

PT 654: Clinical Experience III

Spring 2026

COURSE DESCRIPTION:

Full time, 12-week clinical experience in a selected physical therapy center throughout the United States.

DEPARTMENT OFFERING THE COURSE:

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

CREDIT HOURS:

12 Credit Hours

ABOUT THE PROFESSOR & CONTACT INFORMATION:

- Name: Steven Halcrow, PT, DPT, OCS; Kevin O'Brien, PT, DPT, Cert. MDT
- Preferred Pronouns: *he/him*
- Addressed: *We preferred to be addressed as Steve and Kevin*
- Phone: (701)777-3857; (701)777-3871
- Email: steven.halcrow@und.edu; kevin.obrien@und.edu
- Office Location: UND-SMHS Suite E321, Room 352; UND-SMHS Suite E321, Room 341
- Student Hours: *Available by appointment*

COURSE CONTACT HOURS:

Schedule (Clock hours): 40 hours per week at a facility participating in a 12-week clinical experience

COURSE PREREQUISITES:

Registered in the professional Physical Therapy program.

COURSE OBJECTIVES:

Upon completion of the course, the student will be able to:

1. Appraise safe practice strategies and defend approaches that minimize risk to patient, self, and others.
(SRE: 7D23; Bloom's: Cognitive – Evaluate; Student Goal 1; Threads: Professionalism)
2. Judge professional presentation and model behaviors that influence peers and healthcare teams.
(SRE: 7B1, 7B3, 7D25; Bloom's: Cognitive – Evaluate; Student Goal 1, 2; Threads: Professionalism)
3. Critique professional behaviors and lead by example in interprofessional contexts.
(SRE: 7B1, 7B3, 7D25; Bloom's: Cognitive – Evaluate; Student Goal 1, 2; Threads: Professionalism)
4. Defend ethical practice standards in ambiguous or novel scenarios.
(SRE: 7B1; Bloom's: Cognitive – Evaluate; Student Goal 1, 2; Threads: Professionalism)
5. Appraise and argue legal standards in complex practice situations.
(SRE: 7B3; Bloom's: Cognitive – Evaluate; Student Goal 1; Threads: Professionalism)

6. Evaluate communication strategies and formulate adaptations that optimize outcomes across systems.
(SRE: 7C2, 7D13, 7D18; Bloom's: Cognitive – Evaluate/Create; Student Goal 1, 2; Threads: Professionalism)
7. Critique and develop comprehensive documentation that synthesizes reasoning and supports advanced practice.
(SRE: 7D15; Bloom's: Cognitive – Evaluate/Create; Student Goal 1; Threads: Professionalism)
8. Value and design care delivery approaches that embody cultural competence and patient-centeredness.
(SRE: 7D13, 7D22; Bloom's: Cognitive – Evaluate/Create; Student Goal 1, 2; Threads: Multi-cultural Education)
9. Appraise and investigate principles of logic and the scientific method to generate evidence-informed solutions.
(SRE: 7C1, 7C2; Bloom's: Cognitive – Evaluate/Create; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
10. Synthesize and judge screening outcomes to independently determine appropriateness for PT services.
(SRE: 7D1; Bloom's: Cognitive – Evaluate; Psychomotor – Adaptation; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
11. Appraise and adapt examination findings to construct differential diagnoses and guide care.
(SRE: 7D1; Bloom's: Cognitive – Evaluate; Psychomotor – Adaptation; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
12. Critique and synthesize clinical findings to judge PT diagnosis, prognosis, and outcomes.
(SRE: 7D2, 7D3, 7D4, 7D5, 7D11, 7D12, 7D16, 7D17, 7D18; Bloom's: Cognitive – Evaluate; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
13. Design complex plans of care that integrate goals, treatment, outcomes, and discharge plans.
(SRE: 7D5, 7D6, 7D11, 7D14, 7D16, 7D18, 7D21; Bloom's: Cognitive – Create; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
14. Appraise interventions and formulate adaptations to optimize patient outcomes.
(SRE: 7D10, 7D11, 7D14, 7D16, 7D17, 7D18, 7D21, 7D24, 7D25; Bloom's: Cognitive – Evaluate/Create; Psychomotor – Adaptation/Origination; Student Goal 1, 4; Threads: Evidence-Based Practice)
15. Develop and author educational programs tailored to diverse stakeholders.
(SRE: 7C2, 7D13, 7D21; Bloom's: Cognitive – Create; Student Goal 1, 2; Threads: Professionalism, Multi-cultural Education)
16. Critique and lead quality improvement initiatives to enhance service delivery.
(SRE: 7D17; Bloom's: Cognitive – Evaluate/Create; Psychomotor – Adaptation/Origination; Student Goal 1, 3; Threads: Professionalism, Critical Decision Making/Critical Inquiry)
17. Formulate expert consultation strategies for individuals, organizations, and communities.
(SRE: 7D18, 7D21; Bloom's: Cognitive – Create; Psychomotor – Adaptation; Student Goal 1, 2, 3; Threads: Professionalism)
18. Appraise patient needs and develop referral strategies for services beyond PT.
(SRE: 7D1, 7D18; Bloom's: Cognitive – Evaluate/Create; Student Goal 1, 2; Threads: Professionalism)
19. Judge and formulate resource management strategies (time, space, equipment) to achieve practice goals.
(SRE: 7D25; Bloom's: Cognitive – Evaluate/Create; Student Goal 1; Threads: Professionalism)

20. Critique and weigh economic factors influencing PT service delivery.
(SRE: 7D24; Bloom's: Cognitive – Evaluate; Student Goal 1; Threads: Professionalism)
21. Defend and design delegation strategies for support personnel according to ethical and legal standards.
(SRE: 7B3, 7D7, 7D8, 7D25; Bloom's: Cognitive – Evaluate/Create; Student Goal 1; Threads: Professionalism)
22. Value and internalize professional responsibilities beyond job expectations.
(SRE: 7B1, 7B2; Bloom's: Cognitive – Evaluate; Affective – Characterization; Student Goal 1, 2, 3; Threads: Professionalism)
23. Develop and sustain a self-directed plan for lifelong learning and professional growth.
(SRE: 7C1; Bloom's: Cognitive – Create; Affective – Characterization; Student Goal 1, 5; Threads: Professionalism)
24. Design and implement population-level wellness initiatives addressing prevention and health promotion.
(SRE: 7D21; Bloom's: Cognitive – Create; Student Goal 1, 2; Threads: Multi-cultural Education)

COURSE SCHEDULE AND OUTLINE OF CONTENT:

See schedule of assignments and due dates on Exxat under “Learning Activities”

DESCRIPTION OF TEACHING METHODS AND LEARNING EXPERIENCES:

Full-time clinical experience, the student follows the schedule of the supervising clinical instructor.

COURSE MODE OF DELIVERY:

Supervised experience in clinical instruction including patient/client management, prevention, education, and patient/therapist relationships. The student participates in a nine-week clinical experience in one of the following settings: in-patient (acute care, transitional care unit, skilled nursing facility, or rural critical access hospital) or outpatient orthopedics.

MATERIALS – TEXT, READINGS, & SUPPLEMENTARY READINGS:

No specific text is required. During the clinical experience, students are encouraged to utilize personal, clinical department, local medical libraries, and on-line services through SMHS Library for reference materials to assist in clinical decision-making and problem-solving.

METHODS OF STUDENT EVALUATION:

The Clinical Performance Instrument (CPI) reiterates the clinical objective for clinical experience at UND. Each objective on the form is, in fact, a criterion for assessment of the student's performance. A passing grade will be given to a student who satisfies the following course requirement.

1. Communicate with assigned SCCE or CI 6-8 weeks prior to the start of each clinical experience.
2. Update of student profile in clinical education database (Exxat) prior to clinical experience.
3. Maintains an updated CPR certification for the Healthcare provider.
4. Maintains health insurance coverage.
5. Upload requested health requirements to our clinical education database (Exxat) and provide to clinical sites as requested.
6. Forms to be signed and submitted to the Co-DCEs by the specified date.

- a. Student Clinical Performance Instrument (mid-term and final)
 - b. Student evaluation of Clinical Site
 - c. Student evaluation of Clinical Supervisor (mid-term and final)
 - d. Diagnosis Treated in the Clinical Setting
7. Compliance with Clinical Experience Guidelines as documented in the Physical Therapy Student Handbook (**attendance is mandatory**).
8. Student is expected to achieve entry-level performance or above on all criterion of the CPI (**the clinical instructor will score the student based upon performance versus program expectation.)
9. Any safety issues will constitute failure of the clinical experience.

*All paperwork will be completed and submitted electronically; if it is not submitted by the assigned due date, it may affect the course grade.

GRADING SCALE:

- A = 90% to 100%
- B = 80% to 89.9%
- C = 76% to 79.9%
- F = < 76%

For more information on grading policies, please refer to the UND-PT Scholastic Standards Document

COURSE ACCESS & TECHNICAL REQUIREMENTS

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

<https://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:

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, 701.777.4171, 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.

The full [Notice of Non-discrimination](#) is available online through Equal Opportunity & Title IX.

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 [Student Disability Resources](#) at the start of their program. More information can be obtained by email, UND.sdr@UND.edu, or by phone at 701.777.2100.

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 the [student religious accommodation request form](#). To learn more, please consult UND's [Religious Accommodations Policy](#) or 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](#) and in UND's [Protections for Pregnant and Parenting Students and Employees Policy](#).

Reporting Discrimination, Harassment, or Sexual Misconduct

If you or a friend has experienced sexual misconduct, such as sex-based 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.

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, age, disability, sex, sex characteristics, 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 Equal Opportunity & Title IX Office](#) any incidents of potential 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 & 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