DUE by NOON Friday June 26th</td>
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<tr>
<td><strong>June 26th</strong> 1-3:30</td>
<td>Dr. Nicks on Deception</td>
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<tr>
<td></td>
<td>CIT training assignment DUE BY NOON</td>
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Grading Rubrics

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Select the SLO’s you use

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus