Course Number and Title: PTH 621: Teaching Laboratory Practicum III

Number of Credits: 2 Credit Hours

Day/Time/Location: See experience information and course Assignment Table for details
Tuesday mornings 8-12noon/afternoons 1-5p
Thursday mornings 8-12noon/afternoons 1-5p

Course Grading Scale: ABCDF

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

Faculty:
Course Coordinator: Note: Office hours by appointment for all faculty
Sara North PT, DPT
Office: PT 117
Phone: (262) 951-3042
E-mail: snorth@carrollu.edu

Course Associates
TAC:
Vickie Ericson, PT (Tues am and pm)  Amy Schaefer, PT (Tues and Thurs am)
Phone: 262-951-3033  Phone: 414-467-7163
E-mail: vericson@carrollu.edu  Email: aj_schaefer@yahoo.com

Kris Erickson, PT, NCS (Thurs am and pm)  Lisa Burkhardt, PT (Thurs pm)
Phone: 262-370-3924  Phone: 262.352.4390
Email: kmnberickson@sbcglobal.net  Email: lburkhar@carrollu.edu

Sara Kotschi, DPT (Tues pm)
Phone: 920-312-0567
E-mail: skotschi@carrollu.edu

Curative:
Ryan Schumacher, MPT (Tues and Thurs am)
Phone: 262-264-0579
Email: rschumac@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 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.

**Course Description:**
PTH621 progresses from the foundation of PTH 521 and PTH 531 to provide students with opportunities to meet multiple community needs and further develop clinical skills and experiences. Experiences involve a more complex client population with known multi-dimensional impairments and disabilities that requires a higher level of integration and critical thinking for management of more profound disabilities. 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.

**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 experiences 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<br>      ii. Accountable for policies/procedures per setting<br>      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 grade reductions for the assignment and/or course.

There will be a final class reflection period on Tuesday, December 19, 2017 from 9a-12noon in CGS LL14 (Auditorium). All students are expected to attend and engage in the activities and discussions planned.
New Learning Management System

Effective Fall 2017 Carroll is changing Learning Management Systems from eLearning to Canvas. You can access Canvas through my.carrollu.edu just like you accessed eLearning. The Canvas link is located on the left side of the screen under Quick Links. A Canvas tab will also replace the current eLearning tab.

There’s an app for that!
The Canvas by Instructure app is the mobile version of Canvas that helps you stay current with your courses anywhere you go. Available for iOS and Android devices.

Need help with Canvas?
There are several ways that you can get help using Canvas:

1. Click the Canvas Help button on the home page of any course.

2. Call the Canvas Support Hotline (available 24/7)
   (844) 358-6885

3. Click the Help button on the Canvas Menu bar and click Chat with Canvas Support. (Also available 24/7.)

4. Click Search the Canvas Guides in the Help Menu and search for an answer.
**Course Requirements:**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Linked Objectives/% course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLP Traits Assessment</strong></td>
<td>1-10 TAC 40%; Curative 30%</td>
</tr>
<tr>
<td>Completed by faculty within each of the two 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>1, 2, 3, 5, 7, 9-12 10%</td>
</tr>
<tr>
<td><strong>TAC Notes</strong></td>
<td>1, 2, 3, 5, 7, 9-12 10%</td>
</tr>
<tr>
<td>Students are required to document each TAC session in SOAP format electronically. Throughout the semester, faculty will review one or more notes in detail and provide feedback on critical thinking, connecting assessment and plan to S&amp;O information, concisely documenting interventions, etc. Students are also expected to document each session briefly in the shared paper client chart for interprofessional communication. <strong>Each note due by midnight on day of session</strong></td>
<td>1, 2, 3, 5, 7, 9-12 10%</td>
</tr>
<tr>
<td><strong>Professional Behaviors Self-Assessment</strong></td>
<td>2, 5, 12 10%</td>
</tr>
<tr>
<td>Final assessment only; completed by students at final 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 complex population and minimal faculty guidance. <strong>Due Thursday 12/14/17 at Midnight via Canvas upload.</strong></td>
<td>2, 5, 12 10%</td>
</tr>
<tr>
<td><strong>Final Reflection Paper</strong></td>
<td>2, 4, 5, 12 10%</td>
</tr>
<tr>
<td>Completed near the end of the semester with a complex population. Goal to focus externally on the community partners vs. on self. Faculty will grade as satisfactory or unsatisfactory based on satisfactory achievement of at least 4 of 5 criteria found in table below. Specifications: 2 pages, 1 ½ spacing, 11 font. <strong>Due Thursday 12/14/17 at Midnight via Canvas upload.</strong></td>
<td>2, 4, 5, 12 10%</td>
</tr>
</tbody>
</table>

**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.

Faculty Grading Guidelines for Professional Behaviors Assessments

<table>
<thead>
<tr>
<th>1 pt.</th>
<th>Clear understanding of the definitions of Professional Behaviors and application to TLP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pt.</td>
<td>Accurate reflection of strengths based on examples given</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Accurate reflection of areas of growth based on examples given</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Accurate reflection of progression in this semester and as compared to previous</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Identification of continued areas of growth needed in final internships to be successful</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Application of TLP experiences to professional career in physical therapy</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Identification to barriers in professional development and ways to overcome</td>
</tr>
<tr>
<td>2 pt.</td>
<td>Depth of assessment</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Grammar, punctuation, graduate-level writing</td>
</tr>
<tr>
<td></td>
<td><strong>10 pts. total</strong></td>
</tr>
</tbody>
</table>

Faculty Grading Guidelines for Final TLP Reflection Paper (600 Level Standards)

<table>
<thead>
<tr>
<th>1 pt.</th>
<th>Analysis of community partner perspective in service learning over all 3 TLP courses in program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 pt.</td>
<td>Noted changes in personal perspective through service learning experiences over the course of the program, along with most “a-ha” aspect or experience within the semester and why</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Reflection on own skills of giving and receiving constructive feedback and how this semester’s experiences compared to previous TLP semesters and clinical internships</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Reflection on own skill with using electronic documentation and attempts to complete point-of-service and how this will apply to clinical practice, citing specific strategies planning to use</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Reflection on the influence of TLP experiences on determining which populations are of interest in future PT positions/areas of practice (leaning toward a population or away)</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Reflection on interprofessional care through the OT and ExPhys aspects of TLP and any take-homes to apply to future practice</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Identification of personal goals as enter DPT career for continued community involvement</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Depth of assessment</td>
</tr>
<tr>
<td>1 pt.</td>
<td>Grammar, punctuation, graduate-level writing</td>
</tr>
<tr>
<td></td>
<td><strong>10 pts. total</strong></td>
</tr>
</tbody>
</table>

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/assignment table, 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 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

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 p.m.
  - TAC phone (line housed in Sentry 110): 262-951-3045
  - 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# (TLP#)
    - Follow prompts to listen to messages
      - Enter 2 to get messages
      - Enter 0 to listen to message
    - Relay pertinent information to TAC faculty or Ex Phys faculty via email and document in client’s shared paper chart and online chart as appropriate.
      - Regarding Tues PT session: Dr. V. Ericson and Dr. North
      - Regarding Thurs PT session: Mrs. Kris Erickson and Dr. North
      - Regarding ExPhys session on Mon or Wed: Dr. Jessica Brown (jmbrown@carrollu.edu) and Dr. Dan Schackelford (dshackel@carrollu.edu)
    - Delete old messages after recording information
- 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 9/10/17 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
  - Adjacent classroom (Sentry Dr. 111) also reserved for FA2017 on:
    - Tuesdays and Thursdays: 7:30am – 5:30pm

- **Time:** Tues & Thurs, 8:00am – 12:00noon and 1pm-5pm; client experiences begin 9/12/17

- **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 disabilities 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 600 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.
    - **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 following client sessions (11:30-11:50am or 4:30-4:50pm) and participation from all students is expected.
  - **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.
    - Daily notes from Masters of Exercise Physiology client sessions should also be reviewed if TAC clients participate in both experiences. This may be done at the start of a TAC session for any paper Treatment Logs on-site.
  - **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: PTiPad
    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.

  • Masters of Exercise Physiology parallel experience
    • The Carroll University master’s program in Clinical Exercise Physiology will have open hours in the Therapeutic Abilities Clinic Mondays and Wednesday in the fall semester.
      • Open to all individuals hoping to improve their health status through exercise, lifestyle management and education
      • Program is specifically geared to those with significant health conditions such as diabetes, neurologic deficit, cardiovascular disease, weight management issues, COPD or other conditions
      • Work one on one with a Carroll graduate student throughout the program
      • Clients are seen once or twice a week (twice is preference) at 1:45 or 3:00 on Mondays and Wednesdays
      • Program begins on Monday 9/25/17 and concludes Wednesday 11/29/17

  • 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. This chart will be shared with ExPhys students for clients being seen by both professions in the fall semester.
      • Any clients seen by both disciplines will require an additional “brief treatment SOAP” note in the paper chart to include the following (estimate approx 5ish sentences total):
        o Subjective: Format template for subjective intake to include 1) Response to previous treatment; 2) Current
report; 3) Any new medications/dose changes, and 4) Any physical activities since last session (Note: Any of those four items < expected go into the charting sheet, otherwise blanket single sentence to represent “S” subjective report)

- Objective: Quick statement on broad strokes of interventions (eg. Lower extremity closed-chain strengthening and gait without walker/device)
- Assessment: PT or Ex Phys interpretation of session and plan of care to date
- Plan for next/future sessions: Include any explicit recommendations or questions for other discipline’s students

- Detailed ExPhys student notes are available if desired in the paper Log Book of treatment sessions. ExPhys students or faculty may request access to online detailed PT notes at any time.

- An electronic detailed PT session note will be completed for each client session 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).
    - All clients will have certain outcome measures required, which can be found directly within each client file on LMS
    - 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”.

Carroll University Department of Physical Therapy
PTH 621: TLP III
Fall 2017
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 downtime, all notes are targeted for completion. Note that all clinic iPads are wiped clean each evening, so there is no saving of information on the device.

   ▪ **Notes are due by midnight on the day of each session via discussion post**

   ▪ Each electronic record post will be reviewed and critiqued by the student(s) who will be treating the client for their next session. This peer critique is to be completed prior to the next session in order to ensure accurate and professional notes and for effective communication between caregivers. Faculty will also be reviewing student notes and may provide feedback as appropriate. At least one note review will occur for a portion of the course grade.

   ▪ 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 history, 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.

     o 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.

     o If at any point 911 is called for a client, students and faculty are also responsible for notifying Carroll University Public Safety.

Primary faculty contact:   
Mrs. A. Schaefer, Dr. V. Ericson, Mrs. K. Erickson, Mrs. L Burkhardt, and Dr. S. Kotschi
Dr. North for questions/issues related to EMR/Canvas

3. **Curative**

   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 community outings that include team bowling at a local bowling alley and individualized exercise programs at the YMCA that target mobility and balance in a wellness context.

   • **Locations:**
• Curative Care Network: 149 Wisconsin Ave., Waukesha
• Waukesha YMCA: 320 E Broadway, Waukesha
• Sunset Bowl: 333 W Sunset Dr., Waukesha

- **Time**: 8:00am or 8:30am – 11:50am, experiences beginning 9/12/17
- **Goals/Objectives**: Our goal is to enhance each individual’s overall physical, cognitive and functional status through the use of activities that are person centered, appropriately physically and cognitively challenging, and fun.
- **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. Dr. North obtains client required participation forms.
  - Client paper charts
    - Client charts will be stored in the TLP file carrying cases, located under lock in the 2-drawer black rolling ped file in LL03 in the back computer room under the desks (see map).
    - The ped file key is located at the Fellows desk, so please see the fellow on duty or Ann Johnson (CGS 102A) to unlock the cabinet to pick up and return the files. Expected pickup time is 7:30am & drop off time is 12ish (give or take a few minutes with traffic).
  - Bowling: 3 Masters of Occupational Therapy (MOT) students will attend most sessions- see posted Curative Experience schedule for schedule details. Details on the associated IPE assignment tied to PTH 620 are found in that separate course syllabus.
8:00-9:00am (on-site at Curative)
- Socialize/interact with clients at Curative and MOT students
- Review client charts with MOT students as appropriate for red and yellow flags for client participation

9:00-9:15am
- Orientation/updates on clients by Curative staff

9:15am
- Van pick up for clients (16 attend)
- Students drive themselves to Sunset Bowl

Arrival at Sunset Bowl through 11:30am
- Bowl in teams of 4 clients each, 2 students assigned to each team
- Assist clients onto vans; students do not return to Curative

11:30-11:50am Reflection

YMCA
8:30-9:00am (on-site at Curative)
- Socialize/interact with clients at Curative
- Review client charts as appropriate for red and yellow flags for participation

9-9:15am
- Orientation/updates on clients by Curative staff

9:15-9:45am
- Client games and physical engagement- lower level option

9:45am
- Van pick up for clients (8 attend)
- Students walk/drive to Waukesha YMCA

10:15 – 11:15am
- Clients exercise per YMCA orientation information and locations with 2 students per client
- Assist clients onto vans, pick up 11:30; students do not return to Curative

11:30-11:50am Reflection

Primary faculty contact: Mrs. Schumacher

4. PTH 635: Pediatric Exposure Session
This experience is housed within PTH 635, the pediatric course for the semester. Credit will be given in the TLP course (PTH 621) for appropriate attendance and participation at the designated pediatric session, pending confirmation by Dr. Knuth of completion of experience requirements. Failure to attend or demonstrating lack of responsibility in completing experience requirements will result in reduced or eliminated PTH 621 credit for this experience. Reflection will occur through PTH 635 course assignments and is also encouraged within student groups immediately following the experience.

Primary faculty contact: Dr. Knuth