Course Number and Title: PTH 521, Teaching Laboratory Practicum I

Number of Credits: 2 credits

Day/Time/Location: Tuesdays and Thursdays 8:00am-12:30pm
Note: 6:30am-11am for personal training
Locations per experience as below and in Assignment Table

Course Grading Scale: ABCDF

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

Faculty:
Course Coordinator
Sara North PT, DPT
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Massage
Vickie Ericson, PT
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Email: vericson@carrollu.edu
Office Hours: By appointment for all faculty
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 track 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.

The Carroll University Teaching Laboratory Practice 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.

Course Description:
Consistent with the Physical Therapy Program and TLP philosophies, curricular philosophy, and Program goals and objectives, PTH 521 provides students with opportunities to further develop clinical skills through experiential learning in a context of wellness and prevention across the life span under the direct supervision of faculty. The course is based on the service learning model which combines community service with specific learning objectives, preparation and reflection. Service learning opportunities occur with an apparently healthy population to provide an understanding of normal client presentation and performance. Service-learning opportunities take place on and off campus.

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.

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>
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<tbody>
<tr>
<td>PTH 521: TLP I</td>
<td>Concepts introduced:</td>
</tr>
<tr>
<td></td>
<td>• In an apparently healthy population</td>
</tr>
<tr>
<td></td>
<td>• With moderate to maximum support and feedback as needed</td>
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<tr>
<td>PTH 531: TLP II</td>
<td>Concepts developed:</td>
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<tr>
<td></td>
<td>• In a population with known disease and disability as well as an apparently healthy population</td>
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<tr>
<td></td>
<td>• With intermittent support and feedback as needed</td>
</tr>
<tr>
<td>PTH 621: TLP III</td>
<td>Concepts refined:</td>
</tr>
<tr>
<td></td>
<td>• In populations with known disease and disability as well as a population with cognitive impairment/decline</td>
</tr>
<tr>
<td></td>
<td>• 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.
   a. Sample behaviors:
      i. Includes examination and treatment
      ii. Requests assistance when necessary
      iii. Identifies potential risks, modifies accordingly

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

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

4. Exhibit an appreciation and understanding of social responsibility within the service learning model.
   a. Sample behaviors:
      i. Recognizes the physical therapist’s role in wellness and prevention and promotion of health and quality of life
      ii. Understands the role of professional and community organizations in the delivery and collaboration in proving these services to those in need
      iii. Reflects upon service learning as a means to deepen relationships between self, community, and physical therapy profession
      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.
   a. Sample behaviors:
      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. We also emphasize a spirit of inquiry, independent thinking and problem solving, respect for others, as well as appropriate professional behaviors for patient centered care.

Students are assigned to client experiences on Tuesdays and Thursdays throughout the semester. Small group reflections and weekly posts 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 discussion of core values and core professional behaviors, professional development with benefits and barriers, as well as 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 in TLP:**

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 beginning 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 Canvas. This includes appropriate quality of the written treatment programs.
5. Misrepresentation of submitted work is grounds for a reduced grade in the assignment(s) and/or course and follows the Academic Integrity Policy.
## Course Requirements:

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Linked Objectives</th>
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<tbody>
<tr>
<td><strong>TLP Traits Assessment</strong></td>
<td>1-10</td>
</tr>
<tr>
<td>Completed by faculty for each experience based on student performance related to the TLP Course Objectives (above). Students must achieve at least 80% score on each TLP Traits Assessment and are assessed relative to the introduction of concepts in an apparently healthy population with moderate to maximum support and feedback as needed. If 80% is not achieved, remedial work will be determined at the course coordinator’s discretion. The course coordinator has final decision in TLP grading.</td>
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<tr>
<td><strong>Professional Behaviors Self-Assessment</strong></td>
<td>2, 5, 12</td>
</tr>
<tr>
<td>Completed by students by the end of the semester using the Professional Behaviors Self-Assessment Tool. Faculty will grade based on the rubric below, considering introduction of concepts in an apparently healthy population with moderate to maximum support and feedback as needed. Students are expected to achieve a “satisfactory” mark in at least 8 of 10 criteria.</td>
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<td>Due: noon on Friday 8/11 via Canvas upload.</td>
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<tr>
<td><strong>KinderCare Activity Plan</strong></td>
<td>3, 4, 6, 8, 9, 10</td>
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<tr>
<td>Students are required to prepare an activity plan as outlined in this experience description below, in conjunction with course requirements for PTH 525. This plan must be submitted to the TLP course faculty via Canvas upload with due dates as described depending on student schedule. Faculty in this experience have the right to request student revisions prior to administering the planned activities to ensure quality delivery of community services. Grading rubric for TLP aspect is included in description.</td>
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<tr>
<td><strong>Tests &amp; Measures Rubrics</strong></td>
<td>1, 3, 5, 7, 9</td>
</tr>
<tr>
<td>To provide accountability for and feedback on basic skills acquired in Year 1, students are assessed upon their ability to perform key skills. Experiences are divided across body regions over the course of the semester. The testing outline and rubric are found posted separately on Canvas.</td>
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<tr>
<td><strong>Weekly Online Posts</strong></td>
<td>1, 3, 4, 7, 10,</td>
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Self-reflection is “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 events of each week’s TLP experiences, taking into consideration both their reactions and contributions to the events. This will be achieved through weekly posts on the TLP discussion boards on Canvas in response to a variety of questions related to weekly experiences. Students are to consider the 7 Professional Core Values of Physical Therapists (Accountability, Altruism, Compassion/Caring, Excellence, Integrity, Professional Duty, Social Responsibility) in the responses.

- Each student must contribute one post per assigned discussion topic (7 weeks total) to address this question. Initial posts are expected to be submitted within 48 hours of that week’s experience to allow peers the time to reply (see below). Students must strive to post their reflections as promptly as possible.
- Students must also reply to at least two peer posts each assigned week (14 replies total). Each reply should be to someone new, with the general intent to spread replies across all members of the class each week. Replies to posts are due by 12 midnight on the next Sunday (see Assignment Table for which weeks have required posts).

A thank-you letter to each student’s Team Up Camp buddy and family will take the place of the weekly post in week 11. **Due Sunday July 30th at Midnight via Canvas upload. Mailing date to the buddy/family no later than Monday 7/31.**

<table>
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<tr>
<th>Faculty Grading Guidelines for Professional Behaviors Assessments</th>
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<tr>
<td><strong>S / U</strong></td>
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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>
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<tr>
<th>Letter Grade</th>
<th>Conversion Scale</th>
<th>Rounding policy: grades are rounded up at .95%.</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90.0-100</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80.0-89</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70.0-79</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60.0-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</table>
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>
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<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Massage TLP Traits Assessment</td>
<td>21% (100 pts)</td>
</tr>
<tr>
<td>Personal Training TLP Traits Assessment</td>
<td>21% (100 pts)</td>
</tr>
<tr>
<td>KinderCare TLP Traits Assessment</td>
<td>17% (80 pts)</td>
</tr>
<tr>
<td>KinderCare Activity Plan</td>
<td>3% (15 pts)</td>
</tr>
<tr>
<td>Skills Testing</td>
<td>21% (100 pts - 25 pts. ea x 4 sessions)</td>
</tr>
<tr>
<td>Weekly Posts</td>
<td>5% (25 pts.)</td>
</tr>
<tr>
<td>Team Up Letter to Buddy</td>
<td>1% (5 pts.)</td>
</tr>
<tr>
<td>Final Professional Behaviors Self-Assessment</td>
<td>11% (50 pts)</td>
</tr>
</tbody>
</table>

Total 475 pts.

Course Policies

Statement on Academic Integrity: The Carroll University Academic Integrity Policy is located in your student handbook. Students are encouraged 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 your instructor.

Accommodation for Disabilities: Any requests for accommodation must be made through the Disability Services Coordinator at Carroll University. Appropriate accommodations by the Physical Therapy Program can be implemented only after notification has been received from the Disability Services Coordinator at Carroll University.

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 be 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 faculty member 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 will be the responsibility of the student to find a classmate to cover him/her if possible, and to make up the missed experience if necessary at the discretion of 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 their 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 dress code applies when participating in assigned experiences. Students are exempt from dress code during final reflection period.
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 unless required for documentation purposes. 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
   - Shirts: Wear TLP polo shirts or other 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. No T-shirts other than Team Up Camp where the provided T-shirts are mandatory.
   - Pants: Nice pants or capris for massage experience; shorts are acceptable for Personal Training, Tests & Measures, and Team Up Camp experiences but must be at least mid-thigh in length.
   - 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

1. Weekly Support Staff
   Groups of students will be assigned as weekly Support Staff on an alternating basis throughout the semester to assist with the operation of the Teaching Laboratory Practicum. These responsibilities occur between regular TLP hours and are primarily related to the massage experience (checking voice mail messages and scheduling clients). See experience details below.

2. On Campus Wellness Massage
   1) Location: Massage Clinic at the PT building on Carroll’s main campus, Waukesha, WI
   2) Dates/Times: begins 06/06/17 and runs through 08/10/17 from 8am-12:30pm
   3) Goal/Objectives:
      • Develop and apply interview, interpersonal, screening, examination, and therapeutic massage skills in an apparently healthy population.
      • Apply documentation knowledge and skills.
      • Integrate patient/client management skills.
      • Develop an understanding and appreciation for scheduling and logistical operations of a clinic with a basic working knowledge of same.
   4) Procedures:
      • The goal will be for each student to perform at least 3 massages during the semester.
      • Students perform client intake, assessment/screening, and wellness massage as scheduled and document appropriately.
      • Between clients, students clean treatment area, prep for following client prn, and complete documentation, reviewing with faculty for accuracy. Students also serve as reception and clinic managers between clients.
      • Assess outcomes by administering a Client Satisfaction Survey following each massage experience.
   5) Massage Clinic Advertising
      • Prior to and throughout the massage experience, all students in the course must advertise to recruit clients to fill the schedule. It is imperative to fill the schedule early to guarantee the students a good experience, especially for the first weeks of the clinic.
      • One method for recruitment will be to contact clients who participated last year- see posted document for this information.
      • The easiest client to recruit may be the one who just had a good experience- try to schedule clients for a subsequent massage or two while they’re still in the clinic!
      • Possible locations to advertise include:
         • US Bank
         • Starbucks
         • Avalon
         • Performance Running
         • Gold's Gym
         • Campus
         • Places of employment ie restaurants
         • Carroll P.A. students
         • Personal training clients
         • Van Male pool
         • Brookfield Square mall
         • Friends and family
         • Carroll faculty-send out weekly notices
6) Daily Schedule

- Students arrive by 7:50 am and set up/prep for day, including transporting linens from nursing building
- 8:30-11:30 Massage schedule per separate schedule
  - 20 possible clients per day
  - Students have up to 2 massages each per day
  - Non-massage time as indicated for documentation and support staff
- 11:30-12:00 Documentation, clean up, put away signs, etc.
- 12-12:30 Group Reflection

Note: After each massage, students walk clients back to Intake room to sit at large table and complete survey. Offer to schedule another massage.

7) On-site massage Support Staff responsibilities

- Duties include but are not limited to:
  - Picking up last minute scheduled or “walk-in” clients (Booth 7)
  - Setting up direction signs for clients
    - Signs will be stored for the summer in PT 105. Students must take the signs and set them up per faculty instructions prior to the first client arrival and put them away at the end of each day.
  - Semester voice mail message and email out-of-office
    - Students as Support Staff for week 1 are to re-record the massage clinic phone voice mail:
      - On any campus phone dial 7653, or dial 262-524-7653 from a non-campus phone
      - Enter number of voicemail box followed by # sign: 3002#
      - Enter Password TLPTLP followed by # sign
      - Choose 3 for changing personal greeting
      - Choose 1 to record a greeting
      - Choose 1 to record personal greeting
      - Choose 1 to re-record, then record your professional message letting clients know the dates of the clinic and that they can leave a message that will be returned within 48 hours by students to schedule an appointment or answer questions.
      - Students as Support Staff for week 1 are to cancel the out-of-office email reply beginning with the first day of massage clinic (no out-of-office reply staring 5-31-16).
        - Use the “options” tab in the top right corner and select “out of office assistant”
        - Click the button that says “do not send out of office auto replies.”
      - After semester sessions end, students as support staff or last day “on call” in experience must record the clinic phone away voice message again, letting clients know that the massage clinic is over for the year and that messages will not be received until June of the following year. You must have massage faculty listen to your greeting for approval after recording.
- After semester sessions end, students as support staff or last day “on call” in experience must activate the “out of office” auto reply for the away message between summer semesters
  - Use the “options” tab in the top right corner and select “out of office assistant”
  - Click the button that says “send out of office auto replies”
  - Enter message in the large text box letting clients know that the massage clinic is over for the year and that messages will not be received until June of the following year. You must show the message to the massage faculty for their approval before submitting.
  - Be sure to click SAVE.

- **Scheduling and confirming appointments**
  - Clients call the TLP massage phone line to request an appointment: 262-951-3002 or email appointment request to DPTMassage@carrollu.edu
  - Client scheduling is done by students electronically via the Sign Up Genius website while on the phone with the client
    - Locate the date of client request in the first column (Tues & Thurs between 6/6 & 8/10)
    - Offer the client the remaining time slots available that day (out of 3 possible times: 8:30, 9:30, 10:30)
    - Check the sign up box of the requested appointment, then click the blue “Submit and Sign Up” box at the bottom of the page.
    - Complete the client information in the section of white boxes in the middle of the page: first name, last name, email address, and phone number below. If the client provides an email (not required), the only contact from us would potentially be in future summer semesters for recruitment purposes.
    - Let the client know that he/she will receive a reminder phone call a few days before the appointment. You must enter their phone number in the required box, and you must also enter “CALL xxx-xxx-xxxx” in the white comment box at the top of the page. This step will allow the phone number to appear on the main sign up page for quick access to make the reminder call later.
    - Ask if the client is attending their first, second, or third massage for this summer semester. Record this as #1, #2, or #3 in the white “my comment” box at the top of the page (after “CALL #”).
    - If the client has any specific requests (i.e. a male SPT or an appointment at the same time as someone else), this is also entered in the white “my comment” box at the top of the page (after “CALL #” and #1, 2, 3 as above).
    - Note that text space is limited in the white comment box, so keep it to the above format when able (eg. “Call 262-000-0000; #2; male SPT”).
    - Click the orange “Sign Up Now” button at the bottom of the page.
- You will be directed to a Thank You message- click the orange “Return to Sign Up” box to double check on the live sign up that the appointment and comments appear as intended. This includes ensuring that the “CALL xxx-xxx-xxxx” message appears clearly.

- If you have any changes to make or if a client cancels an appointment, please contact Mrs. Ericson via email with specific changes requested.
o **Answering and checking emails for Carroll Massage email account** - this must be done at least 2x/day with clients contacted the same day. Students assigned as weekly Support Staff during any given week must coordinate to ensure that this is done outside of scheduled massage class times. Students “on call” within each massage experience will also be addressing email messages.
   - Access website: [https://piomail.carrollu.edu/owa](https://piomail.carrollu.edu/owa)
   - Log on using account
     - DPTMassage@carrollu.edu
     - Password: M@ssage2015
   - Call clients to schedule who have electronically requested an appointment following the standard procedure
   - Once a client has been scheduled, move the email request to the “Completed Requests” folder. If you call a client but leave a message, move the email request to the “Pending Client Call Back” folder. It will be assumed that all emails remaining in the Inbox need to be addressed by calling the client to schedule.
   - Students checking the email are to take action on the Inbox requests and the “Pending Client Call Back” folder to make sure no requests slip through the cracks.

o **Answering and checking messages on the Teaching Laboratory Practicum voice mail** - this must be done at least 2x/day. Students assigned as weekly Support Staff during any given week must coordinate to ensure that this is done outside of scheduled massage class times. Students “on call” within each massage experience will also be addressing messages. Everyone must check the eLearning discussion massage forum topics “Massage Phone Scheduling Notes” for to-do’s and to see where previous students left off.
   - On any campus phone dial 7653, or dial 262-524-7653 from a non-campus phone
   - Enter number of voicemail box followed by # sign: 3002#
   - Enter Password TLPTLP followed by # sign
   - Enter 2 to get messages
   - Enter 0 to listen to message
   - Take appropriate action based on message:
     - Call patient/client back to schedule appointment
     - Contact Dr. North via email if cancelled appointment or need to reschedule as above
     - If need to communicate a message, use eLearning discussion forum “Massage Phone Scheduling Notes”
   - Delete old messages after recording information in online discussion forum log
   - Call patient/client back
     - If you are unable to get a hold of the person, leave a message stating that you will try calling again. The person making the call is responsible for following through to schedule the client.

o **Making reminder phone calls**
   - During massage clinic hours, “on call” students will make reminder phone calls using the information on Sign Up genius. *Weekly Support Staff students do not need to make these calls.* Calls should be made on the Tuesday for each Thursday session and on Thursday for each following Tuesday session.
o **Greeting Clients and Check-In**
  - At 8:00am make sure at least one individual is at the front for client greeting and traffic flow. This is very important and remember to SMILE (“Teeth and Eyes” is the motto)!
  - Notify the assigned student (#1-10) when the client arrives. If a client no-shows, add a massage entry to include which client and time.
  - If a client calls to reschedule in the same day, use Sign Up Genius to add them to the relevant available slot and inform faculty that they need to remove the client’s former assigned time.
  - If a client is 10-15 minutes late, check the online schedule for the phone number and call the client. Before calling, determine whether there are any alternate times to offer that day or in subsequent sessions. Politely remind the client of their appointment and reschedule if possible.

o **Billing procedures/collection monies**
  - Students not performing massages are responsible for handling money and receipts on an alternating basis throughout the morning.
    - The cash box is stored on site and will be accessed by the experience’s faculty each day.
    - Money/Checks go in the top of the cash box, receipts to be placed under the money tray. Checks can be made out to “Carroll University”.
    - Record each transaction on the log in the cash box
    - At the end of each day, make out deposit slip.
    - Surplus monies remain at the PT building and are given to budget manager Renee BubRozek following each massage clinic day. She is located in the College House.
  - Follow up appointment cards will also be kept in the cash box.

o **Other responsibilities (not all-inclusive)**
  - Assisting with client flow to and from the front desk to treatment areas
  - Checking equipment availability and function and supplies
  - Setup and breakdown of treatment areas if necessary
  - Ensuring adequate copies of forms (i.e. client evaluation, billing, etc.)

8) **Massage documentation:**
  - The format of the notes will vary (initial, progress, discharge) depending on the type of massage provided. Documentation will be completed via Google Forms using a portable electronic device of your choosing. Point of service documentation is key in today’s health care field of productivity demands, so be aware of keeping the interpersonal eye contact and smiles at the same time- it’s tricky! Links to the online forms can be accessed on eLearning in the Documents tab under Bookmarks or by pasting these links into your web browser:
    - Initial Intake and Massage: https://goo.gl/forms/CPtYAHFTCwkaruVR2
    - Follow up/Discharge Massage: https://goo.gl/forms/dtm9R6QePZkKyO9r1
  - Notes are expected to be completed within each class period and presented to faculty for approval. Students are expected to follow up on any faculty feedback/requests for change to documentation in a timely manner.
• If you use a device that will “go to sleep” automatically, be aware that you may lose entered data. The Google docs are set so that you can edit submitted info, but you’ll need to play around with what works and what doesn’t based on your chosen device. If using a Carroll device, you may need to go back to your CarrollU tab and log in again before clicking “submit” in Google docs.
• Be sure to sign all notes with “your name, SPT” and state the faculty who reviewed as “Reviewed by Name, PT”, along with the date.

9) Additional Comments:
• Students may be responsible for transporting linens from the nursing building - faculty will instruct PRN.
• All documents and forms related to the TLP massage experience MUST be reviewed prior to entering the massage clinic. Students are accountable and responsible for all policies and procedures.
• Disclosure: Family and friends are not allowed to request a specific student to perform their massage, as this causes inconvenience in scheduling. Clients are allowed to request a male or female student physical therapist.
• Clients under 18 years of age must be accompanied by a parent or grandparent in the massage room while the treatment is provided. This must be shared with the client when scheduling.
• Massage tips are not accepted due to the tax implications of collecting additional monies. This is a professional challenge similar to not accepting gifts in the clinical environment (no one likes to say “no” to a client). However, donation forms will be available upon request for clients to donate to Carroll University if they request this option.
• A clipboard may be present at check-in for massage clients to voluntarily add their emails to a listserve to be contacted for DPT research projects.

10) Primary faculty contact: Mrs. Ericson; Dr. North for EMR/eLearning issues

3. Personal Training and Sport Conditioning
1) Location: Carroll University YMCA, VanMale class room (VM 120), Van Male athletic training room (VM 148), Ganfield, Schneider football field, Punches track and field, and Kilgour Softball.
   • In order to receive card access to the Carroll YMCA, you will need to fill out the Recreation Waiver form that is provided under the ‘My Info’ tab on the portal. Once this waiver is signed, your ID card will have access to the site on Tuesdays and Thursdays from 6:00 a.m.- 12:00 noon. Access will begin on Tuesday, June 6th and will end Thursday, August 10th. Please be sure to have your Recreation Waiver form submitted by May 26th.
2) Date/time: begins 6/6/17 and runs through 8/10/17
3) Goals/objectives
   • Perform comprehensive wellness assessment
   • Apply assessment information to develop and progress individualized wellness programs
   • Apply interpersonal and screening knowledge and skills to adults and youth
• Apply advanced Strength and Conditioning principles to Carroll University athletes and/or young developing athletes
• Apply documentation knowledge and skills
• Integrate patient/client management skills

4) Initial Orientation Session
• Students will attend a general experience orientation and will then rotate in groups of 26 through 3 stations: Functional Movement Screening, Aerobic testing and prescription, and Strength training age-specific considerations.

5) Procedures
• Students will work in teams of 1 or 2 with a client/group
• Initial wellness assessments will be performed and written up by the team initially assigned to a client
• Students assigned to CU athletes or developing athletes will work with faculty to implement and progress current S&C programs
• Training sessions will be developed and progressed by subsequent teams throughout the semester
• At the completion of the program, the client will be reassessed to determine progress and counseled as to how to continue with their program
• A note must be written after each interaction with a client and signed by a faculty member overseeing the sessions. Notes are expected to be completed via point-of-service electronic documentation and should be submitted by the end of that day’s sessions.
• All notes will be stored and completed within Canvas. Instructions will be provided during course orientations in first two weeks of class.
• Note: Dress code may be different for this experience per faculty discretion.

6) Personal training “on-call”
• 1-2 students will be assigned to greet all clients and introduce the clients to their personal trainer or team. On call students will supervise the schedule by checking voice mail for any messages or cancelations, or speaking with faculty on any messages left. Upon any changes in scheduling, the on-call student will modify training groups accordingly. On call students will also be responsible securing any rooms or training areas, retrieving any equipment or supplies as needed, as well as making sure all equipment is put away at the end of class.

7) Primary faculty contact: Professor Pahnke and Dr. Kotschi; Prof Roe alternate

4. KinderCare Learning Center
1) Location:
   a. KinderCare: 18205 W Bluemound Rd, Brookfield, WI 53045
2) Date/time
   a. Tuesdays and Thursdays from 6/6/17 through 8/10/17, 8:30-11:30am
3) Goals/objectives
   • Observe and compare the movement patterns of healthy children
   • Develop and implement an age-specific activity plan for an apparently health youth population
   • Form a foundation for understanding the impairments of children at Team Up Camp
   • Apply interpersonal skills to children
• Develop working collaborative/supportive relationship with YMCA camp staff and daycare staff

4) Procedures

• Prior to the assigned week, students in each TLP group will determine their experience order within the paired Tues-Thurs schedule below. Follow PTH 525 groups and instructions for appropriate preparation.
  o Activity plan uploads due in TLP Canvas page for course credit. All students in a group must upload the file, indicating the other group member names clearly at the top. Plan uploads for Tuesday Pre-K due the previous Friday at 8am; plan uploads for Thursday Pre-K due the previous Monday at 8am.

• Students should arrive at the Kinder Care site at 8:30am and meet instructor at the front of the building outside on the lawn. Park on the frontage road, not in the parking lot.

• On site, groups will rotate through two stations:
  1. Infant/Toddler classrooms (Ages 0-1, 1-1.5 years): Students will initially observe/play with the children and can help the teachers with anything they need. PDMS-2 assessment per PTH 525 instruction should begin by 9:30am once students become comfortable in the space. Children will become available for testing when they are not eating or sleeping. Students should allow time for assessment scoring at the end.
  2. Pre-K Classroom (Ages 4-5 years):
     a. 8:45-10:00: Students assist teacher-led activity (jump in as needed to help keep kids calm and listening, get to know kids and the environment)
     b. 10:00-10:45: Student-led activity per PTH 525 instruction for age-specific physical activity session
     c. 10:45-11:00: As determined by teacher, likely free time to play

• For both groups, any time not leading an activity or assessing will be teacher-led with Carroll students as helpers. This may include fine motor skills, free play, etc. Students are to engage directly with the children and practice communication and play skills.

• Schedule for each morning is as follows:

| Tuesday Schedule |
|------------------|----------------------|-----------------------|
| 0-1 year olds    | 1-1.5 year olds      | 4 & 5 year olds (pre-k) |
| 3 students from PTH 525 Group #A (orange) | 2 students from PTH 525 Group #A (orange) | All students from PTH 525 Group #B (white) |

| Thursday Schedule |
|------------------|----------------------|-----------------------|
| 0-1 year olds    | 1-1.5 year olds      | 4 & 5 year olds (pre-k) |
| 2 students from PTH 525 Group #B (white) | 3 students from PTH 525 Group #B (white) | All students from PTH 525 Group #A (orange) |

• Reflection will occur from 11-11:30am with all students and the faculty out on the main lawn.

5) Primary faculty contact: Dr. Knuth, Dr. Campion
5. Tests & Measures Assessment and Feedback

1) Location: CGS 107

2) Dates/Times: Tues 6/6/17 – Thurs 8/10/17

3) Goal/Objectives:
   - Facilitate continued practice and development after learning basic skills in previous coursework
   - Provide direct assessment and feedback on individual student skill performance
   - Aid in preparing students for examination efficiency through integration of skills completed by body region

4) Procedures:
   - Students will attend this experience in groups of 10 for 4 sessions over the course of the semester. Each session block is 2 hours.
   - Each student will be assessed on performance of basic skills learned in the 400 level for a 10 minute skill check per session, then will stay to play patient for the subsequent 10 minutes. Students must arrive at least 10 min early to ensure no delays and a calm, prepared entry to the assessment. Students will therefore be present for a minimum of 30 minutes per session. Students are welcome to use the time surrounding the skill checks for skills practice within a different space in CGS.
   - Students are required to prepare for testing by reviewing and practicing psychomotor skills learned in the 400 level. Skills include both functional mobility and standard objective assessments:
     - Functional mobility skills list:
       - i. Gait observation and hypothesis generation (resource: course notes)
       - ii. Transfers and bed mobility (resource: Fairchild)
       - iii. General functional mobility (ADLs)
     - Standard Objective Assessments:
       - iv. Range of motion (resource: Norkin & White)
       - v. Manual muscle testing (resource: Daniels & Worthingham)
       - vi. Palpation (resource: Trail Guide to the Body)
       - vii. Light touch sensation and reflect testing (resource: O’Sullivan)
       - viii. Joint play (ortho powerpoint slides)
       - ix. Muscle length- formal testing and elongation based on anatomy (resource: Norkin & White, therapeutic exercise text)
     - Testing is broken down by body region to aid in manageable amounts of review across the semester:
       - i. First session: Functional mobility skills list
       - ii. Second session: Standard objective assessments for the upper extremity
       - iii. Third session: Standard objective assessments for the lower extremity
       - iv. Fourth session: Standard objective assessments for the spine (C&L)
   - Students will be assessed using the rubric posted on Canvas. Efficiency and projected confidence are components of the performance. Each session will involve two skill assessments from the list above for the given body region.
   - Students earning <80% on each skill check will be required to remediate to demonstrate competency. Remediation content and timing is determined by the faculty in the testing section in consultation with the course coordinator. Original scoring will stand.
6. TeamUp! For Families Summer Camp

1) Location: Harnischfeger Park- A Dodge County Park in Ixonia, WI
2) Dates/Times: 7/24/17 – 7/27/17; 8:00 a.m. - 2:00 p.m. Plan to stay longer on Thursday 7/27 (approximately 3:00 p.m.) to help “take down” the camp. No didactic classes are held Mon-Thurs of this week.
3) Goal/Objectives:
   • Gain insight into the psychosocial aspects of disease and disability for children and their families
   • Assist campers to accommodate their disabilities and have a fun time during camp
   • Practice communication skills with campers, parents, and caregivers
   • Develop an appreciation of the coordination required of large-scale community wellness initiatives
4) Procedures:
   • Paperwork to be completed prior to camp:
     a. Buddy match form- hard copy due in PTH 525 to assist in pairing Carroll students with campers.
     b. Camp registration/release- follow email from Dr. North or Dr. Knuth using online link. T-shirt size included in form- you will receive a Team Up t-shirt to be worn every day of the camp for safety.
   • Orientation by Team Up leader Bridget Bruno during info session Monday 6/26 (1-2pm), will include description of duties, activities, and policies
   • Transportation to camp will be in university vans or via school bus as a large group, departing each morning from CGS parking lot. If vans are used, student volunteers will be trained as van drivers.
   • Immediately following Team Up Camp, students will write thank you letters to their buddies and the families, due via eLearning upload on Sunday 7/30 by midnight, mailed no later than Monday 7/31
5) Primary faculty contact: Dr. North for overall experience, Dr. Knuth present each date.