
DEPARTMENT OF PHYSICAL THERAPY



2023 - 2024

CLINICAL FACULTY HANDBOOK

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Disclaimer: The materials in this handbook are made available for general information purposes and subject to change.

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Introduction

Thank you for being a part of the University of North Dakota Department of Physical Therapy as a clinical experience site. As the Director of Clinical Education, I would like to thank you for your past support and anticipated future involvement in our program. I am hopeful this Clinical Faculty Handbook will provide you and the clinical instructors an overview of our program and critical documents that students are provided as a guide for your clinical experiences. I hope this will assist you as a clinical faculty in providing a beneficial experience for the student as well as the staff at your facility.

UND PT continues to offer the benefit of an account for electronic access to journals through the Harley French Medical Library at the University of North Dakota to the clinical coordinator and any clinical instructor who works with a student from the University of North Dakota. For the clinical coordinator this is an ongoing benefit and for the clinical instructors it will remain active for 18 months. To obtain access, send an email to steven.halcrow@und.edu for clearance and instructions for application.

Materials to support your clinical education are also available on the APTA website and www.apta.org under Career and Education. Follow the link to "Clinical Education". Listed below are some documents that you may find useful.

Clinical Educator Development

- Reference Material for Site Coordinators of Clinical Education
- Credentialed Clinical Instructor Program (CCIP)
- Advanced Credentialed Clinical Instructor Program (ACCIP)

Clinical Site Development

- Guidelines and self-assessments for Clinical Education
- Clinical Site Information Form (CSIF)
- PT Student Site Evaluation form

Regulations Related to Students

- APTA Policies and Positions
- Medicare Payment and Reimbursement: Supervision of Students Under Medicare Chart

In addition to myself the Clinical Education Team at UND also includes Administrative Secretary, Robin Hellman (robin.hellman@und.edu).

Thank you again for your interest in the University of North Dakota Department of Physical Therapy. I look forward to working with you. If I may be of assistance at any time, please feel free to contact me at steven.halcrow@und.edu or by phone at 701-777-4176.

Sincerely,

Steven Halcrow, PT, DPT, OCS

Assistant Professor and Director of Clinical Education

steven.halcrow@und.edu

Department Contacts

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Department Faculty and Staff



Cindy Flom-Meland, PT, PhD, NCS

Professor of Physical Therapy and Department Chair. BSPT, PhD, Teaching & Learning, University of North Dakota and Graduate, Education Leadership Institute Fellowship, American Physical Therapy Association (2019). Dr. Flom-Meland became chair of Physical Therapy in July of 2021. Dr. Flom-Meland is a credentialed trainer for APTA Clinical Instructor Education and Credentialing Program; active in the Physical Therapy Association, APTA and University committees; and currently President of APTA North Dakota. Dr. Flom-Meland teaches in the areas of communication and professional behavior, motor control, psychological aspects, and neuro-rehabilitation. Areas of research include neuro-rehabilitation, clinical education, and professional behavior.



David Relling, PT, PhD

Professor Physical Therapy and Associate Dean for Health Sciences. BSPT, University of North Dakota, M.S. Kinesiology, Kansas State University; PhD Physiology, University of North Dakota. Dr. Relling became Associate Dean for Health Sciences in July 2021. He has served on numerous University committees and is active on the North Dakota Board of Physical Therapy and Federation of State Boards of Physical Therapy. Dr. Relling teaches a number of courses in the areas of pathology, acute care, and cardiopulmonary PT. Areas of research interests include exercise physiology, orthopedics, EMG, and motion analysis.



Gary Schindler, PT, DPT, PhD, ATC, CSCS

Board Certified Orthopedic Specialist and Board Certified Sports Specialist. Associate Professor of Physical Therapy and Director of Sports Physical Therapy Residency. Graduate of the American Physical Therapy Association (APTA) Fellowship in Educational Leadership (2022). BA in Athletic Training, University of North Dakota; MSPT University of Wisconsin-La Crosse; DPT Massachusetts General Hospital Institute of Health Professionals; and PhD, Teaching and Learning at UND. Recognized by ABPTS as an Orthopaedic Certified Specialist in 2008 and Sports Certified Specialist in 2015. Dr. Schindler currently serves as the Program Director for UND's Sports Physical Therapy and Faculty Residencies and is an Emergency Response for the Athlete instructor via Cogent Steps. Dr. Schindler was appointed UND's Faculty Athletic Representative in 2022 and currently serves as the Treasurer for the APTA of North Dakota and as a site reviewer for the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE). Dr. Schindler practices as a physical therapist and certified athletic trainer, PRN, in an orthopaedic private practice. Teaching areas include orthopaedic, sports medicine, anatomy, and therapeutic agents. Research interests include leadership development, sports medicine, orthopaedics, and anatomy.



Michelle LaBrecque, PT DPT

Teaching Associate Professor of Physical Therapy, BSPT, University of Minnesota; MPT and DPT, University of North Dakota. Dr. LaBrecque works part-time in the Department of Physical Therapy and part-time in a physical therapy clinic outside the university. She has advanced neuro training in LSVT BIG certification for Parkinson's treatment as well as certification in Neuro-Developmental Treatment for patients following stroke. Areas of teaching include motor control, movement system clinical examination and evaluation, biophysical agents, movement system intervention, and neuro-rehabilitation.



Steven Halcrow, PT, DPT, OCS

Assistant Professor of Physical Therapy, Director of Clinical Education, PT, DPT, University of North Dakota. Dr. Halcrow teaches in the areas of, clinical examination and evaluation, exercise interventions, and prevention and wellness. Dr. Halcrow is a Board Certified Clinical Specialist in Orthopaedic Physical Therapy, a APTA Credential Clinical Instructor and is Astym Therapy Certified. He was the Co-Director of Clinical Education from 2021-2023 and is currently the Director of Clinical Education for the Department of Physical Therapy. His areas of interest are orthopaedics, sports medicine, prevention and wellness, biomechanics, and kinesiology. Dr. Halcrow is currently pursuing a Doctor of Philosophy in Teaching and Learning with an Emphasis in Higher Education with a research agenda in diversity, equity, and inclusion.



Mohamed Elhamadany, PT, PhD, MS, DPT, PCS

Assistant Professor of Physical Therapy. BSPT, MS, Ph.D., Pediatric Physical Therapy, Cairo University; DPT, Dominican University New York. Dr. Elhamadany is recognized by ABPTS as a Pediatric Clinical Specialist (PCS). Dr. Elhamadany is the lead faculty for the pediatric courses. He also teaches research methodology, evidence-based practice, and neuroscience. Prior to joining the UND-PT faculty, Dr. Elhamadany worked in a variety of pediatric settings for over 20 years. He also has been an APTA-credentialed clinical instructor for many years. Dr. Elhamadany has served on numerous Departmental, School, University, and Professional Committees and he is currently a member of the ABPTS Committee of Content Experts. Dr. Elhamadany is an active member of the APTA and the American Academy of Pediatric Physical Therapy. Dr. Elhamadany has many peer-reviewed presentations at national and international conferences. Areas of research interest are primarily in pediatrics, competency-based education, disease and functioning taxonomies, and virtual reality.



Ricky Morgan, PT, DPT, OCS

Assistant Professor of Physical Therapy. Ricky completed his Doctorate in Physical Therapy (DPT) at the University of North Dakota. He is currently pursuing his PhD in Educational Foundations and Research also at the University of North Dakota. He teaches in the areas of orthopedics, sports physical therapy, basic sciences, and general physical therapy care. He is a Board-Certified Clinical Specialist in Orthopedic Physical Therapy. Ricky is active in the American Physical Therapy Association (APTA ND and APTA) at both the state and national levels. He is currently on the continuing education committee and public relations committee and serves as the population health champion within the APTA ND. His areas of research interests include prevention and wellness, biomechanical analysis of movement, and physical therapy education.



Kevin O'Brien, PT, DPT, Cert. MDT

Assistant Professor of Physical Therapy, Assistant Director of Clinical Education, BA, BS, DPT, University of North Dakota. Dr. O'Brien teaches in the areas of pathophysiology, clinical examination and evaluation, orthopedics, and manual therapy intervention. He holds multiple manual therapy clinical certifications and has practiced clinically in orthopedic outpatient physical therapy since 2005. He holds certifications as an APTA Credentialed Clinical Instructor, McKenzie Mechanical Diagnosis and Treatment, Graston IASTM, and vestibular rehabilitation and is currently pursuing his Doctor of Science degree at Andrew's University in Michigan. His areas of research interest include manual therapy, evaluation and intervention of back and neck pain, and the use of technology in physical therapy education.



Amanda Wilson, PT, DPT, NCS

Teaching Assistant Professor of Physical Therapy. DPT, University of North Dakota. ABPTS Board Certified Neurologic Specialist. Dr. Wilson has a 15-year clinical background in working with patients with diagnoses of Parkinson's, stroke, and other neurological diseases. She has advanced neuro training, including LSVT BIG certification for Parkinson's treatment as well as Neuro-Developmental Treatment for patients following stroke or traumatic brain injury. Dr. Wilson teaches in the areas of neuroscience for clinical practice, management of neuromuscular health conditions, clinical examination and intervention, teaching in physical therapy practice, and professional development.



Brittany Johnson, PT, DPT

Assistant Professor of Physical Therapy. Brittany completed her Doctorate in Physical Therapy (DPT) at Mayo Clinic School of Health Sciences. She has advanced training in manual techniques, Graston Technique, Blood Flow Restriction, along with 3D MAPS and Chain Reaction. She has practiced clinically in home health, outpatient, and inpatient rehabilitation settings since 2008. She is a member of the APTA and is an APTA Credentialed Clinical Instructor. She teaches in the areas of basic sciences, orthopedics, and general physical therapy care.

Nick Holkup, PT, DPT

Assistant Professor of Physical Therapy.



Alyson C. White, BSBA

Administrative Officer and Coordinator of Admissions. Alyson has been with the Department of Physical Therapy since 1975. She holds a Bachelor of Science in Business Administration from the University of North Dakota. Alyson serves APTA North Dakota as the Executive Officer. Alyson works with budgets, WICHE, admissions and a variety of other duties. She assists with the advisement of both pre-professional and professional students regarding registration, financial aid, graduation requirements, and housing.



Renata Storey

Administrative Secretary. Renata came to the Department of Physical Therapy in the summer of 2022. She provides administrative support for both faculty and students and is responsible for front office tasks as a forward-facing point of contact for the department.



Robin Hellman

Administrative Secretary, Clinical Education. Robin joined the Department of Physical Therapy in March 2023. She provides administrative and technical support for the department with primary focus on the clinical education program. She is responsible for troubleshooting and managing multiple databases; coordinating communications between students, academic/clinical faculty, and staff; and maintaining the departmental website.

Philosophy Statement

The UND Physical Therapy program seeks to graduate physical therapists concerned with providing quality physical therapy services within variety of practice environments. The graduate is to be an advocate for health and wellness at the individual and societal levels. The graduate is expected to develop the skill necessary for incorporating evidence into their clinical practice and demonstrate a commitment to life-long learning.

The Department believes physical therapy education is best accomplished through the interplay of curriculum, faculty, and students. The curriculum, inclusive of liberal arts, foundational sciences, clinical sciences, and complimentary clinical education, is presented through a hybrid model. The hybrid curriculum model incorporates a variety of teaching methodologies including lecture, problem solving, team based, case scenario, and clinical experiences. A progression in concept development from simple to complex is evident. The curriculum promotes skills for life-long learning, encourages the critical analysis of current and new knowledge, supports critical inquiry/research for the advancement of the profession, and advocates service to the community and the profession.

The role of faculty is to facilitate the teaching and learning process, and to enable and challenge the grow of the learner. The faculty, with diverse interests and experiences, are expected to model professional behaviors of education, scholarly activity, service, and life-long learning.

Students are expected to be self-aware, self-directed, and responsible for their learning. They are presumed to be intellectually curious and possess a desire to be reflective learners and practitioners. Students will demonstrate respect for self and others, and a commitment to the profession of physical therapy.

It is also the intent that the professional program be reviewed periodically and evaluated by academic and clinical faculty, students, practitioners and other community and university personnel to maintain an optimal political, social, economic, and professional forces and emerging health care delivery trends.



Mission Statement

“The mission of the Department of Physical Therapy is to prepare physical therapists with the clinical, professional, and critical inquiry skills to provide quality physical therapy services. The professional services provided by a physical therapy demand a strong background in the liberal arts and clinical sciences as well as high moral and ethical standards. In addition to clinical practice expectations, responsibilities in teaching, service and critical inquiry are an integral part of the education experience.”

Goals & Objectives

Students:

Goal 1: *The student will demonstrate the skills necessary for the entry level practice of physical therapy*

- **Objective:** The student will demonstrate entry-level competence on all written and practical examinations.
- **Objective:** The students will demonstrate entry-level competence in all clinical skills by the end of the clinical experiences.
- **Objective:** The student will demonstrate entry-level skill in physical therapy examination, evaluation, diagnosis, and the development of an appropriate plan of care and physical therapy intervention.
- **Objective:** The student will plan, initiate, coordinate and evaluate the efficacy of intervention programs to meet patient/client needs.
- **Objective:** The student will demonstrate effective written and oral communication skills.
- **Objective:** The student will demonstrate knowledge of basic administrative procedures.
- **Objective:** The student will demonstrate professionalism in the classroom and in the clinic.

Goal 2: *The student will demonstrate advocacy skills for health and wellness at the individual and societal level.*

- **Objective:** The student will develop an awareness of the importance of physical therapy in community health systems and participate in service-learning projects and activities.
- **Objective:** The student will demonstrate proper concern for patient's rights.
- **Objective:** The student will participate in an advocacy role regarding health, wellness, and societal needs.

Goal 3: *The student will provide service to the community and/or to the profession.*

- **Objective:** The student will participate in service-learning projects and activities.
- **Objective:** The student will participate in professional service activities.

Goal 4: *The student will develop critical inquiry skills related to clinical and basic science research.*

- **Objective:** The student will demonstrate a commitment to evidence-based practice, interpreting, and applying the results of published research.
- **Objective:** The student will apply principles of the scientific method and collaborate with faculty and peers to design and implement a scholarly project.

Goal 5: *The student will develop the skills required for life-long learning.*

- **Objective:** The student will demonstrate a commitment to evidence-based practice, continuing education, and involvement in professional organizations.
- **Objective:** The student is expected to be self-aware, self-directed, and responsible for his or her learning.

Faculty:**Goal 1: *Faculty members will demonstrate excellence in teaching.***

- **Objective** Faculty members will apply learning theories in designing, implementing, and evaluation learning experiences.
- **Objective** Faculty will implement teaching strategies appropriate for the content domain and learner characteristics.
- **Objective** Faculty members will respond to changes in the health care and educational environments in a timely and thoughtful manner for continuous improvement of curriculum and practice.
- **Objective:** Faculty members will promote and model academic excellence, reflective practice, and life-long learning.

Goal 2: *Faculty members will provide service and leadership to the physical therapy profession.*

- **Objective** Faculty members will demonstrate an active role in community and/or professional service involvement and encourage that same activity in the professional students.

Goal 3: *Faculty members will enhance the clinical and scientific knowledge base of physical therapy through creative and scholarly activities.*

- **Objective** Faculty members are expected to engage in research activities that will contribute to the body of knowledge in physical therapy.
- **Objective** Faculty members should provide evidence for the methods, procedures, and theories taught in the curriculum
- **Objective** Faculty members must show accomplishments in teaching, service and scholarly activity that are consistent with the expectations for promotion.

Department:

Goal 1: The Department will attract and support faculty who align with the mission and vision of the institution and the collaborative spirit of the program and curricular philosophies.

Goal 2: The Department will support and develop faculty who are recognized for advancing the physical therapy profession through excellence in teaching, clinical practice, scholarly activity, and service to the profession.

Core Values

Accountability: Active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapists including self-regulation and other behaviors that positively influence patient/client outcomes, the profession, and the health of society.

Altruism: Primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self-interest.

Compassion and Caring: Compassion: The desire to identify with or sense something of another's experience; a precursor of caring. Caring: The concern, empathy, and consideration for the needs and values of others.

Excellence: Physical therapy practice that consistently used current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embrace advancement, challenges mediocrity, and works toward development of new knowledge.

Integrity: The possession of and steadfast adherence to high ethical principles and professional standards.

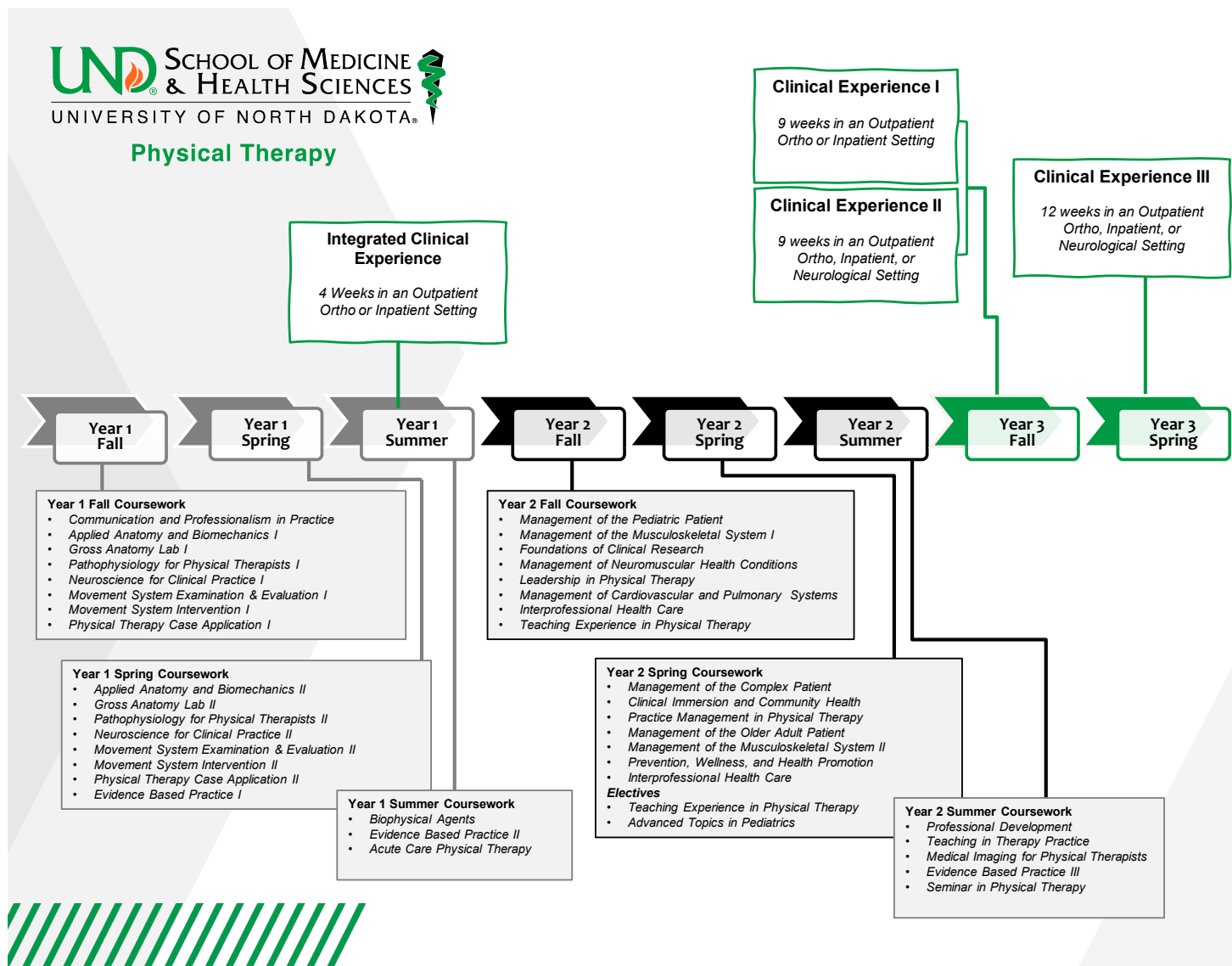
Professional Duty: The commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.

Social Responsibility: The promotion of mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Clinical Education Timeline



Physical Therapy



Student Clinical Experience

Guidelines & Student Rights & Responsibilities

Clinical experiences are a crucial component of the UND-PT curriculum. These experiences meld the academic information with the “hands-on” clinical experience. The student will participate in direct delivery of physical therapy services in a variety of settings under the direction and supervision of one or more clinical instructors. A licensed Physical Therapist must be one site during the delivering of any service by a student physical therapist.

The clinical component of the UND-PT curriculum is comprised of:

2024 Grads

1. One one-week Integrated Clinical Experience (sometime during the first year of the program)
2. Two nine-week clinical experiences (Fall Semester of the third year in the professional program)--*focus of these clinical experiences are out-patient orthopedic and in-patient (acute, rural, or TCU/LTC); two final nine-week clinical experiences (Spring Semester of the third year in the professional program) -- focus of these clinical experiences are neurological (adult or Pediatric) and the students “area of interest/choice”(Grads 2023-2024)*

2025/2026 Grads

1. One 4-week Integrated Clinical Experience (during the summer of the first year in the program) -- *focus of this short term clinical is acute care, sub-acute care, long-term care, out-patient orthopedics, or a rural site.*
2. Two nine-week clinical experiences (Fall Semester of the third year in the professional program) -- *focus of these clinical experiences are out-patient orthopedic and in-patient (acute, rural, of TCU/LTC)*
3. One final twelve-week clinical experience (Spring Semester of the third year in the professional program) – *focus of these clinical experiences are neurological (adult of pediatric) and the students’ “area of interest/choice”.*

Clinical experiences are coordinated and set up by the Director of Clinical Education (DCE). Students are advised to study clinical experience electronic file information to become familiar with the approximately 300 available clinical experience sites. Accessible information will be located in our clinical education systems, which include campus Blackboard organization (under PT Clinical Education Community), the Exxat Clinical Education System, and the APTA CPI Web System.

Determination of the student’s particular clinical experience sites will take into consideration student preference, availability of the clinical site, student’s state of residency, and previous clinical experiences to ensure a solid foundational background of an experience.

The DCE is responsible for contacting the sites and securing the clinical experiences. The student is responsible for transportation and setting up living arrangements.

Clinical Experiences – 1st Year

Scheduling of the 4-week Integrated Clinical Experience arrangements will be started in September of the first year, at which time students will be asked for tentative clinical experience selections. This will allow time for the students and the DCE to alter selections to meet students’ needs and availability in clinical sites. Once confirmation is received from the clinical sites, selections will not be altered. Selection of these clinical experiences will include acute care/rural hospital/TCU and general outpatient orthopedic clinics.

Clinical Experiences – 3rd Year

Scheduling for these clinical experience arrangements will be started in January of the first year, at which time students will be asked for tentative clinical experience selections. This early selection will allow time for the DCE to work out possible conflicts and attempt to secure additional clinical spots, where necessary. This extended time is to allow students and the DCE the opportunity to alter selections to meet students’ needs and the availability in clinical sites. Once confirmation is received from the clinical sites, selections will not be altered. Selection of these clinical

experiences include acute care/rural hospital/TCU and general outpatient orthopedic clinics for the 1st of 3 clinical experience The 2nd and 3rd clinical experiences may include the settings previously mentioned along with neurological acute, neurological outpatient, pediatrics, home health, and other specialty settings.

Clinical Site Selection

Site information is available in the PT Education Community Blackboard, the Exxat Clinical Education System, or the PT CPI system for each clinical site. The files may contain information sent by the facility, completed student evaluations of a clinical experience and a CSIF (Clinical Site Information form) or at FIF (Facility Information Form), which will provide a brief overview of the site.

Consider the following criteria when selecting your sites: finances, travel distance, quality of the learning experience, your short-term and long-term goals, previous experience, spouse and/or family commitments. Once a site has been confirmed, changes will not be made.

Students from the ND pool are encouraged to do at least one clinical experience in the state of ND. Students from WICHE states are strongly encouraged to do at least one clinical experience in their home state.

Assignments

1. The DCE is responsible for assignment of students for clinical experiences and for official contact and correspondence with the clinical education center. Students are not to contact a clinic concerning established a clinical experience or changing scheduled clinical rotations. Once the clinical experience is officially established, the student should feel free to contact the Site Coordinator of Clinical Education (SCCE) and is expected to contact the SCCE/CI a minimum of 8-10 weeks prior to the start of the clinical experience. The student will also send (electronically) a student information form to the SCCE/CI.
2. The student is responsible for knowing the hours, where, and to whom he/she reports for each facility. The student is responsible to travel to and from each clinical site, and for room and board while at the clinical site (a few clinical sites do offer housing or a stipend). Please check CSIF or FIF for further information, however; keep in mind these offerings are subject to change.
3. You are responsible for arranging housing. The assistance that clinical sites offer for housing arrangements is variable. Some facilities offer hours, others will send a list of recommended housing options for which the student is responsible to contact and set up, and some expect the student to secure their own housing. The DCE is available to assist you with ideas for exploring housing arrangements. Housing arrangement should be secured at least six weeks in advance of your clinical experience and it is recommended that you consider up to six months in advance.
4. The student is to be prompt for all scheduled clinical experience assignments (e.g., clinics, demonstrations, rounds, in-service programs, etc.). The student must be prepared for the start of each day; it is recommended you arrive 15 minutes early most days to be ready for the start of the day. All hours of assigned clinical education must be completed. Clinical experiences are generally 40 hours per week for nine weeks. Please note the last week is 3 days with Thursday and Friday open as "make-up" days if any days were missed earlier in the experience.

Evaluations

Clinical evaluation forms, proof of liability insurance, and a copy of the syllabus for the courses and course objectives are available on our web site and in the Student Handbook. You have access to the electronic Clinical Performance Instrument (CPI) once you have completed the on-line training and assessment and have been paired with your clinical instructor. The DCEs or the ADCE will review the evaluation criteria with you prior to your leaving campus. Students should be familiar with the criteria for evaluation prior to his/her clinical experiences.

Evaluation forms for you to evaluate the Clinical Facility and the Clinical Instructor (CI) will be available to you online through Exxat. At the mid-term and the end of each clinical experience, the evaluation forms are to be discussed with your CI. If you feel unable to discuss the evaluations with the CI, please contact DCE prior to the end of your clinical experience. The following forms are to be signed and submitted to the DCE by the specified due dates.

- Student Clinical Performance Instrument (mid-term and final)
- Mid-term and Final site evaluation
- Final Instructor Evaluation
- Diagnoses Treated in the Clinical Setting

Credit will not be given for students in 2024 for PT 528, PT 529, PT 552, or PT 553 without meeting the above requirements. Credit will not be given for students in 2025/2026 for PT 652, PT 653, or PT 654 without meeting the above requirements. All evaluation material will be submitted electronically.

First Week of Clinical Experience

Send an email to the DCE and the administrative secretary-:

- Name of your CI(s)
- Your site name/location
- Primary phone number and email address of your CI
- Phone number to contact you in case of an emergency
- A statement of how your first week is going

If you arrive at your clinical and the type of setting is different from your student affiliation assignment or some aspect of your setting is of concern, please promptly contact your DCE.

Absences

1. In case of illness during a clinical rotation, you must notify the DCE at UND-PT, and either the CI or SCCE at the beginning of the workday.
2. Absences must be made up on the weekend days, Thursday, and Friday of the last week, or by extending the time. Make-up time will be arranged by the DCE and the SCCE/CI.
3. Attendance at professional conferences during weekdays MUST be cleared through the DCE. The DCE in cooperation with the SCCE may be able to make arrangements for the student to attend the conference during the clinical rotation.
4. Additional time between clinical experiences must be cleared through the DCE prior to the start of the clinical experience.
5. Absences due to funerals or for personal reasons must be approved by the DCE. The DCE in cooperation with the SCCE/CI will assist with arrangements to make up the time on an individual basis.
6. Time off from clinical experience for the purpose of a job interview is NOT an excused absence. Interviews should be scheduled at times other than scheduled clinical experience days or hours. Time off for a residency interview will be granted and will be made up.

Introduction to Patient or Client

Identify yourself as a student; patient has the right to refuse to participate in the clinical education program. The patient should also realize the clinical instructor is the Physical Therapist in charge of their care and services provided to them.

Dress and Appearance

Students are expected to use discretion and good judgment in the personal appearance and grooming. The goal is to present a professional appearance and maintain a safe environment for both the student and the patient.

1. Professional dress for females consists of dress slacks or skirt and conservative top. (Low cut, close fitting, or short tops which do not go below the waistline are unacceptable.) You should be able to raise your hands above your head and bend over without any skin in the "midriff" area showing. Males should wear shirt and tie and dress slacks. Lab coats should be worn during rotations in the acute care setting and at the request of your CI in any other setting. It is much easier for a clinician to tell you to dress down than to look more professional.

2. UND-PT student photo ID badge should be worn at all times during your clinical experiences, unless otherwise specified by the CI. If you should lose your student ID badge, contact the department Administrative Officer for a replacement. The student is responsible for the replacement cost.
3. Footwear should be professional. Tennis shoes, hiking boots, and clogs are unacceptable. Conservative (i.e. white or black) leather athletic shoes are acceptable in many clinics. Socks or hosiery must be worn.
4. If jewelry is worn, it must be plain and simple.
5. Avoid strong perfumes or shaving lotions when in the clinic. Olfactory sense is often enhanced when ill.
6. Some facilities may have additional criteria related to dress and appearance; you will be responsible to follow clinical site policy if the dress code is more specific than UND-PT.

Holidays

While on clinical experiences, students follow the holidays observed by the facility; these may not be the same as UND holidays. For example, the day after Thanksgiving is not typically a holiday at most clinical sites. You will be expected to report to the clinic if it is not an observed holiday at that clinical site. If UND closes you are expected to follow the schedule of the clinical site.

Health Information

1. It is the student's responsibility to maintain continuous health insurance coverage during clinical experiences. Upload a copy of your health insurance into Exxat. For information on policies available to students, contact Student Health Services on campus (777-4500) or the APTA or other insurance companies in your area.
2. Students must either obtain Hepatitis B Vaccine (3 dose series) or sign a Hepatitis B Vaccine Waiver prior to clinical experiences. Information to assist you in the decision to obtain the vaccine or not will be presented in PT 409 for 2024 grads and in PT 607: Pathophysiology for Physical Therapists I for 2025 grads.
3. The student will provide current medical/immunization records as follows:
 - a) Evidence of immunity to Rubeola (red measles) as demonstrated by one or more of the following:
 - 1) Physician documentation of two doses of live measles vaccine on or after the first birthday;
 - 2) Documentation of physician diagnosed measles;
 - 3) Laboratory evidence (blood titer) of immunity to measles; and/or
 - 4) A date of birth that is before January 1, 1957.
 - b) Evidence of immunity to Rubella as demonstrated by:
 - 1) Laboratory evidence (Rubella titer) of immunity/or
 - 2) Documented immunization with live virus vaccine on or after the first birthday.
 - c) Evidence of immunity to Chicken Pox as demonstrated by:
 - 1) Physician documentation of two doses of varicella vaccine
 - 2) Laboratory evidence (blood titer) immunity to Chicken Pox
 - d) Evidence of Tdap demonstrated by a current immunization
 - e) Evidence of the absence of Tuberculosis as demonstrated by a negative Mantoux test within the year preceding entrance into the clinical facility. In the event that the Mantoux test is positive, students will be required to provide documentation of having received a negative chest x-ray after the positive Mantoux test. A group time will be scheduled for the Mantoux test with Student Health Services by the Department of Physical Therapy Administrative Officer. There is no charge to the student when the Mantoux test is completed during the group time. Students may elect to go to Student Health; however, the student will be responsible for the cost.
 - f) Evidence of the COVID-19 vaccine as needed. (Many of the sites are requiring proof of vaccine or request for exemption paperwork.
4. It is the student's responsibility to be able to provide verification of health information to the clinical site if requested. Failure to do so may result in delay in the scheduled completion of the clinical experience or in termination of the clinical experience.

Student Professional Liability Insurance

The UND School of Medicine and Health Sciences provides professional liability insurance for UND-PT students while on the clinical experience. Proof of Insurance will be sent to the clinical site in advance of your arrival.

CPR Certification

CPR Certification for the Healthcare provider is required while on clinical experiences. The UND-PT department will offer CPR Certification for the Healthcare provider during the summer session of year one (prior to the first full time clinical experiences). Students are responsible for obtaining CPR Certification for any additional clinical experience requirements.

Criminal Background Check

The University of North Dakota requires background checks of its students in selected health-related programs prior to admissions and repeated prior to clinical assignment. Failure to submit a background check will suspend the admission to the program and assignment to the clinical experience.

The background check report must be completed by Verified Credentials, Inc. Instruction will be provided to you. You will be required to provide identifying information as well as a payment source for the fee. You will be directed through the application process and results will be returned to you (if you request) as well as to the Directors of Clinical Education in the Department of Physical Therapy. Information must be submitted by the assigned due date to assure a timely progression to fall and spring clinical experiences. It is essential that the Department of Physical Therapy be able to document this background check for you when requested by your affiliating hospital, clinic, and other non-UND training sit.

Core Values

Students are expected to uphold high ethical and moral standards during clinical experience including interactions with all parties involved. Adherence to the APTA *Code of Ethics*, APTA *Standards of Practice* and your class's core value document are expected and failure to do so may result in termination of the clinical experience and could result in dismissal from the program. Actions which jeopardize the safety of the patient, clinical faculty, or the student are considered grounds for the termination of the clinical experience.

Standard Precautions

As discussed in previous academic course work the student should be aware of and comply with OSHA standards and HIPPA regulations during all clinical experiences. In addition, students will follow the standard precautions as stated in the Policies and Procedures of each clinical facility.

Any information used for educational purposes (i.e. case studies) must follow confidentiality and HIPPA regulations. All identifying personal information must be removed prior to any use. Also, you must follow facilities policies and procedures.

Complaints

Any complaints or concerns related to clinical education (PT 528, PT 529, PT 552, PT 553, PT 627, PT 652, PT 653, PT 654) should follow University policy and procedures. Complaint in writing first to the Directors of Clinical Education, if not resolved to the Department Chair Physical Therapy. If complaint or concern is not resolved in the Department of Physical therapy a written notice may be sent to the Dean of School of Medicine and Health Sciences and then to the President of the University.

Financial

1. Payment of tuition is required for all clinical course work.
2. For those students receiving financial aid, forms are available to show expenses above and beyond normal. Alyson White, Administrative Officer, is available to assist you in completing these forms. For Fall Semester experiences, the forms should be sent to Financial Aid by March 1st. For Spring Semester affiliations, the deadline is September 15th.

Student Information Form

A student information form will be sent to the clinical coordinator at your site prior to your arrival (this will be sent by the student 8-10 weeks prior to the start of the clinical experience).

Additional Ideas and Suggestions

- ✓ Eight to ten weeks prior to the start of your clinical experience, send a short letter or note. Include phone number and address at which you may be reached if any additional information needs to be relayed. Acknowledge information sent from the school and any other information you would like to share. KEEP IT SHORT!
- ✓ If you receive information from a clinical site, send a note of recognition of receipt. Be sure to send back any requested information as soon as possible.
- ✓ Following your clinical experience, send a thank-you or appreciation note.
- ✓ This is your learning experience. Respect the knowledge of the experienced clinicians. If you are not receiving feedback or supervision necessary for learning, ask questions. If this does not yield the desired response, contact the DCE.

Clinical rotations are an extremely important aspect of your professional program. These experiences can be very exciting and rewarding. While on your clinical experiences, you are not only representing yourself, but also your classmates and UND-PT. In the past, due to the excellent quality of students, the reputation of UND-PT students has been good to excellent. This has allowed us to maintain numerous and quality affiliation sites. I trust that we can continue to build on that reputation.

Questions and Concerns Contact

Occasionally problems and/or concerns do arise during clinical experiences. Remember, we at UND-PT are here to assist you. If you have any questions or concerns, please contact:

1. **Director of Clinical Ed: Steve Halcrow**
Work: 701.777.3857
Cell: 701.360.4330
Email: steven.halcrow@UND.edu
2. **Department Chair: Cindy Flom-Meland**
Work: 701.777.4130
Cell: 218.779.4141
Email: cindy.flom.meland@UND.edu

SCCE & CI Information

Site Coordinator of Clinical Education Duties and Responsibilities

1. Plan and implement the clinical education program collaborating with the physical therapy staff and administration.
2. Maintain the liaison with the educational program via Director of Clinical Education (DCE).
3. Coordinate the calendar and acceptance of student assignments with the DCE, provide the academic facility with an updated clinical site information form on a yearly basis or as needed basis, coordinate student assignments with the DCE, develop learning experiences appropriate to the facility and individual student.
4. Provide education and training for clinical instructors.
5. Review and revise clinical education program changes in objectives, programs and staff occur. Evaluate the ability of the clinical instructors.
6. Act as a liaison between clinical instructor and the DCE.
7. Demonstrate effective supervisory skills, provide a comprehensive orientation to the student during the first few days of clinical experience.
8. Demonstrate effective administrative and managerial skills.
9. Demonstrate effective communication and interpersonal skills.

Clinical Instructor Duties and Responsibilities

1. Demonstrate an interest and willingness to be involved in the education and supervision of students pursuing their career in the Physical Therapy profession.
2. Practice a minimum of one year in the setting that clinical instruction will occur. For a final clinical experience, a minimum of two years is required.
3. Become familiar with educational program, objectives, curriculum, and the Clinical Performance Instrument. (CPI)
4. Possess the ability to plan, coordinate, and evaluate a clinical education experience based on sound educational principles with the guidance of the SCCE.
5. Possess the ability to develop written objectives for a variety of learning experiences.
6. Demonstrate effective communication skills.
7. Demonstrate effective interpersonal skills.
8. Demonstrates knowledge of various learning styles and ability to adapt to these learning styles.
9. Provides feedback both formally and informally, seeks assistance and resources as indicated to manage the clinical education experience considering the students best interest. Serves as a positive role model in physical therapy practice.
10. Facilitates patient therapist and therapist student relationships.
11. Demonstrates commitment to life-long learning, contacts the DCE regarding any anticipated or complicating events during the clinical education experience.
12. Provides informative and summative feedback adjusting the learning experience accordingly.
13. Possesses the ability to sequence the learning experiences to allow for progressive individual student progression.

Patients/Clients Right of Refusal

Patients/Clients at your facility have the right to refuse treatment from students participating in the clinical education program. This refusal to participate will not prejudice their future relationship with the Department of Physical Therapy School of Medicine & Health Science or the University of North Dakota.

Complaints

Any complaints or concerns related to clinical education should follow University policy and procedures. Complaint in writing first to Director of Clinical Education, if not resolved to Department Chair Physical Therapy. If complaint or concern is not resolved in the Department of Physical Therapy a written notice may be sent to the Dean of School of Medicine and Health Sciences and then to the President of the University.

Cancellation or Change Policy

If core faculty determines a change is necessary, the clinical site will be notified via the SCCE ASAP to allow an opening for another student. Clinical sites are encouraged to contact the DCE of any staffing changes or administrative changes that may impact the student learning experience. If changes have occurred after the confirmation, the implication of these changes will be discussed among the DCE, student and SCCE. A quality learning experience for the student will be the prime determinant if cancellation or change is necessary. The DCE will work with the student on setting up an appropriate alternative clinical experience.

Once the clinical experience is confirmed, no change will be made unless it is considered an “extreme circumstance”. A change requires a written request, which the DCE will bring to the faculty as a whole for determination of appropriate action.

Program Requirements

Pre-Physical Therapy

Prior to admission, a minimum of 90 semester hours of credit from an approved college or university is required. Students should be broadly educated in the sciences and humanities. The Department of Physical Therapy recognizes that, since physical therapy deals with people, an understanding of literature, art, history, ethics, and philosophy is an adjunct to a physical therapist. Science and humanities are both viewed as necessary for the practice of physical therapy.

The following list of courses and credits indicates the core prerequisites all applicants must complete prior to admission to the physical therapy program. It is strongly recommended that students be computer literate prior to entering the professional program.

Students may take additional electives from any field of study; however, the depth of the pre-physical therapy education should demonstrate that student have progressed from simple to complex studies in at least one content area. This requirement might typically be demonstrated by a discipline major, but in any case, should demonstrate a basic comprehensiveness and integrity of study within a particular content area. This does not suggest that a separate undergraduate degree must be awarded; however, the breadth and depth in a discipline should be demonstrated. Course credits equivalent to a minor, i.e., approximately 20 credits at UND, in a particular discipline could accomplish this requirement.

The prospective student should include eight (8) credits from upper level courses, i.d. 300 and 400 numbers.

Pre-Physical Therapy Curriculum at UND

Prospective students need 90 credits, including the following requirements:

- English 110 College Composition I (3 cr.)*
- English 130 Composition II: Writing for Public Audiences (3 cr.)*
- Fine Arts and Humanities (9 cr.)*
- Biol 150, 150L, 151, 151L. Introduction to Biology (8 cr.)
- Chem 121, 121L, 122, 122L. General Chemistry I, II (8 cr.)
- Social Science (3 cr.)*
- Psy 111. Introduction to Psychology (3 cr.)
- Phys 161, 162. Introduction to College Physics (8 cr.)
- BIMD 220/220L, 221/221L Human Anatomy and Physiology I, II (8 cr.)
- Comm 110. Fundamentals of Public Speaking (3 cr.)*
- Psy 250. Developmental Psychology (4 cr.)
- Psy 270. Abnormal Psychology (3 cr.)
- Statistics (3 cr.)
- PT 101. Orientation to Physical Therapy (1 cr.) (recommended)
- Electives (must have at least 20 credits in one discipline)

*Courses should contribute to completion of [Essential Studies Requirements](#).

**The combined courses of Anat 204 and PPT 301 are accepted for the combination of BIMD 220/220L and BIMD 221/221L.

DPT Curriculum PT Grads 2024

YEAR 01 – FALL SEMESTER (17 CR.)

PT 402	Professional Communication & Behavior	(2)
PT 420	Musculoskeletal System Examination	(2)
PT 422	Anatomy for Physical Therapy	(5)
PT 423	Neuroscience for Physical Therapy	(4)
PT 435	Introduction to Patient/Client Care and Interventions	(4)

YEAR 01 – SPRING SEMESTER (19 CR.)

PT 409	Clinical Pathology I	(3)
PT 412	Biomechanics and Kinesiology	(4)
PT 413	Exercise in Health and Disease	(3)
PT 415	Motor Control	(3)
PT 417	Clinical Examination and Evaluation I	(4)
PT 426	Manual Therapy I	(2)

YEAR 01 – SUMMER SESSION (10-11 CR.)

PT 410	Clinical Pathology II	(3)
PT 512	Therapeutic Agents	(3)
PT 514	Case Management I	(2)
PT 519	Electrotherapy & Electrodiagnosis	(2)
PT 510	Integrated Clinical Experience	(1)

YEAR 02 – FALL SEMESTER (14-16 CR.)

PT 523	Lifespan I	(3)
PT 524	Psychological Aspects of Disability	(2)
PT 526	Manual Therapy II	(2)
PT 539	Prevention and Wellness	(2)
PT 540	Cardiopulmonary Physical Therapy	(2)
PT 584	Evidence in Practice	(2)

YEAR 02 – SPRING SEMESTER (15-19 CR.)

PT 510	Integrated Clinical Experience	(1)
PT 511	Applied Movement Science/Rehab Procedures	(4)
PT 522	Administration in Physical Therapy	(3)
PT 525	Clinical Examination & Evaluation II	(3)
PT 541	Clinical Examination & Evaluation III	(3)
PT 591	Research in Physical Therapy	(2)
	Electives	(0-4)

PT 550 Interprofessional Health Care (1) [taken as assigned either fall year 02 or spring year 02]

YEAR 02 – SUMMER SESSION (8-9 CR.)

PT 535	Lifespan II	(2)
PT 544	Pharmacology for Physical Therapists	(1)
PT 545	Imaging for Physical Therapists	(2)
PT 561	Seminar in Physical Therapy	(1)
PT 592	Case Management II	(2)

YEAR 03 – FALL Semester (18 CR)

PT 528	Clinical Experience I	9
PT 529	Clinical Experience II	9

YEAR 03 – Spring Semester (18 CR)

PT 552	Clinical Experience III	9
PT 553	Clinical Experience IV	9
PT 995	Scholarly Project	1

Course Descriptions 2023/2024

PT 101. Orientation to Physical Therapy. 1 Credit. Overview of the educational requirements, practice issues, and opportunities in the profession of physical therapy. Course content includes multimedia presentations, lectures, and observation in clinical setting.

Prerequisite: Registered in Professional Physical Therapy Curriculum

PT 402. Professional Communication and Behavior. 2 Credits. Lecture and practice in inter-professional and interpersonal communication including professional behavior, ethics, patient education, and written documentation.

PT 409. Clinical Pathology I. 3 Credits. Selected pathological conditions affecting the musculoskeletal system. Associated orthopedic diagnoses, surgical interventions, the influences of co-morbidities and pharmaceutical interventions, and safety concerns are discussed with an application to physical therapy patient/client management during orthopedic rehabilitation. Laboratory

PT 410. Clinical Pathology II. 3 Credits. Selected Pathological conditions of body systems, associated surgical interventions, the influence of co-morbidities, pharmaceutical interventions and safety concerns are discussed with application to physical therapy patient/client management. Laboratory

PT 412. Biomechanics and Kinesiology. 4 Credits. Biomechanics and kinesiology of musculature acting on the extremities and trunk. Clinical applications and evaluation of joint integrity and mobility, gait, range of motion and muscle performance. Laboratory.

PT 413. Exercise in Health and Disease. 3 Credits. Basic foundation for theoretical and practical application of exercise science principles for physical therapists. Exercise science principles are applied to healthy individuals and individuals with disease, impairments, and/or functional limitations. Examination and intervention procedures incorporate aerobic capacity/endurance, anthropometric characteristics, and muscle performance activities. Laboratory.

PT 415. Motor Control. 3 Credits. Lecture and laboratory work in therapeutic exercise to establish and maintain muscular control and coordination, including muscle re-education, facilitation, and relaxation. Laboratory.

PT 417. Clinical Exam and Evaluation I. 4 Credits. Emphasizes patient/client management elements of examination and evaluation. Emphasis is given to the musculoskeletal and neurological systems. Laboratory.

PT 420. Musculoskeletal System Examination. 2 Credits. Principles of musculoskeletal examination and evaluation including identification and palpation of surface anatomy, range of motion (ROM), measurement of ROM and evaluation of muscle performance. Laboratory.

PT 422. Anatomy for Physical Therapy. 5 Credits. Detailed lectures and demonstrations on musculoskeletal anatomy and neuroanatomy. Laboratory.

- PT 423. Neuroscience for Physical Therapy. 4 Credits.** Structure and function of the human nervous system including pathophysiology and clinical applications relevant to physical therapy practice.
- PT 426. Manual Therapy I. 2 Credits.** Introduction to joint mobilization/manipulation techniques. Emphasis is on mobilization/manipulation as it relates to peripheral joints and soft tissues of the human body. Basic examination, evaluation, and intervention techniques for the spine are also presented. Laboratory.
- PT 435. Introduction to Patient/Client Care and Interventions. 4 Credits.** Basic physical therapy patient care skills addressing multiple areas of physical therapy practice. A sample of topics address injury to the integument, select interventions for all patients, positioning of patients, vital signs, aseptic technique, and basic wheelchair techniques. Laboratory.
- PT 511. Applied Movement Science and Rehabilitation Procedures. 4 Credits.** Integration of clinical evaluation, functional goals, and treatment planning for individuals with neurological and multiple musculoskeletal dysfunction. The primary focus is on rehabilitation skills including assessment, exercise handling techniques, functional activities, equipment prescription, patient education, and ADLs, as well as community mobility and governmental services. Laboratory.
- PT 512. Therapeutic Agents. 3 Credits.** Theory and application of various hydrotherapy, phototherapy, and thermotherapy modalities in Physical Therapy, including heat, light, sound, and water. Laboratory.
- PT 514. Case Management I. 2 Credits.** Integrates multiple aspects of case management, including examination, evaluation, diagnosis, prognosis, plan(s) of care, and intervention strategies. Evidence based clinical decision making and verbal and written communications relative to case management will be emphasized. Prerequisite: Registered in Professional Physical Therapy Curriculum.
- PT 519. Electrotherapy and Electrodiagnosis. 2 Credits.** Theory and application of therapeutic electrical currents, biofeedback, electromyography, and nerve conduction velocity in physical therapy. Laboratory.
- PT 521. Critical Inquiry I. 1 Credit.** Introduction to the collection of clinical data leading to a case study report.
- PT 522. Administration in Physical Therapy. 3 Credits.** Lectures/discussion and seminar formats used to explore concepts of administration procedures as applied to Physical Therapy and the health care delivery system.
- PT 523. Lifespan I. 3 Credits.** Content related to human development; age-appropriate patient/client management; family-centered care; health promotion and safety; and legislative, policy, and systems are applied to pediatric patient/client management. Evidence-based practice for specific, common pediatric conditions is emphasized in the application of core content concepts. Laboratory.
- PT 524. Psychological Aspects of Disability. 2 Credits.** Reading and discussion course. Study of psychological coping mechanisms, reactions, and motivational factors pertinent to people with disabilities. Review of adjustment problems unique to specific disabilities, and/or disease processes, including terminal illness.
- PT 525. Clinical Examination and Evaluation II. 3 Credits.** Emphasis is given to physical therapy examination, evaluation, and diagnoses as related to an advanced dynamic biomechanical evaluation. Also included will be the integration of NMS and support systems; clinical reasoning resulting in referral and/or modified physical therapy interventions; and the communication of findings and recommendations. Lecture Laboratory.
- PT 526. Manual Therapy II. 2 Credits.** Theory and application of manual therapy skills for examination and intervention techniques, including thrust and non-thrust mobilizations/manipulations of the spine, pelvis, and associated areas. Laboratory.
- PT 528. Clinical Education I. 9 credits.** The first in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States.

PT 529. Clinical Education II. 9 Credits. The second in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States.

PT 535. Lifespan II. 2 Credits. Examine the factors and forces that affect life quality in later years. The physiological, and sociological aspects of aging will be considered, including those influences in the cultural context that enhance and impede continued growth of the person. Laboratory.

PT 537. Strategies Early Intervention. 2 Credits.

PT 538. Advanced Topics in Pediatric Physical Therapy. 3 Credits.

PT 539. Prevention and Wellness. 2 Credits. The theory and practice of prevention of injury, maintenance and improvement of wellness, and promotion of health and healthy behaviors across the lifespan. Concepts are applied to the general, athletic, and industrial populations, with a view to inter-professional involvement in wellness optimization.

PT 540. Cardiopulmonary Physical Therapy. 2 Credits. This course is designed to expand the theoretical understanding and clinical application of cardiopulmonary physical therapy examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Laboratory.

PT 541. Clinical Examination and Evaluation III. 3 Credits. Emphasizes patient/client management elements of examination and evaluation. Emphasis is given to systems screening, physical therapy diagnoses, and clinical reasoning resulting in referral and/or modified physical therapy interventions. Emphasis is also given to the communication of findings. Laboratory. F.

PT 544. Pharmacology for Physical Therapists. 1 Credit. Pharmacological principles and implications for the clinical treatment of patients referred to physical therapy. Fundamentals of drug classification, actions of drugs, physiological mechanisms, and drug therapeutic and adverse effects. SS.

PT 545. Medical Imaging for Physical Therapists. 2 Credits. An introduction to medical imaging and an overview of its role in the health care delivery system. Topics include principles of medical imaging, imaging equipment, diagnostic imaging, and application of imaging principles to inform physical therapy care. SS.

PT. 552. Clinical Education III. 9 Credits. The third in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States.

PT 553. Clinical Education IV. 9 Credits. The fourth in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States.

PT 561. Seminar: Physical Therapy. 1-4 Credits. This course serves to focus student attention toward graduate study in Physical Therapy. Explore and discuss areas of interest for students and faculty. May repeat to 4 credits maximum.

PT 584. Evidence in Practice. 2 Credits. Application of qualitative and quantitative research designs. Interpretation of statistical tests used in evidence-based medicine. Critical review of current articles related to diagnosis, prognosis, therapy, harm, cost, systematic review, met-analysis, and clinical practice guidelines. Application of evidence to physical therapy practice. S.

PT 590. Directed Studies: Clinical Concepts in Physical therapy. 1-12 Credits. Individualized study of a particular area of interest for the student approved by his/her major advisor and supervised by preceptors with specialty and/or recognized expertise in the area of interest. Study may include library research, discussion/seminars, projects, and directed clinical experience.

PT 591. Research in Physical Therapy. 2 Credits. Students develop the ability to interpret and communicate results/clinical outcomes as a component of the written Scholarly Project effectively and accurately. Frequent group and/or individual meetings with the advisor incorporate peer review discussion to facilitate student development of professional written and oral communication skills.

PT 592. Case Management II. 2 Credits. Case management, with emphasis on the teaching and learning process and techniques targeted to promote and optimize physical therapy services, including advocacy. Strategies appropriate for conflict resolution are introduced. Professional development as a practitioner of physical therapy is emphasized through introduction and preliminary development of a portfolio.

PT 995. Scholarly Project. 1 Credit. Students provide a final written and oral report to the faculty on the results of their collaborative Scholarly Project.

PT 996. Continuing Enrollment. 1-12 Credits. Repeatable. S/U grading.

PT 997. Research III: Independent Study. 2 Credits.

DPT Curriculum PT Grads 2025/2026

YEAR 01 – Fall Semester (20 CR.)

PT 602	Communication and Professionalism in Practice	(2)
PT 603	Applied Anatomy and Biomechanics I	(2)
PT 604	Gross Anatomy Lab I	(2)
PT 607	Pathophysiology for Physical Therapists I	(3)
PT 609	Neuroscience for Clinical Practice I	(3)
PT 611	Movement System Examination & Evaluation I	(3)
PT 615	Movement System Intervention I	(3)
PT 617	Physical Therapy Case Application I	(2)

YEAR 01 – Spring Semester (20 CR.)

PT 605	Applied Anatomy and Biomechanics II	(2)
PT 606	Gross Anatomy Lab II	(2)
PT 608	Pathophysiology for Physical Therapists II	(3)
PT 610	Neuroscience for Clinical Practice II	(3)
PT 612	Movement System Examination & Evaluation II	(3)
PT 616	Movement System Intervention II	(3)
PT 618	Physical Therapy Case Application II	(2)
PT 620	Evidence Based Practice I	(2)

YEAR 01 – Summer Semester (9 CR)

PT 622	Biophysical Agents	(2)
PT 625	Evidence Based Practice II	(2)
PT 627	Integrated Clinical Experience	(4)
PT 634	Acute Care Physical Therapy	(1)

YEAR 02 – Fall Semester (17-21 CR)

PT 623	Management of the Pediatric Patient	(3)
PT 626	Management of the Musculoskeletal System I	(2)
PT 630	Foundations of Clinical Research	(2-3)
PT 631	Management of Neuromuscular Health Conditions	(4)
PT 632	Leadership in Physical Therapy	(2)
PT 640	Management of Cardiovascular and Pulmonary Systems	(3)
PT 550	Interprofessional Health Care	(1)
PT 672	Teaching Experience in Physical Therapy	(1-4)

YEAR 02 – Spring Semester (16-20 CR)

PT 641	Management of the Complex Patient	(3)
PT 651	Clinical Immersion and Community Health	(4)
PT 642	Practice Management in Physical Therapy	(3)
PT 635	Management of the Older Adult Patient	(2)
PT 646	Management of the Musculoskeletal System II	(2)
PT 659	Prevention, Wellness, and Health Promotion	(2)
PT 550	Interprofessional Health Care	(1)
PT 672	Teaching Experience in Physical Therapy	(1-4)
PT 638	Advanced Topics in Pediatrics	(3)

YEAR 02 – Summer Semester (7 CR.)

PT 661	Professional Development	(1)
PT 660	Teaching in Therapy Practice	(1)
PT 645	Medical Imaging for Physical Therapists	(1)
PT 650	Evidence Based Practice III	(2)
PT 691	Seminar in Physical Therapy	(1)

YEAR 03 – Fall Semester (19-20 CR)

PT 652	Clinical Experience I	(9)
PT 653	Clinical Experience II	(9)
PT 995	Scholarly Project	(1-2)

YEAR 03 – Spring Semester (14 CR)

PT 654	Clinical Experience III	(12)
PT 691	Seminar in Physical Therapy	(1)
PT 995	Scholarly Project	(1)

Electives:

PT 690	Directed Studies (repeatable up to 12 credits)	
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Course Description 2025/2026 Grads

PT 101. Orientation to Physical Therapy. 1 Credit. Overview of the educational requirements, practice issues, and opportunities in the profession of physical therapy. Course content includes multimedia presentations, lectures, and observation in clinical setting.

Prerequisite: Registered in Professional Physical Therapy Curriculum

PT 550. Interprofessional Health Care. 1 Credit. A process-learning course intended to provide experience in building a team of health professionals from different professions. The focus is on learning to work effectively with an interprofessional health care team. Emphasis is placed on effective teamwork, the unique contributions of different professions, patient or family centered approach in health care delivery, effective communication, and awareness of potential medical errors. F, S.

PT 602. Communication and Professionalism in Practice. 2 Credits. Introduction and practice for student in their role as professionals in the health care setting. Emphasis is placed on professional core values, professional behaviors, ethics and interpersonal and interprofessional communication skills in the health care environment. (Lecture)

PT 603. Applied Anatomy and Biomechanics I. 2 Credits. This course will provide the anatomical and biomechanical knowledge to understand the human movement system and apply these concepts for the practice of physical therapy. Anatomy and Biomechanics of the spine, pelvis, and lower extremity will be covered. Lecture.

PT 604. Gross Anatomy Lab I. 2 Credits. Foundational science course that includes dissection of human cadavers. Basic structural and functional relationships of the musculoskeletal, integumentary, neuro-muscular, and cardiovascular/pulmonary systems are emphasized. Topographical and radiological correlations are utilized in combination with clinical correlations to enhance student learning.

PT 605. Applied Anatomy and Biomechanics II. 2 Credits. Application of information and clinical skills learned in concurrent and prior DPT coursework in small group discussion and pseudo-clinical setting.

PT 606. Gross Anatomy Lab II. Foundational science course that includes dissection of human cadavers. Basic structural and functional relationships of the musculoskeletal, integumentary, neuro-muscular, and cardiovascular/pulmonary systems are emphasized. Topographical and radiological correlations are utilized in combination with clinical correlations to enhance student learning.

PT 607. Pathophysiology for Physical Therapists I. 3 Credits. This course provides an overview of physiology and pathophysiology of systems for physical therapists. Associated health conditions, surgical interventions, the influences of co-morbidities and pharmaceutical interventions, and safety concerns are discussed with an application to physical therapy patient/client management.

PT 608. Pathophysiology for Physical Therapists II. 3 Credits. This course provides an overview of physiology and pathophysiology of systems for physical therapists. Associated health conditions, surgical interventions, the influences of co-morbidities and pharmaceutical interventions, and safety concerns are discussed with an application to physical therapy patient/client management.

PT 609. Neuroscience for Clinical Practice I. 3 Credits. Human neuroanatomy and neurophysiology with emphasis on motor theory and the sensory and motor systems involved in the acquisition and control of movement. Discussion of normal functions as well as the clinical signs and symptoms of pathological lesions affecting the nervous system. Applicable health conditions, impairments, and activity limitations of the nervous system relevant to current practice are introduced.

PT 610. Neuroscience for Clinical Practice II. 3 Credits. Human neuroanatomy and neurophysiology with emphasis on motor theory and the sensory and motor systems involved in the acquisition and control of movement. Discussion of normal functions as well as the clinical signs and symptoms of pathological lesions affecting the nervous system. Applicable health conditions, impairments, and activity limitations of the nervous system relevant to current practice are introduced.

PT 611. Movement System Examination & Evaluation I. Integration of examination and evaluation techniques for diagnosis and prognosis of impairments and activity limitations of the human movement system. Emphasis is given to musculoskeletal and neurological examination and evaluation components.

PT 612. Movement System Examination & Evaluation II. Integration of examination and evaluation techniques for diagnosis and prognosis of impairments and activity limitations of the human movement system. Emphasis is given to musculoskeletal and neurological examination and evaluation components.

PT 615. Movement System Intervention I. 3 Credits. This course integrates components of the movement system as it relates to human motor performance across the lifespan. This includes principles and application of therapeutic intervention with integration of current evidence and clinical decision making to emphasize appropriate selection, instruction, and progression of physical therapy interventions.

PT 616 Movement System Intervention II. This course integrates components of the movement system as it relates to human motor performance across the lifespan. This includes principles and application of therapeutic intervention with integration of current evidence and clinical decision making to emphasize appropriate selection, instruction, and progression of physical therapy interventions.

PT 617. Physical Therapy Case Application I. 2 Credits. Application of Information and clinical skills learned in concurrent and prior DPT coursework in small group discussions and pseudo-clinical setting.

PT 618. Physical Therapy Case Application II. 2 Credits. Application of Information and clinical skills learned in concurrent and prior DPT coursework in small group discussions and pseudo-clinical setting.

PT 620. Evidence Based Practice I. 2 Credits. This course provides students with foundational concepts related to critical thinking, logic of inquiry, applied statistics, and appropriate clinical research methodologies. Elements

of the Patient/Client Management Model are introduced as they relate to diagnosis, prognosis, intervention, and outcomes.

PT 622. Biophysical Agents. 2 Credits. Theory and practice in use of biophysical agents in rehabilitation.

PT 623. Management of the Pediatric Patient. 3 Credits. This course is designed to provide students with the knowledge and skills they need to provide care to pediatric populations. This course refines and allows for the theoretical understanding and clinical application of pediatric physical therapy examination, evaluation, diagnosis, prognosis, intervention, and outcomes.

PT 625. Evidence Based Practice II. 2 Credits. This course provides students with foundational concepts related to critical thinking, logic of inquiry, applied statistics, and appropriate clinical research methodologies. Elements of the Patient/Client Management Model are introduced as they relate to diagnosis, prognosis, intervention, and outcomes.

PT 626. Management of the Musculoskeletal System I. 2 Credits. This course builds upon knowledge of anatomy, physiology, pathology, biomechanics, and therapeutic exercise to enhance the skills of examination, evaluation, and treatment of the human movement system. Emphasis will be given to movement system screening, physical therapy diagnoses, and clinical reasoning resulting in referral and/or modified physical therapy practice.

PT 627. Integrated Clinical Experience. 4 Credits. 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.

PT 630. Foundations of Clinical Research. 2-3 Credits. This course will explore various methods of physical therapy clinical research. Students will work with faculty through study coordination, data collection, data analysis, and scientific writing. Credits are variable and are negotiated with faculty.

PT 631. Management of Neuromuscular Health Conditions. 4 Credits. Integration of clinical evaluation, functional goals, and treatment planning for individuals with neurological and multiple musculoskeletal dysfunction. The primary focus is on rehabilitation skills including assessment, exercise, handling techniques, functional activities, equipment prescription, patient education, and ADLs, also incorporates community mobility and governmental services.

PT 632. Leadership in Physical Therapy. 2 Credits. Leadership is an integral skill in the development and success of personal and professional physical therapy practice. This course provides a roadmap to achieving excellence in leadership. Emphasis will be placed on exploring leadership of oneself, leadership of others, and leadership to the profession and society.

PT 634. Acute Care Physical Therapy. 1 Credit. Acute Care Physical Therapy encompasses the knowledge and skills suitable to thoroughly examine and appropriately intervene with patients in medically compromised situations. Students will learn to provide safe, efficient, and effective care for their patients in an acute care environment through the use of simulated patients and clinical scenarios.

PT. 635. Management of the Older Patients. 2 Credits. Examine the factors and forces that affect quality of life in later years. The physiological, the psychological, and sociological aspects of aging will be considered, including those influences in the cultural context that enhance and impede continued growth of the person.

PT 638. Advanced Topics in Pediatric Physical Therapy. 3 Credits. This course is designed to provide students with sequential and integrated learning experiences that prepare them to provide care to pediatric populations. This course is intended to provide a level of greater expertise and a more in-depth understanding of pediatric physical therapy practice.

PT 640 Management of the Cardiovascular and Pulmonary Systems. 3 Credits. This course is designed to expand the theoretical understanding and clinical application of cardiopulmonary physical therapy examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Laboratory.

PT 641. Management of the Complex Patient. 3 Credits. Facilitates the physical therapist's role as an interdependent practitioner working within a collaborative medical model. Utilizes case studies across a variety of clinical settings to examine the management of patient populations with one or more systems involvement including illness, injury, impairment, activity limitations and participation restrictions. Activities will focus on body systems screening for medical disease, selecting appropriate tests and measures, evaluation and prognosis, psycho-social considerations, and a comprehensive plan of care. Lecture. Laboratory.

PT 642. Practice Management in Physical Therapy. 3 Credits. This course provides an overview of physical therapy practice management fundamentals. This includes the study of organizations, strategic planning, human resources, fiscal management, communications, and medical, legal, and ethical issues, as they relate to physical therapy practice and improved healthcare outcomes.

PT 645. Medical Imaging for Physical Therapists. 2 Credits. An introduction to medical imaging and an overview of its role in the health care delivery system. Topics include principles of medical imaging, imaging equipment, diagnostic imaging, and application of imaging principles to inform physical therapy care.

PT 646. Management of the Musculoskeletal System II. 2 Credits. Theory and application of manual therapy skills for examination and intervention techniques, including thrust and non-thrust mobilization/manipulations, of the spine, pelvis, and associated areas.

PT 650. Evidence Based Practice III. 2 Credits. The purpose of this course is to provide students with skills necessary to critically appraise research designs and research finding related the physical therapy practice.

PT 651. Clinical Immersion and Community Health. 4 Credits. This course integrates effective communication strategies, fostering students' clinical skills by developing physical examination, critical thinking and reasoning skills, intervention design and clinical teaching for clients in a clinic/classroom setting. In addition, students are immersed in health prevention, promotion, and wellness in community-based settings.

PT 652. Clinical Experience I. 9 Credits. Full-time, 9-week clinical experience in a selected physical therapy center throughout the United States.

PT 653. Clinical Experience II. 9 Credits. Full-time, 9-week clinical experience in a selected physical therapy center throughout the United States.

PT 654. Clinical Experience III. 12 Credits. Full-time, 12-week clinical experience in a selected physical therapy center throughout the United States.

PT 659. Prevention, Wellness, and Health Promotion. 2 Credits. Theory and application of manual therapy skills for examination and intervention techniques, including thrust and non-thrust mobilization/manipulations, of the spine, pelvis, and associated areas.

PT 660. Teaching in Physical Therapy Practice. 1 Credit. Principles and strategies for effective teaching in academic and clinical environments. Patient/client, peer, and professional presentations. Students will develop educational programming for a community audience.

PT 661. Professional Development. 1 Credit. Targeted techniques will be employed to promote and optimize physical therapy services related to legislative and advocacy efforts. Professional development as a practitioner of physical therapy is emphasized through introduction and development of a professional portfolio.

PT 672. Teaching Experience in Physical Therapy. 1-4 Credits. Supervised experience in University teaching in Physical Therapy. Projects in curriculum development, formulation of teaching/learning objectives, teaching materials, evaluation tools, and experience in competency-based learning environment. Repeatable to 4 credits.

PT 691. Seminar in Physical Therapy. 1 Credit. This course serves to focus student attention toward graduate study in Physical Therapy. Explore and discuss area of interest for students and faculty.

PT 995. Scholarly Project. 1 Credit. Students develop a final written and oral report to the faculty on the results of their collaborative Scholarly Project. The written component will be a scientific manuscript that conforms to the standards for submission consistent with the School of Graduate Studies and Physical Therapy Journal.

Electives:

PT 690 Directed Studies. Repeatable up to 12 credits.

Student Clinical Competencies – Prior to 3rd year Clinical Education Experiences

- Administration (delegation of responsibilities to PTA, understanding of risk management and quality improvement)
- Amputee Rehabilitation: basic knowledge of pre and post prosthetic programs and prosthetic componentry
- Anatomy Knowledge (including histology and embryonic)
- Application of electrotherapeutic modalities including HVPS, FES, TENS, & Biofeedback
- Aseptic and Isolation Techniques
- Bandaging – ace, gauze, residual limb wrapping, special wound dressings (gels, films, calcium alginate, foams)
- Basic joint mobilization: PA glides, transverse glides and SI muscle energy technique for innominate rotation, passive accessory and passive physiological motion assessment and treatment, rib-vertebral mobs
- Basic Taping Awareness
- Bloodborne Pathogens
- Cardiac rehabilitation – Introduction
- Cardiac rehabilitation – Introduction Endurance/Anaerobic training
- Connective tissue physiology
- Coordination exercises
- Cranial Nerve Testing
- Crutch and Cane Fitting, Walkers, and Gait Training with these devices
- Cultural awareness
- Developmental progression
- Dynamic movement evaluation. Differential diagnosis: red flags, referral issues, additions, and alterations in care with established medical diagnosis
- Endurance/Anaerobic training
- Evidence based medicine
- Evidence based medicine – levels of evidence
- Exercise Program Development
- Extremely familiar with basic orthopedic protocols, such as: TKA, TSA, THA, etc.
- Functional Testing
- Gait Evaluation
- Goniometric measurements
- Heart, lungs, abdominal and peripheral vessels – be able to palpate, percuss, auscultate
- Integumentary System (understanding of basic concepts and connective tissue physiology)
- Introduction to disease process and pathologies associated with various body systems
- Iontophoresis
- Knowledge of diagnosis, pathology, and treatment progression for pediatric disorders (including DO, Muscular Dystrophy, Juvenile RA, congenital anomalies, Retts & FAS)
- Knowledge of surgical procedures for total joint arthroplasties and general orthopedic surgical procedures
- Manipulation
- Manual and mechanical spinal traction
- Manual muscle testing
- Massage
- Medical Terminology Usage
- Motor control
- Motor learning
- Muscle physiology

- NDT, Rood, Brunnstrom, and classical muscle re-education-introduction to basic techniques and patient's progression
- Neuroscience – students have a basic knowledge of neuro-anatomy and physiology
- Orthopedic assessment spine and extremities including special test for peripheral joints
- Patient education principles
- NDT, Rood, Brunnstrom, and classical muscle re-education-introduction to basic techniques and patient's progression
- Neuroscience – students have a basic knowledge of neuro-anatomy and physiology
- Orthopedic assessment spine and extremities including special test for peripheral joints
- Patient education principles
- Patient positioning
- PNF
- Posture evaluation
- PROM, AAROM, AROM
- Proprioception/Kinesthetic
- Screening for 3Ds in geriatric population (Dementia, Delirium, Depression)
- Screening for risk of falls
- Soft tissue mobilization
- Spinal Mobilization: PA glides, transverse glides and SI muscle energy technique for innominate rotation, passive accessory and passive physiological motion assessment and treatment, rib-vertebral mobs, thrust and non-thrust mobilization/manipulation
- Strength training
- Surface anatomy
- Therapeutic Agents
- Thermo-Photo-Hydro Modalities
- Tilt Table
- Transfers and Lifts – Hoyer, two and three-man life, pivot, dependent transfers
- Treatment protocols for basic orthopedic procedures including total joints
- Understanding of therapeutic implications of EMG, NCV, & SD curves
- Universal Precautions and Blood-Borne Pathogens
- Vital Signs
- Wound healing and care
- Writing goals and objectives

Course Title and Number

PT 510: Integrated Clinical Experience (2024 Grads)

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.

Instructor: Steve Halcrow, PT, DPT, OCS

Course Objectives:

Following the early clinical experience, the student will:

1. Interview a patient and write up history and patient specific goals. (SRE: 7B, 7D37; Bloom's: Cognitive - Application)
2. Develop a POC for the patient interviewed and discuss how POC is customized to meet the patient's goals. (SRE: 7A, 7B, 7C, 7D24; Bloom's: Cognitive – knowledge, comprehension, application)
3. Provide Gait training for at least 3 patients (SRE: 7D27; Bloom's: Cognitive – knowledge, comprehension, application; Psychomotor – perception, set)
4. Record and monitor vital signs for at least 5 patients (SRE: 7D19a; Bloom's: Cognitive – knowledge, comprehension, application; Psychomotor – perception, set)
5. Independently carry out intervention (exercise) program for at least 3 patients (SRE: 7D19i, 7D19m 7D19o 7D19s, 7D27b, 7D27g, 7D27i; Bloom's: Cognitive – knowledge, comprehension, application; Psychomotor – perception, set)
6. Perform and demonstrate proficiency in at least 4 of the following basic skills (SRE: 7D19i, 7D19m 7D19o, 7D19s, 7D27b, 7D27g, 7D27i; Bloom's: Cognitive – knowledge, comprehension, application; Psychomotor – perception, set)
 - a) MMT
 - b) Goniometry
 - c) Transfers
 - d) Bed positioning
 - e) Massage
 - f) Gait training
 - g) Measuring for and providing rationale for assistive device for ambulation
 - h) Provide Physical Therapy intervention for a patient with an orthopedic condition
 - i) Provide Physical Therapy intervention for a patient with a neurological condition
 - j) Provide Physical Therapy intervention for a patient with a primarily medical condition
7. Pick a diagnosis or medical condition you find unique and write up a brief summary (one page) to share with classmates. 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)
 - g) At Least four references one of which is an article to justify PT intervention

Methods of Student Evaluation/Grading:

1. Patient note (including history, POC, and patient goals)
2. Checklist
3. Diagnosis or medical condition

*All paperwork is to be submitted by the assigned due date; otherwise it may affect the course grade.

Academic Integrity:

In accordance with the rules concerning scholastic dishonesty in the Code of Student Life at the University of North Dakota, I affirm that I understand these rules and I agree to comply with them.*

I will not:

- a) receive any additional information or assistance for any exam other than what was provided during class or approved tutor sessions
- b) copy from another student's test
- c) collaborate with or seek aid from another student who may have previously taken the exam
- d) knowingly use, buy, sell, steal, or solicit in whole or in part the contents of any exam
- e) bribe another person to obtain information about any exam

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 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.

Disability Access Statement

Contact your course instructor to request disability accommodations, discuss medical information, or plan for an emergency evacuation.

To get confidential guidance and support for disability accommodation requests, students are expected to register with DSS at Disability Services, 190 McCannel Hall, or 701.777.2664.

Religious Accommodations

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Pregnancy Accommodations

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Reporting Discrimination, Harassment, or Sexual Misconduct

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Health and Safety

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PT 627: Integrated Clinical Experience (2025/2026 Grads)

Description:

A four-week 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.

Department Offering the Course:

Physical Therapy

Course Prerequisites:

Registered in Professional Physical Therapy Curriculum

Instructors: Steve Halcrow, PT, DPT, OCS

Course Objectives:

Following the early clinical experience, the student will demonstrate:

1. Professionalism: Demonstrate appropriate attitude, behavior, and values with cues or reminders.
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.
3. Safety: Demonstrate safety in all environments for patient, self, and other healthcare providers.
4. Clinical Reasoning: Identify and connect effects of indications/contraindications to multiple systems while describing appropriate rationale for examination and interventions.
5. Examination Skills: Perform an accurate and safe examination (for a simple patient) without cues.
6. Procedural interventions: Select and execute safe and appropriate interventions while adapting techniques as indicated by patient's needs.
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.
8. Documentation: Complete documentation with minimal cues from clinical instructor.
9. It is expected that students achieve a rating of "basic" or above on all criterion.
10. Pick a health condition you find unique and write up a brief summary (one page) to share with classmates. 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)
 - g. At least four references one of which is an article to justify PT intervention

Outline of Contents and Assigned Instructor:

See attached course syllabus.

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.

Grading:	A	90%-100%
	B	80% - 89.99%
	C	76% - 79.99%

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PT 652 Clinical Experience I/PT 653: Clinical Experience II (PT 2024 grads)

Description:

Full-time clinical experience (two nine-week segments) in selected physical therapy provider centers throughout the United States (9 credit hours each)

Instructors: Steve Halcrow, PT, DPT, OCS

Course Objectives:

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

1. Practice in a safe manner that minimizes risk to patient, self, and others. (SRE: 7B, 7D37; Bloom's: Cognitive – Application)
2. Present self in a professional manner. (SRE: 7B, 7D4, 7D5, 7D8; Bloom's: Cognitive – Application)
3. Demonstrate professional behavior during interactions with others. (SRE: 7B, 7D4, 7D5, 7D8; Bloom's: Cognitive – Application)
4. Adhere to ethical practice standards. (SRE: 7B, 7D1, 7D4, 7D5, 7D13, 7D14; Bloom's: Cognitive – Application)
5. Adhere to legal practice standards. (SRE: 7B, 7D1, 7D4, 7D5, 7D14; Bloom's: Cognitive – Application)
6. Communicate in ways that are congruent with situational needs. (SRE: 7B, 7D7m 7D12; Bloom's: Cognitive – Application)
7. Produce documentation to support the delivery of physical therapy services. (SRE: 7B, 7D32; Bloom's: Cognitive – Application)
8. Adapt delivery of physical therapy care to reflect respect for and sensitivity to individual differences. (SRE:7B, 7D5, 7D8; Bloom's: Cognitive – Application)
9. Apply the principles of logic and the scientific method to the practice of physical therapy. (SRE: 7B, 7D10, 7D11, 7D39; Bloom's: Cognitive – Application)
10. Screen patients using procedures to determine the effectiveness of and need for physical therapy services. (SRE: 7A, 7B, 7C, 7D16; Bloom's: Cognitive – Application, Psychomotor – Mechanism)
11. Perform a physical therapy patient examination. (SRE: 7A, 7B, 7C, 7D17, 7D18, 7D19a-w; Bloom's: Cognitive – Application, Psychomotor – Mechanism)

Upon completion of the course, the student will begin to:

12. Evaluate clinical findings to determine physical therapy diagnosis, prognosis, and outcomes of care. (SRE: 7A, 7B, 7C, 7D20, 7D21, 7D22, 7D30, 7D31, 7D35, 7D36, 7D38, 7D39, 7D42; Bloom's: Cognitive – Application)
13. Design a physical therapy plan of care that integrates goals, treatment outcomes, discharge plan, is safe, effective, patient-centered, and evidence-based. (SRE: A, 7B, 7C, 7D23, 7D24, 7D28, 7D30, 7D34, 7D36, 7D39; Bloom's: Cognitive – application)
14. Perform physical therapy interventions in a competent manner. (SRE: 7A, 7B, 7C, 7D27a-l, 7D28, 7D29, 7D30, , 7D34, 7D36, 7D39; Bloom's: Cognitive – Application)
15. Educate others (patients, family, care givers, staff, students, and other health care providers) using relevant and effective teaching methods. (SRE: 7D, 7D12, 7D34; Bloom's: Cognitive – Application, Psychomotor – Mechanism)
16. Participate in activities addressing quality of service delivery. (SRE: 7D28, 7D38; Bloom's: Cognitive – Application, Psychomotor – Mechanism)
17. Provide consultation to individuals, businesses, schools, government agencies , or other organizations. (SRE: 7D16; Bloom's: Cognitive – Application, Psychomotor – Mechanism)
18. Address patient needs for services other than physical therapy as needed. (SRE: 7D16, 7D39; Bloom's: Cognitive – Application)
19. Manage resources (e.g., time, space, equipment) to achieve goals of the practice setting. (SRE: 7D28; Bloom's: Cognitive – Application)
20. Describe and interpret the economic factors in the delivery of physical therapy services. (SRE: 7D42; Bloom's: Cognitive – Application)
21. Use support personnel according to legal standards and ethical guidelines. (SRE: 7D1, 7D29, 7D43; Bloom's: Cognitive – Application)

22. Demonstrates that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job description. (SRE: 7D5, 7D13, 7D14, 7D15; Bloom's: Cognitive – Application; Affective – receiving and responding)
23. Implement a self-directed plan for professional development and lifelong learning. (SRE: 7D15; Bloom's: Cognitive – Application; Affective – receiving and responding)
24. Address primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities. (SRE: 7D34; Bloom's: Cognitive – Application)

Outline of contents and Assigned Instructor:

Supervised experience in clinical instruction including patient/client management, prevention, education, and patient/therapist relationships. The student participates in two separate nine-week clinical experiences including an inpatient experience (e.g. acute care, TCU, LTC, or rural-acute) and outpatient orthopedic center or rural -OP.

Description of Teaching Methods and Learning Experiences:

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

Method of Student Evaluation/Grading:

The attached CPI reiterates the clinical objectives for clinical experiences at UND. Each objective on the form is, in fact, criteria for assessment of the student's performance. Specific grading criteria are a passing grade will be given to a student who satisfies the following course requirements.

1. Communicate with assigned SCCE or CI 6-8 weeks prior to the start of each clinical experience.
2. Completion of Exxat profile 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 student system (Exxat) and provide to clinical sites as requested.
6. Forms to be signed and submitted to the DCE by the specified due dates.
 - 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. Diagnoses 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 Intermediate or higher performance on all criterion of the CPI (entry-level performance is not expected).

(**The clinical instructor will score the student based upon performance versus program expectation.)

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

Required and Recommended Readings:

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

Academic Integrity:

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uninterrupted classroom engagement and to facilitate health and safety in the classroom. If your instructor does require masks in class or in a laboratory, you are expected to comply with that request.

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PT 652: Clinical Experience I (2025/2026 Grads)

Description:

Full-time clinical experience (two nine-week segments) in selected physical therapy provider centers throughout the United States (9 credit hours each)

Credit Hours: 9 hours

Instructors: Steven Halcrow, PT, DPT, OCS

Clock Hours and Schedule:

40 hours per week at a facility participating in a 9-week clinical experience

Course Objectives:

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

1. Practice in a safe manner that minimizes risk to patient, self, and others.
2. Present self in a professional manner.
3. Demonstrate professional behavior during interactions with others
4. Adhere to ethical practice standards.
5. Adhere to legal practice standards.
6. Communicate in ways that are congruent with situational needs.
7. Produce documentation to support the delivery of physical therapy services.
8. Adapt delivery of physical therapy care to reflect respect for and sensitivity to individual differences.
9. Apply the principles of logic and scientific method to the practice of physical therapy.
10. A, Screen patients using procedures to determine the effectiveness of and need for physical therapy services.
11. Perform a physical therapy patient examination.

Upon completion of the course, the student will begin to:

12. Evaluate clinical findings to determine physical therapy diagnosis, prognosis, and outcomes of care
13. Design a physical therapy plan of care that integrates goals, treatment, outcomes, discharge plan, is safe, effective patient-centered, and evidence-based.
14. Perform physical therapy intervention in a competent manner.
15. Educate Others (patients, family, caregivers, staff, students, other healthcare providers) using relevant and effective teaching methods.
16. Participate in activities addressing quality of service delivery
17. Provide Consultation to individuals, businesses, schools, government agencies, or other organizations.
18. Address patient needs for services other than physical therapy as needed.
19. Manage resources (e.g., time, space, equipment) to achieve goals of the practice setting.
20. Describe and interpret the economic factors in the delivery of physical therapy services.
21. Use support personnel according to legal standards and ethical guidelines.
22. Demonstrates that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job description.
23. Implement a self-directed plan for professional development and lifelong learning.
24. Address primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities.

Description of Teaching Methods and Learning Experiences:

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

Outline of Content:

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.

Method of Student Evaluation/Grading:

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 intermediate performance or above on all criterion of the CPI (entry-level is not expected).

(*the clinical instructor will score the student based upon performance versus program expectation.)

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

Required and Recommended 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.

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(DSS) office at 701-777-2664 or UND.dss@UND.edu. Individuals who are unable to wear a mask due to a sincerely held religious belief should contact the UND Equal Opportunity and Title IX Office at 701.777.4171 or UND.EO.TitleIX@UND.edu.

PT 653: Clinical Experience II (2025/2026 Grads)

Description:

Full-time clinical experience (two nine-week segments) in selected physical therapy provider centers throughout the United States (9 credit hours each)

Credit Hours: 9 hours

Instructors: Steven Halcrow, PT, DPT, OCS

Clock Hours and Schedule:

40 hours per week at a facility participating in a 9-week clinical experience

Course Objectives:

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

1. Practice in a safe manner that minimizes risk to patient, self, and others.
2. Present self in a professional manner.
3. Demonstrate professional behavior during interactions with others
4. Adhere to ethical practice standards.
5. Adhere to legal practice standards.
6. Communicate in ways that are congruent with situational needs.
7. Produce documentation to support the delivery of physical therapy services.
8. Adapt delivery of physical therapy care to reflect respect for and sensitivity to individual differences.
9. Apply the principles of logic and scientific method to the practice of physical therapy.
10. A, Screen patients using procedures to determine the effectiveness of and need for physical therapy services.
11. Perform a physical therapy patient examination.

Upon completion of the course, the student will begin to:

12. Evaluate clinical findings to determine physical therapy diagnosis, prognosis, and outcomes of care
13. Design a physical therapy plan of care that integrates goals, treatment, outcomes, discharge plan, is safe, effective patient-centered, and evidence-based.
14. Perform physical therapy intervention in a competent manner.
15. Educate Others (patients, family, caregivers, staff, students, other healthcare providers) using relevant and effective teaching methods.
16. Participate in activities addressing quality of service delivery
17. Provide Consultation to individuals, businesses, schools, government agencies, or other organizations.
18. Address patient needs for services other than physical therapy as needed.
19. Manage resources (e.g., time, space, equipment) to achieve goals of the practice setting.
20. Describe and interpret the economic factors in the delivery of physical therapy services.
21. Use support personnel according to legal standards and ethical guidelines.
22. Demonstrates that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job description.
23. Implement a self-directed plan for professional development and lifelong learning.
24. Address primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities.

Description of Teaching Methods and Learning Experiences:

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

Outline of Content:

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.

Method of Student Evaluation/Grading:

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)
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 - 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 advanced intermediate performance or above on all criterion of the CPI (entry-level is not expected).

(**the clinical instructor will score the student based upon performance versus program expectation.)

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

Required and Recommended 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.

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PT 552: Clinical Experience III / PT 553: Clinical Experience IV (2024 Grads)

Description:

Full-time clinical experience (two nine-week segments) in selected physical therapy provider centers throughout the United States. (9 credit hours each)

Instructors: Steven Halcrow, PT, DPT, OCS

Course Objectives:

Upon completion of the course, the student will be able to perform the following at entry level:

1. Practice in a safe manner that minimizes risk to patient, self, and others. (SRE: 7B, 7D24, 7D33, 7D37; Bloom's: Cognitive – Synthesis, Evaluation)
2. Present self in a professional manner. (SRE: 7B, 7D4, 7D5, 7D8; Bloom's: Cognitive 0 Synthesis, Evaluation, Affective – Responding, Valuing)
3. Demonstrate professional behavior during interactions with others. (SRE: 7B, 7D4, 7D5, 7D8; Bloom's: Cognitive - Synthesis, Evaluation, Affective – Responding, Valuing)
4. Adhere to ethical practice standards. (SRE: 7B, 7D1, 7D4, 7D5, 7D13, 7D14; Bloom's: Cognitive – Synthesis, evaluation)
5. Adhere to legal practice standards. (SRE: 7B, 7D1 7D4, 7D5, 7D13, 7D14; Bloom's: Cognitive – Synthesis, Evaluation)
6. Communicate in ways that are congruent with situational needs. (SRE: 7B, 7D7, 7D12; Bloom's: Cognitive – Synthesis, Evaluation; Affective – Responding, Valuing)
7. Support documentation to support the delivery of physical therapy services. (SRE: 7B, 7D32I Bloom's: Cognitive – Synthesis, Evaluation)
8. Adapt delivery of physical therapy care to reflect respect for and sensitivity to individual differences. (SRE: 7B, 7D5, 7D8; Bloom's: Cognitive – Synthesis, Evaluation; Affective – Responding, Valuing)
9. Apply the principles of logic and the scientific method to the practice of physical therapy. (SRE: 7B, 7D10, 7D11, 7D39; Bloom's: Cognitive 0 Synthesis, Evaluation)
10. Screen patients using procedures to determine the effectiveness of and need for physical therapy services. (SRE: 7A, 7B, 7C, 7D16; Bloom's: Cognitive – Analysis, Synthesis, Evaluation; Psychomotor – Adaptation)
11. Perform a physical therapy patient examination. (SRE: 7A, 7B, 7C, 7D17, 7D18, 7D19a-w; Bloom's: Cognitive – Analysis, synthesis, evaluation; Psychomotor – Adaptation)
12. Evaluate clinical findings to determine physical therapy diagnosis, prognosis, and outcomes of care. (SRE: 7A, 7B, 7C, 7D20, 7D21, 7D22, 7D30, 7D31, 7D35, 7D36, 7D38, 7D39, 7D42; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)
13. Design a physical therapy plan of care that integrates goals, treatment, outcomes, and discharge plan. (SRE: 7A, 7B, 7C, 7D23, 7D24, 7D25, 7D26, 7D28, 7D29, 7D30, 7D31, 7D34, 7D36, 7D39; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)
14. Perform physical therapy interventions in a competent manner. (SRE: 7A, 7B, 7C, 7D27a-i, 7D28, 7D29, 7D30, 7D34, 7D35, 7D36, 7D38, 7D39, 7D42, 7D43; Bloom's: Cognitive – Analysis, Synthesis, Evaluation; Psychomotor – adaptation)
15. Educate others (patients, family, care givers, staff, students, other health care providers) using relevant and effective teaching methods. (SRE: 7B, 7D12, 7D34; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)
16. Participate in activities addressing quality of service delivery. (SRE: 7D28, 7D38; Bloom's: Cognitive – Analysis, Synthesis, evaluation; Psychomotor – Adaptation)
17. Provide Consultation to individuals, businesses, schools, government agencies, or other organizations. (SRE: 7D16; Bloom's: Cognitive – Analysis, Synthesis, Evaluation; Psychomotor – Adaptation)
18. Address patient needs for services other than physical therapy as needed. (SRE: 7D16, 7D39; Bloom's: Cognitive - Analysis, Synthesis, Evaluation)
19. Manage resources (e.g., time, space, equipment) to achieve goals of the practice setting. (SRE: 7D28; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)
20. Examine, manage, and appraise the economic factors in the delivery of physical therapy services. (SRE: 7D42; Bloom's: Cognitive – Analysis, synthesis, evaluation)
21. Use support personnel according to legal standards and ethical guidelines. (SRE: 7D1, 7D29, 7D43; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)
22. Demonstrates that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job description. (SRE: 7D1, 7D29, 7D43; Bloom's: Cognitive – Analysis, Synthesis, Evaluation; Affective – Valuing)

23. Implement a self-directed plan for professional development and lifelong learning. (SRE: 7D15; Bloom's: Cognitive – Analysis, Synthesis, evaluation; Affective – Valuing)
24. Address primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities. (SRE: 7D34; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)

Description of Teaching Methods and Learning Experiences:

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

Outline Content and Assigned Instructor:

Supervised experience in clinical instruction including examination, evaluation, diagnosis, prognosis, intervention outcomes, consultation, community service, and patient/therapist relationships. The student participates in two separate nine-week clinical experiences including a neurological experience (adult or pediatric) and one in a setting of choice.

Methods of Student Evaluation/Grading:

The attached CPI reiterates the clinical objectives for clinical experience at UND. Each objective on the form is, in fact, criteria for assessment of the student's performance. Specific grading criteria are as follows. A passing grade will be given to a student who satisfies the following course requirements.

1. Communicate with the assigned SCCE or CI 8-10 weeks prior to the start of each clinical experience.
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cancel class or temporarily move your course to online delivery to ensure that you are able to complete the course successfully. Instructors may require students to wear masks in the classroom or in the laboratory as a preventative measure designed to facilitate uninterrupted classroom engagement and to facilitate health and safety in the classroom. If your instructor does require masks in class or in a laboratory, you are expected to comply with that request.

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PT 654: Clinical Experience III (2025/2026 Grads)

Description:

Full-time clinical experience (one twelve-week segment) in selected physical therapy provider centers throughout the United States. (12 credit hours)

Department Offering the Course:

Physical Therapy

Credit Hours: 12

Faculty: Steven Halcrow, PT, DPT, OCS

Clock Hours and Schedule:

40 hours per week at a facility, participating in a 12-week clinical experience

Course Prerequisites:

Registered in Professional Physical Therapy curriculum

Course Objectives:

Upon completion of the course, the student will be able to perform the following at entry level:

1. Practice in a safe manner that minimizes risk to patient, self, and others. (SRE: 7B, 7D24, 7D33, 7D37; Bloom's: Cognitive – Synthesis, Evaluation)
2. Present self in a professional manner. (SRE: 7B, 7D4, 7D5, 7D8; Bloom's: Cognitive 0 Synthesis, Evaluation, Affective – Responding, Valuing)
3. Demonstrate professional behavior during interactions with others. (SRE: 7B, 7D4, 7D5, 7D8; Bloom's: Cognitive - Synthesis, Evaluation, Affective – Responding, Valuing)
4. Adhere to ethical practice standards. (SRE: 7B, 7D1, 7D4, 7D5, 7D13, 7D14; Bloom's: Cognitive – Synthesis, evaluation)
5. Adhere to legal practice standards. (SRE: 7B, 7D1 7D4, 7D5, 7D13, 7D14; Bloom's: Cognitive – Synthesis, Evaluation)
6. Communicate in ways that are congruent with situational needs. (SRE: 7B, 7D7, 7D12; Bloom's: Cognitive – Synthesis, Evaluation; Affective – Responding, Valuing)
7. Support documentation to support the delivery of physical therapy services. (SRE: 7B, 7D32I Bloom's: Cognitive – Synthesis, Evaluation)
8. Adapt delivery of physical therapy care to reflect respect for and sensitivity to individual differences. (SRE: 7B, 7D5, 7D8; Bloom's: Cognitive – Synthesis, Evaluation; Affective – Responding, Valuing)
9. Apply the principles of logic and the scientific method to the practice of physical therapy. (SRE: 7B, 7D10, 7D11, 7D39; Bloom's: Cognitive 0 Synthesis, Evaluation)
10. Screen patients using procedures to determine the effectiveness of and need for physical therapy services. (SRE: 7A, 7B, 7C, 7D16; Bloom's: Cognitive – Analysis, Synthesis, Evaluation; Psychomotor – Adaptation)
11. Perform a physical therapy patient examination. (SRE: 7A, 7B, 7C, 7D17, 7D18, 7D19a-w; Bloom's: Cognitive – Analysis, synthesis, evaluation; Psychomotor – Adaptation)
12. Evaluate clinical findings to determine physical therapy diagnosis, prognosis, and outcomes of care. (SRE: 7A, 7B, 7C, 7D20, 7D21, 7D22, 7D30, 7D31, 7D35, 7D36, 7D38, 7D39, 7D42; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)
13. Design a physical therapy plan of care that integrates goals, treatment, outcomes, and discharge plan. (SRE: 7A, 7B, 7C, 7D23, 7D24, 7D25, 7D26, 7D28, 7D29, 7D30, 7D31, 7D34, 7D36, 7D39; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)
14. Perform physical therapy interventions in a competent manner. (SRE: 7A, 7B, 7C, 7D27a-i, 7D28, 7D29, 7D30, 7D34, 7D35, 7D36, 7D38, 7D39, 7D42, 7D43; Bloom's: Cognitive – Analysis, Synthesis, Evaluation; Psychomotor – adaptation)
15. Educate others (patients, family, care givers, staff, students, other health care providers) using relevant and effective teaching methods. (SRE: 7B, 7D12, 7D34; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)
16. Participate in activities addressing quality of service delivery. (SRE: 7D28, 7D38; Bloom's: Cognitive – Analysis, Synthesis, evaluation; Psychomotor – Adaptation)
17. Provide Consultation to individuals, businesses, schools, government agencies, or other organizations. (SRE: 7D16; Bloom's: Cognitive – Analysis, Synthesis, Evaluation; Psychomotor – Adaptation)

18. Address patient needs for services other than physical therapy as needed. (SRE: 7D16, 7D39; Bloom's: Cognitive - Analysis, Synthesis, Evaluation)
19. Manage resources (e.g., time, space, equipment) to achieve goals of the practice setting. (SRE: 7D28; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)
20. Examine, manage, and appraise the economic factors in the delivery of physical therapy services. (SRE: 7D42; Bloom's: Cognitive – Analysis, synthesis, evaluation)
21. Use support personnel according to legal standards and ethical guidelines. (SRE: 7D1, 7D29, 7D43; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)
22. Demonstrates that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job description. (SRE: 7D1, 7D29, 7D43; Bloom's: Cognitive – Analysis, Synthesis, Evaluation; Affective – Valuing)
23. Implement a self-directed plan for professional development and lifelong learning. (SRE: 7D15; Bloom's: Cognitive – Analysis, Synthesis, evaluation; Affective – Valuing)
24. Address primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities. (SRE: 7D34; Bloom's: Cognitive – Analysis, Synthesis, Evaluation)

Description of Teaching Methods and Learning Experiences:

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

Outline Content and Assigned Instructor:

Supervised experience in clinical instruction including examination, evaluation, diagnosis, prognosis, intervention outcomes, consultation, community service, and patient/therapist relationships. The student participates in two separate nine-week clinical experiences including a neurological experience (adult or pediatric) and one in a setting of choice.

Methods of Student Evaluation/Grading:

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Clinical Experience Forms/Documents

Diagnoses Treated in the Clinical Setting

Student Name: _____

Facility Name: _____

Clinical Education: I II III IV

Type of Clinical Rotation: Acute OP Ortho Rural Peds
 (Circle) Adult Neuro IP Adult Neuro OP Other _____

Please indicate next to the diagnosis listed the number of different patients you treated with this as their primary diagnosis and secondary diagnosis if applicable.

	Primary Diagnosis	Secondary Diagnosis	Age Range							
			0-10	11-17	18-40	41-64	65+			
Musculoskeletal:										
Rotator Cuff Tear or Repair	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Shoulder Impingement Syndrome	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Total Shoulder Replacement	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Elbow, wrist, or hand pain/pathology	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Low Back Pain - nonsurgical	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Low Back Pain - post surgical	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Cervical Dysfunction	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Total Hip Replacement	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Total Knee Replacement	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
ACL Reconstruction	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Patellofemoral Dysfunction	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Ankle or Foot Pathology	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Ankle Sprain	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Other Musculoskeletal Diagnoses: (list)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Neuromuscular:										
CVA	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Brain Injury	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Parkinson's Disease	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Spinal Cord Injury	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Multiple Sclerosis	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Guillian Barre	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Vestibular Disorders	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Muscular Dystrophy	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Cerebral Palsy	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Spina Bifida	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Developmental Delay	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Other Neuromuscular Diagnoses: (list)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Cardiopulmonary:										
CABG/Valve Replacement	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Congestive Heart Failure	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Myocardial Infarction	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Hypertension	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Peripheral Vascular Disease	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Pneumonia	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
COPD	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Respiratory Failure	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Asthma	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Lung Cancer	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Other Cardiopulmonary Diagnoses: (list)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Integumentary:										
Arterial Wound	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Venous Wound	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Skin Grafts	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Burns	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Amputations	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Other Integumentary Diagnoses: (list)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Other:										
Individuals for Health Promotion/Wellness Consult Visits	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Obesity	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Women's Health	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Worksite Evaluation	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Others:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Additional Comments:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

CLINICAL PERFORMANCE INSTRUMENT

<https://cpi.apta.org/login>