

# DEPARTMENT OF PHYSICAL THERAPY

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2025-2026

# CLINICAL FACULTY HANDBOOK

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Updated: August 2025

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](mailto: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](http://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 Kevin O'Brien, Assistant Professor and Assistant Director of Clinical Education ([kevin.obrien@und.edu](mailto:kevin.obrien@und.edu)) and Administrative Secretary, Robin Hellman ([robin.hellman@und.edu](mailto: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](mailto: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](mailto:steven.halcrow@und.edu)

## Department Contacts

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## Department Faculty and Staff:

	<p><b>Cindy Flom-Meland, PT, PhD,</b></p> <p><i>Professor of Physical Therapy and Department Chair.</i> BSPT, MPT, PhD, Teaching &amp; Learning, University of North Dakota and Graduate, Education Leadership Institute Fellowship, American Physical Therapy Association (2019). ABPTS Board Certified Neurologic Specialist. 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 American Physical Therapy Association 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.</p>
	<p><b>David Relling, PT, PhD</b></p> <p><i>Professor Physical Therapy and Associate Dean for Health Sciences.</i> 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 in the Federation of State Boards of Physical Therapy. Dr. Relling teaches a number of courses in the areas of neuroscience, pathology, acute care, and cardiopulmonary PT. Areas of research interests include healthcare workforce, exercise physiology, orthopedics, EMG, and motion analysis.</p>
	<p><b>Gary Schindler, PT, DPT, PhD, ATC, CSCS</b></p> <p><i>Professor of Physical Therapy and Director of Physical Therapy Residency Programs.</i> ABPTS Board Certified Orthopaedic Specialist and Sports Specialist. 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. 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.</p>





**Michelle LaBrecque, PT DPT**

*Teaching Associate Professor of Physical Therapy, BSPT, University of Minnesota; MPT and DPT, University of North Dakota.* Dr. LaBrecque has been a part-time faculty member in the Department of Physical Therapy for 30+ years and has practiced clinically in the areas of orthopedics, outpatient and inpatient rehabilitation, and home care since 1984. 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 or other neurological diagnoses. Dr LaBrecque teaches in the areas of biophysical agents, motor control, movement system clinical examination and evaluation, movement system intervention, and management of neuromuscular health conditions.



**Steven Halcrow, PT, DPT**

*Assistant Professor of Physical Therapy, Director of Clinical Education, PT, DPT, University of North Dakota.* ABPTS Board Certified Orthopedic Specialists. Dr. Halcrow teaches in the areas of clinical examination and evaluation, exercise interventions, and biophysical agents. He is a Level 1 APTA Credential Clinical Instructor and Trainer and is Astym Therapy Certified. Dr. Halcrow served as 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 orthopedics and sports medicine. He is currently pursuing a Doctor of Philosophy in Teaching and Learning with an emphasis in Higher Education and a research agenda in diverse populations.



**Mohamed Elhamadany, PT, PhD, MS, DPT**

*Associate Professor of Physical Therapy. ABPTS Board Certified Pediatric Specialist.* BSPT, MS, Ph.D., Pediatric Physical Therapy, Cairo University; DPT, Dominican University New York. 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.



**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, orthopedic & manual therapy intervention, case application, and practice management. He holds multiple manual therapy clinical certifications and has practiced clinically in orthopedic outpatient physical therapy since 2005. He is an APTA Credentialed Clinical Instructor, a McKenzie Mechanical Diagnosis and Treatment certified provider, a Titleist Performance Institute certified provider, IASTM certified through Graston and HawkGrips, and in has advanced training in vestibular rehabilitation. Dr. O'Brien 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, golf rehabilitation, and the use of technology in physical therapy education.





**Amanda Wilson, PT, DPT**

*Teaching Assistant Professor of Physical Therapy.* DPT, University of North Dakota. ABPTS Board Certified Neurologic Specialist. Dr. Wilson has been practicing physical therapy since 2007, primarily evaluating and treating 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, management of the older adult, 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 and received her Teaching Certificate from UND in 2025. She is pursuing her PhD at UND in Education, Health, and Behavior Studies with a Kinesiology emphasis. She has advanced training in manual techniques, Graston Technique, Blood Flow Restriction, along with LSVT BIG, 3D MAPS and Chain Reaction. Brittany 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, practice management, and general physical therapy care.



**Nick Holkup, PT, DPT**

*Assistant Professor of Physical Therapy.* BGS, DPT, University of North Dakota. Nick has a clinical background in acute care, inpatient rehabilitation, outpatient and administration. He is a member of the APTA, including the Acute Care and Cardiovascular and Pulmonary sections and is a Level II APTA Credentialed Clinical Instructor. Nick is also a board-certified clinical specialist in cardiovascular and pulmonary physical therapy. Nick is pursuing an academic Ph.D. in Education, Health & Behavior Sciences with a specialization in Kinesiology. Areas of interest and research include cardiac and pulmonary interventions, acute care, inpatient rehabilitation, and many more. Nick is currently helping teach in cardiovascular and pulmonary physical therapy, anatomy and biomechanics, case application, differential diagnosis, along with assisting in pro-bono clinic and other areas of departmental need.



**Dan Stone, PT, DPT, MS**

*Assistant Professor of Physical Therapy.* Dan graduated from the Army-Baylor DPT program in 2018 and is an ABPTS Board-Certified Orthopaedic Clinical Specialist. He served in the U.S. Air Force for 13 years as a maintenance officer, graduate student, and physical therapist before joining the UND physical therapy department in March 2025. He has advanced training and experience in direct access, primary care, diagnostic imaging, manual therapy techniques, and occupational health programs. He teaches and assists in these content areas and other departmental needs. Dan is also a PhD student at UND and is interested in researching movement assessment with wearable sensors and using technology to advance research methods for myofascial treatment techniques like cupping.



**Jessica Barczy Zorn, PT, DPT**

*Physical Therapy Faculty Resident.* DPT, University of Nevada, Las Vegas; College Teaching Certificate, University of North Dakota. ABPTS Board-Certified Clinical Specialist in Pediatric Physical Therapy. Dr. Zorn has worked in early intervention, school-based, and out-patient pediatric settings in Virginia, California, and North Dakota and is the mother of 3 children, including a son who has cerebral palsy. Dr. Zorn is a certified college teacher, a 2nd-year faculty resident, and a 3rd-year PhD student in Education, Health, and Behavior Studies with a Kinesiology focus. She has been a member of APTA since 2015 and is also an APTA-credentialed clinical instructor. Her research interests include intervention and inclusive practices for neurologic and pediatric populations. She teaches professional practice, pediatrics, and general 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 a 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 growth 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 empower students to become innovative, compassionate, and competent physical therapists who deliver high quality care to enrich the lives of North Dakotans and the global community. Through a robust foundation in liberal arts, clinical sciences, and professional ethics, our program cultivates leaders who advance the profession in clinical practice, research, education, and community service.”*

## 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 for all individuals and our diverse society.**

- **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 diverse 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 evaluating 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:** Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.

**Altruism:** Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.

**Collaboration:** Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.

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

**Duty:** Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.

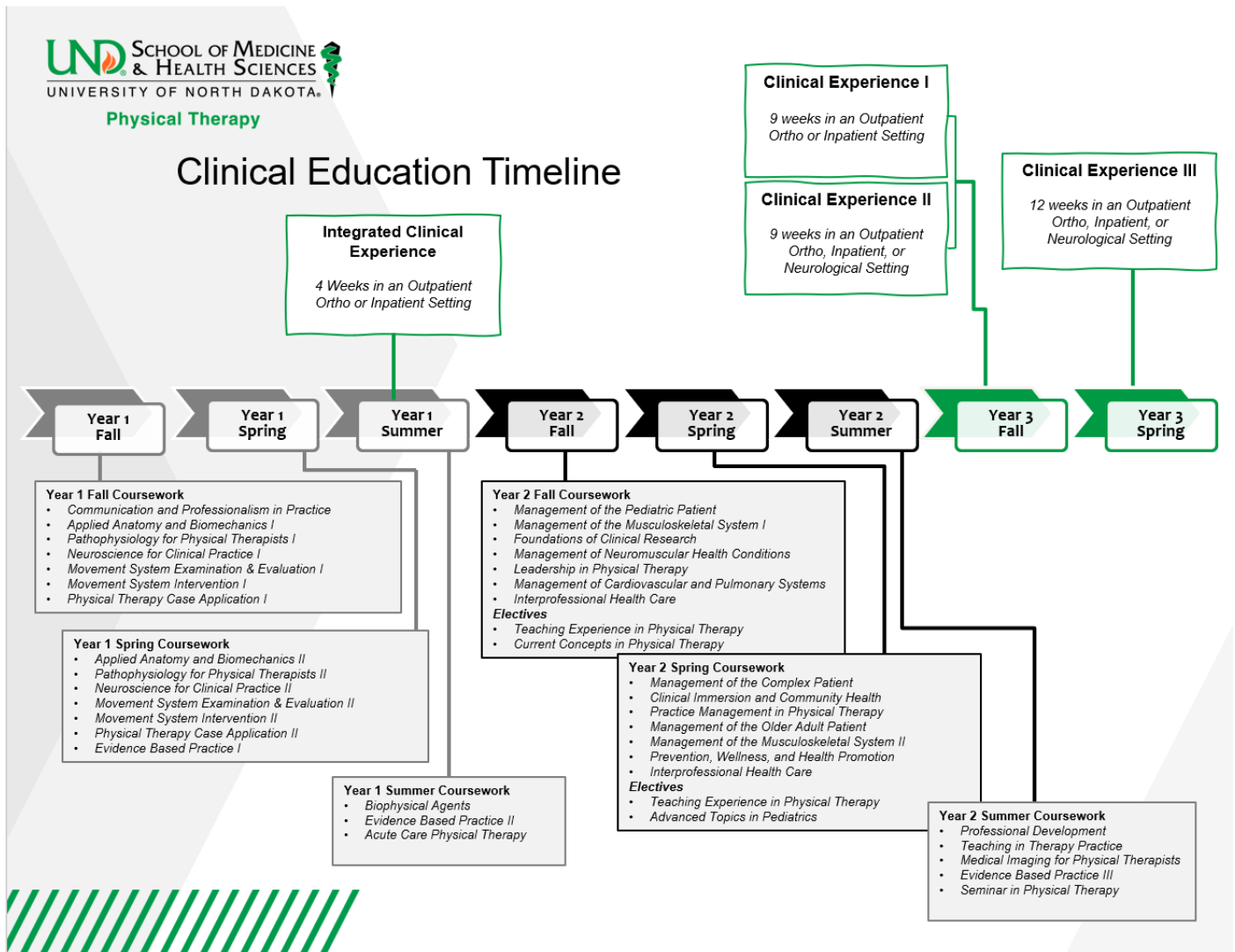
**Excellence:** Excellence in the provision of physical therapist services occurs when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.

**Inclusion:** Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.

**Integrity:** Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.

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

## Clinical Education Timeline





## 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 on site during the delivery of any service by a student physical therapist.

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

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 the first nine-week clinical is out-patient orthopedic or in-patient (acute, rural, or TCU/LTC) and focus of the second nine-week clinical is out-patient orthopedic, in-patient (acute, rural, or TCU/LTC), or neurological (adult or pediatric)*
3. One final twelve-week clinical experience (Spring Semester of the third year in the professional program)--*focus of this clinical experience is out-patient orthopedic, in-patient (acute, rural, or TCU/LTC), or neurological (adult or pediatric)*

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 the campus Blackboard organization (under PT Clinical Education Community), the Exxat 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 residency, and previous clinical experiences to ensure a solid foundational background of an experience.

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

### Clinical Experiences – Fall 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 selection for Fall Year 3. This early selection will allow time for the DCE to work out possible conflicts and attempt to secure additional clinical spots, where necessary. This time is to allow students and the DCE the opportunity to alter selections to meet the 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 in-patient (acute care/rural hospital/TCU/LTC), general outpatient orthopedic, and neurological rehabilitation (adult or pediatric).

### Clinical Experiences – Spring 3rd Year

Scheduling for these clinical experiences will be started in January of the second year, at which time students will be asked for tentative clinical experience selections for Spring Year 3. Selection of these clinical experiences include in-patient (acute care/rural hospital/TCU/LTC), general outpatient orthopedic, and neurological rehabilitation (adult or pediatric).

## Clinical Site Selection

Site information is available in the PT Clinical Education Community Blackboard, the Exxat System, or the PT CSIF Web system for each clinical site. The files may contain information sent by the facility, completed student evaluations of a clinical experience, and CSIF (Clinical Site Information Form), which will provide brief overview of the site. Consider the following criteria when selecting your sites: finances, travel distances, quality of the learning experience, your short- and long-term goals, previous experience, spouse and/or family commitments. Once a site has been confirmed, changes will not be made. Students from ND are 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 establishing 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 their Exxat Student Profile 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 for traveling 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 and the Exxat site/location profile for further information, however, keep in mind these offerings are subject to change.
3. The student is responsible for arranging housing. The assistance that clinical sites offer for housing arrangements is variable. Some facilities offer housing, others will send a list of recommended housing options for which the student is responsible to contact and set up, and some expect students to secure their own housing. The DCE is available to assist you with ideas for exploring housing arrangements. Housing arrangements 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 for PT 652 and PT 653 are 3 days with Thursday and Friday open as "make-up" days if any days were missed earlier in the experience. PT 654 Clinical Experience III will end on a Friday with "make-up" days being completed in the subsequent week(s).

## Evaluations

Clinical evaluation forms, proof of liability insurance, and a copy of the syllabus for the courses and course objectives are available on our website and in the Student Handbook. You will 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 DCE and will review the evaluation criteria with you prior to your leaving campus. Students should be familiar with the criteria for evaluation prior to their 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 you are unable to discuss the evaluation with the CI, please contact your assigned 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 3.0 (mid-term and final)
- Mid-term and Final Site Evaluation
- Mid-term and Final Instructor Evaluation
- Diagnoses Treated in the Clinical Setting

*Credit will not be given for PT 652, PT 653, and PT 654 without meeting the above requirement. All evaluation material will be submitted electronically.*

## First Week of Clinical Experience

Complete the CI Details with APTA IDs on Exxat. If issues arise in completing this form, please email the DCE or Administrative Secretary for assistance.

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 a concern, please promptly contact your DCE.

## Absences

1. In case of illness during a clinical rotation, you must notify the DCE and/or the ADCE, and either the CI or SCCE at the beginning of the work-day.
2. Absences must be made up on weekend days, Thursday, or Friday of the last week (PT 652, PT 653) or by extending the time. Make-up time will be arranged by the DCE and the SCCE/CI. Adding hours to the day is not allowed.
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 the 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 up to two residency interviews 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 good judgment and professionalism when it comes to personal appearance and grooming. The goal is to present a professional image while maintaining a safe, respectful environment for both patients and staff.

1. Dress Professionally
  - Students should wear appropriate professional attire, such as dress slacks, skirts, or coordinated business casual outfits, paired with a conservative top. Tops should fully cover the midriff, with no low-cut, loose-fitting, or short tops that expose skin above the waist. You should be able to raise your arms and bend without revealing skin.
  - Clothing should be neat, clean, and suitable for a clinical setting.
  - Remember, It is much easier for a clinician to tell you to dress down than to look more professional.
2. Lab Coats
  - Lab coats may be worn during rotations in acute care settings and whenever requested by your Clinical Instructor (CI) in other environments.
3. Identification Badge
  - Wear your UND-PT student ID badge at all times during your clinical experiences unless instructed otherwise by your CI. If you lose your badge, contact the department Administrative Officer for a replacement. The student is responsible for any replacement costs.

#### 4. Footwear

- Wear clean, professional, and closed-toe shoes. Athletic shoes such as white or black leather sneakers are generally acceptable in many clinics. Avoid casual or athletic shoes like running shoes, hiking boots, sandals, clogs, or flip-flops. Socks or hosiery should be worn at all times.

#### 5. Jewelry

- Keep jewelry minimal, simple, and professional. Expensive or large jewelry should be avoided to prioritize safety and professionalism.

#### 6. Fragrances and Personal Care

- Avoid wearing strong perfumes, colognes, or scented lotions during clinical hours, as some patients and staff may have sensitivities or allergies.

### Holidays

While on clinical experiences, students follow the holidays observed by the facility; these may not be the same ~~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. A copy of your health insurance card needs to be uploaded into Exxat.
2. Student 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 607 Clinical Pathology I, PT 616 Movement System Intervention II, and PT 641 Management of the Complex Patient.
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) or 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 and/or
    - 2) Documented immunization with live virus vaccine on or after the first birthday.
  - c) Evidence of immunity to chicken pox as demonstrated by one of the following:
    - 1) Physician documentation of two doses of varicella vaccine
    - 2) Laboratory evidence (blood titer) immunity to chicken pox
  - d) Evidence of TDaP demonstrated by current immunization
  - e) Evidence of the absence of tuberculosis as demonstrated by a negative T-SPOT test within the year preceding entrance into the clinical facility. In the event that the T-SPOT test is positive, students will be required to provide documentation of having received a negative chest x-ray after the positive T-SPOT test. A group time will be scheduled for the T-SPOT test with Student Health Services by the Department of Physical Therapy Administrative Officer. The student is responsible to cover the cost of this test.
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 schedule 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 their clinical experiences. 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 spring of the first year of the professional program. 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 admission and repeated prior to clinical assignment. Failure to submit a background check will suspend the admission to the program and assignment to a clinical experience.

The background check report must be completed by verified credentials, Inc. Instructions will be provided to you. You will be required to provide identifying information as well as 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 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 sites.

### 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 termination of the clinical experience.

### Cancellation or Change Policy

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. Clinical experiences are confirmed with the SCCE at the clinical site from 3 months to a year in advance. 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.

### Standard Precautions

As discussed in previous academic course work, the student should be aware of and comply with OSHA Standards and HIPPA Regulations. All identifying personal information must be removed prior to any use. Also, you must follow the facilities Policies and Procedures of each clinical facility.

Any information used for educational purposes (i.e., case studies) must follow informed consent, 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 627, PT 652, PT 653, PT 654) should follow University Policy and Procedures. Complaint in writing first to Directors of Clinical Education, if not resolved then to Department Chair for Physical Therapy. If complaint or concern is not resolved in the Department of Physical Therapy, a written notice may be sent to the Dean for the 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 is available to assist you in completing these forms. For Fall Semester experiences, the forms should be sent to Financial Aid by March 1<sup>st</sup>. For Spring Semester affiliations, the deadline is September 15<sup>th</sup>.

## Student Information Form

A Student Information Form will be sent to the clinical coordinator at your clinical site prior to our 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 email address, where you may be reached if any additional information needs to be relayed. Acknowledge information sent from the school and 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, quality affiliation sites. We 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:

<b>Director of Clinical Ed:</b>	<b>Steve Halcrow</b>
Work:	701.777.3857
Cell:	701.360.4330
Email:	<a href="mailto:steven.halcrow@UND.edu">steven.halcrow@UND.edu</a>
<b>Assistant Director of Clinical Education:</b>	<b>Kevin O'Brien</b>
Work:	701.777.3871
Cell:	701-330-7315
Email:	<a href="mailto:kevin.obrien@UND.edu">kevin.obrien@UND.edu</a>
<b>Department Chair:</b>	<b>Cindy Flom-Meland</b>
Work:	701.777.4130
Cell:	218.779.4141
Email:	<a href="mailto:cindy.flom.meland@UND.edu">cindy.flom.meland@UND.edu</a>
<b>Administrative Secretary</b>	<b>Robin Hellman</b>
Work:	701.777.4176
Email:	<a href="mailto:robin.hellman@UND.edu">robin.hellman@UND.edu</a>

## 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. Psychological Disorders & Treatment (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 2026/2027

### YEAR 01

#### YEAR 01 – Fall Semester (20 CR)

PT 602	Communication and Professionalism in Practice	(2)
PT 603	Applied Anatomy and Biomechanics I	(4)
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	(4)
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

#### 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 655	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 655	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 692	Seminar in Physical Therapy	(1)

**YEAR 03****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 692	Seminar in Physical Therapy	(1)
PT 995	Scholarly Project	(1)

**Electives:**

PT 690 Directed Studies (repeatable up to 12 credits)

## Course Descriptions

**PT 101. Orientation 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 settings.

**PT 602. Communication and Professionalism in Practice. 2 Credits.** Introduction and practice for students 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. 4 Credits.** This course will provide the anatomical and biomechanical knowledge to understand the human movement system and apply these concepts to the practice of physical therapy which includes the dissection of human cadavers. Anatomy and Biomechanics of the spine, pelvis, and lower extremity will be covered along with the basic structural and functional relationships of the musculoskeletal, integumentary, neuromuscular, and cardiovascular/pulmonary systems.

**PT 605. Applied Anatomy and Biomechanics II. 2 Credits.** This course will provide the anatomical and biomechanical knowledge to understand the human movement system and apply these concepts to the practice of physical therapy which includes the dissection of human cadavers. Anatomy and Biomechanics of the back, neck, scapulothoracic, and upper extremities will be covered along with the basic structural and functional relationships of the musculoskeletal, integumentary, neuromuscular, and cardiovascular/pulmonary systems.

**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. 3 Credits.** 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 & Evaluation II. 3 Credits.** 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 applications 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. 3 Credits.** This course integrates components of the movement system as it relates to human motor performance across the lifespan. This includes principles and applications 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 discussion 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 discussion and pseudo-clinical setting.

**PT 620. Evidence Based Practice I. 2 Credits.** This course provides students with the 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 the 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 the 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, 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 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 mobilizations/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 the skills necessary to critically appraise research designs and research findings related to 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 655. 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. Prerequisite: Registered in Professional Physical Therapy Curriculum.
- 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 mobilizations/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. Prerequisite: Registered in Professional Physical Therapy Curriculum. Repeatable to 4 credits.

**PT 692. Seminar in Physical Therapy. 1 Credit.** This course serves to focus student attention toward graduate study in Physical Therapy. Explore and discuss areas 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 submissions 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 3<sup>rd</sup> 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 Titles and Numbers

### PT 627 Integrated Clinical Experience

Summer 2025

Various Dates and Locations

#### **COURSE DESCRIPTION:**

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

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

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

#### **CREDIT HOURS:**

4 Credit Hours

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

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

#### **COURSE CONTACT HOURS:**

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

#### **COURSE PREREQUISITES:**

Registered in the professional Physical Therapy program.

#### **COURSE OBJECTIVES:**

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

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

## **ESSENTIAL STUDIES CAPSTONE**

### **Capstone**

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

### **Advanced Communication**

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

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

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

### **Oral Communication**

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

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

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

## **COURSE MODE OF DELIVERY:**

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

## **METHODS OF STUDENT EVALUATION:**

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

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

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

## **GRADING:**

### **Scale:**

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

### **Breakdown**

Rubric – 60%  
Health Conditions Paper – 20%  
Timely submission and responses – 20%

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

## **Health Conditions Paper**

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

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

## **COURSE ACCESS & TECHNICAL REQUIREMENTS**

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

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

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

## **ARTIFICIAL INTELLIGENCE (AI)**

Artificial Intelligence tools are allowed in this course as approved by the instructor(s). Students are required to disclose if they use AI-generated text or images and how they apply it in their work. Failure of students to

acknowledge their use of AI or using fabricated information could result in their violation of the Academic Integrity Policy. Students must ensure the originality of their work, maintain academic integrity, and avoid any type of plagiarism. The students need to understand the material and complete assignments on their own, using AI tools as a supplement rather than a replacement for their work. Students should not use sources that are cited by AI tools without having read them because generative AI tools can either create fake citations or cite a real piece of writing, but the cited content may be inaccurate. The faculty reserves the right to use various plagiarism-checking tools in evaluating students' work, including those screening for AI-generated content, and impose consequences accordingly.

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

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

### **Notice of Nondiscrimination**

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

### **Academic Integrity**

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

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

### **Accessibility Statement**

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

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

### **Religious Accommodations**

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



### **Pregnancy Accommodations**

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

### **Resolution of Problems**

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

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

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

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

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

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

### **Health and Safety**

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

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

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

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

### **UND Cares Program**

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

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

### **Land Acknowledgement Statement**

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeate this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

### **Additional Resources**

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

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

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

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

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

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

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

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

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

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

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

PT 652: Clinical Experience I  
Fall 2025

**COURSE DESCRIPTION:**

Full time, 9-week clinical experience in a selected physical therapy center throughout the United States.

**DEPARTMENT OFFERING THE COURSE:**

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

**CREDIT HOURS:**

9 Credit Hours

**ABOUT THE PROFESSOR & CONTACT INFORMATION:**

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

**COURSE CONTACT HOURS:**

Schedule (Clock hours): 40 hours per week at a facility participating in a 9-week clinical experience

**COURSE PREREQUISITES:**

Registered in the professional Physical Therapy program.

**COURSE OBJECTIVES:**

1. Practice in a safe manner that minimizes risk to patient, self and others.  
(SRE: 7D23; Bloom's: Cognitive – Apply; Student Goal 1; Threads: Professionalism)
2. Present self in a professional manner.  
(SRE: 7B1, 7B3, 7D25; Bloom's: Cognitive – Apply; Student Goal 1, 2; Threads: Professionalism)
3. Demonstrate professional behavior during interactions with others.  
(SRE: 7B1, 7B3, 7D25; Bloom's: Cognitive – Apply; Student Goal 1, 2; Threads: Professionalism)
4. Adhere to ethical practice standards.  
(SRE: 7B1; Bloom's: Cognitive – Apply; Student Goal 1, 2; Threads: Professionalism)
5. Adhere to legal practice standards.  
(SRE: 7B3; Bloom's: Cognitive – Apply; Student Goal 1; Threads: Professionalism)
6. Communicate in ways that are congruent with situational needs.  
(SRE: 7C2, 7D13, 7D18; Bloom's: Cognitive – Apply; Student Goal 1, 2; Threads: Professionalism)
7. Produce documentation to support the delivery of physical therapy services.  
(SRE: 7D15; Bloom's: Cognitive – Apply; Student Goal 1; Threads: Professionalism)
8. Adapt delivery of physical therapy care to reflect respect for and sensitivity to individual differences.  
(SRE: 7D13, 7D22; Bloom's: Cognitive – Apply; Student Goal 1, 2; Threads: Multi-cultural Education)
9. Apply the principles of logic and the scientific method to the practice of physical therapy.  
(SRE: 7C1, 7C2; Bloom's: Cognitive – Apply; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
10. Screen patients using procedures to determine the effectiveness of and need for physical therapy services.



(SRE: 7D1; Bloom's: Cognitive – Apply; Psychomotor – Mechanism; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)

11. Perform a physical therapy patient examination.

(SRE: 7D1; Bloom's: Cognitive – Apply; Psychomotor – Mechanism; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)

**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: 7D2, 7D3, 7D4, 7D5, 7D11, 7D12, 7D16, 7D17, 7D18; Bloom's: Cognitive – Apply; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)

13. Design a physical therapy plan of care that integrates goals, treatment, outcomes, discharge plan, is safe, effective, patient-centered, and evidence-based.

(SRE: 7D5, 7D6, 7D11, 7D14, 7D16, 7D18, 7D21; Bloom's: Cognitive – Apply; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)

14. Perform physical therapy interventions in a competent manner.

(SRE: 7D10, 7D11, 7D14, 7D16, 7D17, 7D18, 7D21, 7D24, 7D25; Bloom's: Cognitive – Apply; Psychomotor – Mechanism; Student Goal 1, 4; Threads: Evidence-Based Practice)

15. Educate others (patients, family, caregivers, staff, students, other health care providers) using relevant and effective teaching methods.

(SRE: 7C2, 7D13, 7D21; Bloom's: Cognitive – Apply; Student Goal 1, 2; Threads: Professionalism, Multi-cultural Education)

16. Participate in activities addressing quality of service delivery.

(SRE: 7D17; Bloom's: Cognitive – Apply; Psychomotor – Mechanism; Student Goal 1, 3; Threads: Professionalism, Critical Decision Making/Critical Inquiry)

17. Provide consultation to individuals, businesses, schools, government agencies, or other organizations.

(SRE: 7D18, 7D21; Bloom's: Cognitive – Apply; Psychomotor – Mechanism; Student Goal 1, 2, 3; Threads: Professionalism)

18. Address patient needs for services other than physical therapy as needed.

(SRE: 7D1, 7D18; Bloom's: Cognitive – Apply; Student Goal 1, 2; Threads: Professionalism)

19. Manage resources (e.g., time, space, equipment) to achieve goals of the practice setting.

(SRE: 7D25; Bloom's: Cognitive – Apply; Student Goal 1; Threads: Professionalism)

20. Describe and interpret the economic factors in the delivery of physical therapy services.

(SRE: 7D24; Bloom's: Cognitive – Apply; Student Goal 1; Threads: Professionalism)

21. Use support personnel according to legal standards and ethical guidelines.

(SRE: 7B3, 7D7, 7D8, 7D25; Bloom's: Cognitive – Apply; Student Goal 1; Threads: Professionalism)

22. Demonstrates that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job description.

(SRE: 7B1, 7B2; Bloom's: Cognitive – Apply; Affective – Receiving, Responding; Student Goal 1, 2, 3; Threads: Professionalism)

23. Implement a self-directed plan for professional development and lifelong learning.

(SRE: 7C1; Bloom's: Cognitive – Apply; Affective – Receiving, Responding; Student Goal 1, 5; Threads: Professionalism)

24. Address primary and secondary prevention, wellness, and health promotion needs of individuals, groups and communities.

(SRE: 7D21; Bloom's: Cognitive – Apply; Student Goal 1, 2; Threads: Multi-cultural Education)

**COURSE SCHEDULE AND OUTLINE OF CONTENT:**

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

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

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

**COURSE MODE OF DELIVERY:**

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

**MATERIALS – TEXT, READINGS, & SUPPLEMENTARY READINGS:**

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

**METHODS OF STUDENT EVALUATION:**

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

1. Communicate with assigned SCCE or CI 6-8 weeks prior to the start of each clinical experience.
2. Update of student profile in clinical education database (Exxat) prior to clinical experience.
3. Maintains an updated CPR certification for the Healthcare provider.
4. Maintains health insurance coverage.
5. Upload requested health requirements to our clinical education database (Exxat) and provide to clinical sites as requested.
6. Forms to be signed and submitted to the Co-DCEs by the specified date.
  - a. Student Clinical Performance Instrument (mid-term and final)
  - b. Student evaluation of Clinical Site
  - c. Student evaluation of Clinical Supervisor (mid-term and final)
  - d. Diagnosis Treated in the Clinical Setting
7. Compliance with Clinical Experience Guidelines as documented in the Physical Therapy Student Handbook (**attendance is mandatory**)
8. Student is expected to achieve 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.)
9. Any safety issues will constitute failure of the clinical experience.

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

**GRADING SCALE:**

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

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

**COURSE ACCESS & TECHNICAL REQUIREMENTS**

This course was developed and will be facilitated utilizing Blackboard. For access go to: <http://blackboard.UND.edu> and log in with your NDUS.Identifier. If you do not know your NDUS Identifier or have forgotten your password, please visit [Your NDUS Account Webpage](#)

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## **ARTIFICIAL INTELLIGENCE (AI)**

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

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

### **Nondiscrimination**

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Assistant Vice President for Equal Opportunity and Title IX/ADA Coordinator, 401 Twamley Hall, 701.777.4171, [UND.EO.TitleIX@UND.edu](mailto:UND.EO.TitleIX@UND.edu) or the Office for Civil Rights, U.S. Dept. of Education, 230 S. Dearborn St., 37th Floor, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

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

### **Accessibility Statement**

The University of North Dakota is committed to providing equal access to students with documented disabilities. To ensure access to this class and your program, please contact [Accessibility for Students](#) to engage in a confidential discussion about accommodations for the classroom and clinical settings.

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### **Religious Accommodations**

UND offers religious accommodations, which are reasonable changes in the academic environment that enable a student to practice or observe a sincerely held religious belief without undue hardship on the University. Examples include time for prayer or the ability to attend religious events or observe a religious holiday. To request an accommodation, complete the [student religious accommodation request form](#). To learn more, please consult UND's [Religious Accommodations Policy](#) or contact the [Equal Opportunity & Title IX Office](#).

### **Pregnancy Accommodations**

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

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

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

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

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

It is important for students to understand that faculty are required to share with [UND's Equal Opportunity & Title IX Office](#) any incidents of potential sexual misconduct or of discrimination or harassment based on a protected class that they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will

occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been impacted by discrimination, harassment, or sexual misconduct, you can find information about confidential support services at the [Equal Opportunity & Title IX](#) webpage.

### **Health and Safety**

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

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

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

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

PT 653: Clinical Experience II  
Fall 2025

**COURSE DESCRIPTION:**

Full time, 9-week clinical experience in a selected physical therapy center throughout the United States.

**DEPARTMENT OFFERING THE COURSE:**

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

**CREDIT HOURS:**

9 Credit Hours

**ABOUT THE PROFESSOR & CONTACT INFORMATION:**

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

**COURSE CONTACT HOURS:**

Schedule (Clock hours): 40 hours per week at a facility participating in a 9-week clinical experience

**COURSE PREREQUISITES:**

Registered in the professional Physical Therapy program.

**COURSE OBJECTIVES:**

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

1. **Examine safe practice behaviors** to minimize risk to patient, self, and others.  
(SRE: 7D23; Bloom's: Cognitive – Analyze; Student Goal 1; Threads: Professionalism)
2. **Distinguish professional presentation** and modify based on situational demands.  
(SRE: 7B1, 7B3, 7D25; Bloom's: Cognitive – Analyze; Student Goal 1, 2; Threads: Professionalism)
3. **Differentiate professional behaviors across varied interactions and settings.**  
(SRE: 7B1, 7B3, 7D25; Bloom's: Cognitive – Analyze; Student Goal 1, 2; Threads: Professionalism)
4. **Examine ethical practice standards** within complex scenarios.  
(SRE: 7B1; Bloom's: Cognitive – Analyze; Student Goal 1, 2; Threads: Professionalism)
5. **Differentiate legal practice standards** in varied practice situations.  
(SRE: 7B3; Bloom's: Cognitive – Analyze; Student Goal 1; Threads: Professionalism)
6. **Organize communication strategies** to meet diverse situational needs.  
(SRE: 7C2, 7D13, 7D18; Bloom's: Cognitive – Analyze; Student Goal 1, 2; Threads: Professionalism)
7. **Examine documentation** to demonstrate reasoning and support PT practice.  
(SRE: 7D15; Bloom's: Cognitive – Analyze; Student Goal 1; Threads: Professionalism)
8. **Compare approaches to care delivery** to integrate respect for cultural and individual differences.  
(SRE: 7D13, 7D22; Bloom's: Cognitive – Analyze; Student Goal 1, 2; Threads: Multi-cultural Education)
9. **Analyze principles of logic and the scientific method** to support decision-making.  
(SRE: 7C1, 7C2; Bloom's: Cognitive – Analyze; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
10. **Differentiate patient presentations** through screening to determine PT service needs.  
(SRE: 7D1; Bloom's: Cognitive – Analyze; Psychomotor – Complex Overt Response; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)

11. **Examine examination findings** to guide clinical decision making.  
(SRE: 7D1; Bloom's: Cognitive – Analyze; Psychomotor – Complex Overt Response; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
12. **Interpret and organize clinical findings** to determine PT diagnosis, prognosis, and outcomes.  
(SRE: 7D2, 7D3, 7D4, 7D5, 7D11, 7D12, 7D16, 7D17, 7D18; Bloom's: Cognitive – Analyze; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
13. **Examine plans of care** to ensure integration of goals, treatments, and discharge needs.  
(SRE: 7D5, 7D6, 7D11, 7D14, 7D16, 7D18, 7D21; Bloom's: Cognitive – Analyze; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
14. **Differentiate physical therapy interventions** and organize implementation to optimize care.  
(SRE: 7D10, 7D11, 7D14, 7D16, 7D17, 7D18, 7D21, 7D24, 7D25; Bloom's: Cognitive – Analyze; Psychomotor – Complex Overt Response; Student Goal 1, 4; Threads: Evidence-Based Practice)
15. **Examine educational strategies** to match patient, family, and provider learning needs.  
(SRE: 7C2, 7D13, 7D21; Bloom's: Cognitive – Analyze; Student Goal 1, 2; Threads: Professionalism, Multi-cultural Education)
16. **Organize participation in quality improvement activities** related to service delivery.  
(SRE: 7D17; Bloom's: Cognitive – Analyze; Psychomotor – Complex Overt Response; Student Goal 1, 3; Threads: Professionalism, Critical Decision Making/Critical Inquiry)
17. **Differentiate consultation approaches** for patients, families, or organizations.  
(SRE: 7D18, 7D21; Bloom's: Cognitive – Analyze; Psychomotor – Complex Overt Response; Student Goal 1, 2, 3; Threads: Professionalism)
18. **Examine patient needs beyond PT** to support referral decisions.  
(SRE: 7D1, 7D18; Bloom's: Cognitive – Analyze; Student Goal 1, 2; Threads: Professionalism)
19. **Organize resources** (time, space, equipment) to support practice efficiency.  
(SRE: 7D25; Bloom's: Cognitive – Analyze; Student Goal 1; Threads: Professionalism)
20. **Examine economic factors** influencing the delivery of PT services.  
(SRE: 7D24; Bloom's: Cognitive – Analyze; Student Goal 1; Threads: Professionalism)
21. **Differentiate delegation strategies** for support personnel within legal and ethical standards.  
(SRE: 7B3, 7D7, 7D8, 7D25; Bloom's: Cognitive – Analyze; Student Goal 1; Threads: Professionalism)
22. **Examine professional and social responsibilities** that extend beyond job expectations.  
(SRE: 7B1, 7B2; Bloom's: Cognitive – Analyze; Affective – Valuing; Student Goal 1, 2, 3; Threads: Professionalism)
23. **Organize a self-directed plan** for professional development and lifelong learning.  
(SRE: 7C1; Bloom's: Cognitive – Analyze; Affective – Valuing; Student Goal 1, 5; Threads: Professionalism)
24. **Examine prevention and wellness strategies** for integration into patient and community care.  
(SRE: 7D21; Bloom's: Cognitive – Analyze; Student Goal 1, 2; Threads: Multi-cultural Education)

#### **COURSE SCHEDULE AND OUTLINE OF CONTENT:**

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

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

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

#### **COURSE MODE OF DELIVERY:**

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

#### **MATERIALS – TEXT, READINGS, & SUPPLEMENTARY READINGS:**

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

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  - c. Student evaluation of Clinical Supervisor (mid-term and final)
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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.)
9. Any safety issues will constitute failure of the clinical experience.

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B = 80% to 89.9%  
C = 76% to 79.9%  
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### Faculty Reporting Obligations Regarding Discrimination, Harassment, or Sexual Misconduct

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- If your instructor is ill, they may need to cancel class or temporarily move your course to online delivery.

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

## PT 654: Clinical Experience III

Spring 2026

### COURSE DESCRIPTION:

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

### DEPARTMENT OFFERING THE COURSE:

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

### CREDIT HOURS:

12 Credit Hours

### ABOUT THE PROFESSOR & CONTACT INFORMATION:

Name: Steven Halcrow, PT, DPT, OCS; Kevin O'Brien, PT, DPT, Cert. MDT

Preferred Pronouns: *he/him*

Addressed: *We prefer to be addressed as Steve and Kevin*

Phone: (701)777-3857; (701)777-3871

Email: [steven.halcrow@und.edu](mailto:steven.halcrow@und.edu); [kevin.obrien@und.edu](mailto:kevin.obrien@und.edu)

Office Location: UND-SMHS Suite E321, Room 352; UND-SMHS Suite E321, Room 341

Student Hours: *Available by appointment*

### COURSE CONTACT HOURS:

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

### COURSE PREREQUISITES:

Registered in the professional Physical Therapy program.

### COURSE OBJECTIVES:

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

1. **Appraise safe practice strategies** and defend approaches that minimize risk to patient, self, and others.  
(SRE: 7D23; Bloom's: Cognitive – Evaluate; Student Goal 1; Threads: Professionalism)
2. **Judge professional presentation** and model behaviors that influence peers and healthcare teams.  
(SRE: 7B1, 7B3, 7D25; Bloom's: Cognitive – Evaluate; Student Goal 1, 2; Threads: Professionalism)
3. **Critique professional behaviors** and lead by example in interprofessional contexts.  
(SRE: 7B1, 7B3, 7D25; Bloom's: Cognitive – Evaluate; Student Goal 1, 2; Threads: Professionalism)
4. **Defend ethical practice standards** in ambiguous or novel scenarios.  
(SRE: 7B1; Bloom's: Cognitive – Evaluate; Student Goal 1, 2; Threads: Professionalism)
5. **Appraise and argue legal standards** in complex practice situations.  
(SRE: 7B3; Bloom's: Cognitive – Evaluate; Student Goal 1; Threads: Professionalism)
6. **Evaluate communication strategies** and formulate adaptations that optimize outcomes across systems.  
(SRE: 7C2, 7D13, 7D18; Bloom's: Cognitive – Evaluate/Create; Student Goal 1, 2; Threads: Professionalism)
7. **Critique and develop comprehensive documentation** that synthesizes reasoning and supports advanced practice.  
(SRE: 7D15; Bloom's: Cognitive – Evaluate/Create; Student Goal 1; Threads: Professionalism)

8. **Value and design care delivery approaches** that embody cultural competence and patient-centeredness.  
(SRE: 7D13, 7D22; Bloom's: Cognitive – Evaluate/Create; Student Goal 1, 2; Threads: Multi-cultural Education)
9. **Appraise and investigate principles of logic and the scientific method** to generate evidence-informed solutions.  
(SRE: 7C1, 7C2; Bloom's: Cognitive – Evaluate/Create; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
10. **Synthesize and judge screening outcomes** to independently determine appropriateness for PT services.  
(SRE: 7D1; Bloom's: Cognitive – Evaluate; Psychomotor – Adaptation; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
11. **Appraise and adapt examination findings** to construct differential diagnoses and guide care.  
(SRE: 7D1; Bloom's: Cognitive – Evaluate; Psychomotor – Adaptation; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
12. **Critique and synthesize clinical findings** to judge PT diagnosis, prognosis, and outcomes.  
(SRE: 7D2, 7D3, 7D4, 7D5, 7D11, 7D12, 7D16, 7D17, 7D18; Bloom's: Cognitive – Evaluate; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
13. **Design complex plans of care** that integrate goals, treatment, outcomes, and discharge plans.  
(SRE: 7D5, 7D6, 7D11, 7D14, 7D16, 7D18, 7D21; Bloom's: Cognitive – Create; Student Goal 1, 4; Threads: Critical Decision Making/Critical Inquiry, Evidence-Based Practice)
14. **Appraise interventions and formulate adaptations** to optimize patient outcomes.  
(SRE: 7D10, 7D11, 7D14, 7D16, 7D17, 7D18, 7D21, 7D24, 7D25; Bloom's: Cognitive – Evaluate/Create; Psychomotor – Adaptation/Origination; Student Goal 1, 4; Threads: Evidence-Based Practice)
15. **Develop and author educational programs** tailored to diverse stakeholders.  
(SRE: 7C2, 7D13, 7D21; Bloom's: Cognitive – Create; Student Goal 1, 2; Threads: Professionalism, Multi-cultural Education)
16. **Critique and lead quality improvement initiatives** to enhance service delivery.  
(SRE: 7D17; Bloom's: Cognitive – Evaluate/Create; Psychomotor – Adaptation/Origination; Student Goal 1, 3; Threads: Professionalism, Critical Decision Making/Critical Inquiry)
17. **Formulate expert consultation strategies** for individuals, organizations, and communities.  
(SRE: 7D18, 7D21; Bloom's: Cognitive – Create; Psychomotor – Adaptation; Student Goal 1, 2, 3; Threads: Professionalism)
18. **Appraise patient needs and develop referral strategies** for services beyond PT.  
(SRE: 7D1, 7D18; Bloom's: Cognitive – Evaluate/Create; Student Goal 1, 2; Threads: Professionalism)
19. **Judge and formulate resource management strategies** (time, space, equipment) to achieve practice goals.  
(SRE: 7D25; Bloom's: Cognitive – Evaluate/Create; Student Goal 1; Threads: Professionalism)
20. **Critique and weigh economic factors** influencing PT service delivery.  
(SRE: 7D24; Bloom's: Cognitive – Evaluate; Student Goal 1; Threads: Professionalism)
21. **Defend and design delegation strategies** for support personnel according to ethical and legal standards.  
(SRE: 7B3, 7D7, 7D8, 7D25; Bloom's: Cognitive – Evaluate/Create; Student Goal 1; Threads: Professionalism)
22. **Value and internalize professional responsibilities** beyond job expectations.  
(SRE: 7B1, 7B2; Bloom's: Cognitive – Evaluate; Affective – Characterization; Student Goal 1, 2, 3; Threads: Professionalism)
23. **Develop and sustain a self-directed plan** for lifelong learning and professional growth.  
(SRE: 7C1; Bloom's: Cognitive – Create; Affective – Characterization; Student Goal 1, 5; Threads: Professionalism)
24. **Design and implement population-level wellness initiatives** addressing prevention and health promotion.  
(SRE: 7D21; Bloom's: Cognitive – Create; Student Goal 1, 2; Threads: Multi-cultural Education)

**COURSE SCHEDULE AND OUTLINE OF CONTENT:**

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

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

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

**COURSE MODE OF DELIVERY:**

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

**MATERIALS – TEXT, READINGS, & SUPPLEMENTARY READINGS:**

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

**METHODS OF STUDENT EVALUATION:**

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

1. Communicate with assigned SCCE or CI 6-8 weeks prior to the start of each clinical experience.
2. Update of student profile in clinical education database (Exxat) prior to clinical experience.
3. Maintains an updated CPR certification for the Healthcare provider.
4. Maintains health insurance coverage.
5. Upload requested health requirements to our clinical education database (Exxat) and provide to clinical sites as requested.
6. Forms to be signed and submitted to the Co-DCEs by the specified date.
  - a. Student Clinical Performance Instrument (mid-term and final)
  - b. Student evaluation of Clinical Site
  - c. Student evaluation of Clinical Supervisor (mid-term and final)
  - d. Diagnosis Treated in the Clinical Setting
7. Compliance with Clinical Experience Guidelines as documented in the Physical Therapy Student Handbook (attendance is mandatory)
8. Student is expected to achieve entry-level performance or above on all criterion of the CPI (\*\*the clinical instructor will score the student based upon performance versus program expectation.)
9. Any safety issues will constitute failure of the clinical experience.

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

**GRADING SCALE:**

A = 90% to 100%

B = 80% to 89.9%

C = 76% to 79.9%

F = < 76%

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

This course was developed and will be facilitated utilizing Blackboard. For access go to: <http://blackboard.UND.edu> and log in with your NDUS.Identifier. If you do not know your NDUS Identifier or have forgotten your password, please visit [Your NDUS Account Webpage](#)

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

### **ARTIFICIAL INTELLIGENCE (AI)**

Artificial Intelligence tools are allowed in this course as approved by the instructor(s). Students are required to disclose if they use AI-generated text or images and how they apply it in their work. Failure of students to acknowledge their use of AI or using fabricated information could result in their violation of the Academic Integrity Policy. Students must ensure the originality of their work, maintain academic integrity, and avoid any type of plagiarism. The students need to understand the material and complete assignments on their own, using AI tools as a supplement rather than a replacement for their work. Students should not use sources that are cited by AI tools without having read them because generative AI tools can either create fake citations or cite a real piece of writing, but the cited content may be inaccurate. The faculty reserves the right to use various plagiarism-checking tools in evaluating students' work, including those screening for AI-generated content, and impose consequences accordingly.

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

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

#### **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, 401 Twamley Hall, 701.777.4171, [UND.EO.TitleIX@UND.edu](mailto:UND.EO.TitleIX@UND.edu) or the Office for Civil Rights, U.S. Dept. of Education, 230 S. Dearborn St., 37th Floor, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

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

#### **Accessibility Statement**

The University of North Dakota is committed to providing equal access to students with documented disabilities. To ensure access to this class and your program, please contact [Accessibility for Students](#) to engage in a confidential discussion about accommodations for the classroom and clinical settings.

Accommodations are not provided retroactively. Students are encouraged to register with [Student Disability Resources](#) at the start of their program. More information can be obtained by email, [UND.sdr@UND.edu](mailto:UND.sdr@UND.edu), or by phone at 701.777.2100.

#### **Religious Accommodations**

UND offers religious accommodations, which are reasonable changes in the academic environment that enable a student to practice or observe a sincerely held religious belief without undue hardship on the University. Examples include time for prayer or the ability to attend religious events or observe a religious holiday. To request an accommodation, complete the [student religious accommodation request form](#). To learn more, please consult UND's [Religious Accommodations Policy](#) or contact the [Equal Opportunity & Title IX Office](#).

### **Pregnancy Accommodations**

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

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

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

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

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

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

### **Health and Safety**

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

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

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

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

## Clinical Experience Forms/Documents

Diagnoses Treated in the Clinical Setting									
Student Name: _____									
Facility Name: _____									
Clinical Education (circle rotation):		I	II	III	IV				
Type of Clinical Rotation (Circle setting):		Acute	OP Ortho	Rural	Peds	Adult Neuro IP			
		Adult Neuro OP		Other:					
Inservice Title:			Date Given:			Audience:			
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.									
Musculoskeletal:	Primary Diagnosis	Secondary Diagnosis			Age Range				
			0-10	11-17	18-40	41-64	65+		
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:	Primary Diagnosis	Secondary Diagnosis			Age Range				
			0-10	11-17	18-40	41-64	65+		
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:	Primary Diagnosis	Secondary Diagnosis			Age Range				
			0-10	11-17	18-40	41-64	65+		
CABG/Valve Replacement									
Congestive Heart Failure									
Myocardial Infarction									
Hypertension									
Peripheral Vascular Disease									
Pneumonia									
COPD									
Respiratory Failure									
Asthma									
Lung Cancer									
Other Cardiopulmonary Diagnoses: (list)									
Integumentary:	Primary Diagnosis	Secondary Diagnosis			Age Range				
			0-10	11-17	18-40	41-64	65+		
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>