Course Number and Title: PTH 531: Teaching Laboratory Practicum II

Number of Credits: 2 Credit Hours

Day/Time/Location: See experience information and Assignment Table for details
Experiences: Tuesday/Thursday 8:00 – 11:50am
Tuesday/Thursday 1:00-4:50pm
Final Reflection: TBD, Auditorium/TBD

Course Grading Scale: Standard ABCDF

Prerequisites: Good Standing in the Physical Therapy Program
Current First Aid and CPR Certifications

Faculty:
Course Coordinator Note: All TLP faculty office hours are by appointment
Sara North PT, DPT
Office: PT Building 117
Office Hours: TBD and by appointment
Phone: 262-951-3042
Email: snorth@carrollu.edu

Course Associates
Vickie Ericson, PT Amy Schaefer, PT
Phone: 262-951-3033 Phone: 414-467-7163
E-mail: vericson@carrollu.edu Email: aj_schaefer@yahoo.com

Kris Erickson PT, NCS Sara Kotschi, PT
Phone: 262-370-3924 Phone: 920-312-0567
Email: kmnberickson@sbcglobal.net Email: skotschi@carrollu.edu

Sarah Van Winkle, PT Ryan Schumacher, MPT
Phone: 630-699-1587 Phone: 262-264-0579
E-mail: svanwink@pio.carrollu.edu Email: rschumac@carrollu.edu

Lisa Burkhardt
Phone: 262.352.4390
Email: lburkhar@carrollu.edu

Physical Therapy Program Goals
1. Students will demonstrate the skills and behaviors (Standards and Elements) required for initial practice in physical therapy.
2. Students will demonstrate evidence-based practice and utilize sound clinical reasoning strategies within the patient/client management and International Classification of Function (ICF) models.
3. Students will demonstrate physical therapy professional ethics, values and responsibilities in accordance with APTA Core Values and Core Professional Behaviors.

4. The Program will demonstrate commitment to service to Carroll University, to professional organizations, and provide community engagement and outreach to Waukesha County and surrounding communities.

5. The Program faculty members will demonstrate contemporary expertise in their assigned teaching areas and have ongoing productive scholarly agendas.

**Professional Track Mission Statement**

The aim of the professional tract in the Carroll University Entry-Level Physical Therapy program is to prepare an entry-level generalist trained clinician to successfully meet all requirements of the professional practice, and practice management expectations. Graduates will demonstrate self-directed learning, critical thinking, problem solving ability and community needs awareness to allow autonomous practice within a changing and diverse health care environment.

**Course Description**

PTH531 expands on the foundation of PTH 521 in the development of professional, patient and practice management skills. Students are provided with opportunities to further develop, apply and integrate cognitive, psychomotor and professional behavior skills in the examination, evaluation and treatment of clients. An experiential, service-learning model is used to provide experiences in several environments that reflect multiple levels of care and wellness / prevention. All practical experiences occur under the supervision of faculty in consultation with community partners and parallel previous and current didactic course work. Service learning opportunities expand from the foundation of PTH 521 to include client populations with known physical impairments and disabilities.

**Purpose of TLP and Service Learning**

The purpose of the TLP course sequence is to integrate professional core behaviors and core values into experiential service learning in a culturally competent manner. Service learning is defined for this course sequence as structured learning experiences that combine community service with explicit learning objectives, preparation, and reflection. Students will reach these objectives through provision of meaningful service to meet a community’s self-determined needs or goals and evoke positive change. Students will be expected to apply and integrate previous and current course content within the TLP experiences to enhance learning and services provided.

The Carroll University Teaching Laboratory Practicum is dedicated to the education and training of student physical therapists through the integration of clinical practice and didactic course work emphasizing a service-learning model. Students and faculty, who are compassionate and responsive to client and community needs, provide service with an emphasis on health promotion and wellness for all people within the communities regardless of age, race, gender, or religion. The Carroll University Physical Therapy Program Teaching Laboratory Practice exhibits a futuristic vision and empowers its clients with the knowledge, skills, and capabilities to achieve and maintain optimal health.

**Required Reading:**

- Carroll University Department of Physical Therapy Safety Policies, found in PT Student Handbook
- Tests and measures per prior and concurrent didactic coursework

**Recommended/Supplemental Texts and Readings:**

• Additional assigned readings may be included to supplement material as needed
### Course Objectives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Criteria for objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 521: TLP I</td>
<td>Concepts introduced:&lt;br&gt;• In an apparently healthy population&lt;br&gt;• With moderate to maximum support and feedback as needed</td>
</tr>
<tr>
<td>PTH 531: TLP II</td>
<td>Concepts developed:&lt;br&gt;• In a population with known disease and disability as well as an apparently healthy population&lt;br&gt;• With intermittent support and feedback as needed</td>
</tr>
<tr>
<td>PTH 621: TLP III</td>
<td>Concepts refined:&lt;br&gt;• In populations with known disease and disability as well as a population with cognitive impairment/decline&lt;br&gt;• With minimal support</td>
</tr>
</tbody>
</table>

Students will:

1. Practice in a safe and ethical manner that minimizes risk to client, self, and others.<br>   a. Sample behaviors:<br>      i. Includes examination and treatment<br>      ii. Requests assistance when necessary<br>      iii. Identifies potential risks, modifies accordingly

2. Demonstrate professional behavior in all situations.<br>   a. Sample behaviors:<br>      i. Includes the Core Professional Behaviors and Core Values, Code of Ethics, Program expected student outcomes, and other related documents<br>      ii. Consistently exudes cultural sensitivity in patient/client interactions

3. Communicate effectively, respectfully, and compassionately with all parties involved.<br>   a. Sample behaviors:<br>      i. Includes verbal/non-verbal/written<br>      ii. Educates others using teaching methods commensurate to learner<br>      iii. Actively listens to clients, peers, and faculty<br>      iv. Considers individual differences, values, preferences, and expressed needs

4. Exhibit an appreciation and understanding of social responsibility within the service learning model.<br>   a. Sample behaviors:<br>      i. Recognizes the physical therapist’s role in wellness and prevention and promotion of health and quality of life<br>      ii. Understands the role of professional and community organizations in the delivery and collaboration in proving these services to those in need<br>      iii. Reflects upon service learning as a means to deepen relationships between self, community, and physical therapy profession<br>      iv. Student awareness of the need and ability to provide service outside the traditional practice setting via an interprofessional approach

5. Demonstrate and accept responsibility for self.<br>   a. Sample behaviors:<br>      i. Appropriate preparation and punctuality
ii. Accountable for policies/procedures per setting  
iii. Takes initiative in experience  

6. Demonstrate and accept responsibility for the group.  
a. Sample behaviors:  
i. Actively participates  
ii. Contributes as a team member  
iii. Provides constructive feedback to peers and faculty  

7. Accept and utilize constructive feedback from faculty and peers.  
a. Sample behaviors:  
i. Avoids defensiveness (willingness to be wrong)  
ii. Actively seeks feedback from faculty and peers  
iii. Model feedback delivery and reception as observed of others  

8. Demonstrate flexibility and adaptability to the many changes that occur in an experience and throughout the semester.  
a. Sample behaviors:  
i. Reflects upon potential negative personal biases and responses to unforeseen events for professional growth toward future clinical practice  

9. Incorporate and apply current and past knowledge and skills for effective client management.  
a. Sample behaviors:  
i. Includes clinical judgment and decision making, use of evidence-based practice  
ii. Considers client values/needs in the process  
iii. Develops and implements collaborative plan of care and progresses accordingly  
iv. Identifies, explains, and justifies the application of course material to client populations  

10. Effectively manage time, resources, and outcome assessment during and between experiences.  
a. Sample behaviors:  
i. Includes timely documentation as appropriate  
ii. Includes gathering and transportation of equipment as appropriate  

a. Sample behaviors:  
i. Participates in and evaluates the management of a practice in accordance with regulatory, legal, and ethical standards  
ii. Understands the roles of support staff in scheduling, phone, and financial duties in clinical practice  

12. Pursue professional development in an interprofessional health care system and apply knowledge and experiences to future clinical practice.  
a. Sample behaviors:  
i. Analyzes individual professional performance and progression within each semester and within context of advancement from TLP I to TLP III  
ii. Utilizes identified areas of strength and areas needing improvement to focus professional development
iii. Evaluates contributions of peers related to observations about ongoing professional growth and provide constructive feedback and personal perspectives in response
**Format and Teaching Methods:**
Course experiences are designed to create an environment that fosters the development of those characteristics vital for both successful completion of the Physical Therapy Program and safe effective practice in the field of physical therapy. These characteristics include the APTA Core Values of accountability, excellence, altruism, compassion/caring, integrity, professional duty and social responsibility. There is also an emphasis on a spirit of inquiry, independent thinking and problem solving, respect for others, and appropriate professional behaviors for patient centered care.

The course emphasizes experiential learning in several different environments as described in the course syllabus and assignment table. Students are assigned to client experiences on Tuesday and Thursday mornings and afternoons at various points in the semester. Small group reflections after each session and weekly online discussion forums provide an opportunity to present, interact, and exchange ideas, observations, or comments with student peers and faculty members regarding issues pertaining to patient/client/group interventions as well as reinforce concepts, discuss related issues, and integrate knowledge and skills. The primary focus will be student led discussion of core values and core professional behaviors, professional development with benefits and barriers, and any logistical issues regarding the experiences. Past or current literature is welcomed and encouraged to be incorporated into all discussions.

It is recognized that there are individual learning and teaching styles and attempts are made to incorporate instructional strategies to address various learning tendencies. It is the student's responsibility to monitor this relationship and seek assistance as needed.

**Participation expectations**
The Teaching Laboratory Practicum series of courses is likely to be like no other course a student has experienced in the past. These courses require the students to take an active role in their learning. The value of the course to the student is proportional to the effort they put forth trying to gain the very most out of each experience and critically reflect of their learning.

Students will demonstrate professional development through:
1. Active participation in all learning experiences and consistent demonstration of appropriate integration of previous and concurrent cognitive knowledge, psychomotor skills, and affective behaviors.
2. Completion of all necessary client documentation in a neatly complied, organized, prompt fashion, with necessary approvals and signatures.
3. Contributions to session reflections and in weekly online forums.
4. Completion of all assignments at the appropriate level with timely submission on LMS. This includes appropriate quality of the written treatment programs.

Misrepresentation of submitted work is grounds for an unsatisfactory grade in the course.

There will be a final class reflection period on Tuesday May 9th, 2017 from 9-11am in CGS LL14 (Auditorium). **All students are expected to attend and engage in the activities and discussions planned.**
### Course Requirements:

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Linked Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLP Traits Assessment</strong></td>
<td>1-10</td>
</tr>
<tr>
<td>Completed by faculty within each of the three TLP experiences based on student performance related to the TLP Course Objectives (above). Students must achieve at least 80% score on all TLP Traits Assessments and are assessed relative to the complex population with minimal guidance. If at least 80% is not achieved in any one experience, remedial work will be determined at the course coordinator’s discretion. The course coordinator has final decision in TLP grading.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Behaviors Self-Assessment</strong></td>
<td>2, 5, 12</td>
</tr>
</tbody>
</table>
| Completed by students upon completion of all 3 TLP experiences using the Professional Behaviors Self-Assessment Tool. Faculty will grade based on satisfactory achievement of at least 8 of 10 criteria found in table below, considering a moderately complex population and intermittent faculty guidance.  
*Due Thursday 5/4/17 at Midnight via LMS upload* |                  |
| **Final Reflection Paper**        | 2, 4, 5, 12       |
| Completed near the end of the semester relative to a moderately complex population. Faculty will grade as satisfactory or unsatisfactory based on satisfactory achievement of at least 8 of 10 criteria found in table below. Specifications: 2 pages, 1 ½ spacing, 11 font.  
*Due 5/4/17 at 4pm via LMS upload.* |                  |
| **Weekly Online Posts**           | 2, 5, 6, 8, 10, 11, 12 |
| Wikipedia defines self-reflection as “the capacity of humans to exercise introspection and the willingness to learn more about their fundamental nature, purpose and essence… Human self-reflection invariably leads to inquiry into the human condition and the essence of humankind as a whole.”  
In order to foster this depth of learning, students will be required to reflect on the weekly TLP experiences, taking into consideration both their reactions and contributions to the events. This will be achieved through posts on the TLP discussion boards on LMS in response to a variety of questions related to semester experiences. Students are to generally consider the 7 Professional Core Values of Physical Therapists (Accountability, Altruism, Compassion/Caring, Excellence, Integrity, Professional Duty, Social Responsibility) in the responses.  
- See TLP Reflection Posts information posted on eLearning for details. |                  |
Faculty Grading Guidelines for Professional Behaviors Self-Assessments

<table>
<thead>
<tr>
<th>S / U</th>
<th>Clear understanding of the definitions of Professional Behaviors and application to TLP</th>
</tr>
</thead>
<tbody>
<tr>
<td>S / U</td>
<td>Accurate reflection of strengths based on examples given</td>
</tr>
<tr>
<td>S / U</td>
<td>Accurate reflection of areas of growth based on examples given</td>
</tr>
<tr>
<td>S / U</td>
<td>Accurate reflection of progression in this semester and as compared to previous</td>
</tr>
<tr>
<td>S / U</td>
<td>Identification of continued areas of growth needed in final internships to be successful</td>
</tr>
<tr>
<td>S / U</td>
<td>Application of TLP experiences to professional career in physical therapy</td>
</tr>
<tr>
<td>S / U</td>
<td>Identification to barriers in professional development and ways to overcome</td>
</tr>
<tr>
<td>S / U</td>
<td>Depth of assessment</td>
</tr>
<tr>
<td>S / U</td>
<td>Grammar, punctuation, graduate-level writing</td>
</tr>
<tr>
<td>S / U</td>
<td>Timeliness of submission</td>
</tr>
</tbody>
</table>

Faculty Grading Guidelines for Final TLP Reflection Paper

<table>
<thead>
<tr>
<th>S / U</th>
<th>Appropriate inclusion of each of the experiences for the semester, not focused on one</th>
</tr>
</thead>
<tbody>
<tr>
<td>S / U</td>
<td>Analysis of community partner perspective in service learning</td>
</tr>
<tr>
<td>S / U</td>
<td>Noted changes in personal perspective through service learning experience</td>
</tr>
<tr>
<td>S / U</td>
<td>Identification of most “a-ha” aspect or experience within the semester and why</td>
</tr>
<tr>
<td>S / U</td>
<td>Application of experience to professional career in physical therapy- specifically: how did working with these three populations this semester impact your perspective regarding an area of practice in which you would like to work?</td>
</tr>
<tr>
<td>S / U</td>
<td>Identification of barriers to success in service learning endeavors</td>
</tr>
<tr>
<td>S / U</td>
<td>View on interprofessional aspect of service learning endeavors</td>
</tr>
<tr>
<td>S / U</td>
<td>Depth of assessment</td>
</tr>
<tr>
<td>S / U</td>
<td>Grammar, punctuation, graduate-level writing</td>
</tr>
<tr>
<td>S / U</td>
<td>Timeliness of submission</td>
</tr>
</tbody>
</table>

S = satisfactory performance, U= unsatisfactory performance

Grading Scale:
The course coordinator in conjuncture with the course associates will determine the course grade based on achieving all learning objectives and completing course requirements. Consistent with the Entry-Level Doctor of Physical Therapy Program and Clinical Education policies and procedures, unsafe, unprofessional, unethical, or illegal behavior is grounds for a grade reduction in the course. Failure to complete a required assignment may be grounds for additional point penalties or remediation in the course at the discretion of the course coordinator.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Conversion Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.0-100</td>
</tr>
<tr>
<td>B</td>
<td>80.0-89</td>
</tr>
<tr>
<td>C</td>
<td>70.0-79</td>
</tr>
<tr>
<td>D</td>
<td>60.0-69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Rounding policy: grades are rounded up at .95%.

Late policy: Late submissions will be accepted at 25% deduction per day late. Internet accessibility issues are not considered a reasonable excuse for late assignments. Students should plan ahead to have all assignments uploaded/electronically submitted prior to the deadline to ensure timely completion.

Relative Weights of Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLP Traits Assessment: TAC</td>
<td>45%</td>
</tr>
<tr>
<td>TLP Traits Assessment: UCC</td>
<td>15%</td>
</tr>
<tr>
<td>TLP Traits Assessment: Curative</td>
<td>15%</td>
</tr>
<tr>
<td>Curative Plan</td>
<td>5%</td>
</tr>
<tr>
<td>Online Discussion Posts</td>
<td>6%</td>
</tr>
<tr>
<td>Final Professional Behaviors Self-Assessment</td>
<td>7%</td>
</tr>
</tbody>
</table>
Course Policies

Statement on Academic Integrity – The Carroll University Academic Integrity Policy is located in your student handbook. Students are expected to familiarize themselves with it. If a student violates this policy in any way, the instructor(s) reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask a faculty member.

Accommodation for Disabilities – Any requests for accommodation must be made through the Walter Young Center with Disability Services Coordinator. Appropriate accommodations will be made once notification has been received from the Disability Services Coordinator.

Modifications to the syllabus: The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Class Attendance Policy
Students are expected to arrive at their experiences on time and prepared. The attendance policy is in accordance with the Entry-Level Physical Therapy Student Handbook. Absences from class due to sickness or other legitimate reason (i.e. personal or family emergency) should be reported to the course coordinator AND pertinent faculty member(s) for the scheduled experience prior to the class if possible, otherwise in a timely manner. In the case that a student anticipates missing a scheduled client experience, it may be the responsibility of the student to attempt to find a classmate to cover for him/her, and to make up the missed experience if necessary, as determined by the course coordinator. Only students with a legitimate excuse, per the PT Student Handbook, will be permitted to reschedule experiences. Although students are expected to be on time to an experience, in the extreme case that a student is late to an experience, it is his or her responsibility to contact the experience site or contact person, along with the course coordinator, to let them know when to expect them.

Further class policies regarding attendance, assignments, academic standards, and general conduct are in accord with those outlined in the Entry-Level Physical Therapy Student Handbook.

Professional Conduct:
Students are professionals in training and as such are expected to dress and act in a professional manner appropriate for each situation. The following apply when participating in assigned experiences.

1. Technology
Professional and respectful behavior is expected during all experiences and small group reflections. This includes putting all laptops and cell phones away during these times. Exceptions will be made if an emergent situation exists and is cleared with the instructor prior to class starting.

2. Dress Code
   • Name tags are to be worn at all times. If your name tag is misplaced or broken, you must notify the course coordinator immediately to ensure prompt ordering of a replacement. Replacement name tags are at the cost of the student.
   • Shirts: Wear TLP shirts or business casual attire; shirts must be properly fitting to allow adequate freedom of movement yet secured so they are not revealing, are long enough and tucked in. You must wear appropriate undergarments.
   • Pants: nice pants (no jeans), no shorts or capris
   • Shoes: clean, sensible shoes; no open toes/heels, heels, clogs or slides
• Hats: no hats are to be worn during the experiences, unless specifically required by the site
• Jewelry should be conservative and not interfere with daily activities or present a safety hazard. Aside from earrings, jewelry may not be worn in any visible body piercing, including but not limited to the tongue, nose, or eyebrows, and should be either covered or removed. Visible tattoos should be covered.
• Hair: long hair (shoulder length or longer) should be secured with a barrette, headband or in a ponytail
• No perfume, scented hair spray, or scented lotions
• No gum chewing

SPECIFIC REQUIRED LEARNING EXPERIENCES
Each TLP session will begin with preparation at a time determined by the faculty in charge for that experience. This time is to be used to gather and set up necessary equipment, review charts, look up material, and ask questions or obtain clarification from faculty related to the experiences. Each TLP day will end with reflection time. This time is used to discuss the days experiences, reflecting on what can be learned from them. Faculty members that are the primary contact for the experience will be facilitating the reflection, and students are expected to actively discuss the day's events and explore their meaning.

1. Support Staff (“On-Call”)
Groups of 1-2 students will serve as Support Staff personnel on an alternating basis to assist with the daily operation of the Teaching Laboratory Practicum and assure that everything runs smoothly. Requested assistance may occur during and between class periods. Responsibilities typically take place at the TAC location and may include but are not limited to:
• Checking for messages from clients- performed 2x daily in the assigned Support Staff week. Tuesday students check Sun a.m. – Wed noon; Thursday students check Wed noon – Sat pm.
  o TAC phone (housed in Sentry 110): 262-951-3045
  o Procedure
    ▪ Press Message button from the TLP phone line or call 262-524-7653 to access voice mail from a non-campus phone
    ▪ Enter number of voicemail box (3045)
    ▪ Enter Password 857857# (TLPTLP#)
    ▪ Follow prompts to listen to messages
      • Enter 2 to get messages
      • Enter 0 to listen to message
    ▪ Write down and/or relay pertinent information
    ▪ Delete old messages after recording information in client’s online “file” in LMS discussion boards
• Helping patients to/from their cars/rides
• Monitoring weather-related impediments to building access and relaying to faculty PRN
• Monitoring linen usage and needs, communicating to faculty/course coordinator PRN
• Obtaining AD’s and/or equipment during the experience
• Making copies or phone calls (administrative duties) as needed
• Providing coverage for a classmate who is ill or otherwise unable to attend TLP
• Acting as rehab aide in dynamic activities
• Other tasks as assigned by TLP faculty and/or course coordinator
Students are to sign up using the Sign Up Genius invitation sent in the first week of the semester. Each student is to select ONE session and ensure that ALL dates have at least one student signed up. Due date for selecting a Support Staff session is **Sunday 1/29/17 at Midnight.**

2. **Therapeutic Abilities Clinic (TAC)**
   This experience is designed to provide supervised exercise to those clients who no longer need skilled therapy services but require skilled supervision, medical monitoring, and/or assistance to continue to safely exercise. The sessions operate under a wellness auspice rather than as billable physical therapy services.

   - **Location:**
     - Sentry Drive Carroll University location: 1111 Sentry Dr., first floor Room 110 and adjacent classroom 111

   - **Time:** 8:00-11:50am and 1-4:50pm; client experiences begin 1/31/17

   - **Goals/Objectives**
     - Apply content and skills learned in previous and current semester courses
     - Keep all patients/clients safe and free from injury and falls
     - Maintain current and accurate electronic files for all clients
     - Develop an appreciation for the need and management of a Community Wellness Clinic for those with chronic disability/disease or special needs
     - Differentiate needs of a wellness clinic with a skilled therapy clinic
     - Develop an appreciation and empathy for the unique presentation of the population seen in this practice
     - Develop and demonstrate professional behaviors at the 500 level in the program

   - **Procedures**
     - A group of 12 students will be assigned to the wellness clinic each day. Two students will be assigned to each client whenever possible.
       - **Morning sessions:** Consist of 2 groups of clients, 6 per time frame (12 total)
         - 8:45-10:00am and 10:15-11:30am
       - **Afternoon sessions:** Consist of 3 groups of clients, 6 per time frame (18 total)
         - 1-2pm, 2:15-3:15pm, and 3:30-4:30pm
     - Students will be assigned in pairs to one client from each group so that each student will see 2-3 clients per TLP day, alternating “lead SPT” and “support SPT” for the clients.
     - Group reflection occurs from 4:30-4:50, and participation from all students is expected.
     - There is a small group of DPT students who will be participating in an IPE activity with Carroll’s Masters in Exercise Physiology in TAC as determined by clients shared across both program experiences. There will be additional documentation review and electronic communication regarding clients.

     - **Prior to each day in the TAC**
       - Each student will review his/her client’s discussion forum online to become familiar with the assigned client and gain the necessary information from the client; consult with previous students who have seen the client as appropriate

     - **At the start of each day in the TAC**
• Assist in readying the room for client use, including treatment tables, pillows, placing signs in parking lot to reserve parking spaces for clients per Sentry Dr. policies/procedures, etc.
• Each student will discuss his/her client’s plan with the faculty members in the clinic
• Obtain one iPad and one keyboard case per client group, procured from the storage closet by faculty members
  • Login to the device and WiFi
    o Wifi username at Sentry Dr. location: PTPad
    o Password: iP@dW1f1
  • Login to LMS and access the first client’s discussion forum in the TLP course page to be ready when clients arrive
  • Prepare any apps to be used that day, including student exploration of information and client education materials. If you want to download an app for that day, you must obtain approval from the faculty. If there is an app that you think should be included on the clinic iPads regularly, talk with Dr. North.
  • A Trouble-Shooting Guide will be available with the charging cart and will also be posted on LMS.
• Treatments will be overseen by the faculty. Depending on the day or client, faculty may choose to treat or assist with the treatment of the client or delegate as appropriate.
• Be sure to check client messages early each day in order to rearrange for any client absences.
  o Documentation for each client in TAC:
    • Prior to the start of the semester, Support Staff students will create simple manila file folders for each client to house vital documents and MD communication in paper format to complement electronic chart
    • An electronic record will be kept on each client via LMS discussion board, with separate folders acting as “tabs” in the file
      • “Initial Assessment and Outcomes” folder: uploaded initial assessment document or post containing initial assessment content, as well as three posts for outcome measures (pre-, mid-, and post- data collections with dates).
        o All clients will have certain outcome measures required, which can be found directly within each client file on LMS
        o Additional tests & measures at student/faculty discretion to be discussed at orientation and during experience
      • “Vitals” folder: Posts each session with the pertinent vitals for the client (BP, HR, SpO2, etc.)
      • “Goals” folder: Copy and paste the client’s goals here for easy access and modification throughout the semester.
      • “Daily Notes” folder: One post for each session to include S, O, A, and P content; include student signature(s) at bottom of note
    • Current iPad documentation instructions:
1. Open the Progress Note on LMS under the TAC heading. It will open as a new internet tab, so click in the upper right hand corner of the document to “open in pages” to open in Apple’s Pages app.
2. Copy all text from this template.
3. Open your client’s discussion forum, access the note documentation section for the day.
4. Paste the template text into the post for that day’s note.
5. Hit “return” wherever needed to make the template look clear.
6. Count to 10 then click “submit”.
7. When you are ready to enter more text/values, click “edit” to edit the post and enter your data.
8. When you have entered your data, count to 10 and click “submit”.
9. Be sure to click “submit” after all data entry to avoid losing data.

Have fun!

- The EMR is to be conducted via electronic devices during sessions to the extent possible, with one primary goal to practice and improve skills in executing point of service documentation. This means that during client sessions and down time, all notes are targeted for completion. Note that all iPads are wiped clean each evening, so there is no saving of information on the device.
- Notes are due within 24 h of each session via discussion post
- Each electronic record post will be reviewed and critiqued by the paired student co-treating the client. This peer critique is to be completed prior to the next session in order to ensure accurate and professional notes and for effective feedback in close proximity to the session date. Faculty may also be reviewing student notes and may provide feedback as appropriate AFTER student critiques have been submitted, as a second line of defense for excellent documentation.
- If a student is asked to re-do/edit a post, the electronic permission to edit the original post is provided as the best method
- Students are responsible for maintaining the charts/documentation in a professional manner (including but not limited to maintaining easy access to all necessary information, accurate hx, medications precautions etc). This includes following up with previous students regarding documentation or other paperwork that is incomplete. It is each student's responsibility to ensure that all chart documentation is completed. Documentation shall be thorough and explanatory and support the correlation between S&O and the “why” of each intervention.

- Students are responsible for cleaning and returning all equipment to the appropriate location at the end of the day. This includes returning iPads and keyboard cases to the faculty for charging and wiping after cleaning the screens with provided wipes. This may also include returning tri-fold signs, used to reserve parking spots for clients, to the storage closet.

Primary faculty contact: Mrs. Schaefer, Mrs. Ericson, Mrs. Erickson, Mrs. Burkhardt, and Ms. VanWinkle
Dr. North for questions/issues related to EMR/LMS
3. United Community Center: Senior Center Group Exercise
   - Location: 730 W. Washington St, Milwaukee, WI 53204
     - Note: Street parking restrictions on the 2nd and 4th Tuesday/Thursday of each month, varies by street; you MUST check the specific parking signs before parking to avoid being towed.
   - Time: 8:30am – 11:50am, exercise sessions begin 1/31/17
   - Goal/Objectives
     - Appreciate the cross-cultural aspects of working with Spanish-speaking adults in the Hispanic community
     - Develop skills to successfully interact with Spanish-speaking clients via interpreters considering non-verbals, communication styles, and cultural factors in health care delivery
     - Appreciate the psychosocial aspects of aging adults
     - Apply content and skills learned in previous and current semester courses to implement and adapt wellness exercise in a group setting
     - Develop skill in performing wellness assessments on older adults
     - Develop abilities to design exercises for groups of people, conduct exercise in a class format and modify exercises to suit the needs of the individual
     - Develop and demonstrate professional behaviors
   - Procedures
     - The TLP course coordinator emails students on Thursday of the first week of January (1/5/17) with the required UCC paperwork: Volunteer Application, Volunteer and Agency Agreement, Employment Confidentiality Assurance. Students are to complete these documents fully and email to jdargatz@carrollu.edu within 1.5 weeks (due 1/18/17). The course coordinator sends these forms to the UCC volunteer coordinator, along with a background check letter covering all students, a class list, and the semester schedule indicating which students will be on site for each date.
     - UCC Staff will orient students to the organization and Hispanic culture early in the semester.
     - Students are responsible for transportation to/from UCC. Carpooling is recommended as street sweeping occurs on the 2nd and 4th Tuesdays of each month, limiting parking options. Be sure to check all signage to avoid a tow!
     - Week 1 on-call students will be asked to prep simple manila folders that will house all senior’s intake forms, relevant releases, and vitals sheets.
     - Students are to bring the TLP bags and the above client files to each session at UCC. Both are stored in CGS LL lab. Additional equipment may be transported to UCC as needed but must be returned to the LL lab the same day.
     - Students are expected to arrive at the UCC Senior Center by 8:45am for set-up and discussion and preparation regarding that day’s activities. Name tags and daily sign-in are required at the UCC, which is the students’ responsibility.
     - Assessments
       - On the first and last day of the experience, students will perform wellness assessments based on Senior Fitness Testing and best practice medical principles. Documentation forms will be provided and will be maintained in client charts throughout the semester. Students are expected to be fully familiar with the assessments prior to the sessions to ensure efficiency and accuracy in collecting data.
Two exercise sessions will be held during each TLP session over the course of about 12 weeks, the first from **9:30-10:15** and the second from **10:30-11:15**. Groups will be a mixture of lower and higher physically able older adults. Students will adapt exercise programs accordingly with faculty guidance as needed.

Students are responsible for generating engaging and innovative group exercise programs each week based on discussion and feedback from previous groups of students that address the clients’ overall needs and physical functioning.

Incorporation of teaching participants to be actively involved and perhaps even lead portions of a session is encouraged.

Music should be prepared by the students and can be played on the UCC sound system via either CD or input cable (cell phone, iPod, etc.).

Reflection will take place immediately following the client sessions and/or before.

Primary Faculty contact: Ms. Kotschi & Ms. VanWinkle; Dr. North as course coordinator

### 4. Curative Care Network: Adult Day Center

- **Location**: 149 Wisconsin Ave., Waukesha
- **Date**: Beginning 1/31/17
- **Goal/Objectives**
  - This experience will help serve a population of cognitively and physically impaired seniors identified by the Curative Care Network in Waukesha. This experience will utilize social interactions and physical activity for clients with chronic disease and disability, including dementia and Alzheimer’s. Students will interact with and direct clients during on-site activities that include physical activity, art appreciation, and memory boosting in a wellness context.
- **Procedures**
  - Clients will be selected by Curative staff for participation with DPT students prior to the start of the semester; goal for clients to consistently participate throughout the semester
  - Students will work together in their groups of 8 prior to each Curative date in order to plan an afternoon program as outlined below. Necessary resources must be communicated to the experience faculty and course coordinator well in advance to ensure obtaining materials and support.
  - First session: Initial physical and cognitive assessments performed by DPT students
  - Schedule for each morning - 8:30-11:15am
    - 8:30-9:00 Student arrival/preparation time downstairs; if ready early, socialization with clients upstairs
    - 9:00-10:30 Activity rotations
      - Station-based: Groups of 3-5 clients rotate through all 3 stations (center census dependent). Some ideas and resources will be discussed at Curative orientation.
        - 9:00-9:30- Physical Activity (led by 2 students)
          - Location: large area with TV
Examples include: Tai Chi, Wii/Kinex, shuffle board, etc. All activities are to be pre-planned.

- 9:30-10:00- Art appreciation (led by 3 students)
  - Location: downstairs carpeted area
  - Examples: Students bring in any art form (poem, sculpture, painting, songs on ipods, reminiscing, etc.) and have a discussion regarding the piece (who it’s by, what it means, like it or dislike it...), art activities, etc. All activities are pre-planned.

- 10:00-10:30- Memory/Interactive (led by 3 students)
  - Location: staff lounge
  - Examples: Word-find puzzles, storytelling, trivia books (on site), humor, education, discussion, etc. All activities are pre-planned, though sometimes the best interactions are impromptu! Ideas can come from Curative resources as well.
    - Alternate plan for Physical Activity slot: Structured activities may be an option, with all clients participating in a large activity together (Curative-driven or student generated concepts)

- 10:30-10:45am Open activity/socialization time
  - Remain in lower level or return clients to main floor

- 10:45-11:15 Daily reflection with students and faculty (downstairs)
  - Curative will provide a form to be completed each session regarding attendance and a quick group analysis of outcomes of the day, successes/barriers, costs incurred, general feedback, etc.
    - Final session: Reassessments of physical and cognitive measures performed by DPT students

Primary Faculty contact: Mrs. Schumacher