June 3, 2013

To Physical Therapy Clinical Education Coordinators:

Thank you for being a partner in the education of our University of Kentucky students.

This Clinical Education Manual is a resource for you. You have an electronic version, so that if you need any of the documents included, you may print them or copy them as needed. You may also access this information on our web site at

The future of our profession depends on your willingness to participate in education of students, and we look forward to many years of collaboration with you and your staff.

Sincerely,

Lynn English, PT, MSEd, DPT
Director of Clinical Education
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SECTION 1

UNIVERSITY OF KENTUCKY

PHYSICAL THERAPY PROGRAM OVERVIEW

- Mission of the Division of Physical Therapy
- Curriculum Objectives, Philosophy, and Goals
- Curriculum Overview
- Accreditation Status
UNIVERSITY OF KENTUCKY  
College of Health Sciences  
Division of Physical Therapy  

Mission Statement  

The purpose of the Physical Therapy Program at the University of Kentucky is foremost to meet the physical therapy needs of Kentucky and contribute to global needs overall by developing competent physical therapy practitioners who are critical thinkers, educators and professionals.  

The Division of Physical Therapy strives to develop practitioners who are knowledgeable, ethical, independent, adaptable, reflective, effective communicators and service oriented. This practitioner development is accomplished through a wide variety of mechanisms:  

1. Educational programs which are informed by scholarship and research and designed to provide excellence in instruction as well as accessibility to a diverse student body. These programs include the professional DPT (Lexington and Center for Rural Health campuses), post-professional programs (DPT-Transition and the PhD Program in Rehabilitation Sciences), and continuing education courses.  
2. Scholarship, research, and creative activities which contribute to the discovery and expansion of knowledge in the health sciences.  
3. Service to the public (in urban and rural communities), to other professional disciplines, and to the profession.  
4. Professional socialization through participation in professional activities and organizations.  

Philosophy/Design  

The curricular philosophy of the University of Kentucky’s Physical Therapy Program reflects this three-fold purpose of the Program through use of a spiral pattern. The curricular components used to design and implement the course of study for the physical therapist are as follows:  

1. Birth through aging, and /or through end of life  
2. Basic through advanced  
3. Static through dynamic  
4. Normal through abnormal  
5. Knowledge through application  
6. Acute and chronic pathology stages  
7. Knowledge acquisition through problem solving through knowledge expansion  
8. Parallel practice through interprofessional and collaborative practice  

Individual courses are linked through objectives that add to and refine the specific skills as the learner becomes prepared to integrate higher–level skills with previously learned concepts. This philosophy is implemented by utilizing the skills, strengths, and qualities of a diverse academic and clinical faculty.
Curricular Goals and Objectives

1. **Develop competent practitioners**
Our primary goal is to produce knowledgeable, adaptable physical therapy practitioners capable of meeting the health needs of the people of Kentucky, in both urban and rural areas, and beyond. To achieve this goal, the practitioner will be able to assess and manage the patient in a variety of health care settings, with an added focus on the challenges and demands of the medically under-served and those who are culturally and linguistically diverse. The expansion program at the Center for Rural Health in Hazard, KY was implemented in 1992 to facilitate the achievement of this goal. An additional component of this goal is to educate physical therapists to practice in an ethical, legal, safe, and caring manner.

2. **Develop practitioners as critical thinkers**
Students utilize the information gained early in the curriculum (e.g. basic sciences and basic clinical skills) as a foundation for the development of analytical skills. As the students’ theoretical base of knowledge expands, students will use problem-solving skills to gather data, identify problems, and choose among alternatives for successful resolution. Students are challenged throughout the professional curriculum by a wide variety of problem-solving activities to analyze realistic situations and develop strategies for examination, evaluation, diagnosis, prognosis, intervention, and outcomes analysis. Clinical experiences interspersed throughout the professional curriculum serve to reinforce knowledge and skills acquired in the classroom and laboratory.

3. **Develop practitioners as health care educators**
The physical therapist is a primary provider of health care education to patients/clients and their family and caregivers, as well as to colleagues and the public. Our goal is to develop physical therapists committed to health promotion and disease and disability prevention for self, individuals, organizations and communities. Throughout the curriculum students are challenged to develop effective and efficient strategies to provide high quality education through appropriate communication with individuals and communities. From the introductory course in semester one through the final research course in semester nine, the majority of the courses have student generated instructional and/or presentation components which assist students in becoming successful educators.

4. **Develop professional practitioners**
Professional socialization occurs throughout the physical therapy educational experience. Students are provided the opportunity to emulate as well as assimilate the qualities inherent in professionalism. Students model most closely those practitioners with whom they interact while developing their professional skills. Academic and clinical faculty members act as professional role models to reinforce the concept of life-long learning. This conceptual basis emphasizes the importance of:

1. Being an educated consumer of the scientific and professional literature and applying this new knowledge in the provision of physical therapy services.
2. Utilizing the scientific inquiry process to conduct and disseminate research and other scholarly activities.
3. Participation in professional activities and associations, community service, and interprofessional activities.
4. Ongoing professional development through post-professional and continuing educational opportunities.

All of the above are designed to develop physical therapists committed to physical therapy as a profession, to the advancement of the profession and to life-long learning.
# University of Kentucky Doctor of Physical Therapy (DPT) Curriculum

## First Year

### Fall Semester
- PT 412 Foundations of Physical Therapy (4 Cr)
- PT 814 Foundational Skills (2 Cr)
- PT 804 Behavioral Factors Across the Lifespan (3 Cr)
- ANA 811 Human Gross Anatomy (5 Cr)
- ANA 822 Human Pathology (3 Cr)
- PT 836 Therapeutic Exercise (2 Cr)
- PT 803 Pharmacology I (1 Cr)
- PT 805 Normal Function and Anatomy (3 Cr)
- PT 867 Research Topics: Design (1 Cr)
- PT 700 Public Health and Wellness Issues (2 Cr)

### Spring Semester
- PT 815 Fundamentals of Physical Therapy (2 Cr)
- PT 852 Pathophysiology (3 Cr)
- PT 831 Neuroanatomy (2 Cr)
- PT 887 Cardiovascular Physiology I (1 Cr)
- PT 645 Research & Measurement I (3 Cr)
- PT 806 Orthotics (2 Cr)
- PT 837 Introduction to Admin (1 Cr)

### Summer Session
- (3 Week Session)

### Third Year

### Fall Semester
- ANA 802 Neuroanatomy (3 Cr)
- PT 836 Clinical Clerkship II (3 Cr)
- PT 850 Dysfunction of Peripheral Nerves (3 Cr)
- PT 834 Motor Control Theory & Intervention (4 Cr)
- PT 847 Management of Neurological Systems (3 Cr)
- PT 827 Advanced Physical Therapy Management (1 Cr)

### Spring Semester
- PT 831 Clinical Clerkship I (1 Cr)
- PT 877 Electrophysiology Testing & Interpretation (1 Cr)
- PT 846 Research Topics: Analysis (1 Cr)
- PT 826 Speciality Electives (1-4 Cr)
- PT 830 Diagnostic Imaging (1 Cr)
- PT 839 Clinical Clerkship III (6 Cr)

### Summer Sessions
- (4 Week Session)
Accreditation Status

The Commission on Accreditation in Physical Therapy Education states:

Be it known that the Physical Therapist Education Programs at the University of Kentucky, having demonstrated substantial compliance with the Evaluative Criteria for Accreditation has been granted

Accreditation
April 28, 2004 - June 30, 2014
SECTION 2

UNIVERSITY OF KENTUCKY

CLINICAL EDUCATION COURSES

• Goal, Mission and Philosophy of the Clinical Education Program

• Overview of Clinical Education Course Sequence

• Course Syllabus for Clerkship I

• Course Syllabus for Clerkship II

• Course Syllabus for Internship I

• Course Syllabus for Internship II

• Course Syllabus for Internship III

• Course Syllabus for Internship IV
GOAL
Prepare graduates of the University of Kentucky Division of Physical Therapy to practice as entry-level doctoral clinical physical therapy professionals.

MISSION STATEMENT
The clinical education program seeks to:

- Provide the student with opportunities to develop skills in patient/client examination, evaluation and intervention techniques and in professional communication in a variety of practice settings.
- Provide the student with multiple opportunities to interact with health care professionals so as to integrate him/her into the health care delivery system and the physical therapy profession.
- Facilitate a clinical learning environment in which the student and the clinical preceptor are able to plan appropriate learning experiences toward the goals and objectives specified for each level of clinical education.
- Encourage the student and the clinical preceptor to plan and implement learning activities that integrate classroom, laboratory knowledge and skills with patient care skills, including problem-solving and reflective learning.
- Cultivate a learning culture in which the student assumes responsibility for planning, implementing, and monitoring his or her progress toward the goal of entry-level physical therapy practice.
- Support the student’s professional development in both didactic and clinical course work with educational practice that enhances professional socialization through policies relating to student attendance, communication skills, preparation, and punctuality.

PHILOSOPHY
Clinical education functions primarily to provide community-based opportunities for the student to integrate didactic physical therapy course work with professional skills in the clinical environment. Entry-level physical therapy practice encompasses safe and appropriate physical therapy care delivered across a continuum that includes a culturally, medically, educationally, economically and demographically diverse body of clients. The clinical education program focuses on providing each student with supervised practice opportunities in a variety of clinical environments, representative of this continuum.
UNIVERSITY OF KENTUCKY
College of Health Sciences
Division of Physical Therapy

Overview of Clinical Courses

SECOND YEAR

Fall
PT 835   Clinical Clerkship I
1 credit hour
Over the course of the fall semester, the students participate in groups of 2-4 observing and examining patients in either an acute care or outpatient environment. This is performed with the direct instruction of a clinical instructor. Each student completes sixteen hours of clinic experience. The students are given the opportunity to practice the fundamental skills they have learned in the didactic portion of the curriculum.

Spring
PT 836   Clinical Clerkship II
3 credit hours
This course consists of a 4-week clinical experience, which occurs at the beginning of the spring semester of the second year of the physical therapy program. This rotation is primarily completed in Kentucky facilities or may include a rotation in bordering states. These facilities include acute care settings, outpatient clinics, rehabilitation settings, sub-acute settings and nursing home settings. Assigned clinical instructors supervise and provide students with opportunities for hands-on examination, evaluation and intervention for patients/clients who need physical therapy. At this level the students must perform at a threshold of 25 mm on Clinical Performance Instrument (CPI) items 6-24. **Criteria 1-5 must be at 100% for all clinical rotations.**

Summer
PT 837   Internship I
4 credit hours
This is a six-week clinical rotation occurring in the summer semester of the second year. At this time, students have completed 5 semesters of didactic coursework including fundamentals of care of people with cardiopulmonary, neurological and orthopedic problems. This is the first of four clinical internships. While attending 40 hours per week, students will continue to apply the clinical skills they have learned in the classroom to the clinic patient population. Students will now begin to accept more responsibility for patient care, documentation, and general clinic policies and procedures. At this point the students are expected to perform at a threshold of 75 mm on CPI items 6-24.

THIRD YEAR

Fall
PT 838   Internship II
6 credit hours
This is the first of two eight week internships, 40 hours per week, in which students further apply skills they have learned in the classroom to the clinic population. Special interest clinical assignments may be arranged for one of these courses at the discretion of the Director of Clinical Education. The student must have met or exceeded all of the learning goals and objectives for clinical clerkship and transitional internship experiences. This course is completed in facilities in Kentucky, throughout the United States, and abroad. At the completion of this course, the student must be able to function at a threshold of 85 mm on CPI items 6-24.
Spring
PT 839  Internship III
6 credit hours
This is the third of four internships, the second of the eight week experiences. The student should meet the CPI criteria at the level of > 90 mm on items 6-24.

Summer
PT 840  Internship IV Advanced Capstone Internship
7 credit hours
Physical Therapy Internship IV is the final clinical assignment, 10 weeks in length. The course director assigns community-based clinical experiences that the student completes at clinical sites throughout the Commonwealth of Kentucky and beyond. This final experience is designed to be an advanced capstone course. The student may be assigned to a specialty (special interest) internship site as possible. The student should achieve entry level practice or advanced entry level practice during this internship.

Overview of typical Clinical Course Dates

PT 835: Clerkship I    August through December (Part-time)
PT 836: Clerkship II   January -February (4 weeks)
PT 837: Internship I   April -June (6 weeks)
PT 838: Internship II  October- December (8 weeks)
PT 839: Internship III March- April (8 weeks)
PT 840: Internship IV  June-August (10 weeks)
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<th>Year</th>
<th>January</th>
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<td>6 wk Internship I</td>
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<td>8 wk Internship II</td>
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<td>8 wk Internship III</td>
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<td>10 wk CAPSTONE</td>
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PHYSICAL THERAPY CLERKSHIP I

PT 835

Syllabus 2012

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COURSE DESCRIPTION

PT 835 is the first clinical experience for the physical therapist student. Academic work related to the clinical experience in PT 835 occurs in several classroom sessions. The course instructors supervise community-based clinical experience that the student completes at one of several locations. (See list below). Small group activities are conducted in a collaborative learning format. During site-based clinical experience the physical therapist student observes, examines, and evaluates patients under the supervision and guidance of a clinical instructor; and applies clinical skills learned in the classroom.

CREDIT HOURS: One semester hour

COURSE OBJECTIVES

Global Course Goal
At the conclusion of PT 835, the student physical therapist will demonstrate ability to apply knowledge of gross anatomy, behavioral science, physiology, functional anatomy, basic clinical skills, bioethics and therapeutic exercise to the performance of examination, evaluation and intervention skills described in the evaluative tool for PT 835.

PT 835 Student Learning Outcomes

At the conclusion of PT 835 course activities and assignments, the physical therapist student will:

1. Appropriately and effectively utilize questioning skills to facilitate his/her learning in the clinical setting.
2. Apply basic documentation skills to write a thorough progress note in the clinical setting.
3. Effectively apply knowledge about basic anatomical and physiological structures and functions to perform portions of the physical therapy examination and evaluation and with guidance plan/implement intervention in the clinical setting.
4. (When given the opportunity) perform the following examination procedures with minimal to moderate guidance: MMT, goniometry, postural assessment, gait assessment, circumferential measurements, volumetric measurements, muscle length testing of major muscle groups.
5. (When given the opportunity), correctly administer the following physical therapy procedural interventions with supervision: hydrotherapy, therapeutic exercise, gait training, transfer training, heat and cold modalities, compression pump and electromodalities as listed on the evaluative tool.
6. Utilize the Guide to Physical Therapist Practice as a resource to accurately identify the PT Practice Pattern and plan an appropriate examination approach to a specific patient population.
7. With guidance from the clinical instructor, utilize physical therapy examination findings to develop an intervention plan for a specific patient presentation.

And, throughout PT 835 the physical therapist student will

1. Communicate in ways that are congruent with situational needs,
2. Practice in a safe manner that minimizes risk to patient, self, and others,
3. Demonstrate professional behavior and present self in a professional manner, and
4. Adhere to ethical and legal practice standards consistent with the physical therapy education program, the facility, and the State Board of Physical Therapy.
5. Demonstrate awareness of the need for ongoing professional development and lifelong learning.
REQUIRED TEXTBOOKS

1. PT 835 Course Manual is found on PT 835 Blackboard
3. Physical Therapy in Acute Care, by Daniel Malone and Kathy Lindsay, Slack Incorporated (for students going to acute care sites; will be required later for future acute clerkships/internships. This is the text used by Dr. Darbee in PT 877)

Prerequisites for Site-Based Clinical Education

- The student must submit updated evidence of immunization, negative TB skin test and CPR training to the Division of Physical Therapy. It is the student’s responsibility to maintain a record of these items in the Division at all times during site-based clinical education, and to keep these items current. DO NOT ALLOW THESE ITEMS TO EXPIRE; you will be prohibited from participating in site-based education in the event that these items are not current, or expire during PT 835.
- The student must complete and submit all required paperwork and assignments to the Course Coordinator by the established deadline prior to beginning site-based clinical education. Late work will not be accepted except in case of illness or emergency. In the event of serious illness or emergency, you must contact the Course Coordinator at your earliest convenience.
- In order to participate in the on-site clinical experience portion of this course, the student must have successfully completed (receive an “A”, “B”, or “C” as final course grade) all physical therapy course work in which he or she has previously enrolled.

COURSE ACTIVITIES

1. Participate in all course activities, including: cultural competence conference, orientation to sites as scheduled, a minimum of 20 hours of site-based clinical activity; classroom sessions, formative and summative assessment processes (self-evaluation and final debriefing).
2. Submit progress notes (after 4 out of 5 clinic sessions), utilizing the information provided on Blackboard for PT 835.
3. Complete 1 assignment related to The Guide to Physical Therapist Practice. Template for this assignment is found on Blackboard.
4. Submit 1 Written Reflection at the completion of the course utilizing the template on Blackboard.

Student Assessment and Evaluation

The Student Physical Therapist and the student’s Clinical Instructor assess student performance during the clinical course.

The Director of Clinical Education/Associate Director of Clinical Education assign a final grade (Pass/Fail/Incomplete) for this course, based on the following items:

In order to complete PT 835 with a grade of a “P”, the student must achieve all of the following:
1. The student physical therapist will be assessed by the Director of Clinical Education as having attained all of the goals and objectives for PT 835.
2. The student physical therapist will use available resources to turn in all required course materials to his or her Clinical Instructor and the DCE by the due dates without exception.
3. The student physical therapist will self-assess as having attained all of the goals and objectives for PT 835.
4. The student physical therapist will participate in all scheduled activities for clinical education relative to PT 835, during the Fall 2012 semester.
5. The physical therapist student will participate in all scheduled course activities between August 14 and December 6, 2012.

The student must earn a “P” for the final course grade. Failure to complete and/or meet the requirements for this course will result in remedial assignment, at the discretion of the course directors. Due to the nature of this course, remedial work will generally include additional site-based course work, up to and including repetition of the entire assignment at the same or a different location, as determined by the DCE.

The student and the clinical instructor submit a portion of the required paperwork for PT 835 after the deadline for grades to be submitted to the Registrar’s Office for the Fall. Therefore, the student should anticipate the final grade for this course to be awarded after receiving a final grade report from the Registrar's Office.

ATTENDANCE POLICY

Attendance and participation in all class activities IS MANDATORY in order to pass this course. In the event that a student unavoidably misses a scheduled classroom activity, he or she should contact the course coordinator in advance of the scheduled class to discuss the necessity of and opportunity for making up the missed material. Small group activities compose the heart of this course, and the majority of class minutes. It will be difficult to make up missed small group work and consistency with your small group is important. Please call your clinical site and one of the course coordinators if your absence is unavoidable.

Excused Absences
S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.
Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Religious Holidays:
Students will have the opportunity to make up work when religious observances prevent him/her from completing the work at its scheduled time. The student must notify the course instructor two weeks in advance of the date of the course requirement (lecture/lab/assignment/test).

CLASS SCHEDULE
As indicated on the Physical Therapy Program Schedule, and reflecting those changes indicated on the Physical Therapy Program Master Schedule, as posted in the Division of Physical Therapy office area. Please check the posted schedule regularly.

-Cultural Competence Seminar sponsored by the Area Health Education Center Friday, August 24, 12:00 pm-5:00 pm. This is required for you as well as the Physician Assistant and Communication Disorder students in the college. This is an interdisciplinary conference that is designed to further develop the depth of understanding
of treatment of people from a variety of cultures, faiths and belief systems. This is a wonderful opportunity for deepening your skills as a therapist.

**General Course Schedule**

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<th>CLASS</th>
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<td>5 Wed. afternoons</td>
<td>Clinical Clerkship</td>
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<td>8/14/12</td>
<td>PT 835 Course Requirements and Student Responsibilities</td>
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<td>(ITV)</td>
<td>Introduction to UK Clinical Faculty</td>
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<td></td>
<td>Completion of paperwork</td>
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<td>Orientation to clinical sites</td>
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<td>LAB</td>
<td>Overview of the Guide to Physical Therapist Practice,</td>
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<td>8/15/11</td>
<td>Documentation</td>
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<td>Lexington</td>
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<td>8/24/12</td>
<td>Cultural Competence Conference 12-5</td>
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<td>UK Student Center</td>
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<td>Required for all students (Hazard comes to Lexington)</td>
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<td>9/12/12</td>
<td>How to Give a Presentation</td>
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<td>Introduction to Area Health Education Center (AHEC)</td>
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<td>LAB</td>
<td>Final debriefing and summative assessment activities</td>
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<td>group D</td>
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**Community-based faculty:**

PT PROS Hazard: Heather Watts, PT, DPT; Kim Hillman, PT
PT PROS Barbourville: Jennifer Willson, PT, DPT
PT PROS Corbin: Tiffany Coffman, PT, DPT
PT PROS London: Chris Fuson, PT, DPT; Eddie Valentine, PT, DPT
PT PROS Harlan: Tim Yost, PT, DPT
UK Hospital Acute Care: Elizabeth Siereveld, PT, DPT; Emily Garrett, PT, DPT; Tiffany Roland, PT, DPT
KORT Georgetown OP: Chad Thompson, DPT, OCS
KORT Beaumont OP: Tim Barnett, PT, DPT, OCS; Leslie Cheung, PT, DPT
KORT Brannon Crossing: Jay Hargrove, PT, MSPT, ATC
KORT Tates Creek: Tricia Brown, PT, DPT, OCS
KORT Bryan Station: James Escaloni, MSPT, OCS
Saint Joseph East OP: Stephanie Turner, PT, DPT
UK Good Samaritan OP: Stephanie Caudill, PT, DPT; Jennifer Hensley, PT, MSPT; Bethany Doninger, PT, DPT
BaptistWorx Hand and Physical Therapy: David Kazee, PT
Bourbon Community Hospital: Christine Shaffer, PT, MSPT
Drayer Physical Therapy Institute Richmond: Matt Mattingly, PT, MSPT
Course Instructors
Lynn English, PT, M Ed, DPT
Director of Clinical Education
Associate Professor
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Lexington, Kentucky 40536-0200
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Leslie Simpson, PT, DPT
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College of Health Sciences
900 South Limestone, Room 204K
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859-218-0591
email: Leslie.Simpson2@uky.edu

Course Description
PT 836 is the second clinical experience for the physical therapist student. Academic preparation for PT 836 occurs during PT 835 (Physical Therapy Clerkship I), and in the classroom. The course directors plan and coordinate community-based clinical experience that the student completes at various locations across the Commonwealth of Kentucky and in surrounding states. Clinical Coordinators of Clinical Education (CCCE) and Clinical Instructors (CI) plan and supervise clinical experience for students during site-based assignment. During site-based clinical experience the physical therapist student examines and evaluates patients, and plans and executes physical therapy intervention under the supervision and guidance of a clinical instructor; while applying clinical skills learned in the classroom.

Global Course Goals:

At the conclusion of this course, the student will:

1. Perform at Beginner or Advanced Beginner level (under the supervision of a clinical instructor) on the Clinical Performance Instrument rating scale for items 1-18.
2. The student will complete and review with the advisor a first draft of a Physical Therapy Portfolio.
Specific Course Objectives:

Throughout PT 836 the student will perform in a manner that is consistent with Beginner or Advanced Beginner performance (under the supervision of the CI) in the following criteria:

PROFESSIONAL PRACTICE

1. Practices in a safe manner that minimizes risk to the patient, self, and others (CPI #1).
2. Demonstrates professional behavior in all situations (CPI #2).
3. Practices in a manner consistent with established legal and professional standards and ethical guidelines (CPI #3).
4. Communicates in ways that are congruent with situational needs (CPI #4).
5. Adapts delivery of physical therapy services with consideration for patients’ differences, values preferences and needs. (CPI #5).

PATIENT MANAGEMENT

1. Applies current knowledge, theory, clinical judgment and the patient’s values and perspective in patient management (CPI #7)
2. Determines with each patient encounter the patient’s need for further examination or consultation by a physical therapist or referral to another health care professional (CPI #8).
3. Performs a physical therapy examination using evidence-based tests and measures (CPI #9).
4. Evaluates data from the patient examination (history, systems review, and tests and measures to make clinical judgments (CPI #10).
5. Determine the diagnosis and prognosis that guides future patient management (CPI #11).
6. Establishes a physical therapy plan of care that is safe, effective, patient-centered and evidence-based. (CPI #12).
7. Performs physical therapy interventions in a competent manner (CPI #13).
8. Educate others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods (CPI #14).
9. Produces quality documentation in a timely manner to support the delivery of physical therapy services (CPI #15).
10. Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes. (CPI #16).
11. Participates in the financial management ( budgeting, billing, and reimbursement, time, space, equipment ,marketing, public relations) of the physical therapy service consistent with regulatory, legal and facility guidelines (CPI #17).
12. Directs and supervises to meet patient’s goals and expected outcomes according to legal standards and ethical guidelines (CPI #18).

At final assessment of the internship, the student will perform at Beginner or Advanced Beginner level (under the supervision of a clinical instructor) on the rating scale for CPI items 1-18.
Course Activities: The physical therapist student will

1. Prepare and deliver an in-service education program consisting of a review of 2 current journal articles and in accordance with the template included in the course manual. The article review templates are to be added to the student portfolio. The student must obtain at least 2 in-service evaluation forms and submit with final course materials to the DCE.
2. Utilize the Clinical Performance Instrument to self-assess and contribute to the evaluation of his or her clinical performance.
3. Participate in at least 160 hours of off-campus clinical experience.
4. Complete a journal entry during site-based clinical assignment utilizing the prescribed template in your Course Manual. Journal entry will be used for discussion during PT 836 debriefing.
5. Submit the first draft of a Physical Therapy Student Portfolio (using the template included in the PT 836 Course Manual) to your advisor, meeting standards that are mutually agreed upon by the student and the advisor. This first draft must be submitted, reviewed, and accepted as meeting these standards Feb. 4-28, 2013.

Prerequisites for Site-Based Clinical Education

- The student must submit evidence to the Division of Physical Therapy of immunization, negative TB skin test, health insurance and certification of CPR training. It is the student’s responsibility to maintain a record of these items in the Division at all times during site-based clinical education, and to keep these items current. The original documents must accompany the student to site-based clinical education. DO NOT ALLOW THESE ITEMS TO EXPIRE; you will be prohibited from participating in site-based education in the event that these items are not current, or expire during PT 836.
- The student must complete and submit all required paperwork and assignments to the Course Director by the established deadlines prior to beginning site-based clinical education. Late work will not be accepted except in case of illness or emergency. In the event of serious illness or emergency, you must contact the Course Director at your earliest convenience to arrange the exchange of your paperwork.
- In order to participate in the on-site clinical experience portion of this course, the student must have successfully completed (receive an “A”, “B”, or “C” as final course grade) all physical therapy course work in which he or she has previously enrolled.

Student Assessment and Evaluation

The Student Physical Therapist and the student’s Clinical Instructor assess student performance during the clinical course.

The Director of Clinical Education/Associate Director of Clinical Education assign a final grade (Pass/Fail/Incomplete) for this course, based on the following items:

In order to complete PT 836 with a grade of a “P”, the student must achieve all of the following:
1. The student physical therapist will be assessed by the Director of Clinical Education as having attained all of the goals and objectives for PT 836.
2. The student physical therapist will use available resources to turn in all required course materials to his or her Clinical Instructor and the DCE by the due dates without exception.
3. The student physical therapist will self-assess as having attained all of the goals and objectives for PT 836.
4. The student physical therapist will participate in all scheduled activities for clinical education relative to PT 836, during the Fall 2012 and Spring 2013 semesters.
The student must earn a “P” for the final course grade. Failure to complete and/or meet the requirements for this course will result in remedial assignment, at the discretion of the course directors. Due to the nature of this course, remedial work will generally include additional site-based course work, up to and including repetition of the entire assignment at the same or a different location, as determined by the DCE.

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<tr>
<th>CLASS</th>
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<tr>
<td>Lecture 1</td>
<td>Overview of PT 836, Introduction to Portfolio</td>
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<td>Lab 1</td>
<td>Goal Setting, Packet preparation (check course manual for paperwork to be completed prior to class)</td>
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<td>Lab 2</td>
<td>Introduction to use of the CPI</td>
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<td>Lab 3</td>
<td>Clinical Performance Instrument Training</td>
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<td>Lex Computer Lab Nursing Building 6th floor</td>
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<td>Hazard Computer Lab</td>
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<td>Lab 4</td>
<td>Clinical Instructor Expectations (panel); How to have a Successful Clinical</td>
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<tr>
<td>Site–based education</td>
<td>January 7-February 1, 2013</td>
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<td>Midterm emails to advisors</td>
<td>January 21-23</td>
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<td>Portfolio Meetings with Advisors</td>
<td>Feb. 4-28, 2013</td>
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<td>Lab 5</td>
<td>Debriefing Activities</td>
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<td>Lecture 6</td>
<td>Clinical Questions</td>
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Student responsibilities:

1. Review course manual for preparation activities.
2. Check the Sharepoint link for electronic information for your site, including special requirements. 
   http://academics.uky.edu/cohs/drs/pt/Clinical%20Facility%20Documents/Forms/AllItems.aspx
   Also check the Clinical Education hard copy files and review the CSIF. Information on this form
   includes requirements and housing.
3. Contact the Center Coordinator of Clinical Education (CCCE) of the site, via email or phone,
   introducing yourself, asking pertinent questions from the First Contact form and any other
   questions you have (details of how to best prepare for the experience, housing information, work
   hours, dress, meals, etc.)
4. Submit all assignments as instructed in the course manual.
5. Regardless of whether or not you will be asking for AHEC assistance with housing, contact the
   representative from the region in which you are affiliating and Brendan McCarthy in the UK AHEC
   office, 323-8018 or bwmcca0@uky.edu. The AHEC Student coordinators in each region like to
   know what students are affiliating in their region.

CLASS SCHEDULE

As indicated on the Physical Therapy Program Schedule, and reflecting those changes indicated on the
Physical Therapy Program Master Schedule, as posted in the Division of Physical Therapy office area.
Please check the posted schedule regularly.

ATTENDANCE POLICY

Attendance and participation in all class activities IS MANDATORY in order to pass this course. In the 
event that a student unavoidably misses a scheduled classroom activity, he or she should contact the 
course coordinator in advance of the scheduled class to discuss the necessity of and opportunity for 
making up the missed material. Small group activities compose the heart of this course, and the majority 
of class minutes. It will be difficult to make up missed small group work and consistency with your small 
group is important. Please call your clinical site and one of the course coordinators if your absence 
is unavoidable.

Excused Absences
S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) 
ilness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other 
circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor 
in writing of anticipated absences due to their observance of such holidays no later than the last day in the 
semester to add a class. Information regarding dates of major religious holidays may be obtained through 
the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the 
semester are missed (excused or unexcused) per university policy.
Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.
Distance Learning:
Students may be required to access Blackboard to view or download some or all course materials. Students may also be required to utilize Endnote, Excel, and PowerPoint programs during the course. If a student encounters any technical difficulties related to accessing course materials, first contact the IT help desk, next notify the course instructor.

- Contact information for Information Technology Customer Service Center:
  Web:  http://www.uky.edu/UKIT/  Phone:  859-218-HELP
- Web Address for Distance Learning Programs:  http://www.uky.edu/DistanceLearning
- Information on Distance Learning Library Services:
  - Carla Cantagallo, DL Librarian  Web:  http://libraries.uky.edu/DLLS
  - Phone:  859-257-0500, ext. 2171  Email:  carla@uky.edu
  - DL Interlibrary Loan Service:  http://libraries.uky.edu/page.php?lweb_id=253

Religious Holidays:
Students will have the opportunity to make up work when religious observances prevent him/her from completing the work at its scheduled time. The student must notify the course instructor two weeks in advance of the date of the course requirement (lecture/lab/assignment/test).

Summary of Assignments and Submission Methods

Before the clerkship

Submit during Packet Lab: Oct. 8 Hazard; Oct. 11 Lexington students:
These 2 forms are filed here:
1. Student Acknowledgment of Materials
2. Student Rider, Program Copy

Student Information for Site:
3. Introductory letter to clinical instructor
4. Personal History Form
5. Learning Inventory
6. Student Self-Assessment
7. Student Rider, Facility Copy

Program information for Site:
8. Pages 27-36 course manual

Submit by Dec. 7:
1. Midterm Contact Record
2. Student Contact Information for Division of Physical Therapy
3. Student Report: Record of First Contact with Clinical Site
During the Clerkship

Day one of clerkship - Submit to CI
   1. Requirements documentation (i.e. TB, CPR, immunizations)
   2. Weekly planning form

Midterm of clerkship:
   1. APTA PT Student Evaluation of Clinical Instruction: complete the midterm column and share with CI during midterm discussion.
   2. Midterm email to advisor

Before the last day of the clerkship, complete:
   1. Article review inservice (Have audience complete at least two evaluations of your presentation)
   2. Assessment Grid #1 (requires CI signature)
   3. Student Evaluation of Clinical Experience and Instruction (requires CI signature)

Following your clerkship:
   1. Student Assessment Grid #2
   2. Confidential Student Evaluation of Clinical Experience (DO NOT GO OVER WITH CI)
   3. Expense Summary

Prepare to hand in Feb. 4 in hard copy, using the envelope provided in packet class
   1. Article Review Outline, handout, or powerpoint
   2. 2 Evaluation Forms from your article review presentation
   3. PT 836 Assessment Grid #1
   4. APTA PT Student Evaluation of Clinical Experience and Clinical Instruction (review with clinical instructor at midterm and final, obtain CI signature)
   5. Student Assessment Grid #2
   6. Confidential Student Evaluation of Clinical Experience
   7. Expense Summary

Before debriefing lab
   1. Clinical Questions: submit electronically to Brooke Povah by Feb. 4
   2. Debriefing assignment
      a. Journal Entry: Bring hard copy to debriefing lab

After the Clerkship

Portfolio: Submit to advisor and meet to discuss

Summary of Paperwork Due Dates

- Oct. 8 Packet Lab Hazard
- Oct. 11 Packet Lab Lexington
- Dec. 7 deadline for 3 forms to Brooke/Yasman
- Midterm of Clerkship
- End of Clerkship: be sure to obtain required CI signatures
- Feb. 4 Envelope of forms to Brooke/Yasman
- Feb. 4 Clinical Questions
- Debriefing Lab: Journal entry
- Portfolio meeting with advisor in Feb.
Course Syllabus

Course Instructors:
Lynn English, PT, MSEd, DPT
Assistant Professor
Academic Coordinator of Clinical Education
Division of Physical Therapy
University of Kentucky Medical Center
College of Health Sciences Room 204G
(859) 218-0595
lynn.english@uky.edu

Leslie Simpson, PT, DPT
Madisonville Faculty Liaison
Associate Director of Clinical Education
Division of Physical Therapy
University of Kentucky Medical Center
College of Health Sciences Room 204K
(859) 218-0591
Leslie.Simpson2@uky.edu
Course Description:
PT 837 is the third clinical experience for the physical therapist student. Academic preparation for PT 837 occurs in the classroom. With the guidance of the course instructors the students select a community-based clinical experience at various locations throughout the Commonwealth of Kentucky and beyond, and participate in classroom activities to prepare the student for clinical practice. During the clinical experience the physical therapist student examines and evaluates patients/clients, establishes PT diagnosis, prognosis and plan of care under the supervision of a clinical instructor and under the direction of the Director of Clinical Education. (4 semester hours)

Global Course Goal: At final assessment of Internship I, the student will perform at or above Advanced Beginner and Intermediate levels on all 18 criteria of the Clinical Performance Instrument.

Advanced beginner performance*:
- A student who requires clinical supervision 75% – 90% of the time managing patients with simple conditions, and 100% of the time managing patients with complex conditions.
- At this level, the student demonstrates consistency in developing proficiency with simple tasks (eg, medical record review, goniometry, muscle testing, and simple interventions), but is unable to perform skilled examinations, interventions, and clinical reasoning skills.
- The student may begin to share a caseload with the clinical instructor.

Intermediate performance*:
- A student who requires clinical supervision less than 50% of the time managing patients with simple conditions, and 75% of the time managing patients with complex conditions.
- At this level, the student is proficient with simple tasks and is developing the ability to consistently perform skilled examinations, interventions, and clinical reasoning.
- The student is capable of maintaining 50% of a full-time physical therapist’s caseload.

Specific Course Objectives:
At final assessment of Internship I, the student will perform in a manner that is consistent with advanced beginner or intermediate performance (either independently OR under the supervision of the CI) in the following criteria:

1. Practices in a safe manner that minimizes the risk to patient, self, and others.
2. Demonstrates professional behavior in all situations.
3. Practices in a manner consistent with established legal and professional standards and ethical guidelines.
4. Communicates in ways that are congruent with situational needs.
5. Adapts delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs.
7. Applies current knowledge, theory, clinical judgment, and the patient’s values and perspective in patient management.
8. Determines with each patient encounter the patient’s need for further examination or consultation* by a physical therapist* or referral to another health care professional.
9. Performs a physical therapy patient examination using evidenced-based* tests and measures.
10. Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
11. Determines a diagnosis* and prognosis* that guides future patient management.
12. Establishes a physical therapy plan of care* that is safe, effective, patient-centered, and evidence-based.
13. Performs physical therapy interventions* in a competent manner.
14. Educates* others (patients, caregivers, staff, students, other health care providers*, business and industry representatives, school systems) using relevant and effective teaching methods.
15. Produces quality documentation* in a timely manner to support the delivery of physical therapy services.
16. Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.*
17. Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.
18. Directs and supervises personnel to meet patient’s goals and expected outcomes according to legal standards and ethical guidelines.

Examples of activities that may demonstrate the course objectives include but are not limited to:

**By the end of the six-week clinical experience in PT 837, the student will be able to:**

1. perform a complete orthopedic examination of a peripheral joint within 30 minutes and of the spine within 60 minutes with moderate guidance.
2. give a practical and theoretical rationale for and design an exercise/intervention program for various spinal/peripheral joint pathologies.
3. instruct patients and/or family members in an exercise program for various joint pathologies with moderate guidance.
4. perform a complete neurological examination on any person with a neurological problem, within one 60 minutes session with moderate guidance.
5. give a practical and theoretical rationale for and design an exercise program for a person with a neurological problem with moderate guidance.
6. instruct people with neurological problems and/or family members in an exercise program with moderate guidance.
7. design and implement a HEP/intervention plan for orthopedic and neurological patients with moderate guidance.
8. perform a physical therapy examination of persons with cardiorespiratory problems with moderate guidance.
9. give practical and theoretical rationale for and design an exercise program for a person with cardiorespiratory problems.
10. implement an intervention plan for a person with cardiorespiratory problems with moderate guidance.
11. perform all fundamental PT skills listed in the syllabus independently.
12. write a complete progress note in a timely (as so deemed by the CI) manner with minimal corrections.
13. write realistic functional outcome short term goals and long term goals with moderate guidance.
14. interpret and discuss evaluative findings based on scientific evidence and knowledge and make recommendations for intervention based on those findings with moderate guidance.
15. carry a **minimum** patient load of 2-5 patients BID, depending on complexity.
16. participate in and contribute to team meetings.
17. make recommendations for referral to other health care practitioners with moderate guidance.
18. present a 30 minute in-service to the staff.
19. prepare a patient education packet on a specific diagnosis.
Domestic Violence Unit Objectives- Debbie Kelly, Faculty coordinator/contact

Following completion of 6 hours of lecture/training, students will be able to:

1. state the standards of practice and the requirement to report related to treating victims of domestic violence.
2. identify, during a clinical examination, signs and symptoms that may be the result of domestic violence.
3. demonstrate a heightened awareness of the social, psychological and medical issues related to intimate partner violence, child abuse, and elder abuse.
4. express a greater understanding of the complex issues facing victims of violence and how those may impact physical therapy treatment.

Prerequisites for Site-Based Clinical Education

1. Admission into and good standing in the Doctor of Physical Therapy program or consent of the instructor
2. The student must submit evidence to the Division of Physical Therapy of immunization, TB skin test and CPR training. It is the student’s responsibility to maintain a copy of these items in the Division at all times during site-based clinical education, and to keep these items current. The original documents must accompany the student to site-based clinical education. DO NOT ALLOW THESE ITEMS TO EXPIRE; you will be prohibited from participating in site-based education in the event that these items are not on your person OR have expired.
3. The student must complete and submit all required paperwork and assignments to the DCE by the established deadline prior to beginning site-based clinical education. Late work will not be accepted except in case of illness or emergency.
4. In order to participate in the on-site clinical experience portion of this course, the student must have successfully completed (receiving an “A”, “B”, or “C” as final course grade) all didactic courses of the curriculum, through the spring semester of 2012, and a “P” in the clinical courses including PT 835 and PT 836.

Course Activities

The physical therapist student will:

- independently prepare and deliver an in-service education program to colleagues, at entry level physical therapist standards.
- utilize the Clinical Performance Instrument (Web) or paper version 2006 to self-assess and contribute to the evaluation of his or her clinical performance.
- be assessed by the clinical instructor and the Director of Clinical Education as demonstrating clinical skill at or above Advanced Beginner and Intermediate levels on all 18 criteria of the Clinical Performance Instrument.
- continue to develop an Educational Portfolio per criteria provided by the DCE.
- participate in at least 240 hours of off campus clinical experience between April 29 and June 7, 2013
Student Assessment and Evaluation

The Student Physical Therapist and the student’s Clinical Instructor assess student performance during the clinical course.

The Director of Clinical Education/Associate Director of Clinical Education assign a final grade (Pass/Fail/Incomplete) for this course, based on the following items:

In order to complete PT 837 with a grade of a “P”, the student must achieve all of the following:

1. The student physical therapist will be assessed by the Director of Clinical Education as having attained all of the goals and objectives for PT 837.
2. The student physical therapist will use available resources to turn in all required course materials to his or her Clinical Instructor and the DCE by the due dates without exception.
3. The student physical therapist will participate in at least 240 hours of community-based clinical education experience between April 29 and June 7, 2013.
4. The student physical therapist will participate in all scheduled activities for clinical education relative to PT 837, during the Spring 2013 semester.

The student must earn a “P” for the final course grade. Failure to complete and/or meet the requirements for this course will result in remedial assignment, at the discretion of the course directors. Due to the nature of this course, remedial work will generally include additional site-based course work, up to and including repetition of the entire assignment at the same or a different location, as determined by the DCE.

Course Dates

3/18/13  Introduction
3/22/13  Domestic Violence
3/25/13  Packet preparation: Hazard students
3/26/13  Packet preparation: Lexington students
3/29/13  Child Abuse
4/1/13  Professional Roles, Supervision, and Delegation in the Clinic: Lexington students
4/4/13  Basic Skills Review: Lexington students
4/5/13  Basic Skills Review: Hazard students
4/8/13  Exposure Codes
4/8/13  Professional Roles, Supervision, and Delegation in the Clinic: Hazard students
4/12/13  Acute Care Review: All Lexington and Hazard students going to acute care for 837
4/16/13  Elder Abuse

Excused Absences

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.
Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym,
Distance Learning:

Students may be required to access Blackboard to view or download some or all course materials. Students may also be required to utilize Endnote, Excel, and PowerPoint programs during the course. If a student encounters any technical difficulties related to accessing course materials, first contact the IT help desk, next notify the course instructor.

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  Web:  http://www.uky.edu/UKIT/  Phone:  859-218-HELP
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  - Carla Cantagallo, DL Librarian  Web:  http://libraries.uky.edu/DLLS
  - Phone:  859-257-0500, ext. 2171  Email:  carla@uky.edu
DL Interlibrary Loan Service:  http://libraries.uky.edu/page.php?lweb_id=253

Religious Holidays:

Students will have the opportunity to make up work when religious observances prevent him/her from completing the work at its scheduled time. The student must notify the course instructor two weeks in advance of the date of the course requirement (lecture/lab/assignment/test).
Course Instructors:
Lynn English, PT, MSEd, DPT  
Associate Professor  
Director of Clinical Education  
Division of Physical Therapy  
University of Kentucky Medical Center  
College of Health Sciences Room 204G  
(859) 218-0595  
lynn.english@uky.edu

Leslie Simpson, PT, DPT  
Madisonville Faculty Liaison  
Associate Director of Clinical Education  
Division of Physical Therapy  
University of Kentucky Medical Center  
College of Health Sciences Room 204K  
(859) 218-0591  
Leslie.Simpson2@uky.edu

Course Description
PT 838 is the fourth clinical assignment for the physical therapist student. Academic preparation for PT 838 occurs in the classroom. The course instructor assigns community-based clinical experiences that the student completes at various clinical sites throughout the Commonwealth of Kentucky and beyond. The student also contributes to and participates in campus-based class activities to prepare for clinical practice. During clinical experience the physical therapist student applies clinical skills in examination, evaluation, diagnosis, prognosis and intervention learned in the classroom to patients/clients under the supervision of a clinical instructor and under the direction of the Director of Clinical Education.

Credit Hours  6 semester hours

Global Course Goal:
At the conclusion of this course, the student will perform at Intermediate or Advanced Intermediate level on the Clinical Performance Instrument rating scale for items 1-18.
Specific Course Objectives:

Throughout PT 838 the student will behave in a manner that is consistent with Advanced Beginner, Intermediate or Advanced Intermediate performance (under the supervision of the CI) in the following criteria:

PROFESSIONAL PRACTICE

1. Practices in a safe manner that minimizes risk to the patient, self, and others (CPI #1).
2. Demonstrates professional behavior in all situations (CPI #2).
3. Practices in a manner consistent with established legal and professional standards and ethical guidelines (CPI #3).
4. Communicates in ways that are congruent with situational needs (CPI #4).
5. Adapts delivery of physical therapy services with consideration for patients’ differences, values preferences and needs. (CPI #5).

PATIENT MANAGEMENT

1. Applies current knowledge, theory, clinical judgment and the patient’s values and perspective in patient management (CPI #7)
2. Determines with each patient encounter the patient’s need for further examination or consultation by a physical therapist or referral to another health care professional (CPI #8).
3. Performs a physical therapy examination using evidence-based tests and measures (CPI #9).
4. Evaluates data from the patient examination (history, systems review, and tests and measures to make clinical judgments (CPI #10).
5. Determine the diagnosis and prognosis that guides future patient management (CPI #11).
6. Establishes a physical therapy plan of care that is safe, effective, patient-centered and evidence-based. (CPI #12).
7. Performs physical therapy interventions in a competent manner (CPI #13).
8. Educate others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods (CPI #14).
9. Produces quality documentation in a timely manner to support the delivery of physical therapy services (CPI #15).
10. Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes. (CPI #16).
11. Participates in the financial management (budgeting, billing, and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal and facility guidelines (CPI #17).
12. Directs and supervises to meet patient’s goals and expected outcomes according to legal standards and ethical guidelines (CPI #18).

At final assessment of the internship, the student will perform at Intermediate or Advanced Intermediate level on the rating scale for CPI items 1-18.

Examples of goals that will enable the student to meet the above objectives include but are not limited to:

By the end of the eight-week clinical experience, the student will be able to:

1. perform a complete orthopedic examination of peripheral joints independently within 30 minutes and on the spine within 60 minutes with minimal guidance.
2. give the practical and theoretical rationale for and design an exercise/intervention program for various orthopedic pathologies with minimal guidance.
3. educate patients and/or family members in an exercise program for various orthopedic pathologies with minimal guidance.
4. perform a complete neurologic examination on any adult patient with a neurologic problem within 60 minutes with minimal guidance.
5. give the practical and theoretical rationale for and design an exercise/intervention program for any adult neurologic patient with minimal guidance.
6. educate any person with a neurological problem and/or the family members in an exercise program with minimal guidance.
7. design and implement a HEP/treatment program for people with orthopedic and neurological problems with minimal guidance.
8. perform a physical therapy examination of persons with cardiorespiratory problems with minimal guidance.
9. give practical and theoretical rationale for and design an exercise program for persons with cardiorespiratory problems with minimal guidance.
10. implement an intervention plan for a person with cardiorespiratory problems with minimal guidance.
11. perform a wound examination with minimal guidance.
12. give practical and theoretical rationale for an intervention plan for wound care.
13. perform all fundamental PT skills listed in the syllabus independently.
14. write a complete progress note in a timely (as so deemed by the CI) manner with minimal guidance.
15. write realistic, measurable functional outcome short term and long term goals with minimal guidance.
16. interpret and discuss examination findings based on scientific evidence and knowledge and make recommendations based on those findings with minimal assistance.
17. carry a minimum patient load of 4 – 6 patients BID, depending on complexity.
18. participate in and contribute to team meetings.
19. independently make recommendations for referral to other health care practitioners.
20. present a 30-45 minute inservice to the staff.
21. conduct oneself in a professional manner 100% of the time.

**REQUIRED TEXTBOOK**

PT 838 Course Manual found on Blackboard

**Prerequisites for Site-Based Clinical Education**

- The student must submit evidence to the Division of Physical Therapy of immunization, TB skin test and CPR training. It is the **student's responsibility** to maintain a copy of these items in the Division at all times during site-based clinical education, and to keep these items current. **The original documents must accompany the student to site-based clinical education.** DO NOT ALLOW THESE ITEMS TO EXPIRE; you will be prohibited from participating in site-based education in the event that these items are not on your person OR have expired.
- The student must complete and submit all required paperwork and assignments to the DCE by the established deadline prior to beginning site-based clinical education. Late work will not be accepted except in case of illness or emergency.
- In order to participate in the on-site clinical experience portion of this course, the student must have successfully completed (receiving an “A”, “B”, or “C” as final course grade) all didactic courses of the curriculum, through the fall semester of 2006, and a “P” in the clinical courses including PT 835, PT 836, and PT 837.
Class Schedule
As indicated on the Physical Therapy Program Schedule, and reflecting those changes indicated on the Physical Therapy Program Master Schedule, posted in the Division of Physical Therapy, Room 204 College of Health Sciences. Participation in all class activities is mandatory in order to pass this course.

Course Activities

The physical therapist student will:

1. If requested by the CCCE or CI, complete an administrative project to benefit the facility.
2. Prepare and deliver an education program, consisting of an inservice in an area agreed upon by the DCE, CI and student (if the administrative project is appropriate for an inservice, this may serve as your education program).
3. Utilize the Clinical Performance Instrument to assess and contribute to the evaluation of his or her clinical performance.
4. Participate in at least 296 hours of off campus clinical experience between October 22 and December 14, 2012. This allows for 3 days off at Thanksgiving: Wednesday-Friday, if permitted by the CCCE or CI.
5. Be assessed by the clinical instructor and the Director of Clinical Education as demonstrating clinical skill consistent with intermediate to advanced intermediate level in all 18 CPI performance criteria.
6. Continue to develop an Educational Portfolio per criteria provided by the DCE.

Student Assessment and Evaluation

The Student Physical Therapist and the student’s Clinical Instructor assess student performance during the clinical course.

The Director of Clinical Education/Associate Director of Clinical Education assign a final grade (Pass/Fail/Incomplete) for this course, based on the following items:

In order to complete PT 838 with a grade of a “P”, the student must achieve all of the following:

1. The student physical therapist will be assessed by the Director of Clinical Education as having attained all of the goals and objectives for PT 838.
2. The student physical therapist will use available resources to turn in all required course materials to his or her Clinical Instructor and the DCE by the due dates without exception.
3. The student physical therapist will participate in at least 296 hours of community-based clinical education experience between October 22 and December 14, 2012.
4. The student physical therapist will participate in all scheduled activities for clinical education relative to PT 838, during the Fall 2012 semester.

The student must earn a “P” for the final course grade. Failure to complete and/or meet the requirements for this course will result in remedial assignment, at the discretion of the course directors. Due to the nature of this course, remedial work will generally include additional site-based course work, up to and including repetition of the entire assignment at the same or a different location, as determined by the DCE.
PT 838 2012 Course Time Line

8/28/12  Introductory and Packet Preparation class
9/17/12  Orthopedic Review (for all students)
9/17/12  Acute Care Review (for all students going to an acute care site)
10/22/12-12/14/12 Students participate in PT 838 site-based clinical education (at clinical sites)
11/19/12-11/21/12 Advisors will make midterm calls to students and clinical instructors

1st Day Back for Classes in January:
All required paperwork, complete with CI and student signatures turned in to Lynn English, DCE. and Leslie Simpson, Associate DCE.

01/31/13  Final grades assigned for PT 838-12.

ATTENDANCE POLICY
Attendance and participation in all class activities IS MANDATORY in order to pass this course. In the event that a student unavoidably misses a scheduled classroom activity, he or she should contact the course coordinator in advance of the scheduled class to discuss the necessity of and opportunity for making up the missed material. Small group activities compose the heart of this course, and the majority of class minutes. It will be difficult to make up missed small group work and consistency with your small group is important. Please call your clinical site and one of the course coordinators if your absence is unavoidable.

Excused Absences:
S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:
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considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

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Distance Learning:
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Course Syllabus

Course Instructors:
Lynn English, PT, MSEd, DPT
Assistant Professor, DCE
Division of Physical Therapy
University of Kentucky Medical Center
College of Health Sciences Building Room 204G
(859) 218-0595
lynn.english@uky.edu
Office hours: by appointment

Leslie Simpson, PT, DPT
Madisonville Faculty Liaison, Associate DCE
Division of Physical Therapy
University of Kentucky Medical Center
College of Health Sciences Room 204K
(859) 218-0591
Leslie.simpson2@uky.edu
Office hours: by appointment

Course Description

Physical Therapy Internship III is the fifth of six clinical assignments. Academic preparation occurs in the classroom where the student participates in campus-based activities to prepare for clinical practice. The course directors assign community-based clinical experiences that the student completes at clinical sites throughout the Commonwealth of Kentucky and beyond. While engaged in this off-site clinical internship, the student assumes a large part of the responsibility for planning, assessing, and implementing the learning experiences at the clinical site to meet the learning objectives of the course.

Global Course Goal:
The student will be assessed as having achieved advanced intermediate to entry level physical therapist performance on all 18 performance criteria on the Clinical Performance Instrument.
Required Text:

Course Manual PT 839

Specific Course Objectives:

At final assessment of the internship, the student will perform at Advanced Intermediate or Entry Level on the rating scale for all 18 CPI items.

PROFESSIONAL PRACTICE

1. Practice in a safe manner that minimizes risk to the patient, self and others
2. Demonstrates professional behavior in all situations
3. Practices in a manner consistent with established legal and professional standards and ethical guidelines.
4. Communicates in ways that are congruent with situational needs.
5. Adapts delivery of physical therapy services with consideration for patients’ differences, values preferences and needs.
6. Participates in self-assessment to improve clinical and professional performance

PATIENT MANAGEMENT

7. Applies current knowledge, theory, clinical judgment and the patient’s values and perspective in patient management
8. Determines with each patient encounter the patient’s need for further examination or consultation by a physical therapist or referral to another health care professional
9. Performs a physical therapy examination using evidence-based tests and measures to make clinical judgments
10. Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments
11. Determine the diagnosis and prognosis that guides future patient management
12. Establishes a physical therapy plan of care that is safe, effective, patient-centered and evidence- based.
13. Performs physical therapy interventions in a competent manner
14. Educate others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods
15. Produces quality documentation in a timely manner to support the delivery of physical therapy services
16. Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes
17. Participates in the financial management (budgeting, billing, and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal and facility guidelines
18. Directs and supervises to meet patient’s goals and expected outcomes according to legal standards and ethical guidelines
Student Learning Outcomes

At the completion of the eight-week clinical experience in PT 839 the student will be able to:

1. Independently choose and administer evidence-based tests and measures during all simple examinations.
2. Independently perform a complete orthopedic examination on peripheral joints within 20-30 minutes and on the spine within 45-60 minutes.
3. Independently give the practical and theoretical rationale for and design an exercise/intervention program for various orthopedic pathologies.
4. Independently educate patients and/or family members in an exercise program for various orthopedic pathologies.
5. Independently perform a complete neurologic examination on any adult patient with a neurologic problem within 45-60 minutes.
6. Independently give the practical and theoretical rationale for and design an exercise/intervention program for any adult neurologic patient.
7. Independently educate any adult neurologic patient and/or the family members in an exercise program.
8. Independently design and implement a HEP/treatment program for adults with orthopedic and neurological problems.
9. Independently perform a physical therapy examination of a person with cardiorespiratory problems.
10. Independently give practical and theoretical rationale for and design an exercise program for a person with cardiorespiratory problems.
11. Independently implement an intervention plan for a person with cardiorespiratory problems.
12. Independently perform an examination of a wound
13. Independently give practical and theoretical rationale for an intervention plan for wound care.
14. With minimal guidance, complete an examination of a person with complex health conditions.
15. Perform all fundamental skills listed in the syllabus independently.
16. Independently write a complete progress note in a timely (as so deemed by the CI) manner.
17. Independently interpret and discuss examination findings based on scientific evidence and knowledge and make recommendations based on those findings.
18. Carry a minimum patient load of 6-9 orthopedic or 4-6 complex patients bid.
19. Participate in and contribute to team meetings.
20. Independently make recommendations for referral to other health care practitioners.
21. Demonstrate judgment in asking for guidance/assistance with care when indicated.
22. Conduct oneself in a professional manner 100% of the time.

Prerequisites for Site-Based Clinical Education

- Admission into and good standing in the Doctor of Physical Therapy program or consent of the instructor
- The student must submit evidence to the Division of Physical Therapy of immunization, TB skin test and CPR training. It is the student’s responsibility to ensure that he/she has met the immunization requirements of the College of Health Sciences, to maintain a copy of these items in the Division at all times during site-based clinical education, and to keep these items current. The original documents must accompany the student to each site-based clinical education assignment. DO NOT ALLOW THESE ITEMS TO EXPIRE. You will be prohibited from participating in site-based education in the event that these items are not on your person OR have expired.
Course Activities

The physical therapist student will:

1. Utilize the Clinical Performance Instrument to assess and contribute to the evaluation of his or her clinical performance.
2. Participate in at least 312 hours of off campus clinical experience between March 4 and April 26, 2013. This allows for one excused day off.
3. Be assessed by the clinical instructor and the Director of Clinical Education as demonstrating clinical skill consistent with advanced intermediate to entry level in all 18 CPI performance criteria.
4. Complete an Educational Portfolio per criteria provided by the DCE.

Student Assessment and Evaluation

The Student Physical Therapist and the student’s Clinical Instructor assess student performance during the clinical course.

The Director of Clinical Education/Associate Director of Clinical Education assign a final grade (Pass/Fail/Incomplete) for this course, based on the following items:

In order to complete PT 839 with a grade of a “P”, the student must achieve all of the following:

1. The student physical therapist will be assessed by the Director of Clinical Education as having attained all of the goals and objectives for PT 839.
2. The student physical therapist will use available resources to turn in all required course materials to his or her Clinical Instructor and the DCE by the due dates without exception.
3. The student physical therapist will participate in at least 312 hours of community-based clinical education experience between March 4 and April 26, 2013.
4. The student physical therapist will participate in all scheduled activities for clinical education relative to PT 839, during the Spring 2013 semester.

The student must earn a “P” for the final course grade. Failure to complete and/or meet the requirements for this course will result in remedial assignment, at the discretion of the course directors. Due to the nature of this course, remedial work will generally include additional site-based course work, up to and including repetition of the entire assignment at the same or a different location, as determined by the DCE.

If you qualify and request AHEC assistance in arranging housing, you must notify AHEC of any changes (expected or otherwise) in your internship schedule that affects your utilization of their resources. The Division of Physical Therapy does not communicate on your behalf with the AHEC office.

Excused Absences

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.
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Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

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  - DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Religious Holidays
Students will have the opportunity to make up work when religious observances prevent him/her from completing the work at its scheduled time. The student must notify the course instructor two weeks in advance of the date of the course requirement (lecture/lab/assignment/test).

Course dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/8/13</td>
<td>Packet preparation</td>
</tr>
<tr>
<td>TBA</td>
<td>Office of student affairs graduation preparation: Lexington students</td>
</tr>
<tr>
<td>TBA</td>
<td>Hazard students</td>
</tr>
<tr>
<td>2/25/13</td>
<td>Acute Care review: Lexington and Hazard (ITV) (all students going to an acute care setting for PT 839)</td>
</tr>
<tr>
<td>3/04/13 - 4/26/13</td>
<td>Students participate in site based activities</td>
</tr>
<tr>
<td>4/01/13 - 4/03/13</td>
<td>Advisors make midterm calls to students and clinical instructors</td>
</tr>
<tr>
<td>1\textsuperscript{st} day back for classes in May</td>
<td>All required assignments must be turned in to Lexington by 4 p.m. All assignments and forms must be complete with CI and student signatures by this time</td>
</tr>
<tr>
<td>To be scheduled</td>
<td>Debriefing</td>
</tr>
<tr>
<td>First week back for Classes in May</td>
<td></td>
</tr>
<tr>
<td>5/29/13</td>
<td>Final grades assigned for PT 839</td>
</tr>
</tbody>
</table>
Course Syllabus

Course Instructors:
Lynn English, PT, MSEd, DPT
Assistant Professor, DCE
Division of Physical Therapy
University of Kentucky Medical Center
College of Health Sciences Room 204G
(859) 218-0595
lynn.english@uky.edu
Office hours: by appointment

Leslie Simpson, PT, DPT
Madisonville Faculty Liaison, Associate DCE
Division of Physical Therapy
University of Kentucky Medical Center
College of Health Sciences Room 204K
(859) 218-0591
Cell (859) 552-5876
Leslie.simpson2@uky.edu
Office hours: by appointment

Course Description

Physical Therapy Internship IV is the final clinical assignment. The course director assigns community-based clinical experiences that the student completes at clinical sites throughout the Commonwealth of Kentucky and beyond.

This final experience is designed to be an advanced course. The student may be assigned to a specialty (special interest) internship site as possible. While engaged in this off-site clinical internship, the student assumes a large part of the responsibility for planning, assessing, and implementing the learning experiences at the clinical site to meet the learning objectives of the course.

In addition to patient/client care activities, the student will participate in site specific activities designed to broaden the perspective of the physical therapist role.

Global Course Goal:

At the conclusion of this course, the student will perform at Entry Level or Beyond Entry Level on the Clinical Performance Instrument rating scale for items 1-18.
Prerequisites for Site-Based Clinical Education

- Admission into and good standing in the Doctor of Physical Therapy program or consent of the instructor.

- The student must submit evidence to the Division of Physical Therapy of immunization, TB skin test and CPR training. It is the student’s responsibility to insure that he/she has met the immunization requirements of the College of Health Sciences, to maintain a copy of these items in the Division at all times during site-based clinical education, and to keep these items current. The original documents must accompany the student to each site-based clinical education assignment. DO NOT ALLOW THESE ITEMS TO EXPIRE. You will be prohibited from participating in site-based education in the event that these items are not on your person OR have expired.

Course Activities: The physical therapist student will:

1. Participate in all scheduled activities in preparation for clinical education course PT 840, during the Spring and Summer I 2013 semesters.
2. Utilize the Clinical Performance Instrument to assess and contribute to the evaluation of his or her clinical performance.
3. Participate in at least 392 hours of off campus clinical experience between June 3 and August 9, 2013. This allows for one excused day off.
4. Be assessed by the clinical instructor and the Director of Clinical Education as demonstrating clinical skill consistent with Entry Level to Beyond Entry Level in all 18 CPI performance criteria.
Student Assessment and Evaluation
The Student Physical Therapist and the student’s Clinical Instructor assess student performance during the clinical course.

The Director of Clinical Education/Associate Director of Clinical Education assigns a final grade (Pass/Fail/Incomplete) for this course, based on the following items:

In order to complete PT 840 with a grade of a “P”, the student must achieve all of the following:
1. The student physical therapist will be assessed by the Director of Clinical Education as having attained all of the goals and objectives for PT 840.
2. The student physical therapist will use available resources to turn in all required course materials to his or her Clinical Instructor and the DCE by the due dates without exception.
3. The student physical therapist will participate in at least 392 hours of community-based clinical education experience between June 3 and August 9, 2013.

The student must earn a “P” for the final course grade. Failure to complete and/or meet the requirements for this course will result in remedial assignment, at the discretion of the course directors. Due to the nature of this course, remedial work will generally include additional site-based course work, up to and including repetition of the entire assignment at the same or a different location, as determined by the DCE.

If you qualify and request AHEC assistance in arranging housing, you must notify AHEC of any changes (expected or otherwise) in your internship schedule that affects your utilization of their resources. The Division of Physical Therapy does not communicate on your behalf with the AHEC office.

Specific Course Objectives:

Pre-clinical learning objective:

Upon completion of the ethics lecture and lab prior to the internship the student will:

1. Analyze case studies including actual clinical encounters to: identify and define ethical issues, describe relevant facts of the cases, analyze facts based on the APTA Code of Ethics, law, policies, and general ethical principles, and determine an appropriate course of action.

Throughout PT 840 the student will behave in a manner that is consistent with Advanced Intermediate/Entry Level or Beyond Entry Level performance (under the supervision of the CI) in the following criteria:

At final assessment of the internship, the student will perform at Entry Level or Beyond Entry Level on the rating scale for CPI items 1-18.

PROFESSIONAL PRACTICE

1. Practices in a safe manner that minimizes risk to the patient, self, and others (CPI #1).
2. Demonstrates professional behavior in all situations (CPI #2).
3. Practices in a manner consistent with established legal and professional standards and ethical guidelines (CPI #3).
4. Communicates in ways that are congruent with situational needs (CPI #4).
5. Adapts delivery of physical therapy services with consideration for patients’ differences, values preferences and needs. (CPI #5).

PATIENT MANAGEMENT

1. Applies current knowledge, theory, clinical judgment and the patient’s values and perspective in patient management (CPI #7).
2. Determines with each patient encounter the patient’s need for further examination or consultation by a physical therapist or referral to another health care professional (CPI #8).
3. Performs a physical therapy examination using evidence-based tests and measures (CPI #9).
4. Evaluates data from the patient examination (history, systems review, and tests and measures to make clinical judgments (CPI #10).
5. Determine the diagnosis and prognosis that guides future patient management (CPI #11).
6. Establishes a physical therapy plan of care that is safe, effective, patient-centered and evidence-based. (CPI #12).
7. Performs physical therapy interventions in a competent manner (CPI #13).
8. Educate others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods (CPI #14).
9. Produces quality documentation in a timely manner to support the delivery of physical therapy services (CPI #15).
10. Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes. (CPI #16).
11. Participates in the financial management (budgeting, billing, and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal and facility guidelines (CPI #17).
12. Directs and supervises to meet patient’s goals and expected outcomes according to legal standards and ethical guidelines (CPI #18).

And as the opportunity is available, in addition to patient/ client care:

Participate in advanced activities, including but not limited to:

1. Research
2. Administration/Leadership/Management
3. Special populations care (pediatrics, geriatrics, sports, women’s health, etc.)
4. Service Learning
5. Teaching
6. Marketing
7. International Study
Student Clinical Learning Outcomes

Examples of goals that will enable the student to meet the above objectives include but are not limited to:

By the end of the 10-week clinical experience in PT 840, the student will be able to:

1. perform a complete orthopedic examination of peripheral joints independently within 30 minutes and on the spine within 60 minutes independently.
2. give the practical and theoretical rationale for and design an exercise/intervention program for various orthopedic pathologies independently.
3. educate patients and/or family members in an exercise program for various orthopedic pathologies independently.
4. perform a complete neurologic examination on any adult patient with a neurologic problem within 60 minutes independently.
5. give the practical and theoretical rationale for and design an exercise/intervention program for any adult neurologic patient independently.
6. educate any person with a neurological problem and/or the family members in an exercise program independently.
7. design and implement a HEP/treatment program for people with orthopedic and neurological problems independently.
8. perform a physical therapy examination of persons with cardiorespiratory problems independently.
9. give practical and theoretical rationale for and design an exercise program for persons with cardiorespiratory problems independently.
10. implement an intervention plan for a person with cardiorespiratory problems independently.
11. perform a wound examination independently.
12. give practical and theoretical rationale for an intervention plan for wound care.
13. perform all fundamental PT skills listed in the syllabus independently.
14. write a complete progress note in a timely (as so deemed by the CI) manner independently.
15. write realistic, measurable functional outcome short term and long term goals independently.
16. interpret and discuss examination findings based on scientific evidence and knowledge and make recommendations based on those findings with minimal assistance.
17. carry a minimum patient load of 4 – 6 patients BID, depending on complexity.
18. participate in and contribute to team meetings.
19. independently make recommendations for referral to other health care practitioners.
20. present a 30-45 minute inservice to the staff.
21. conduct oneself in a professional manner 100% of the time.

Excused Absences

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences**
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Academic Integrity**
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.
Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Distance Learning
Students may be required to access Blackboard to view or download some or all course materials. Students may also be required to utilize Endnote, Excel, and PowerPoint programs during the course. If a student encounters any technical difficulties related to accessing course materials, first contact the IT help desk, next notify the course instructor.

- Contact information for Information Technology Customer Service Center:
  Web: http://www.uky.edu/UKIT/ Phone: 859-218-HELP
- Web Address for Distance Learning Programs: http://www.uky.edu/DistanceLearning
- Information on Distance Learning Library Services:
  - Carla Cantagallo, DL Librarian  Web: http://libraries.uky.edu/DLLS
  - Phone: 859-257-0500, ext. 2171  Email: carla@uky.edu
  - DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Religious Holidays
Students will have the opportunity to make up work when religious observances prevent him/her from completing the work at its scheduled time. The student must notify the course instructor two weeks in advance of the date of the course requirement (lecture/lab/assignment/test).

Course dates and activities: PT 840 June 3- August 9, 2013

1/8/13 Packet preparation: Lexington and Hazard
2/25/13 Acute Care Review for those students doing an acute care internship for PT 840
Lexington and Hazard (ITV)
May /13 Lab activity ; Ethics in Physical Therapy Practice
Lab exercise and presentations with further group analysis and feedback.
Outcome:
6/3/13-8/9/13 Students participate in site-based activities
7/5/13 Deadline to email your advisor to request a particular time/date for midterm call;
please talk to your CI and offer this alternative to them
7/8/13 -7/10/13 Advisors make midterm calls to students and clinical instructors
8/16/13 All required paperwork, complete with CI and student signatures, turned in to
Lexington. PLEASE MAIL OR HAND DELIVER THIS SO THAT IT ARRIVES
BEFORE YOU RETURN TO CAMPUS on August 19. This will allow for us to get
started on grading before the comprehensive exam.
8/26/13-9/1/13 Final grade assigned for PT 840-13
SECTION 3

UNIVERSITY OF KENTUCKY

CLINICAL EDUCATION FACILITIES/FACULTY

- Clinical Education Definition of Terms
- Guidelines for Selection of Clinical Education Sites
- Guidelines for Selection of Clinical Instructors
- Ongoing Support for the Clinical Education Facilities
- Clinical Faculty Rights and Privileges – AHEC
- Conflict Resolution
- Evaluation of Clinical Facility and Faculty
- Physical Therapist Student Evaluation:
  - Clinical Experience & Clinical Instruction
- Evaluation of Directors of Clinical Education
PHYSICAL THERAPY CLINICAL EDUCATION
Explanation of Terms

CLINICAL EDUCATION

The process in physical therapy education where the student is given opportunities in a clinical setting to apply knowledge, develop professional behavior and practice clinical skills.

- **Clerkship** – A clinical experience for the student during the academic school year.
- **Internship** – A more advanced clinical experience for the student which occurs late in the program, when many didactic courses have been completed

ENTRY LEVEL PHYSICAL THERAPY EDUCATION

Entry level education for physical therapists is meant to prepare a clinician generalist for practice.

The clinician generalist in physical therapy is expected to be competent in the diagnosis of movement dysfunction and in creating and carrying out a plan of care designed to eliminate, alleviate, or minimize the identified dysfunction. In addition, they physical therapist is expected to communicate with individuals who have varied educational, cultural, social, and economic backgrounds; act as a advocate for a patient or client and the family; participate in the political process at local, state, and national levels; market services; participate in research; teach patients, families, colleagues, and students; communicate with third party payers for reimbursement of services; be a continuing learner; and be active in professional organizations.

DIRECTOR OF CLINICAL EDUCATION (DCE)

The full time faculty member who bears administrative responsibility for managing and implementing the clinical education program within the Division of Physical Therapy.

**ACADEMIC PROGRAM**

That part of the curriculum that occurs at the academic institution of higher education.

**CLINICAL EDUCATION SITES**

The entire clinical facility affiliating with the academic program, where clinical education takes place.

**PHYSICAL THERAPY SERVICE**

Indicates that part of the clinical experience that is managed and delivered exclusively by physical therapy staff.
CLINICAL COORDINATOR OF CLINICAL EDUCATION (CCCE)

The CCCE has specific qualifications and is responsible for coordinating the assignments and activities of students at the clinical center with the Director of Clinical Education (DCE).

Qualifications of the CCCE
- Consistently demonstrated professional and ethical behavior.
- If a PT, must be in good standing, with 2 years’ minimum general experience, and at least 6 months experience at the affiliating facility.
- If not a PT, must be experienced in clinical education and knowledgeable about issues in clinical practice, practice management, clinical education, and scholarship.

Examples of Specific Responsibilities of the CCCE
The CCCE oversees and coordinates the following activities at the clinical facility:

1. Maintains calendar of students affiliating with their facility.
2. Responds to all correspondence from the DCE.
3. Accepts student assignments from the DCE within the capabilities of the facility and the physical therapy employees.
4. Attends (whenever feasible) conferences, meetings and symposiums sponsored by the physical therapy schools as the facility representative. If unable to attend, attempts to send an alternate representative.
5. Trains the physical therapy CIs within the facility in student instruction and evaluations (May include accessing and completing the APTA Clinical Instructor Education and Credentialing Program)

AND
6. Accepts initial responsibility for student orientation and assignment to either a CI or self.
7. Acts as the liaison between the CI and the DCE as needed.
8. Functions as the CI in the absence of the assigned CI, or assigns a suitable alternative during the assigned CI’s absence.
9. Provides feedback to the DCE regarding positive/negative aspects of specific student rotations.

Specific Characteristics of the CCCE
- The CCCE demonstrates effective communication and interpersonal skills.
- The CCCE demonstrates effective instructional skills.
- The CCCE demonstrates effective supervisory skills.
- The CCCE demonstrates effective performance evaluation skills.
- The CCCE demonstrates effective administrative and managerial skills.

CLINICAL INSTRUCTOR (CI)

The CI is a PT that is responsible for the direct instruction of students in the clinical facility. This person may or may not be the Center Coordinator of Clinical Education (CCCE). (The CI may also be called the preceptor, clinical supervisor, or clinical educator.)

Qualifications: A physical therapist with a sincere desire to work with physical therapy students.
**Examples of Specific Responsibilities**

1. Accepts student assignments from CCCE.
2. Coordinates and facilitates the student’s learning experience while the student is assigned to the facility.
3. Provides direct student instruction while in the facility.
4. Performs ongoing evaluations of the student’s performance; records evaluative findings at midterm and final evaluation (at a minimum) on the appropriate tool (as provided by the affiliating school).
5. Contacts the CCCE to report any problems regarding the clinical education experience.
6. Is prepared to contact the DCE of the affiliating institution regarding any unanticipated or complicating events during the clinical education experience.

**Specific Characteristics**

1. The CI demonstrates clinical competence, professional skills and ethical behavior in clinical practice.
2. The CI demonstrates effective communication skills.
3. The CI demonstrates effective skill in interpersonal relationships.
4. The CI demonstrates effective instructional skills.
   - The CI and students plan the learning experiences.
   - Demonstrates knowledge of various learning styles.
   - Sequences learning experiences to allow progression towards student’s personal and programmatic goals (weekly planning forms, objectives).
5. The CI demonstrates effective supervisory skills.
   - Supervises the student in the clinical environment by clarifying goals, objectives, and expectations.
   - Feedback is provided both formally and informally.
   - Reviews and analyzes feedback frequently, adjusting the learning experiences accordingly.
   - Uses summative and formative evaluations of the student’s performance during clinical education experience.
6. The CI demonstrates performance evaluation skills.
   - Recognizes and documents student progress, identifies areas of entry-level competence, areas of excellence, and areas of performance that are unsafe or ineffective.
   - Demonstrates an awareness of the relationship between the academic program and the clinical facility as it relates to student performance evaluations, grading, remedial activities and due process in the case of student failure.
   - Demonstrates a constructive approach to student performance evaluation that is educational, objective and engages students in self-assessment (e.g. problem identification, processing, and solving) as part of the performance evaluation process.
GUIDELINES FOR SELECTION OF CLINICAL SITES

Optimal clinical sites will meet the following criteria:

1. Therapists demonstrate evidence-based practice patterns consistent with current knowledge and education in physical therapy.
2. Facility employs a sufficient number of experienced physical therapists with an interest in clinical teaching.
3. Facility has adequate space for students.
4. Therapists are members of the APTA and value activity supportive of national and state professional organizations.
5. Therapists have attended the APTA Clinical Instructor Education and Credentialing Course.

GUIDELINES FOR SELECTION OF CLINICAL INSTRUCTORS

Clinical instructors should meet the following criteria:

2. Two years clinical experience (one year in the facility in which he/she is teaching)
3. APTA member
4. Credentialed Clinical Instructor or other documented training in clinical teaching
5. Good communicator
6. Open to student ideas and questions

And as possible, APTA Board Certified Clinical Specialists.
Ongoing support for the Clinical Facilities

University of Kentucky faculty and staff are willing to assist in design and development of clinical education programs in the facilities with whom we affiliate.

This may include:

- Direction to key documents from the APTA Education Department
- Suggestions of resources for CCCEs and CIs
- Education of staff on site concerning clinical education
- Providing free or low cost continuing education programs yearly in clinical topics of interest
- Voluntary Faculty appointment with electronic library privileges - Through the proxy server with a faculty ID, access to all electronic resources is at your computer

Clinical Faculty Rights and Privileges

In addition to the above list, the Area Health Education Center offers many benefits to officially appointed voluntary faculty of the University of Kentucky. These include access to:

- University Bookstore (with discounts)
- University of Kentucky Computer Store
- UK Employee discounts
- Cultural Events
- Athletic events
- And other benefits listed at the following link:

http://www.mc.uky.edu/cbfi/CBF%20Benefits.htm
Conflict Resolution

The student and clinical faculty are encouraged to call the Director or Associate Director of Clinical Education promptly when any conflicts or problems arise related to the student affiliation. We commit to providing support to both clinical site faculty and student in resolution of difficulties.

If deemed necessary by Clinical and academic advisors, a student learning contract is established.

A sample template of a student learning contract is included in this manual.

Please see the contact information at the front of this manual.
Evaluation of Clinical Facility and Faculty

The University of Kentucky Physical Therapy Program evaluates each clinical experience using the APTA Tool entitled

*Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction*

Each student is required to give feedback at midterm and final using this document. See sample of this document beginning on page 49.

Evaluation of University of Kentucky Directors of Clinical Education

The APTA tool developed for evaluation of Directors of Clinical Education will be administered yearly to CCCEs, students and academic faculty.
PHYSICAL THERAPIST STUDENT EVALUATION:

CLINICAL EXPERIENCE AND CLINICAL INSTRUCTION

June 10, 2003

PREAMBLE

The purpose of developing this tool was in response to academic and clinical educators’ requests to provide a voluntary, consistent and uniform approach for students to evaluate clinical education as well as the overall clinical experience.
Questions included in this draft tool were derived from the many existing tools already in use by physical therapy programs for students to evaluate the quality of the clinical learning experience and clinical instructors (CIs), as well as academic preparation for the specific learning experience. The development of this tool was based on key assumptions for the purpose, need for, and intent of this tool. These key assumptions are described in detail below. This tool consists of two sections that can be used together or separately: Section 1-Physical therapist student assessment of the clinical experience and Section 2-Physical therapist student assessment of clinical instruction. Central to the development of this tool was an assumption that students should actively engage in their learning experiences by providing candid feedback, both formative and summative, about the learning experience and with summative feedback offered at both midterm and final evaluations. One of the benefits of completing Section 2 at midterm is to provide the CI and the student with an opportunity to modify the learning experience by making midcourse corrections.

Key Assumptions

- The tool is intended to provide the student’s assessment of the quality of the clinical learning experience and the quality of clinical instruction for the specific learning experience.
- The tool allows students to objectively comment on the quality and richness of the learning experience and to provide information that would be helpful to other students, adequacy of their preparation for the specific learning experience, and effectiveness of the clinical educator(s).
- The tool is formatted in Section 2 to allow student feedback to be provided to the CI(s) at both midterm and final evaluations. This will encourage students to share their learning needs and expectations during the clinical experience, thereby allowing for program modification on the part of the CI and the student.
- Sections 1 and 2 are to be returned to the academic program for review at the conclusion of the clinical experience. Section 1 may be made available to future students to acquaint them with the learning experiences at the clinical facility.
- Sections 1 and 2 will remain confidential and the academic program will not share this information with other students.
- The student evaluation tool should not serve as the sole entity for making judgments about the quality of the clinical learning experience. This tool should be considered as part of a systematic collection of data that might include reflective student journals, self-assessments provided by clinical education sites, Center Coordinators of Clinical Education (CCCEs), and CIs based on the Guidelines for Clinical Education, ongoing communications and site visits, student performance evaluations, student planning worksheets, Clinical Site Information Form (CSIF), program outcomes, and other sources of information.

Acknowledgement

We would like to acknowledge the collaborative effort between the Clinical Education Special Interest Group (SIG) of the Education Section and APTA’s Education Department in completing this project. We are especially indebted to those individuals from the Clinical Education SIG who willingly volunteered their time to develop and refine these tools. Comments and feedback provided by academic and clinical faculty, clinical educators, and students on several draft versions of this document were instrumental in developing, shaping, and refining the tools. Our gratitude goes out to all of those individuals and groups who willingly gave their time and expertise to work toward a common voluntary PT and PTA Student Evaluation Tool of the Clinical Experience and Clinical Instruction.

Ad Hoc Group Members: Jackie Crossen-Sills, PT, MS, Nancy Erikson, PT, MS, GCS, Peggy Gleeson, PT, PhD, Deborah Ingram, PT, EdD, Corrie Odom, PT, DPT, ATC, and Karen O’Loughlin, PT, MA

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General Information

Student Name ____

Academic Institution

Name of Clinical Education Site

Address       City       State

Clinical Experience Number       Clinical Experience Dates

Signatures

I have reviewed information contained in this physical therapist student evaluation of the clinical education experience and of clinical instruction. I recognize that the information below is being collected to facilitate accreditation requirements. I understand that my personal information will not be available to students in the academic program files.

Student Name (Provide signature)      Date

Primary Clinical Instructor Name (Print name)     Date

Primary Clinical Instructor Name (Provide signature)

Entry-level PT degree earned
Highest degree earned       Degree area
Years experience as a CI
Years experience as a clinician
Areas of expertise
Clinical Certification, specify area
APTA Credentialed CI       [ ] Yes       [ ] No
Other CI Credential       State       [ ] Yes       [ ] No
Professional organization memberships       [ ] APTA       [ ] Other

Additional Clinical Instructor Name (Print name)     Date

Additional Clinical Instructor Name (Provide signature)

Entry-level PT degree earned
Highest degree earned       Degree area
Years experience as a CI
Years experience as a clinician
Areas of expertise
Clinical Certification, specify area
APTA Credentialed CI       [ ] Yes       [ ] No
Other CI Credential       State       [ ] Yes       [ ] No
Professional organization memberships       [ ] APTA       [ ] Other
SECTION 1: PT STUDENT ASSESSMENT OF THE CLINICAL EXPERIENCE

Information found in Section 1 may be available to program faculty and students to familiarize them with the learning experiences at this clinical facility.

1. Name of Clinical Education Site
   Address        City        State

2. Clinical Experience Number

3. Specify the number of weeks for each applicable clinical experience/rotation.
   
   | Acute Care/Inpatient Hospital Facility | Private Practice |
   | Ambulatory Care/Outpatient            | Rehabilitation/Sub-acute Rehabilitation |
   | ECF/Nursing Home/SNF                  | School/Preschool Program |
   | Federal/State/County Health           | Wellness/Prevention/Fitness Program |
   | Industrial/Occupational Health Facility | Other |

Orientation

4. Did you receive information from the clinical facility prior to your arrival? □ Yes □ No

5. Did the on-site orientation provide you with an awareness of the information and resources that you would need for the experience? □ Yes □ No

6. What else could have been provided during the orientation?

Patient/Client Management and the Practice Environment

For questions 7, 8, and 9, use the following 4-point rating scale:

1 = Never  2 = Rarely  3 = Occasionally  4 = Often

7. During this clinical experience, describe the frequency of time spent in providing the following components of care from the patient/client management model of the Guide to Physical Therapist Practice. Rate all items in the shaded columns using the above 4-point scale.

<table>
<thead>
<tr>
<th>Diversity Of Case Mix</th>
<th>Rating</th>
<th>Patient Lifespan</th>
<th>Rating</th>
<th>Continuum Of Care</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musculoskeletal</td>
<td>0-12 years</td>
<td>Critical care, ICU, Acute</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuromuscular</td>
<td>13-21 years</td>
<td>SNF/ECF/Sub-acute</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiopulmonary</td>
<td>22-65 years</td>
<td>Rehabilitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integumentary</td>
<td>over 65 years</td>
<td>Ambulatory/Outpatient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (GI, GU, Renal, Metabolic, Endocrine)</td>
<td>Home Health/Hospice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wellness/Fitness/Industry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. During this clinical experience, describe the frequency of time spent in providing the following components of care from the patient/client management model of the Guide to Physical Therapist Practice. Rate all items in the shaded columns using the above 4-point scale.
9. During this experience, how frequently did staff (ie, CI, CCCE, and clinicians) maintain an environment conducive to professional practice and growth? Rate all items in the shaded columns using the 4-point scale on page 4.

<table>
<thead>
<tr>
<th>Environment</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing a helpful and supportive attitude for your role as a PT student.</td>
<td></td>
</tr>
<tr>
<td>Providing effective role models for problem solving, communication, and teamwork.</td>
<td></td>
</tr>
<tr>
<td>Demonstrating high morale and harmonious working relationships.</td>
<td></td>
</tr>
<tr>
<td>Adhering to ethical codes and legal statutes and standards (eg, Medicare, HIPAA, informed consent, APTA Code of Ethics, etc).</td>
<td></td>
</tr>
<tr>
<td>Being sensitive to individual differences (ie, race, age, ethnicity, etc).</td>
<td></td>
</tr>
<tr>
<td>Using evidence to support clinical practice.</td>
<td></td>
</tr>
<tr>
<td>Being involved in professional development (eg, degree and non-degree continuing education, in-services, journal clubs, etc).</td>
<td></td>
</tr>
<tr>
<td>Being involved in district, state, regional, and/or national professional activities.</td>
<td></td>
</tr>
</tbody>
</table>

10. What suggestions, relative to the items in question #9, could you offer to improve the environment for professional practice and growth?

**Clinical Experience**

11. Were there other students at this clinical facility during your clinical experience? (Check all that apply):

- Physical therapist students
- Physical therapist assistant students
- Students from other disciplines or service departments (Please specify )

12. Identify the ratio of students to CIs for your clinical experience:

- 1 student to 1 CI
- 1 student to greater than 1 CI
- 1 CI to greater than 1 student; Describe

13. How did the clinical supervision ratio in Question #12 influence your learning experience?

14. In addition to patient/client management, what other learning experiences did you participate in during this clinical experience? (Check all that apply)
Attended in-services/educational programs
Presented an in-service
Attended special clinics
Attended team meetings/conferences/grand rounds
Directed and supervised physical therapist assistants and other support personnel
Observed surgery
Participated in administrative and business practice management
Participated in collaborative treatment with other disciplines to provide patient/client care (please specify disciplines)
Participated in opportunities to provide consultation
Participated in service learning
Participated in wellness/health promotion/screening programs
Performed systematic data collection as part of an investigative study
Other; Please specify

15. Please provide any logistical suggestions for this location that may be helpful to students in the future. Include costs, names of resources, housing, food, parking, etc.

Overall Summary Appraisal

16. Overall, how would you assess this clinical experience? (Check only one)

☐ Excellent clinical learning experience; would not hesitate to recommend this clinical education site to another student.

☐ Time well spent; would recommend this clinical education site to another student.

☐ Some good learning experiences; student program needs further development.

☐ Student clinical education program is not adequately developed at this time.

17. What specific qualities or skills do you believe a physical therapist student should have to function successfully at this clinical education site?

18. If, during this clinical education experience, you were exposed to content not included in your previous physical therapist academic preparation, describe those subject areas not addressed.

19. What suggestions would you offer to future physical therapist students to improve this clinical education experience?

20. What do you believe were the strengths of your physical therapist academic preparation and/or coursework for this clinical experience?

21. What curricular suggestions do you have that would have prepared you better for this clinical experience?
SECTION 2: PT STUDENT ASSESSMENT OF CLINICAL INSTRUCTION

Information found in this section is to be shared between the student and the clinical instructor(s) at midterm and final evaluations. Additional copies of Section 2 should be made when there are multiple CIs supervising the student. Information contained in Section 2 is confidential and will not be shared by the academic program with other students.

Assessment of Clinical Instruction

22. Using the scale (1 - 5) below, rate how clinical instruction was provided during this clinical experience at both midterm and final evaluations (shaded columns).

<table>
<thead>
<tr>
<th>Provision of Clinical Instruction</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical instructor (CI) was familiar with the academic program’s objectives and expectations for this experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical education site had written objectives for this learning experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical education site’s objectives for this learning experience were clearly communicated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was an opportunity for student input into the objectives for this learning experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI provided constructive feedback on student performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI provided timely feedback on student performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI demonstrated skill in active listening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI provided clear and concise communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI communicated in an open and non-threatening manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI taught in an interactive manner that encouraged problem solving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was a clear understanding to whom you were directly responsible and accountable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The supervising CI was accessible when needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI clearly explained your student responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI provided responsibilities that were within your scope of knowledge and skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI facilitated patient-therapist and therapist-student relationships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time was available with the CI to discuss patient/client management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI served as a positive role model in physical therapy practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI skillfully used the clinical environment for planned and unplanned learning experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI integrated knowledge of various learning styles into student clinical teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI made the formal evaluation process constructive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CI encouraged the student to self-assess.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. Was your CI(s) evaluation of your level of performance in agreement with your self-assessment?
24. If there were inconsistencies, how were they discussed and managed?
   Midterm Evaluation
   Final Evaluation

25. What did your CI(s) do well to contribute to your learning?
   Midterm Comments
   Final Comments

26. What, if anything, could your CI(s) and/or other staff have done differently to contribute to your learning?
   Midterm Comments
   Final Comments

Thank you for sharing and discussing candid feedback with your CI(s) so that any necessary midcourse corrections can be made to modify and further enhance your learning experience.
SECTION 4

UNIVERSITY OF KENTUCKY

CLINICAL EDUCATION POLICIES & PROCEDURES

- Course Policies for Site-Based Clinical Education
- Sample Affiliation Agreement for Clinical Education
- Student Professional Liability Insurance Certificate Template
- Student Health/Safety Record Requirements
- Dress Code
- Midterm Communications
- Sample Student Performance Learning Contract
1. **Communication**: The student bears sole responsibility for communicating with the DCE/Associate DCE regarding any information that impacts his or her ability to successfully complete the clinical education component of the curriculum.

- The student physical therapist must communicate directly with the DCE/Associate DCE regarding any event or circumstance that could potentially impact his or her ability to participate in or successfully complete the clinical education requirements of the physical therapy education program.
- Student contact with an advisor or other physical therapy faculty member does not infer that the DCE is aware of or involved in assessment or resolution of the potential problem.
- The DCE will not become involved in the resolution or assessment of the potential ramifications of the situation for the student’s clinical education until the student has formally notified the DCE of such circumstances.

2. **Clinical course sequence**

- Clinical education courses must be satisfactorily completed, with a grade of “P” in the following sequence: PT 835, PT 836, PT 837, PT 838, PT 839, and 840.
- Student expectations during clinical assignment vary, reflecting a gradual increase in the student’s ability to function independently and to take responsibility for planning his or her clinical education. Therefore, students must successfully complete specific academic course work with an A, B, or C before enrolling in clinical course work, according to the following schedule.

<table>
<thead>
<tr>
<th>Student must have completed, with an A, B, C, or P</th>
<th>Before engaging in site-based clinical work for</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANA 801, ANA 811, PT 804, PGY 412G, PT 834, PT 805, PT 814, PT 815, PT 856, PT 645, PT 854, PT 603, PT 770, PT 877, PT 867</td>
<td>PT 835</td>
</tr>
<tr>
<td>All of the above, AND PT 835, ANA 802, PT 652, PT 831, PT 676, PT 825, PT 826, PT 887, PT 604</td>
<td>PT 836</td>
</tr>
<tr>
<td>PT 650, PT 654, PT 847, PT 836, PT 628</td>
<td>PT 837</td>
</tr>
<tr>
<td>All of the above and PT 837, PT 686 (electives) PT 821, PT 830, PT 827, PT 668, PT 651, PT 655</td>
<td>PT 838</td>
</tr>
<tr>
<td>All of the above, and PT 838, PT 676, PT 860, PT 850, PT 888</td>
<td>PT 839</td>
</tr>
<tr>
<td>All of the above and PT 669</td>
<td>PT 840</td>
</tr>
</tbody>
</table>
3. **Assignment for site-based clinical course activities:** The DCE/Associate DCE share responsibility with the student for selection of the location of site-based clinical course activities. The suggested **order of priorities** in determining potential locations for site-based clinical course activities is as follows.

- Student academic needs, including past clinical experience, learning style, and classroom, laboratory, and clinical performance
- The overall health and viability of the University of Kentucky Physical Therapy Clinical Education Program (avoiding decisions that over-utilize or under-utilize particular clinical sites, for example)
- Clinical site characteristics relating to the student’s academic need, including demographics, patient load, available learning opportunities
- Clinical instructor characteristics, as appropriate for student’s academic needs, including his or her enthusiasm and interest in working with the student, clinical background and educational experience, as well as availability for consultation with the student and/or DCE during the clinical assignment.
- Student personal needs

4. **Clinical assignment: Emergency or special needs**

If a student has an extremely demanding personal situation, he or she can request special consideration from the DCE when determining the location of site-based clinical activities. Situations that qualify a student to receive special consideration include emergency health needs that require the student to be geographically close to particular types of medical care, or bearing sole responsibility for providing for the safety and well-being of a dependent “other” (to include a spouse, child, or parent).

- The student should submit a written request to the DCE, specifically defining the limitations of the situation as it impacts his or her ability to participate in site-based education.
- Every effort will be made to process such requests so as not to interrupt the student’s overall clinical education process. However, accommodations for one student cannot be made to the extent that they compromise the educational experience for another. Students requesting special consideration for clinical placements should be prepared to accept an alternative clinical schedule in an effort to meet their needs.

5. **Student Self-Assessment:**

- Student self-assessment is an important component of each clinical course grade, reflecting the student’s preparation and ability to meet several of the criteria for entry level doctoral physical therapy practice. Some of these criteria include: Presenting self in a professional manner; adhering to ethical practice standards; adhering to legal practice standards; practicing in a manner that minimizes risk to patient, self, and others; and implementing a self-directed plan for professional development and lifelong learning.
- Honest, accurate, constructive self-assessment is essential to the student’s professional development and is valued highly in the clinical education program. Student self-assessment is used regularly in both formative and summative assessments.
- Inaccurate information provided by or signed by the student (i.e. failure to complete CPI summary, attendance, or course activity forms accurately) demonstrates the student’s inability to participate in the activities supporting the stated CPI criteria and will result in failure of the course.
- It is the student’s responsibility to provide accurate and legible information to the clinical course director during student assessment and course requirement activities. Incomplete information provided by the student (i.e. failure to legibly provide essential information of assessment forms) will prohibit the course director from completing assessment activities. Such incomplete information will not be processed and the student will receive an “I” or “F” for the clinical course grade.
6. **Student Assessment by the DCE**
   - The DCE may solicit assessment information about each student from a variety of sources. This may include collecting data and consulting with some or all of the following: student, clinical instructor, clinical coordinator of clinical education, physical therapy faculty, advisor, and additional clinical faculty.
   - The DCE/Associate DCE determine the student’s summative (final) course grade.
   - If the student is not satisfied with the formative assessment grade he or she receives for a given clinical education course, he or she should first discuss the situation with the DCE. If, after discussing the situation with the DCE the student does not agree with the summative assessment grade, he or she should follow established grievance procedures for the University of Kentucky.

7. **Interruption of clinical education course work:** The DCE/Associate DCE, the CCCE or the student may determine at any point during site-based clinical education that it is necessary to interrupt or discontinue site-based clinical education.
   - Circumstances that automatically result in the interruption or discontinuance of clinical education include but are not limited to the following:
     - Failure to practice in a manner that minimizes risk to patient, self, and / or others.
     - Failure to present self in a professional manner.
     - Failure to demonstrate professional behavior during interactions with others.
     - Failure to adhere to ethical practice standards.
     - Failure to adhere to legal practice standards.
   - Interruption of clinical course activities for any of the above reasons will result in a formative assessment (final grade) of “F” for that clinical education course.

8. **Resumption of clinical course activities:** The DCE/Associate bear sole responsibility for determining the student’s readiness to resume site-based clinical activity. At that point, it is the responsibility of the DCE to determine the available alternatives for the student to allow him or her to resume clinical education course work. Though it is usually desirable for the student to resume clinical course work at the earliest opportunity, realistic and appropriate assignments rely on course instructor, clinical instructor, and clinical site availability.

9. **Failure of clinical course work**
   - The performance threshold for the eighteen criteria of the Clinical Performance Instrument during site-based and campus-based clinical education activity advances progressively from the anchors of Beginner to Entry Level/Beyond Entry Level as the clinical courses become more advanced. Anchor designations supported by comments from both student and clinical instructor(s) contribute to the decision about final course grade.
   - In the event that the student fails a clinical course, (PT 835, PT 836, PT 837, PT 838, PT 839, PT 840), the student must schedule an appointment with the DCE. As failure of clinical course work may result in immediate suspension of the student from all physical therapy course work, the DCE/ADCE/Director of Professional Studies will request a meeting with the student as soon as possible.
   - Failure of two or more clinical courses results in automatic dismissal from the physical therapy education program.

10. **Repeat option, clinical course work**
    - Although failure of a clinical course may interrupt the student’s academic course, the student physical therapist may recycle and repeat up to one clinical during the course of enrollment in the physical therapy education program.
    - The student must meet with the DCE prior to enrolling in the clinical course to be repeated, to determine course requirements. If a student is approved to repeat all or part of a clinical course, it is the student’s responsibility to obtain a syllabus from the DCE, obtain a course schedule from...
the Division of Physical Therapy, and to arrange to be present at all on-campus course activities for that course.

- The time and location for the repeat option in clinical work is determined by the DCE, depending upon student academic needs, and availability of campus and clinical resources.
- Failure of two or more clinical courses results in automatic suspension of the student from the clinical education component of the physical therapy education program.

11. **Clinical course attendance:** To earn a “P” in clinical course work, the student must attend all scheduled class, laboratory, and site-based activities.

**Class and laboratory absence**

- Class and laboratory activities are designed to prepare the student for various aspects of site-based experience, explain course requirements and goals, and perform curricular assessment so as to augment or reinforce didactic course activities that are related to clinical course expectations.
- Each student must determine whether or not an absence from class or laboratory course work is unavoidable. If a student misses a class, he or she bears the responsibility to contact the course director prior to class to determine how to obtain information about, or participate in the scheduled class activities. It will be up to the instructor to determine if the missed course work will be rescheduled, or equivalent substitute course work required of the student.

**Site-based clinical absence**

- If for any reason a student is not able to attend site-based clinical activity, the student must notify the DCE and the clinical instructor prior to 8:00 a.m. that day. This can be done via voice mail (859) 323-1100, extension 80595 to the DCE. If a voice mail is used to notify the clinical instructor, the student must follow with a telephone call if at all possible to validate that the clinical instructor has actually received the message. Failure to notify either of these individuals will result in remedial work and impact summative assessment of the student’s ability to “communicate in a way that is congruent with situational needs”.
- Course credit during site-based activity is determined by on-site contact time, according to the following formula: 60 contact hours = 1 credit hour. Therefore, missed site-based clinical activity must be rescheduled. The student should work with the clinical instructor to determine if the missed time can be rescheduled at the site. If there are not resources at the site for the student to make up the missed time, the DCE will determine any remedial work that is required of the student to meet course requirements. This could include written assignment, presentation, interview Q & A, and/or additional site-based activity.

12. **Information provided to the clinical facility:** Prior to each clinical course, the program provides the following information to the CCCE of the assigned site via US mail or email:

**Items completed by the student:**

- Student introductory letter
- Personal history form
- Learning inventory
- Student self-assessment of skills
- Student rider to the affiliation agreement
- Student goals for the course
**Items provided by the program:**

- Memo from the DCE
- Course details, goals and objectives
- Student supervision guidelines for patients with Medicare Part B health insurance
- HIPAA memo verifying student training
- Overview of the clinical education program
- Course Descriptions of courses completed to date
- Curriculum overview

13. **Criminal background check and drug screen:** At the request of the clinical site, the program will provide results of a background check completed prior to student entrance into the program. If a new background check is required, or drug screen results are requested, the student has responsibility to complete these and provide results to the clinical site and the PT program clinical education staff support associate.

14. **Providing additional information to the clinical site:**

If the DCE/ADCE would like to share other information with the clinical site/instructors which he/she feels is important to optimize successful completion of the course, (e.g. academic standing, previous clinical performance, health condition constraints pertinent to clinical performance) the DCE/ADCE will discuss specific information with the student and obtain his/her permission to disclose. Before the action is taken, the student will sign a form listing the specific information, indicating permission for the DCE/ADCE to proceed.

15. **Use of information obtained from a clinical site**

Students affiliating with a clinical site may ask permission to copy and use information related to patient care (patient care protocols, administrative information). Protected health information should be removed from all documents as appropriate. Students should obtain permission of the clinic manager before copying any document.

16. **Informed consent during a clinical affiliation**

Patients/clients receiving physical therapy examination, evaluation or intervention have the right to be informed that the provider is a student physical therapist/student physical therapist intern. When offering the opportunity for informed consent, the provider should clearly indicate no risk of repercussion for the patient should he/she decide to defer care from the student.

17. **Blood Borne Pathogens Educational Exposure Protocol – IMMEDIATE action**

During clinical education courses, if you come in contact with another person’s blood or bodily fluid (e.g. through a needle stick or mucous membrane splash) click this link to UK Healthcare for instructions IMMEDIATELY: [http://www.ukhealthcare.uky.edu/open.aspx?id=4039](http://www.ukhealthcare.uky.edu/open.aspx?id=4039). Sharepoint Site has detailed instructions at the link entitled **Student Requirements**.
This clinical education agreement is between the UNIVERSITY OF KENTUCKY, COLLEGE OF HEALTH SCIENCES, DIVISION OF PHYSICAL THERAPY, herein known as "DIVISION," and herein known as "FACILITY" located in

I. PURPOSE:

This agreement made and entered into this day of 2013 to establish an agreement between the above parties in regard to their cooperation in the implementation of educational experience opportunities for Physical Therapy students. It defines the basis on which FACILITY will serve as a clinical practice area for the College of Health Sciences students and on which the college will supervise Physical Therapy students assigned for experiences within said facility. The scope of the agreement is focused on the general activities planned and the assignment of responsibilities between the parties.

FACILITY agrees to utilization of all its facilities operated under the auspices of FACILITY and patients, and to provide staff supervision for graduate health professions education as agreed herein.

II. SCHEDULE OF ACTIVITIES:

The scheduling of activities of students in Physical Therapy will be in accordance with the schedule of courses at the University and will be explored and planned with the appropriate personnel of FACILITY. Student assignments, planned by the instructor in consultation with the appropriate supervisory personnel, will be selected in accordance with the particular experience and the opportunities available.

The number of students assigned to FACILITY and the times of rotation will be mutually agreed upon.

III. DIVISION RESPONSIBILITIES:

The DIVISION shall:

A. Notify the FACILITY of the number of students and the rotation periods 4 weeks prior to the commencement of the fall and spring semesters and give 90 days notice of assignments.

B. Reserve the right to revoke any assignment, prior to the student entry into the clinical education program of the FACILITY.

C. Send only such students as are, to the DIVISION’S knowledge, in good health at the time for their clinical education.

D. Forward to the FACILITY a summary of the student’s training and experience which shall include at least information on the general and physical therapy education and experience.
E. Appoint an Academic Coordinator of Clinical Education who will be the liaison representative for the DIVISION.

F. Immediately notify the FACILITY in writing of any change or proposed change of the Academic Coordinator of Clinical Education.

G. Afford the representative of the FACILITY a clinical appointment in the Division of Physical Therapy.

H. Provide written communication to the FACILITY regarding its performance in providing clinical education experiences.

I. Withdraw a student from his/her assigned clinical education experience at the FACILITY when, in the DIVISION’S judgment, the clinical experiences do not meet the needs of the student.

J. Not discriminate against any applicant for enrollment in its course of study because of race, creed, color, age, gender, national origin, religion or disability.

K. Provide a statement of philosophy and the objectives of curricular and clinical education.

L. Accept charges for telephone calls regarding the clinical education program.

M. Consider suggestions from the FACILITY regarding curriculum improvement.

N. Provide a written statement to the FACILITY of the student’s completion of OSHA Bloodborne pathogens and HIV/AIDS education as required by the Federal Register 1910.1030 of December 1991.

O. Assign students subject to the availability of the FACILITY’S personnel for teaching and supervision.

P. Maintain the privilege to visit the FACILITY before, after and/or during the clerkship and/or internship period.

Q. Provide the student education with regard to body fluid exposure and body substance isolation as required by OSHA and will provide the FACILITY with proof upon such request.

IV. FACILITY RESPONSIBILITIES:

A. Provide clinical education experience as stated in objectives and philosophy of the DIVISION and supervision appropriate to the academic and clinical level of assigned students.

B. Provide the physical facilities and other equipment necessary for the clinical education experiences.

C. Designate the Director of Physical Therapy (or designated reviewer) to be the liaison representative to the DIVISION.
D. Request the DIVISION to withdraw a student from his/her assigned clinical education experience, when his/her clinical performance is unsatisfactory or his/her behavior is disruptive or detrimental to the FACILITY and/or patients.

E. Provide the student with assistance in the form of:

_________________________________________________________________
_________________________________________________________________

F. Complete forms requested by the DIVISION such as: General Information Form, Departmental Assessment Form, Evaluation Report, etc.

G. Provide appropriate written orientation material to aid the student and DIVISION in selecting facilities.

H. Provide statement of philosophy and the objectives of the FACILITY’S Clinical Education Program.

I. Provide orientation on FACILITY policies and procedures, including any established to meet JCAHO standards.

V. STUDENT RESPONSIBILITIES:

The STUDENT shall:

A. Be permitted all FACILITY holidays.

B. Have the responsibility of transportation to and from the FACILITY and on any reasonable special assignment by the FACILITY.

C. Provide medical insurance or other financial means to cover him/herself as to expenses which may arise as a result of illness or injury occasioned during his/her period of clinical rotation at the FACILITY, acknowledging that since he/she is not an employee of the DIVISION or the FACILITY, he/she is not protected by Workman’s Compensation and neither the FACILITY nor the DIVISION assumes any liability for injuries or illness in the absence of a showing of actual negligence on the part of the DIVISION of FACILITY or any of its agents.

D. Complete health forms requested by the FACILITY.

E. Be responsible for following the administrative policies of the FACILITY (including any FACILITY policies and procedures established to meet JCAHO standards).

F. Be responsible for providing the necessary and appropriate uniforms required.

G. Notify the FACILITY of his/her intended time of arrival and be responsible for reporting to the designated individual at the FACILITY on time.
H. Be responsible for his/her own housing during clinical education Internship assignments, but would welcome FACILITY housing and/or assistance in obtaining private housing.

I. Be subject to the rules and regulations of the FACILITY.

J. Not be considered an employee of the FACILITY, but a student in the clinical education phase of his/her professional education.

K. Have a current CPR/AHA certification.

VI. FINANCE:

There are no financial obligations for the function of training activities for either party while physical therapy students are assigned to FACILITY.

VII. EQUAL OPPORTUNITY:

The University of Kentucky is an equal opportunity employer and the other party to this agreement agrees not to discriminate in regard to race, color, creed, age, gender, national origin, religion or disability.

VIII. LIABILITY:

The University of Kentucky, as an agency and instrumentality of the Commonwealth of Kentucky, is vested with sovereign immunity and is subject to the provisions of the Kentucky Board of Claims, KRS 44.070 et seq for the recovery of tort claims made against the University of Kentucky, its agents, officers or employees. The University of Kentucky is self- insured pursuant to the provisions of KRS 164.939 et seq which provides for the paying of claims or judgments resulting from any tort or breach of duty based on health care services rendered or which should have been rendered by the University of Kentucky or its agents. Agents of the University of Kentucky include members of the Board of Trustees, faculty, staff, nurses, volunteer workers, employees, students, physicians and dentists providing care within the scope of their duties or courses of study. In addition, University of Kentucky maintains commercial excess general and medical malpractice liability insurance for itself, its agents, officers, employees and students.

FACILITY shall maintain medical liability insurance for itself, agents, officers and employees in the amounts of not less than One Million Dollars ($1,000,000.00) per claim and Three Million Dollars ($3,000,000.00) aggregate per policy year, or such other minimum amounts as may be required from time to time by the DIVISION. The policy of insurance shall provide that such insurance shall not be canceled, modified or permitted to lapse without thirty (30) days prior written notice to DIVISION. FACILITY shall promptly, following request by DIVISION from time to time, provide evidence of such insurance acceptable to DIVISION.

IX. RISK MANAGEMENT:

The FACILITY administrator is to inform University Hospital's Office of Risk Management of any lawsuit which is threatened, or any patient care event which causes or contributes to injury or death, and could result in a lawsuit, if a University student, or resident or faculty is involved with said patient's care.

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X. HEALTH REQUIREMENTS:

The University requires students to be in compliance with all current University of Kentucky Medical Center immunization and tuberculin testing policies. Proof of inoculations will be provided upon request to FACILITY.

XI. NOTICE:

Whenever any notice, demand or consent shall be delivered by mail, postage prepaid to the following addresses:

If to FACILITY:

If to UNIVERSITY: Margo Weaver, Paralegal
University of Kentucky
Office of Legal Counsel
311B Wethington Building
Lexington, KY 40536-0200

with copy to: Leslie Simpson, PT, DPT
University of Kentucky
204 CTW Building
Division of Physical Therapy
900 S. Limestone
Lexington, KY 40536-0200

XII. CORPORATE COMPLIANCE:

FACILITY affirms that it is not excluded from participation, and is not otherwise ineligible to participate in a “Federal health care program” as defined in 42 U.S.C. section 1320a-7b (f) or in any other state or federal government payment program. In the event that FACILITY is excluded from participation, or becomes otherwise ineligible to participate in any such program, during the term of this agreement, FACILITY will notify the University of Kentucky Chandler Medical Center, hereinafter “UKCMC”, Office of Compliance, 2333 Alumni Park Plaza, Lexington, Kentucky 40507 in writing, by certified mail within 48 hours after said event, and upon the occurrence of any such event, whether or not appropriate notice is given, the University of Kentucky shall immediately terminate this Agreement upon written notice.

Additionally, FACILITY affirms that it is aware that UKCMC operates in accordance with a corporate compliance program, employs a Corporate Compliance Officer and operates a 24 hour, seven day a week compliance Comply-line. FACILITY has been informed that a copy of the UKCMC compliance plan is on file in the Purchasing Office or can be viewed online at http://www.mccs.uky.edu/compliance and is encouraged to review the plan from time to time during the term of this agreement. It is understood that should FACILITY be found to have violated the UKCMC compliance plan, UKCMC can, at its sole discretion, terminate this Agreement upon written notice. FACILITY recognizes that it is under an affirmative obligation to immediately report to UKCMC’s Corporate Compliance Officer through the comply-line 1-877-898-6072, in writing, or
directly (859) 323-6044 any actions by an agent or employee of UKCMC which FACILITY believes, in good faith, violate an ethical, professional or legal standard.

Nothing in this Agreement contemplates or requires that any party act in violation of federal or state law. Nonetheless, should any term or condition set forth in this Agreement later be creditably alleged, suspected or determined to be illegal, the parties agree to immediately cease the questioned activity and negotiate modification to the effected portion of the Agreement for a thirty (30) day period. If at the end of this period, no compromise can be reached, the Agreement will terminate.

XIII. TERMS OF THE AGREEMENT:

This agreement shall be effective from the date of its execution and shall be reviewed annually by the Vice President for Clinical Academic Affairs or designated reviewer, and FACILITY or designated reviewer. Subject to such revisions as are mutually agreeable at the time of annual review, submitted as written amendments to modify this agreement, the duration of the agreement shall be continuous. Either party may terminate the agreement at the end of any year (as measured from the date of execution) upon written notice at least three (3) months in advance.

XIV. SIGNATURES:

The undersigned parties hereby warrant and represent that they are duly authorized to enter into such agreement for the above mentioned organizations.

In testimony whereof, Witness the duly authorized signatures of the parties hereto to the duplicate originals:

APPROVED FOR:

UNIVERSITY OF KENTUCKY FACILITY

_________________________ _________________________
Frederick C. de Beer, MD Administrator
Vice President for Clinical Academic Affairs

RECOMMENDED BY:

__________________________
Director of Physical Therapy

_________________________
Sharon R. Stewart, Ed.D. Interim Dean
College of Health Sciences

_________________________
Robert A. English, PT, Ph.D.
Director, Division of Physical Therapy
I, __________________________________ a student in the Division of Physical Therapy, College of Health Sciences, University of Kentucky desire to gain clinical education experience by acting as a "Clerk" and/or an "Intern" at ______________________________ located at__________________________ (hereinafter referred to as the FACILITY). I have read the Clinical Education Agreement between the University of Kentucky and _______________________ and agree to be bound by the provisions of that agreement in exchange for my participation in the clinical education experience at the FACILITY. Specifically:

1. Be responsible for providing medical insurance or other financial means to pay expenses which may arise as the result of injury or illness occasioned during the period of clinical rotation.
2. Acknowledge that neither the facility nor the university assumes any liability for injuries or illness, which may arise during the period of clinical rotation at the facility, in the absence of a showing of actual negligence on the part of the entities or any of their agents, officers, or employees.
3. Be in compliance with all current University of Kentucky Medical Center immunization and tuberculin testing policies.
4. Understand that students are not employees of the University or the facility and are not covered by Workman's Compensation and/or Unemployment Compensation.
5. Be responsible for the completion of health forms and other administrative requirements of the facility.
6. Be responsible for all personal transportation and housing during the rotation.
7. Be subject to health care policies and code of conduct of the facility.
8. Provide appropriate uniforms which may be required and dress appropriately at all times.
9. Be permitted time off for facility holidays.
10. Be responsible for notifying facility of intended time of arrival and reporting to the designated individual at the facility.
11. Daily work schedule will be at the discretion of the preceptor and/or facility.
12. Be subject to facility's drug/alcohol policies that may include mandatory urine/blood screening to ascertain the presence of drugs/alcohol.
13. In the event that the facility has a mandatory drug-testing program, authorize the facility to release results of such tests to your college.
14. The community-based faculty member/institution may be provided with relevant information concerning your academic and professional development in conjunction with your assignment.

I have read the provisions listed above and agree to be bound by these provisions in exchange for participation in the clinical education experience at the facility.

______________________________  ________________________________  _____________
Student Signature/Program        Witness Signature          Date
TEMPLATE
STUDENT PROFESSIONAL LIABILITY INSURANCE CERTIFICATE

Individual certificates of insurance are provided for each student for each affiliation, two-three weeks before the beginning of the course.

*****CERTIFICATE OF INSURANCE*****
TEMPLATE

This is to certify that the University of Kentucky self-insured plan described below is in force for coverage of claims arising out of professional acts or omissions performed by University of Kentucky Physical Therapy students within the scope of his/her duties and responsibilities as a student of the University of Kentucky, College of Health Sciences, relating to 1) the provision of health care by University of Kentucky Physical Therapy students at the University of Kentucky, and 2) the provision of the approved practice area(s) performed by University of Kentucky Physical Therapy students at the approved facility(s) outside the University of Kentucky under an approved Clinical Education Agreement with such approved facility(s), which are listed on the Rider to this Certificate, attached hereto and incorporated herein.*

Insuring limits are in excess of $1,000,000 per occurrence and $3,000,000 in the aggregate during the term as follows:

<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Policy Term</th>
<th>Type of Insurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Insured per KRS Beginning July 1, ____ and ending upon the date of termination of (Student's name)</td>
<td>Professional Liability-164.939 et seq.**</td>
<td>Occurrence Coverage</td>
</tr>
<tr>
<td>appointment</td>
<td>June 30, ____ Academic</td>
<td>or __________, whichever is earlier.</td>
</tr>
</tbody>
</table>

University of Kentucky, Chandler Medical Center

By ________________________
Title: Dean, College of Health Sciences
Date: _______________________

* Moonlighting activities are NOT covered by the University of Kentucky self-insured professional liability insurance plan.**Kentucky Revised Statutes 164.939 through 944, enacted in 1975, provide the legal basis for the University of Kentucky's self-insured professional liability insurance plan.
RIDER TO CERTIFICATE OF INSURANCE

This is to certify that the University of Kentucky (UK) self-insured plan described in this Rider to the attached Certificate of Coverage is in force for coverage of claims arising out of professional acts or omissions performed by University of Kentucky Physical Therapy students within the scope of their duties and responsibilities as students of the University of Kentucky, College of Health Sciences, relating to the provision of the following approved practice area(s) to be performed at the following approved practice site(s) outside the University of Kentucky*:

Approved Practice Area(s): Approved Practice Site(s) (Outside UK):

Insuring limits are in excess of $1,000,000 per occurrence and $3,000,000 in the aggregate during the term as follows:

<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Policy Term</th>
<th>Type of Insurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Insured per KRS seq.**</td>
<td>Beginning July 1, ______ and ending upon the date of termination of (Student’s name) Academic appointment or June 30, ______ whichever is earlier.</td>
<td>Professional Liability-164.939 et seq. Occurrence Coverage</td>
</tr>
</tbody>
</table>

University of Kentucky, Chandler Medical Center

By ____________________________
Title: Dean, College of Health Sciences
Date: ____________________________

* Moonlighting activities are NOT covered by the University of Kentucky self-insured professional liability insurance plan.
** Kentucky Revised Statutes 164.939 through 944, enacted in 1975, provide the legal basis for the University of Kentucky’s self-insured professional liability insurance plan.
Clinical Education Health Records requirements

The following records should be kept up to date in the PT Division

1. Immunization records
   - MMR
   - Verification of chickenpox or varicella vaccine
   - Hepatitis B series
   - DPT
   - TDap- tetanus, diphtheria, pertussis booster

2. TB skin test - yearly

3. CPR for the professional rescuer

4. First Aid

5. Health Insurance

Background checks and drug screens are completed per individual facility request.
Dress Code for Clinical Education Experiences

Students are required to investigate the dress code requirements for each clinical site to which he/she is assigned and to follow the dress code accordingly.

General guidelines:

- Professional dress should allow for freedom of movement without revealing skin between shirt and pants.
- Shirts/pants for women or men should not reveal cleavage.
- Piercings should be removed to comply with facility guidelines.
- Footwear should have closed toes and stable base.
This form is used when calling for information from the CI and student at midterm

UNIVERSITY OF KENTUCKY
College of Health Sciences
Division of Physical Therapy

PT ___ MIDTERM CALL RECORD

STUDENT NAME________________________ADVISOR_______________________

CLINICAL FACILITY NAME______________________________________________

CITY____________________________STATE____________________

CLINICAL FACILITY PHONE __________________

TIME ZONE (circle one) PST MST CST EST

CCCE NAME__________________________________________________________

STUDENT’S CELL PHONE/CONTACT NUMBER_____________________________

STUDENT’S E-MAIL_________________________________________

STUDENTS - DO NOT WRITE BELOW THIS LINE

________________________________________________________________________

CI FIRST AND LAST NAME(S) Please print and verify spelling)

Person making call_______________________

Record of messages left:_________________________________________________

With each call, please ask the CLINICAL INSTRUCTOR the following questions:

2. How is the student performing with regard to:
   a. Foundation knowledge_______________________________________
   b. Clinical skills______________________________________________
   c. Professional abilities_________________________________________

3. Have you completed the midterm assessment? Yes____ No ____ Date/Expected Date________

4. How did the student’s assessment compare/contrast with your assessment?_________________________________________________

5. Are there any items on the CPIs in which the student is at risk for performing below required threshold by the end of the rotation?_________________________________________________

6. Is there anything you need from UK Division of Physical Therapy?_________________________________________________

ADDITIONALCOMMENTS:_________________________________________________

________________________________________________________________________

________________________________________________________________________

With each call, please ask the STUDENT the following questions:
1. Are you in a place where we can talk privately? **YES** NO**
   *(If not, offer an opportunity for the student to call you back when able to talk privately)*
2. How is the student feeling about his/her own:
   a. Foundation knowledge preparation for this setting__________________________
   b. Clinical skills development in this setting________________________________
   c. Professional abilities_____________________________________________________
3. Have you completed the midterm assessment? **Yes** No ** Date/Expected Date________
4. How did the CI’s assessment compare/contrast with your assessment?_____________________
5. Are there any items in the CPI about which you are concerned or need to talk about how to demonstrate?________________________________________
6. Has the level of supervision provided been appropriate for you?_____________________
7. Are there any concerns you have about the clinical instruction you are receiving?________________________________________
8. Would you describe your CI as “exceptional” __________________________

Additional concerns or comments________________________________________________________

**Follow Up:**

Advisor has/will follow up this call in this manner:

________________________________________________________________________

Advisor requests follow up by the DCE with regard to the following:

________________________________________________________________________

Is this a site that you recommend we visit in the near future? **YES** NO**

________________________________________________________________________

Advisor Signature __________________________ DCE Signature __________________________
If a student has academic problems during a clinical experience, the CCCE, CI and DCE will collaborate to develop an individual learning contract.

Learning Contract Sample

The attached clinical objectives reflect the results of a discussion with ______________________, CCCE/CI at _____________________________. During the discussion we clarified expectations of behavior/performance in areas that were identified as problems during __course__ and dates________________________

The purpose of defining specific performance statements is to clarify the expectations of performance during the remainder of the clinical experience.

I understand that I must incorporate these suggestions into my daily activities. Failure to successfully meet these objectives by _____date___________ will result in a grade of F -failure of the clinical experience.

I understand that emphasis on these objectives should in no way be construed to mean that the remainder of the goals and objectives for this experience are less important, or that successful completion of the remaining objectives is not required for successful completion of this experience.

_______________________________  ______________________________
Student signature       Date   CCCE/CI signature  Date

_______________________________
DCE signature       Date
SECTION 5

UNIVERSITY OF KENTUCKY

CLINICAL PERFORMANCE INSTRUMENT

The tool we use for student assessment is the APTA Clinical Performance Instrument. Because it is in revision and we will soon have a new version, it has not been included it in this manual.
SECTION 6

UNIVERSITY OF KENTUCKY

Student Portfolio Requirements
Student Portfolio Requirements
EDUCATIONAL PORTFOLIO REQUIREMENTS

Purpose: To document your progress as a student becoming a professional physical therapist and provide opportunity for reflection on that progress.

Directions: Please organize this information and place in sections separated by dividers for ease of review by your advisor. Add personal touches that reflect your personality- this is your “reflective scrapbook”.

SECTION 1: Developing perceptions on PT practice

Required after PT 836 4-week clerkship and updated as assigned,

Describe “autonomous practice” in the context of practice in a variety of settings. This may include a description of the practice of a PT who practices autonomously.

Consider the APTA Core Values of the Physical Therapy profession (see appendix)

SECTION 2: Plan for Professional Development

Required, beginning with PT 836 and after PT 839
Professional Development Plan, which may include all or some of the following information:

- In what setting do you envision yourself practicing?
- How will you stay current in understanding the practice of physical therapy?
- What do you think is a realistic plan for continuing education throughout your career?
- What are the advantages of membership in the American PT Assoc.

- Mentoring activities planned or participated in
- Membership and/or participation in professional organizations (APTA, KPTA, Student Conclave, district meetings, state meetings, national meetings, etc.)
- Service activities related to the physical therapy profession
- Prioritization of and/or participation in continuing education activities

SECTION 3: Development Through Clinical Coursework - PT 835, 836, 837, 838, 839, 840

Required:

- Clinical Course Experience Form for PT 835, 836, 837, PT 838, PT 839, PT 840 (6) These are found in your course manuals.
- Professional Abilities Assessment – PT 836 and PT 839
- Journal Entry for PT 836 and PT 839- The template for the journal entry is found in your course manuals
- PT 836 Article Review Templates – Found in PT 836 course manual and used to prepare article review/inservice presented during PT 836
- Special Clinical Projects completed while on clinical assignment (Case Reports, Administrative Projects, Inservices with references)

OPTIONAL SECTION 4: Evidence of Development Through Professional Regard

Optional: Letters, cards or narratives of experience with

- Patients/clients
- Program faculty
- Clinical instructors
- Other health care professionals
SECTION 7

UNIVERSITY OF KENTUCKY

PROFESSIONAL ABILITIES ASSESSMENT

This assessment is used for faculty and student self-assessment yearly throughout the program.
**Instructions**
1. Read description and definitions of professional abilities.
2. Become familiar with the behavioral criteria for each level.
3. Self-assess your performance relative to the professional abilities, using the behavioral criteria.
4. Indicate your assessment of your performance for each criterion by placing a check mark under B, D, or E.
5. Enter a comment for each item.

**Please note**
- The criteria provide examples of behaviors required for competence at a given level.
- It is not necessary for you to demonstrate all of the criteria to be considered competent at a given level.
- Your clinical instructor will be assessing your performance on a separate form.

**Scale**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning Level=B</th>
<th>Developing Level=D</th>
<th>Entry Level=E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Commitment to learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interpersonal skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Communication skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Effective use of time and resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Use of constructive Feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Problem-solving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Critical thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Stress management</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name ___________________________  Clinical Instructor Name ___________________________
Professional abilities are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession. Ten professional abilities were identified through a study conducted at UW-Madison in 1991-92. The ten abilities and definitions developed are:

<table>
<thead>
<tr>
<th>Professional Ability</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Commitment to Learning</td>
<td>The ability to self-assess, self-correct and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.</td>
</tr>
<tr>
<td>2. Interpersonal Skills</td>
<td>The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.</td>
</tr>
<tr>
<td>3. Communication Skills</td>
<td>The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.</td>
</tr>
<tr>
<td>4. Effective Use of Time and Resources</td>
<td>The ability to obtain the maximum benefit from a minimum investment of time and resources.</td>
</tr>
<tr>
<td>5. Use of Constructive Feedback</td>
<td>The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.</td>
</tr>
<tr>
<td>6. Problem-Solving</td>
<td>The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</td>
</tr>
<tr>
<td>7. Professionalism</td>
<td>The ability to exhibit appropriate professional conduct and to represent the profession effectively.</td>
</tr>
<tr>
<td>8. Responsibility</td>
<td>The ability to fulfill commitments and to be accountable for actions and outcomes.</td>
</tr>
<tr>
<td>9. Critical Thinking</td>
<td>The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.</td>
</tr>
<tr>
<td>10. Stress Management</td>
<td>The ability to recognize sources of stress and to develop effective coping behaviors.</td>
</tr>
<tr>
<td>Professional Abilities</td>
<td>Beginning Levels Behavioral Criteria</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>1. Commitment to Learning</td>
<td>Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information</td>
</tr>
<tr>
<td>2. Interpersonal Skills</td>
<td>Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals, respects cultural and personal differences of others; is non-judgmental about patients’ lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience.</td>
</tr>
<tr>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>3. Communication Skills</td>
<td>Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication: listens actively; maintains eye contact</td>
</tr>
<tr>
<td>4. Effective Use of Time and Resources</td>
<td>Focuses tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion</td>
</tr>
<tr>
<td>5. Use of Constructive Feedback</td>
<td>Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information</td>
</tr>
<tr>
<td>6. Problem-Solving</td>
<td>Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems</td>
</tr>
<tr>
<td></td>
<td>Professionalism</td>
</tr>
<tr>
<td>---</td>
<td>-----------------</td>
</tr>
<tr>
<td>7</td>
<td>Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Raises relevant questions; considers all available information; states the results of scientific literature; recognizes “holes” in knowledge base; articulates ideas</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Recognize own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations</td>
</tr>
</tbody>
</table>
PGY 412G: Principles of Human Physiology  
Intermediate level human physiology course emphasizing applied concepts.

PT 804: Behavioral Factors Across the Lifespan  
Ison  
The study of human behavior relating to health and disease and the organization of health care as a social system. Selected concepts from the psychological and social sciences are presented in a biobehavioral frame of reference and applied to the consideration of specific problems. This course is developed to address these concepts across the cultural continuum the students may encounter in clinical practice.

PT 854: Pathology and Clinical Application  
Darbee  
PT 854 is a medical pathology course where major diseases and conditions of the body's systems are presented in terms of definition, etiology, pathogenesis, clinical presentation, prognosis and intervention.

PT 834: Introduction to Physical Therapy and Bioethics  
Kuperstein  
An orientation to the profession of physical therapy including history, professional organization, role in health care, elementary patient care skills, use of the medical library and professional documentation. Bioethics will be introduced in relationship to moral issues in health care.

ANA 801: Histology for Physical Therapy Students  
Duncan-Marshall  
A survey of selected basic and specialized mammalian tissues most commonly involved in diseases treated by physical therapists. The course provides information required for understanding the cellular mechanisms behind the various diseases and the rationale for subsequent treatment.

PT 770: Public Health and Wellness Issues  
Kuperstein  
Each semester a contemporary topic in the field of physical therapy will be studied intensively.
1st Year: Spring

PT 645: Research and Measurement in Physical Therapy Malone
An analysis of various procedures and measuring instruments used in clinical practice and research in physical therapy. Emphasis is placed on the theory, application, and interpretation of the measurements in the evaluation of published materials. Basic statistical techniques and their appropriate use will be presented.

PT 814: Foundational Skills Kelly/Darbee
A course that lays the foundation for specific physical therapy procedures, basic to the delivery of care and professional development.

ANA 811: Human Anatomy for Allied Health Professions
A dissection-based gross anatomy course designed to present the principles of the human body in a regional format with special emphasis on functional/clinical anatomical relationships.

PT 603: Pharmacology I Malone
Fundamental concepts of pharmacology and their impact on the physical therapy management of patients. This course focuses on the integration of basic science, research, and clinical intervention.

PT 805: Normal Functional Anatomy Harrison/Hazle
A regional study of the normal functional aspects of the neuromusculoskeletal systems, including the basic principles of biomechanics and human locomotion.
PT Curriculum: Course Descriptions

1st Year: Summer

PT 815: Basic Clinic Skills        Kelly
Theory, techniques, rationale, physiological effects, and indications of basic physical therapeutic procedures of hydrotherapy, thermal therapy, cryotherapy, muscle testing and goniometry evaluation, gait analysis, muscle function are presented in lecture. Techniques are demonstrated and practiced in laboratory.

PT 856: Therapeutic Exercise I         T. English
This introductory course provides an overview of therapeutic exercise and its relation to patient management, and development of skill in basic therapeutic exercise approaches for improving muscle performance, relaxation and mobilization.

PT 877: Cardiopulmonary Physical Therapy           Darbee
A combined lecture, laboratory series about the theoretical and practical foundations necessary for entry-level physical therapists to conduct examinations and interventions for individuals with primary or secondary cardiac and/or pulmonary dysfunction.

PT 867: Research Topics: Design           Dupont
This course will focus on designing a hypothesis-driven and/or goal oriented research project in the area of Physical Therapy. This will include determining the research area and question, choosing the correct research design for the research question, assessing the feasibility of the proposed project, gaining knowledge and experience in writing a research proposal, and estimating the potential outcomes of a project. This course will re-emphasize, build upon, and apply knowledge and skills acquired in PT 645 (Research Design and Measurement). This course will also enable the student to write a comprehensive research on project proposal for implementation. While students are given flexibility (based on advisor input) to design a project, all projects are expected to incorporate outcomes measurements.
PT Curriculum: Course Descriptions

2nd Year: Fall

ANA 802: Neuroanatomy for Physical Therapy Students
A concise account of the functional anatomy of the central nervous system. The anatomical organization is correlated with physiological activity. Emphasis is placed upon the morphological basis for progressively higher levels of control of activity from the simple reflex to voluntary motor activities controlled by the cerebral cortex. This type of knowledge is required for proper understanding and performance of physical therapy technicians in the treatment of medical and surgical disease.

PT 652: Pathomechanics Harrison/T. English
An application and research oriented investigation into the science of abnormal human movement. The course involves the pathologic aspects of neural control, muscle contraction, assessment and motion analysis, joint mechanics, and noncontractile tissues as they relate to human movement and kinetics.

PT 831: Clinical Neurophysiology Kitzman/ Marshall
The study of the regional organization of the brain and spinal cord, the ways in which they connect and how these connectivities influence human behavior with emphasis on motor behavior. The effect of disease states on normal brain and spinal cord function will be discussed.

PT 835: Physical Therapy Clerkship I L. English/Simpson
The student receives campus based clinical and classroom preparation for clinical experience. The student then observes patient treatment by experienced staff members and is supervised in the performance of elementary procedures involved in patient care.

PT 676: Electrophysiological Testing and Therapeutics Nitz
The student is introduced to the principles of electricity, how it affects the muscle and nerve, its use in physical therapy for patient assessment and management, and its safety aspects. Lectures and laboratory exercises are included. Students in the professional program will enroll for at least one credit in the first year of the professional program and at least one credit in the second year of the professional program.

PT 825: Prosthetics Kelly
This course will prepare the student to perform physical therapy evaluation and provide patient management as part of a prosthetic team.

PT 604: Pharmacology II Malone
This course will build on the material covered in PT 603, Pharmacology I in Physical Therapy, focusing on how drug classes influence rehabilitation treatment strategies.

PT 826: Orthotics Kelly
This course will prepare the student to perform the physical therapy evaluation and provide patient management as part of a prosthetic or orthotic team.

PT 887: INTRODUCTION TO PHYSICAL THERAPY ADMINISTRATION Kuperstein
An introduction to basic management techniques including purpose, goals and objectives; contracts, task statement and analysis; position descriptions; Medicaid; quality assurance; placement services.
PT Curriculum: Course Descriptions

2nd Year: Spring

PT 650: Dysfunction of Peripheral Joints
Nitz
This course is an advanced approach to assessment and therapeutic management of musculoskeletal problems involving peripheral joints.

PT 654: Motor Control Theory and Intervention
Livingston/T. English
This course explores current knowledge regarding the neurophysiological mechanisms involved in motor control from birth to adulthood. The course also explores a variety of therapeutic interventions with motor control as a foundation.

PT 847: Management of Neurological Systems I
L. English
Medical and physical therapy management neurological problems, including the neurological examination, seizures, degenerative and neurological diseases, will be presented.

PT 836: Physical Therapy Clerkship III
L. English
Students progress from performance of basic skills under close supervision to performance of those skills with more independence and adding more opportunities for evaluation and treatment experiences.

PT 628: Gerontology for Physical Therapy Students
Harrison
PT 628 will utilize biological aspects of aging as the foundation, and integrate psycho-social-spiritual characteristics associated with aging, health and function through the use of lecture, discussions, case studies, service learning, panel discussions, and clinical experience. Students will work closely with older adults in terms of PT management for those with functional limitations and in health care promotion and prevention.
PT Curriculum: Course Descriptions

2nd Year: Summer

PT 837: Physical Therapy Internship I  L. English
This course is the first clinical internship. Students remain under supervision of clinical instructors but have increasing independence in evaluation, examination, treatment and discharge planning in a variety of clinical settings at selected sites.

PT 686: Specialty Electives  All Faculty
Introduction to emerging specialty areas within the physical therapy profession. Students will select multiple specialty areas under faculty direction.

PT 821: Management of Vascular and Integumentary Disorders  Kelly
The theoretic and clinical framework for physical therapy assessment and management of patients with disorders of the vascular and integumentary system (i.e. open wounds, burns, etc.) are discussed. The student will utilize a problem solving approach to select, implement tests and measurements as well as therapeutic interventions.

PT 830: Diagnostic Imaging, Screening and Instrumentation  Nitz/Hazle
This course presents diagnostic screening processes utilized in PT. Included are the applications of results from specialized imaging instrumentation.
PT Curriculum: Course Descriptions

3rd Year: Fall

PT 651: Dysfunction of Vertebral Joints  Nitz
This course concentrates on advanced theories and techniques of assessment and therapeutic management of musculoskeletal problems of the back.

PT 655: Neuromotor Development  Effgen
This is an advanced course on normal neuromotor development and the deviations from normal with emphasis on the infant.

PT 668: Research Topics in Physical Therapy: Analysis  All Faculty
This course is intended to introduce the students to methods of analyzing data and problems of writing a scientific paper for publication. Students will analyze data they have collected as it relates to their research problems. Their written manuscripts will be due at the end of this course.

PT 838: Physical Therapy Internship II  L. English
This course is the second clinical internship. Structure is similar to PT 837 but students continue to increase their repertoire of clinical skills and meet higher passing standards, while receiving two additional weeks of clinical experience. Students will continue to perform physical therapy evaluation, examination, treatment, and discharge.

PT 827: Management of Neurological Systems II  Darbee
This course covers the physical therapy assessment and interventions for individuals with spinal cord injuries.
PT Curriculum: Course Descriptions

3rd Year: Spring

PT 676: Electrophysiological Testing and Therapeutics    Nitz
The student is introduced to the principles of electricity, how it affects the muscle and nerve, its use in physical therapy for patient assessment and management, and its safety aspects. Lectures and laboratory exercises are included. Students in the professional program will enroll for at least one credit in the first year of the professional program and at least one credit in the second year of the professional program.

PT 839: Physical Therapy Internship III          L. English
This course is the third of three clinical internships. Structure is similar to PT 837 and PT 838 but students continue to increase their repertoire of clinical skills. Students are expected to perform as entry level physical therapists by the end of the internship. Students are placed in appropriate sites throughout the Commonwealth and the United States. International experiences are available for selected students.

PT 860: Diagnosis and Management of Complex Patients      T. English/Darbee
Lecture and case-based small group discussion of patients who have complex management needs in the biomedical, physical, psychosocial, and/or spiritual realms.

PT 850: Advanced Manual Interventions         Kelly/Hazle/L. English
A combined lecture and lab series focusing on advanced manual interventions, their indications, contraindication, anticipated goals and expected outcomes. Topics will include spinal mobilization and manipulation, manual lymph drainage, soft tissues, neural tissue and connective tissue mobilization along with current topics introduced through advancement of knowledge in the profession.

PT 686: Specialty Electives       All Faculty
Introduction to emerging specialty areas within the physical therapy profession. Students will select multiple specialty areas under faculty direction. May be repeated to a maximum of 3 credits.

PT 888: Advanced Physical Therapy Management        Kuperstein
Emphasis is placed on operational aspects of physical therapy department including relationship to total facility operation, designing and equipping a department, contracts, salaries, fees, personnel policies, records, data processing, budget processing, medical-legal implication, continuing education, and the consultative process.
PT Curriculum: Course Descriptions

3rd Year: Summer

PT 669: Research Topics in Physical Therapy: Outcomes All Faculty
This course is intended to introduce students to the process of turning a finished research manuscript into an oral research presentation. Student will be responsible for audiovisuals, handouts, and any other methods used to make their presentations. In addition to faculty advisor input and grading, students will critique their own presentations and gain experience in critique of other professional research presentations.

PT 840: Physical Therapy Internship IV L. English
This course consists of a 10-week internship in which the students are assigned to clinical facilities throughout Kentucky and beyond.

PT 890: Professional Seminar Harrison
This course will provide a framework for preparation and completion of the comprehensive examination upon fulfillment of all other requirements for graduation from the physical therapy doctoral program. Students will be guided toward information that will increase their effectiveness in preparing for the exam which in turn provides an effective foundation for completion of professional certification after graduation from this program.