

## **PT 627 Integrated Clinical Experience**

Summer 2025

Various Dates and Locations

### **COURSE DESCRIPTION:**

Short-term clinical experience to provide hands-on experience for students to apply knowledge learned during the first year of the professional program. Experiences will be set up in acute care, sub-acute care, long-term care, out-patient orthopedic, or a rural site. Registered in Professional Physical Therapy Curriculum is the prerequisite.

### **DEPARTMENT OFFERING THE COURSE:**

UND School of Medicine and Health Sciences - Department of Physical Therapy

### **CREDIT HOURS:**

4 Credit Hours

### **ABOUT THE PROFESSOR & CONTACT INFORMATION:**

- Steven Halcrow, PT, DPT, OCS
- Preferred Pronouns: *he/him*
- Addressed: *Steve*
- Phone: (701)777-3857
- Email: [steven.halcrow@und.edu](mailto:steven.halcrow@und.edu)
- Office Location: [UND-SMHS Suite E321, Room 352]
- Student Hours: *Open office hours, please make appointment by email*

### **COURSE CONTACT HOURS:**

Schedule (Clock hours): 160 hours (June 16 – July 11, 2025 or July 13 – June 7, 2025)

### **COURSE PREREQUISITES:**

Registered in the professional Physical Therapy program.

### **COURSE OBJECTIVES:**

1. **Professionalism: Demonstrate appropriate attitude, behavior, and values without cues or reminders.**  
(SRE: 7B1, 7B3, 7D23, 7D25; Cognitive Domain – Apply; Affective Domain – Characterizing; Student Goal 1, Goal 2; Threads: Professionalism)
2. **Communication: Provide complete, consistent, and clear direction and communication to the patient without use of medical jargon, as well as appropriate communication to staff and CI.**  
(SRE: 7C2, 7D13, 7D18; Cognitive Domain – Apply; Affective Domain – Valuing; Student Goal 1; Threads: Professionalism)
3. **Safety: Demonstrate safety in all environments for patient, self, and other healthcare providers.**  
(SRE: 7D23; Cognitive Domain – Apply; Psychomotor Domain – Mechanism; Student Goal 1; Threads: Professionalism)
4. **Clinical Reasoning: Identify and connect effects of indications/contraindications to multiple systems while describing appropriate rationale for examination and interventions.**  
(SRE: 7D2, 7D4, 7D5, 7D6, 7D10; Cognitive Domain – Analyze; Student Goal 1; Threads: Clinical Decision Making/Critical Inquiry)
5. **Examination Skills: Perform an accurate and safe examination (for a simple patient) without cues.**  
(SRE: 7D1; Cognitive Domain – Apply; Psychomotor Domain – Complex Overt Response; Student Goal 1; Threads: Evidence-Based Practice)

6. **Procedural Interventions: Select and execute safe and appropriate interventions while adapting techniques as indicated by the patient's needs.**  
(SRE: 7D10; Cognitive Domain – Apply; Psychomotor Domain – Adaptation; Student Goal 1; Threads: Evidence-Based Practice)
7. **Patient Education: Provide patient and/or caregiver education in a manner which meets the needs of the learner's needs and is able to modify delivery as appropriate without cues.**  
(SRE: 7C2, 7D13; Cognitive Domain – Apply; Affective Domain – Valuing; Student Goal 1; Threads: Professionalism)
8. **Documentation: Complete documentation with minimal cues from clinical instructor.**  
(SRE: 7D15; Cognitive Domain – Apply; Student Goal 1; Threads: Professionalism)
9. **Examine a health condition you find unique and explore how physical therapy addresses the condition.**  
(SRE: 7D1, 7D2, 7D10; Cognitive Domain – Analyze; Student Goal 1, Goal 5; Threads: Evidence-Based Practice, Clinical Decision Making/Critical Inquiry)

## **ESSENTIAL STUDIES CAPSTONE**

### **Capstone**

This course is an Essential Studies Capstone course, and as such represents an opportunity to consolidate, synthesize, and make use of the wide variety of intellectual skills you've acquired as part of your undergraduate curriculum. This course's Essential Studies learning goals will be an intentional and thoughtful focus of the course, meaningfully integrated into the work that you do. You can expect to produce work in those goal areas that is at an advanced level, and which represents a culmination of your undergraduate educational experience.

### **Advanced Communication**

This course is an Essential Studies Special Emphasis course in Advanced Communication, which means it places a strong emphasis on practice and process in communication. You will receive regular feedback on your speaking and/or writing, and you will be required to produce multiple spoken presentations and/or written texts. In addition to assignments which require you to work with content, they will also demand that you are aware of rhetorical strategies and styles of delivery.

As an Advanced Communication course, at least 1/3 of your assignments will emphasize writing and/or speaking skills, and you should expect these assignments to build on skills developed in earlier courses – such as awareness of audience and purpose, argumentation and rhetorical effectiveness, or the communication conventions associated with particular civic, academic, and professional contexts.

You should also expect to receive feedback on the quality of your communication in writing and/or oral presentation assignments, and have the time necessary to use that feedback to improve your writing and/or oral communication skills.

### **Oral Communication**

This course addresses the Essential Studies learning goal of Oral Communication. This means it is about presenting information (formally or informally) in various settings and to various audience sizes to achieve some purpose, such as to increase the listeners' knowledge, to foster their understanding of a topic, or to promote a change in their attitudes, values, beliefs, or behaviors. You can expect to work on these skills in this course.

## **DESCRIPTION OF TEACHING METHODS AND LEARNING EXPERIENCES:**

Clinical experience – students will be in a clinical setting working under the direct supervision of a licensed physical therapist.

## **COURSE MODE OF DELIVERY:**

Synchronous, In-Person – at the location of the clinical experience

## **METHODS OF STUDENT EVALUATION:**

In this course, your learning will be assessed in the following ways:

[list and explain the assessments used in the course & provide clarity on assignments and expectations, some examples are shown below]

- Rubric
- Health Conditions Paper
- Timely Submission of Required Documents
- Timely responses to faculty and staff

## **GRADING:**

### **Scale:**

A = 90% to 100%

B = 80% to 89.9%

C = 76% to 79.9%

F = < 76%

### **Breakdown**

Rubric – 60%

Health Conditions Paper – 20%

Timely submission and responses – 20%

For more information on grading policies, please refer to the [UND-PT Scholastic Standards Document](#)

## **Health Conditions Paper**

Pick a health condition you find unique in the clinic (or something you want to know more about) and write up a brief summary (1-2 pages)

- 1) Include:
  - a) etiology
  - b) pathology
  - c) treatment intervention
  - d) medications
  - e) imaging performed
  - f) impact Physical Therapy may have on this patient (diagnosis medical/condition)
    - at least four references one of which is an article to justify PT intervention
    - At least 2 references must be scholarly (not websites) – meaning from PubMed, Google Scholar, etc.
- 2) Upload into Exxat by the end of your clinical experience

## **COURSE ACCESS & TECHNICAL REQUIREMENTS**

This course was developed and will be facilitated utilizing Blackboard. For access go to:

<http://blackboard.UND.edu> and log in with your NDUS Identifier. If you do not know your NDUS Identifier or have forgotten your password, please visit [Your NDUS Account Webpage](#)

Visit the [UND Technical Requirements](#) webpage for more information. Students are expected to use their official UND email in the course. For technical assistance, please contact [UND Technical Support](#) at 701.777.2222

## **ARTIFICIAL INTELLIGENCE (AI)**

Artificial Intelligence tools are allowed in this course as approved by the instructor(s). Students are required to disclose if they use AI-generated text or images and how they apply it in their work. Failure of students to acknowledge their use of AI or using fabricated information could result in their violation of the Academic Integrity Policy. Students must ensure the originality of their work, maintain academic integrity, and avoid any type of plagiarism. The students need to understand the material and complete assignments on their own, using

AI tools as a supplement rather than a replacement for their work. Students should not use sources that are cited by AI tools without having read them because generative AI tools can either create fake citations or cite a real piece of writing, but the cited content may be inaccurate. The faculty reserves the right to use various plagiarism-checking tools in evaluating students' work, including those screening for AI-generated content, and impose consequences accordingly.

For more information on AI Policies, please visit [Artificial Intelligence Resources](#).

## **UNIVERSITY OF NORTH DAKOTA POLICIES & RESOURCES:**

### **Notice of Nondiscrimination**

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Assistant Vice President for Equal Opportunity and Title IX/ADA Coordinator, 102 Twamley Hall, 701.777.4171, [UND.EO.TitleIX@UND.edu](mailto:UND.EO.TitleIX@UND.edu) or the Office for Civil Rights, U.S. Dept. of Education, 230 S. Dearborn St., 37th Floor, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

### **Academic Integrity**

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties for the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter and will have little tolerance and/or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. For more information read the [Code of Student Life](#).

### **Accessibility Statement**

The University of North Dakota is committed to providing equal access to students with documented disabilities. To ensure access to this class and your program, please contact [Accessibility for Students](#) to engage in a confidential discussion about accommodations for the classroom and clinical settings. Accommodations are not provided retroactively. Students are encouraged to register with Accessibility for Students at the start of their program.

More information can be obtained by email, [UND.accessibilityforstudents@UND.edu](mailto:UND.accessibilityforstudents@UND.edu), or by phone at 701.777.2664.

### **Religious Accommodations**

UND offers religious accommodations, which are reasonable changes in the academic environment that enable a student to practice or observe a sincerely held religious belief without undue hardship on the University. Examples include time for prayer or the ability to attend religious events or observe a religious holiday. To request an accommodation, complete [student religious accommodation request form](#). If you have any questions, you may contact the [Equal Opportunity & Title IX Office](#).

### **Pregnancy Accommodations**

Students who need assistance with academic adjustments related to pregnancy or childbirth may contact the [Equal Opportunity & Title IX Office](#) or Academic Affairs to learn about your options. Additional information and services may be found at [Pregnancy Resources](#).

## **Resolution of Problems**

Should a problem occur, you should speak to your instructor first. If the problem is not resolved by speaking with your instructor, refer to the college grievance policy by contacting the department chair or the dean's office. [Link to college grievance policy.] Should the problem persist after taking these initial steps, you have the right to go to the provost next, and then to the president.

## **Reporting of Discrimination, Harassment, or Sexual Misconduct**

If you or a friend has experienced sexual misconduct, such as sexual harassment, domestic violence, dating violence, or stalking, please contact the Equal Opportunity & Title IX Office or UND's Title IX Coordinator, Donna Smith, for assistance at 701.777.4171 or [donna.smith@UND.edu](mailto:donna.smith@UND.edu).

You may also contact the Equal Opportunity & Title IX office if you or a friend has experienced discrimination or harassment based on a protected class, such as race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, genetic information, pregnancy, marital or parental status, veteran's status, or political belief or affiliation.

## **Faculty Reporting Obligations Regarding Discrimination, Harassment, or Sexual Misconduct**

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual misconduct or of discrimination or harassment based on a protected class that they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been impacted by discrimination, harassment, or sexual misconduct, you can find information about confidential support services at the Equal Opportunity and Title IX webpage.

## **Health and Safety**

UND is committed to maintaining a safe learning environment and asks students and instructors to be flexible when necessary to promote quality learning experiences.

**Please do not attend an in-person class or lab if you are feeling ill or if you have been directed by health professionals to stay home.**

- If you are not able to attend class or lab, please notify your instructor as soon as possible and discuss options for making up any missed work.
- If you will have an extended absence due to serious illness or other uncontrollable circumstances, you may request an absence notification through [Community Standards and Care Network](#).
- If your instructor is ill, they may need to cancel class or temporarily move your course to online delivery.

Please contact [Student Health Services](#) if you have health questions by calling 701.777.4500 or visiting [myhealth.und.edu](http://myhealth.und.edu)

## **UND Cares Program**

### **How to Seek Help When in Distress**

We know that while college is a wonderful time for most students, however, some students may struggle or have issues that arise. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please visit the [UND Cares Program Webpage](#).

## **Land Acknowledgement Statement**

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for

generations and recognize that the spirit of the Ojibwe and Oyate people permeate this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

### **Additional Resources**

It is my goal to foster an environment of mutual respect in which everyone feels comfortable voicing their opinions, sharing their stories, and learning about potentially heavy or personally relevant material. If, at any point, you feel like the information covered in this class elicits thoughts, feelings, or concerns that you would like to discuss further, don't hesitate to reach out to me, or the UND Counseling Center (701-777-2127).

Further, if you experience extenuating circumstances, sexual violence, identity-based harm, or any other personal crisis during the semester, don't hesitate to reach out to me so we can provide academic assistance and help you in this course, and put you in contact with the appropriate resources and services (if needed).

- UND Care Team: 701-777-2664 (8:00 AM to 4:30 PM M-F) or 701-777-3491 (evenings and weekends)
- UND Campus Police: 701-777-3491 · UND Student Health: 701-777-4500
- UND Equal Opportunity & Title IX Resources: 701-777-4171
- Abuse and Rape Crisis Hotline (CVIC): 701-746-8900 (24 hours)
- Grand Forks Police Department: 701-787-8000 (24 hours)
- Emergency Room: 701-780-5280
- UND Student Diversity and Inclusion: 701-777-6985
- Food For Thought Pantry: (Wilkerson Commons Room 169; 701-777-4200)
- National Suicide Prevention Lifeline: (1-800-273-8255)

**627: Integrated Clinical Experience Grading Rubric for Summer 2025**

Student Name: \_\_\_\_\_

CI Name: \_\_\_\_\_

CI Email Address: \_\_\_\_\_

Component	Unsatisfactory	Satisfactory	Proficient
<b>PROFESSIONALISM</b>	Student exhibits limited professional attitudes, behavior, values (i.e. gum popping/chewing, inappropriate use of phone, inappropriate dress).	Student requires occasional cues for appropriate/inappropriate attitude, behavior, and values.	Student demonstrates appropriate attitude, behavior, and values without cues or reminders.
<i>Place a mark in the box that best describes the student's level of performance within this component.</i>			
<i>Evidence to support rating.</i>			
Component	Unsatisfactory	Satisfactory	Proficient
<b>COMMUNICATION</b>	Speaks primarily to CI, minimal direction to patient/client, repetitive use of medical jargon. Inaccurate/Inappropriate patient/client address (i.e. nickname, "sweetie", incorrect pronouns).	Speaks primarily to patient, consistent and clear direction to patient/client, minimal use of medical jargon. Accurate/Appropriate patient/client address (i.e. Mr./Mrs./Ms./Miss/Correct pronouns) based upon patient preference.	Consistently speaks to patient, explains to CI; complete, consistent and clear direction to patient/client; rare use of medical jargon and clearly explains term. Accurate/Appropriate utilization of preferred patient/client address (i.e. Mr./Mrs./Ms./Miss/Correct pronouns).
<i>Place a mark in the box that best describes the student's level of performance within this component.</i>			
<i>Evidence to support rating.</i>			

Component	Unsatisfactory	Satisfactory	Proficient
<b>SAFETY</b>	Minor safety concerns, no potential patient or SPT injury.	Reasonable safety measures applied (i.e. screening, gait belt, guarding).	Safety clearly evident in all environments for patient, SPT, and other healthcare providers.
<i>Place a mark in the box that best describes the student's level of performance within this component.</i>			
<i>Evidence to support rating.</i>			
Component	Unsatisfactory	Satisfactory	Proficient
<b>CLINICAL REASONING</b>	Unable to provide clear understanding of indications/contraindications or normal/abnormal adaptations. Vague rationale for exam/interventions.	Able to identify indications/contraindications/response with some prompting. Able to provide a general rationale with use of course information, limited use of evidence.	Clearly identifies indications/contraindications; normal/abnormal adaptations. Connects effects on multiple systems. Able to provide detailed rationale for exam/intervention with evidence and alternative exam/intervention.
<i>Place a mark in the box that best describes the student's level of performance within this component.</i>			
<i>Evidence to support rating.</i>			



Component	Unsatisfactory	Satisfactory	Proficient
<b>EXAMINATION SKILLS</b>	Incomplete or inaccurate exam; unsafe; frequent and repeated position changes; unable to adapt technique due to pain, limitations, etc.	Mostly accurate exam; safe with or without cues; patient position taken into consideration; able to adapt due to pain, limitations, etc. cues may be needed to do so.	Accurate and safe exam without cues. Flow of exam is appropriate for tests and patient position. Consistently adapts technique due to pain, limitations, etc. without cues. Timing is appropriate for level of student.
<i>Place a mark in the box that best describes the student's level of performance within this component.</i>			
<i>Evidence to support rating.</i>			
Component	Unsatisfactory	Satisfactory	Proficient
<b>PROCEDURAL INTERVENTIONS</b>	Lacking or inappropriate interventions selected; unsafe; frequent and repeated position changes; unable to adapt interventions due to pain, limitations, etc.	Mostly appropriate interventions selected; safe with or without cues; patient position taken into consideration; able to adapt interventions due to pain, limitations, etc. cues may be needed to do so.	Appropriate and safe execution of interventions without cues. Consistently adapts technique due to pain, limitations, etc. without cues. Session timing and flow is appropriate for level of student.
<i>Place a mark in the box that best describes the student's level of performance within this component.</i>			
<i>Evidence to support rating.</i>			

Component	Unsatisfactory	Satisfactory	Proficient
<b>PATIENT EDUCATION</b>	Patient/caregiver education is incomplete or inappropriate. Does not take the needs of the learner into consideration. Does not ensure understanding of education provided.	Patient/caregiver education is mostly complete and appropriate; cues may or may not be needed. With cues, takes the needs of the learner into consideration. With cues and/or assistance, ensures understanding from the patient/caregiver.	Provides patient and/or caregiver education in a manner which meets the needs of the patient/caregiver (i.e. learner needs) and is able to modify delivery as appropriate without cues. Ensures understanding from the patient/caregiver.
<i>Place a mark in the box that best describes the student's level of performance within this component.</i>			
<i>Evidence to support rating.</i>			
Component	Unsatisfactory	Satisfactory	Proficient
<b>Documentation</b>	Student does not complete documentation in an appropriate time. Documentation has many errors.	Student completes documentation in an appropriate time. Documentation has few errors.	Student completes documentation in an appropriate time. Documentation has no errors.
<i>Place a mark in the box that best describes the student's level of performance within this component.</i>			
<i>Evidence to support rating.</i>			