University of Dayton
Department of Health and Sport Science
Doctor of Physical Therapy Program

Orthopedic Clinical Syllabus

Number and Title: DPT 953 – Clinical Rotation III: Orthopedics
Module: Clinical Module III: Orthopedics
Semester and Year: Summer Terms I & II – Year 2
Course Description: A 12-week clinical rotation in orthopedics/sports medicine providing full-time clinical exposure and allowing students to integrate current knowledge and training with supervised patient care. Emphasis on continued development of clinical skills and reasoning with incensing responsibility for independent decision making and clinical interaction.

Department: Health and Sport Science
Credit Hours: 10.0
Instructor(s): James R. Cropper, PT, DPT, MS
Office Location: 207F College Park Center
Telephone Number: DPT Office: (937) 229-5600
Cropper: (937) 229-5606
Office Hours: TBA
Course Schedule: Students will work a full-time schedule with hours as determined by their assigned clinical department.
Description of Teaching Methods: Observation, demonstration, practice, discussion, reading assignments, writing assignments, and presentation
Course Procedures: Student expectations for clinical affiliations are found in the Student Clinical Education Handbook at http://academic.udayton.edu/acce.
Examination and Grading Policy: Clinical affiliations are graded on a pass/fail basis. The grade entered into the University grading system is Credit (CR) or No Credit (NC). The grade of “CR” or “NC” is determined by the following criteria:

1. Performance as documented on the APTA PT CPI Web evaluation instrument (75% of grade): Students must achieve a mark of “Entry-Level Performance” on each of the skills at least once during their four rotations. Factors used for determining passing in this rotation include but are not limited to:
   a. No unresolved critical incidents in “red flag” performance criteria (i.e., #1: Safety, #2: Professional Behavior, #3: Accountability, #4: Communication, #7: Clinical Reasoning)
   b. Achieving marks between “Advanced Beginner Performance and Entry-Level Performance” on each of the 18 performance criteria.
   c. Self-evaluation comments made in accordance with APTA guidelines presented in the tutorial
   d. Marks on the anchor line justified by the comments
   e. Completion of midterm and final self-evaluations on time
Note: Other factors that influence the grading of the CPI are:

- Complexity of the clinical environment
- Congruence between clinical instructor and student assessments on the CPI
- Clinical instructor skill using the CPI
- Clinical instructor experience as a clinician and as a clinical instructor
- ACCE individual communications with students, clinical instructors, or CCCEs
- Student adherence to University of Dayton policies regarding professional behavior, attire, and attendance. Student expectations regarding these areas are found in the Student Clinical Education Handbook at http://academic.udayton.edu/acce.

2. Assignments (15% of grade. Total of 300 points):
   a. Two Reflections and Articles (100 points each - 200 total) See Appendix for grading rubric: At the end of the 4th and the 8th weeks, you will submit on Isidore at http://isidore.udayton.edu using the following criteria:
      i) Reflection: Write a 1-2 page reflection, double spaced, 1” margins, Times New Roman font, 12 point. Choose a patient, patient type, diagnosis, or professional situation that you encountered in the previous 2 weeks. Consider your initial impression, your final overall impression, what you learned from the experience, and how what you learned will affect your practice. Discuss what you will do different the next time. Discuss the tests and measures you used and why, and what interventions you chose for your plan of care and why. I am more interested in the thought processes that took you from hello to goodbye with the patient than I am the details of the encounter. Of course, your classmates will want a few details because they will be reading your reflection too.
      ii) Article: Choose an article that relates to the patient or situation about which you chose to write. Include in your reflection, a brief report on the article, how it relates to your topic, and how the article will influence your practice. The article must be from a peer-reviewed journal. It must not be a duplicate of someone else’s article for the week. Avoid case reports where possible.
      iii) The assignment is to be submitted no earlier than Friday of the 4th and 8th weeks and no later than Sunday of those weeks.
      iv) Forum: Submit the reflection and the article in the Form section on Isidore. You may either paste the reflection in the submission text box, or attach the article. Your classmates will prefer the pasted approach. You will attach the article to the post. Scan the Forum before you post to make sure that you are not duplicating someone else’s article. Once posted, you must read at least 5 of your classmates’ posts and comment on at least 2 of them.
      v) Assignment Manager: The “Assignments” tab on the left of the Isidore screen is referred to as the assignment manager. You will submit both your reflection and your article here. Note that your assignment must be submitted in 2 places.
   b. In-service presentation or project (50 points): While on your clinical rotation, you must present an in-service to the staff at your clinic. You can negotiate the topic of your presentation with your clinical instructor. It should be a topic that they want to hear. If your site would prefer not to have an in-service but would rather you do a project, that will work too, there are many good projects that a student can work on in the clinic. However, I must approve your project before you start it.
   c. APTA Physical Therapist Student Evaluation: Clinical Site and Clinical Instruction (aka: Site Eval)(50 points): This form is available in the assignment area of Isidore and it is available at the ACCE Web site at http://academic.udayton.edu/acce. The form must be filled out at the midterm and at the final. You must share your evaluation with your clinical instructor at both meetings. However, the file is only submitted on Isidore at the FINAL. The file is an electronic form that requires Adobe Reader 7.0 or later in order to complete. To get the latest version of the Adobe Reader, go to http://get.adobe.com/reader/. You will use the same file to record your evaluation for each meeting. To receive the points, the form must be completed at both the midterm and final, and submitted on time on Isidore.
3. Post-Clinical Assignments (10% of grade. Total 200 points)
a. Clinical Skills Tracking Forms (50 points each): There are 2 forms that we collectively refer to as the Clinical Skills Tracking Forms. The first is “Student Record of Clinical Education Experience.” This is a tally sheet that lists a large number of procedures. Each day, you will tally on this form the number of each procedure that you do. This will give you a weekly total. At the end of the rotation, the total for all the weeks is then recorded on the second form, “Student Record of Combined Clinical Education Experiences.” This form represents the totals from each of the 4 clinical rotations. In order to receive the points, you must accurately account for your procedures and turn in the by the date that the ACCE Administrative Assistant sets. This date will be communicated to you near the end of the rotation.

Note: This is not an electronic form.

b. Post-Clinical Surveys (50 points each):
   i) Confidential Site Evaluation: You will receive an e-mail link to the Confidential Site Evaluation, which you are required to complete. This is an evaluation that will not be shared with the site. This is for information that you want to communicate to me that you didn’t feel comfortable sharing with your clinical instructor. The form is confidential but it is not anonymous. I will be able to see your responses and know who you are, but I will not share those with the site.
   ii) Post-Clinical Evaluation of the ACCE: This is also an e-mail link to a survey that you will receive after the clinical. You are required to complete this one as well. This survey is anonymous. I will be able to see that you completed the survey, but not what your responses were.

Note: In order to receive the points, both of the surveys must be completed by the due date that you will be given in an e-mail along with the link to each of the surveys.

NOTE: You must receive 80% of the points (400) in sections 2 and 3 above in order to pass the clinical rotation.

Course Prerequisites: Successful completion of all coursework that precedes the rotation.

Course Objectives: Following successful completion of this course the student will be able to:
1. Establish patient and peer rapport through effective communication skills.
2. Perform examinations for orthopedic patients. This includes a comprehensive patient chart review, patient history, and physical examination. It requires the student to relate the patient’s co-morbidities, medications, laboratory findings, imaging, and results of medical screens to the patient’s current condition and examination findings. The tests and measures to be used include but are not limited to:
   Environmental and ergonomic analysis of community, work and leisure activities
   a. Assessment of functional capacity
   b. Analysis of physical space including identification of current and potential barriers, measurement of space, and inspection of the environment
   c. Body mechanic analysis of selected task and activities
   d. Analysis of biomechanical, kinematic, and kinetic aspects of gait, locomotion and balance
   e. Assessment of skin integrity including color, warmth, sensation, mobility, turgor, texture and positions and postures that may jeopardize skin integrity
   f. Assessment of scar tissue
   g. Joint integrity and mobility including assessment of hyper and hypomobility and joint play
   h. Assessment of dexterity, coordination, agility, and physical performance scales
   i. Assessment of oromotor, phonation and speech production
j. Analysis of pain behavior and reaction during movement including use of questionnaires, graphs, and scales
k. Analysis of resting, static and dynamic postures using plumb lines, posture grids, videos, etc.
l. Analysis of functional range of motion, environment, and tasks

CC-5.31, CC-5.32, CC-5.33

3. Evaluate data from the examination and determine a PT diagnosis that guides patient/client management.

CC-4, CC-5.34, CC-5.35, CC-5.36, CC-5.37, CC-5.39

4. Determine appropriate treatment strategies and patient-centered outcomes and goals. Interventions include but are not limited to:
   a. Wound care management including adaptive and protective devices, debridement and physical and mechanical agents
   b. Electrotherapeutic modalities including, muscle stim, and iontophoresis
   c. Functional training including adaptive and protective equipment, ergonomic training, injury prevention, leisure, and play activity training
   d. Manual therapy techniques (i.e. connective tissue massage, joint mobilization, manual traction, soft tissue mobilization, and massage)
   e. Mechanical traction
   f. Therapeutic exercise including body mechanics and ergonomics, gait, locomotion, and neuromuscular education/reeducation, relaxation and inhibition

CC-5.21, CC-5.22, CC-5.23, CC-5.24

5. Examine all aspects of a patient’s diagnosis using appropriate resources, including but not limited to computers, text books, other health care providers, and information gained from the patient.

CC-5.38, CC-5.45, CC-5.46, CC-5.47, CC-5.48, CC-5.49

6. Select outcome measures to assess effectiveness of treatment and monitor and adjust the plan of care in response to patient/client status.

CC-5.2, CC-5.8, CC-5.10, CC-5.17, CC-5.27

7. Interact successfully with payers, ancillary services, health care services, and make recommendations or referrals as appropriate.

CC-5.58

8. Participate in the financial management of the department.

CC-5.40

9. Determine those components of interventions that may be directed to the physical therapist assistant (PTA) upon consideration of: (1) the needs of the patient/client, (2) the PTA’s ability, (3) jurisdictional law, (4) practice guidelines/policies/codes of ethics, and (5) facility policies.

CC-5.42

10. Complete documentation that follows professional guidelines, guidelines required by health care systems, and guidelines required by the practice setting.

CC-5.56

11. Plan and prepare for appropriate patient discharge.

CC-5.43, CC-5.44

12. Practice using principles of risk management and respond effectively to patient/client and environmental emergencies.

CC-5.26

13. Present an in-service or case report to the affiliation site’s staff.

CC-5.12, CC-5.14

14. Assess your own clinical performance using tools such as reflective writing and the PT CPI Web evaluation instrument.

Required Textbooks: There are no required textbooks, however, access and proficiency with the PT CPI Web evaluation instrument is required.

Many of the books that were required thus far in the program will serve as valuable references.
**Special Needs Students:** To request academic accommodations due to a disability, please contact the Office for Students with Disabilities, Roesch Library Rm. 023 (937) 229-2066. If you have a self-identification form from the Office of Students with Disabilities indicating you have a disability which requires accommodation, please present it to me so we can discuss the accommodations you might need in the class.

**The Honor Pledge**

I understand that as a student of the University of Dayton, I am a member of our academic and social community. I recognize the importance of my education and the value of experiencing life in such an integrated community. I believe that the value of my education and degree is critically dependent upon the academic integrity of the university community, and so in order to maintain our academic integrity, I pledge to:

- Complete all assignments and examinations by the guidelines given to me by my instructors;
- Avoid plagiarism and any other form of misrepresenting someone else's work as my own;
- Adhere to the Standards of Conduct as outlined in the Academic Honor Code.

In doing this, I hold myself and my community to a higher standard of excellence, and set an example for my peers to follow.
# Appendix

## Grading Rubric for Reflection Assignments

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<th>Exemplary</th>
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<th>Basic</th>
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**Posted within the assignment timeframe:** ✔️ YES ◯ NO

**Total Points Earned = 100**