PHTH 6820/6830/6850/7960 | Optional Integrated Clinical Experience (ICE) II/III/IV/Independent Study

Faculty:

Jennifer Bogardus
Director of Clinical Education
Jennifer.Bogardus@hsc.utah.edu
203-494-2278

Tori Burroughs
Associate Director of Clinical Education
Tori.burroughs@hsc.utah.edu
801-712-4642

Office Hours:

Office hours: Clinical Site or zoom, as requested.

For details on weekly assignments and expectations, please refer to the detailed schedule in Canvas for your respective pathway.

Hybrid and Residential Pathways:
All course contact time takes place at the student's assigned clinical site. Students are required to match the schedule of their clinical instructor, so hours per day/week may vary according to site and instructor.

1 Credit Hour

Curriculum
All curricular content in the Doctor of Physical Therapy (DPT) program must meet curricular standards set forth in part by The Commission on Accreditation in Physical Therapy Education (CAPTE). The learning objectives in this syllabus are specifically mapped to accreditation requirements, which can be found CAPTE website.

Course Description
For this optional clinical education experience, the 2rd or 3rd year DPT student spends a minimum of 4 hours per/week, or equivalent variations (minimum of 45 clinical contact hours) throughout any semester of their second or third academic year, under the direct supervision of a licensed physical therapist in a specialized clinical experience. This experience is designed to help students integrate knowledge, practical skills, and professional behaviors learned to practicing patient-client management (examination, evaluation, PT diagnosis, prognosis, plan of care, interventions, and outcomes).

Course Outcomes

By the end of this course, you will be able to:
1. Gain additional exposure and practice in various practice settings while in the physical therapy program.
2. Integrate knowledge, skills, and professional behaviors learned in the academic setting into the clinical setting.
3. Report how this clinical experience has broadened your perspective of physical therapy practice
4. Demonstrate improved preparation for specialized options in subsequent full-time clinical internships.
5. Value this (and future) clinical experiences and appreciate the clinical instructors who provide these learning opportunities.
6. Uphold legal requirements in clinical education.

Teaching and Learning Methods
[Briefly list how you envision running this course. How will you teach this course – mostly lecture, discussions, exploring case studies, experiential learning, problem-based learning, etc.? How do you want students to be engaged? You might also insert a brief paragraph reflecting your teaching philosophy here.]

Learning Resources: Textbooks, Readings, and Supplementary Materials

Required Materials
none

Recommended Materials
- Schon DA. 1987. *Educating the Reflective Practitioner*. Josey-Bass: San Francisco; pp.3-40.
- Epstein RM, 1999. Mindful Practice, *JAMA; 282*(9): 833-839.
- Epstein RM, et al; 2008. Self-monitoring in clinical practice: a challenge for medical educators; *J Cont Educ Health Prof*; 28(1): 5-13.
- 2003. *Professionalism Core Values Self-Assessment.*

Grading Policy (Evaluation Methods & Criteria)

Assessments:

Student grades will be determined by:

- Evidence of Student Profile Information sent to SCCE/CI (Exxat) - 10pts
- Clinical Instructor Details (Exxat) - 10pts

- Final Webinar (or written reflection) - 10pts
- CI Verification of Hours (Exxat Timesheet) - 10pts
- Student Evaluation of Clinical Site (Exxat) - 10pts
- Student Evaluation of Clinical Instruction (Exxat) - 10pts

The student will receive a **Credit/No Credit** grade upon completion of the course based on the following criteria:

1. Successful completion of the required time within the clinic, verified by the clinical instructor.
2. Demonstration of appropriate professional behaviors and skills in all clinical education situations.
   NOTE TO Clinical Instructors & Students!
   It is the student's responsibility to be pro-active in pursuing appropriate clinical learning experiences, pursuing practice opportunities for appropriate skills, and self-initiating performance feedback sessions with the clinical instructor. If there are **ANY** concerns whatsoever about the student's professionalism, or any other skill the CI or the SCCE feel the student *should be* demonstrating, *please* communicate any concerns to the Director of Clinical Education ***immediately at 801-581-8665 or 435-901-4803***.
3. Successful completion of all assignments required by course instructors (DCE, CI, SCCE), including all web-based course assignments.
4. Acceptable verbal CI report regarding student performance within the clinical environment; CI responses are very enthusiastically welcomed throughout the experience!

Course Schedule
The course schedule will vary from student to student. At the beginning of the ICE, CI and student set a plan for the student's gradual progression of patient-client management responsibilities. The plan is reviewed weekly and adjustments are made based on student performance.

University Policies

1. **The Americans with Disabilities Act**. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in
an alternative format with prior notification to the Center for Disability & Access.

   "Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings should be destroyed at the conclusion of the course.

2. **University Safety Statement**. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit https://safeu.utah.edu

3. **Addressing Sexual Misconduct**. Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

   a. **Lauren's Promise**: Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

4. **Academic Misconduct Statement.** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their

profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: https://regulations.utah.edu/academics/6-410.php

5. **UOnline:** Hybrid and flipped courses require significant self-motivation. Some lessons take a considerable amount of time to complete. Please note that not all modules are created equal. Some may take a bit more time than others. Some people believe this to be a much easier way to study this subject than in the on-campus framework. Others may feel very intimidated at first. Be patient as you work your way through the first few modules of our course. If you are serious about the material, you will learn as much as, if not more about this subject than if you were participating in a traditional format course, and develop reading and communication skills that are vital to the workforce of the 21st century.

- Electronic or equipment failure: It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.
- Document archiving: You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.
- Assignment format / software: You are responsible for submitting assignments in the required format, using acceptable software / file extension. See assignment instructions.
- Classroom equivalency: Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:
  - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
  - Off-color language and photos are never appropriate.
  - Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
  - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

6. **Dignity & Belonging Statement.** I stand in support of compassion, dignity, value-of-life, fair treatment, belonging, and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more fair and compassionate for all individuals. I stand against discrimination in all its various forms.

7. **Indigenous Land Acknowledgment.** The University of Utah has both historical and contemporary relationships with Indigenous peoples. Given that the Salt Lake Valley has always been a gathering place for Indigenous peoples, we acknowledge that this land, which is

named for the Ute Tribe, is the traditional and ancestral homelands of the Shoshone, Paiute, Goshute, and Ute Tribes and is a crossroad for Indigenous peoples. The University of Utah recognizes the enduring relationships between many Indigenous peoples and their traditional homelands. We are grateful for the territory upon which we gather today; we respect Utah's Indigenous peoples, the original stewards of this land; and we value the sovereign relationships that exist between tribal governments, state governments, and the federal government. Today, approximately 60,000 American Indian and Alaska Native peoples live in Utah. As a state institution, the University of Utah is committed to serving Native communities throughout Utah in partnership with Native Nations and our Urban Indian communities through research, education, and community outreach activities.

8. ***Drop/Withdrawal Policies.*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

9. Other important information to consider including:
    a. Student Code: http://regulations.utah.edu/academics/6-400.php
    b. Accommodation Policy (see Section Q): http://regulations.utah.edu/academics/6-100.php

10. ***Supports for Students.*** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the Student Support Services page for the U for updated information.

11. ***Basic Needs Student Support Statement***. Success at The University of Utah includes learning about and using available resources. The Basic Needs Collective (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: https://basicneeds.utah.edu/.

12. **Student Wellness**: Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please feel welcome to reach out to your instructor or TA to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness
801-581-7776
[wellness.utah.eduLinks to an external site.](wellness.utah.edu)
2100 Eccles Student Life Center
1836 Student Life Way
Salt Lake City, UT 84112

13. **Canvas Time Zone Notice**: To ensure you are viewing due dates and times correctly, as well as events in the calendar, set your student Canvas time zone to your current location by following this [Canvas Time Zone Guide](). If you do not change your time zone, all due dates and times listed in Canvas will default to Mountain Time (MT) . All times written throughout the course (e.g. class meeting times) are in Mountain Time, unless stated otherwise.

14. **Course Material Copyright Notice.**
The Content* available in this course is made available only for your personal, noncommercial educational, and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.
Please see the [Code of Student Rights and Responsibilities](), Section III.A.5 regarding the use and distribution of class Content and materials. Section III.A.5 explicitly prohibits:
    a. *"Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course."*
    b. ** Content means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.*

15. **Academic Misconduct and Use of Generative AI** It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative AI tools that has not been cited or use documented or authorized. Students will also be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing, may be subject to academic sanctions as per the University of Utah's code: http://regulations.utah.edu/academics/6-400.php