

DEPARTMENT OF PHYSICAL THERAPY



2023 - 2024

STUDENT HANDBOOK

Updated: January 09, 2024

Disclaimer: The materials in this handbook are made available for general information

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Introduction

Welcome

Welcome to the 2023 - 2024 school year! The Department of Physical Therapy is proud to welcome you to the University of North Dakota and our program.

The materials in the Student Handbook will help you understand the current policies and procedures of our program and the University of North Dakota, as well as your responsibilities in the program, university, and professional community. As in all specialized disciplines where patients place their trust and health in your professional abilities, you must meet unique and demanding standards. We shall endeavor to help you meet and when possible, surpass those standards.



Department/Campus Contacts

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Office Hours: 8:00 am – 4:30 pm
Main Office: 701-777-2831*




Department Faculty/Staff

Cindy Flom-Meland	Professor/Department Chair	E343	701.777.4130
Dave Relling	Professor/Associate Dean SMHS	E347	701.777.4091
Amanda Wilson	Teaching Associate Professor	E334	701.777.3662
Brittany Johnson	Assistant Professor	E332	701.777.6389
Gary Schindler	Associate Professor/Director of Sports PT Residency	E344	701.777.6081
Kevin O'Brien	Assistant Professor	E341	701.777.3871
Michelle LeBrecque	Teaching Associate Professor	E328	701.777.6257
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Steve Halcrow	Assistant Professor/DCE	E352	701.777.3857
Alyson White	Administrative Officer/Coordinator of Admissions	E330	701.777.3873
Renata Kingsbury	Administrative Secretary	E321F	701.777.2831

Campus Resources

SafeCampus App.	https://und.apparmor.com/clients/und.edu/		
Affirmative Action Office	Twamley Hall, 264 Centennial Dr	777-4171	102
Career Services	Memorial Union, 2901 University Ave, Stop 9014	777-2117	
Chester Fritz Library	3051 University Ave	777-2617	
Division of Student Affairs	Memorial Union, 2901 University Ave, Stop 7140	777-2724	229
Disability Services for Students	McCannel Hall, 2891 2 nd Ave N, Stop 9040	777-2664	190
Health Sciences Library	SMHS Bldg. 1301 N Columbia Rd, Stop 9037	777-3993	E202
Memorial Union Info Center	2901 University Ave	777-4321	
School of Graduate Studies	Twamley Hall, 264 Centennial Dr, Stop 8178	777-2784	103
One-Stop Student Services/ Student Financial Aid	Memorial Union 2901 University Ave,	777-1234	302
Student Health Services	McCannel Hall, 28/91 2 nd Ave N	777-4500	100
University Bookstore	755 Hamline St	777-2746	
University Counseling Center	McCannel Hall, 2891 2 nd Ave N	777-2127	200
University Police	3851 Campus Rd	777-3491	
University Tech Support (IT)	Chester Fritz Library, Lower Level, 3051 University Ave	777-6305	
Writing Center	Chester Fritz Library Room 321, 3051 University Ave	777-2795	321

Department Faculty and Staff

	<p>Cindy Flom-Meland, PT, PhD, NCS</p> <p><i>Professor of Physical Therapy and Department Chair. BSPT, PhD, Teaching & Learning, University of North Dakota and Graduate, Education Leadership Institute Fellowship, American Physical Therapy Association (2019). Dr. Flom-Meland became chair of Physical Therapy in July of 2021. Dr. Flom-Meland is a credentialed trainer for APTA Clinical Instructor Education and Credentialing Program; active in the Physical Therapy Association, APTA and University committees; and currently President of APTA North Dakota. Dr. Flom-Meland teaches in the areas of communication and professional behavior, motor control, psychological aspects, and neuro-rehabilitation. Areas of research include neuro-rehabilitation, clinical education, and professional behavior.</i></p>
	<p>David Relling, PT, PhD</p> <p><i>Professor Physical Therapy and Associate Dean for Health Sciences. BSPT, University of North Dakota, M.S. Kinesiology, Kansas State University; PhD Physiology, University of North Dakota. Dr. Relling became Associate Dean for Health Sciences in July 2021. He has served on numerous University committees and is active on the North Dakota Board of Physical Therapy and Federation of State Boards of Physical Therapy. Dr. Relling teaches a number of courses in the areas of pathology, acute care, and cardiopulmonary PT. Areas of research interests include exercise physiology, orthopedics, EMG, and motion analysis.</i></p>
	<p>Gary Schindler, PT, DPT, PhD, ATC, CSCS</p> <p><i>Board Certified Orthopaedic Specialist and Board Certified Sports Specialist. Associate Professor of Physical Therapy and Director of Sports Physical Therapy Residency. Graduate of the American Physical Therapy Association (APTA) Fellowship in Educational Leadership (2022). BA in Athletic Training, University of North Dakota; MSPT University of Wisconsin-La Crosse; DPT Massachusetts General Hospital Institute of Health Professionals; and PhD, Teaching and Learning at UND. Recognized by ABPTS as an Orthopaedic Certified Specialist in 2008 and Sports Certified Specialist in 2015. Dr. Schindler currently serves as the Program Director for UND's Sports Physical Therapy and Faculty Residencies and is an Emergency Response for the Athlete instructor via Cogent Steps. Dr. Schindler was appointed UND's Faculty Athletic Representative in 2022 and currently serves as the Treasurer for the APTA of North Dakota and as a site reviewer for the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE). Dr. Schindler practices as a physical therapist and certified athletic trainer, PRN, in an orthopaedic private practice. Teaching areas include orthopaedic, sports medicine, anatomy, and therapeutic agents. Research interests include leadership development, sports medicine, orthopaedics, and anatomy.</i></p>



Michelle LaBrecque, PT DPT

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



Steven Halcrow, PT, DPT, OCS

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



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

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



Ricky Morgan, PT, DPT, OCS

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



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

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



Amanda Wilson, PT, DPT, NCS

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



Brittany Johnson, PT, DPT

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

Nick Holkup

Assistant Professor of Physical Therapy.



Alyson C. White, BSBA

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



Renata Storey

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



Robin Hellman

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

Philosophy Statement

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

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

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

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

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



Mission Statement

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

Goals and Objectives

Students:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Department:

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

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

Core Values

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

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

Compassion and Caring: 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.

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

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

Social Responsibility: The the profession and the larger to societal needs for health and

promotion of a mutual trust between public that necessitates responding wellness.



Technical Standards

The Physical Therapy program at the University of North Dakota School of Medicine and Health Sciences has a responsibility to society to graduate the best possible future physical therapists. All graduates of the physical therapy program must have knowledge, skills, and attitudes to function in a wide variety of clinical situations and to render a wide spectrum of patient care. The Department of Physical Therapy's Technical Standards are designed to ensure the graduation of capable, well-rounded future clinicians.

It is the experience of the Department of Physical Therapy that a number of individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) are qualified to study and practice physical therapy with use of reasonable accommodations. To be qualified for the study of physical therapy, those individuals must be able to meet both the department's academic standards and technical standards with or without reasonable accommodations. Accommodation is viewed as a means of assisting students with disabilities to meet the standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of the course or the clinical experience.

I. Overview of Technical Standards

Beyond the stated admission requirements, students must demonstrate with or without accommodations:

1. Adequate gross and fine motor ability to perform examination and intervention procedures. The physical therapy student must be able to:
 - Safely transfer individuals or equipment using proper body mechanics or instruct others in the proper procedures.
 - Provide for individual's safety and well-being in all therapeutic activities
2. Adequate sensory and cognitive skills to examine, evaluate, diagnose, and implement intervention strategies as applied to physical therapy.
3. Critical thinking and problem-solving abilities leading to mature, sensitive, and effective decisions in the academic and clinical environments.
4. Effective communication with peers, faculty, patients, clients, family members, caregivers, other health care providers, consumers, and payers using verbal, nonverbal, and written formats.
5. Mature behavioral and social attributes with the ability to:
 - Prioritize, organize, and effectively manage tasks within an appropriate timeframe
 - Establish and maintain mature, sensitive, and effective relationships with peers, faculty, patients, clients, family members, caregivers, other healthcare providers, consumers, and payers.
 - Maintain intellectual and emotional stability and maturity under stress, while also maintain appropriate performance standards.
6. Sensitivity to individual and cultural differences in all professional interactions.

II. Description of Technical Standards

These skills apply to all candidates for admission and students within the professional program. The Committee on Admissions will consider for admissions applicants who demonstrate the ability to perform, or to learn to perform, the essential skills listed in the Technical Standards. The Department must ensure that patients are not placed in jeopardy by student with impaired intellectual, physical, or emotional functions. Prospective and current students will be evaluated on their academic record in addition to their physical and emotional capacities to meet the full requirements of the curricula and to graduate and practice as skilled and effective professionals.

A candidate of or student in the curriculum must have the abilities and skills to perform in a reasonably independent manner. While attempts to develop creative ways of opening the curriculum to competitive qualified individuals with a disability is possible, the Department must maintain the integrity of its curriculum and preserve those standards deemed essential to the education of a student earning a Doctor of Physical Therapy degree.

To facilitate compliance with the Technical Standards developed by the Department of Physical Therapy, the following skills are set forth as examples. These are not intended to be all inclusive, rather present a basic understanding of each standard.

1. **Motor (gross and fine):** Candidates/students must have sufficient motor function to perform evaluation, treatment, and emergency procedures without injury to the patient or self. Students must be able to use their abilities to move to successfully complete classroom requirements, perform a physical examination, and provide physical therapy intervention for standard treatment, as well as to provide care during emergency situations. Please note that the terms “frequently” (frequent repetition for up 1/3 to 2/3 of a full work shift) and “occasionally” (repetition for up to 1/3 of a full work shift) have been used. The following specific movement abilities are required.
 - When not participating in clinical education, ability to sit between 2 to 10 hours daily.
 - When not participating in clinical education, ability to stand for 1 to 2 hours daily.
 - When not participating in clinical education, ability to walk intermittently for up to 2 hours daily.
 - When participating in clinical education, ability to stand or walk for at least 7 hours daily and to sit for at least 1 hour daily – modifiable according to the schedule of the specific facility to which to student is assigned.
 - Ability to relocate living arrangements outside the area in which the student customarily lives to complete 1 or more clinical rotations of up to 12 weeks in duration.
 - Frequently lift items less than 10 pounds and occasionally lift items between 10 and 50 pounds.
 - Frequently twist, bend, stoop, and squat.
 - Depending on what class is being taken or depending on what setting a student is placed for clinical rotation, either occasionally or frequently kneel, crawl, climb stools, reach above shoulder level.
 - In most cases, when required to travel from one floor to another in a building, a student will have access to an elevator. However, students must have the ability to negotiate stairs and uneven terrain when elevators are not available (for example, when participating in clinical assignments in patient homes) or when assisting patients to learn how to safely negotiate stairs.
 - Frequently use the hands with repetitive motions using a simple grasp and using firm grasp and manual dexterity skills.
 - Frequently coordinate verbal and manual activities with large movement activities.
 - Ability to assess strength of patient.
 - Ambulation ability and balance sufficient to aid patients with or without assistive devices during transfers and gait training.
 - Ability to manipulate small items, dials, lines, tubes, etc. without disruption of care or injury to patient/self.
 - Upper and lower extremity strength and upright posture sufficient to perform patient evaluation/intervention, respond to emergency situations, and perform CPR.

2. **Visual Integration:** Adequate vision to be able to:
 - Distinguish changes in symmetry, color, texture of body structures.
 - Determine range of motion, edema, joint effusion, etc.
 - Integrate examination and intervention techniques.
 - Read charts, graphs, instrument scales, etc.
 - Observe a patient at a distance and close at hand.
 - Observe demonstrations, experiments, laboratory exercises.

3. **Sensation:** Enhanced ability in sensory skills is essential for a physical therapist. Tactile and proprioceptive abilities are necessary to perform a complete and thorough examination of and intervention for the patient including:
 - Changes in skin temperature, texture.
 - Palpation of body structures, distinguish body parts by touch.
 - Assessment of arthro- and osteokinematic joint movement.
 - Ability to provide appropriate resistance, timing, pressure, etc. during examination and intervention techniques.

4. **Cognitive Skills:** The candidate/student must have the:
 - Ability to problem-solve one or more problems within specific timeframes (which are often very short)
 - Ability to function effectively using all necessary cognitive and physical skills under normal working conditions and timeframes.
 - Ability to meet deadlines.

5. **Critical Thinking and Problem Solving:** The candidate/student must possess the abilities to critically think and problem solve both in the classroom and in clinical settings. These skills include:
 - Ability to comprehend and apply mathematical principles for statistical concepts and solving clinical problems.
 - Ability to integrate examination findings into a comprehensive intervention strategy for the patient.
 - Ability to assimilate large amount of material communicated through lecture, discussion, readings, demonstrations, and practice.
 - Ability to utilize statistical information to interpret published reports regarding efficacy of care and apply those findings in a rational manner.
 - Ability to develop research questions, collect data, perform, and interpret statistical calculations, and formulate outcomes in a logical manner.

6. **Communication:** The candidate/student must:
 - Speak, hear, observe to gain information, examine patients, describe status of patient, changes in mood, activity, posture, etc.
 - Perceive non-verbal communication.
 - Speak, read, and write in English in an effective and professional manner to communicate to all members of the health care team.
 - Maintain appropriate written records.

7. **Behavioral and Social:** The candidate/student must:
 - Demonstrate sufficient emotional and mental health to fully utilize his/her intellectual and motor abilities.
 - Exercise sound judgment in all situations, including under stress.
 - Be able to promptly complete all duties involved in examination, evaluation, intervention, and discharge planning.
 - Be able to develop mature/sensitive/empathetic relationships with the patient, family, caregivers, and other members of the health care team.

- Have the ability to cope with and tolerate heavy workloads, demanding patients, life-threatening clinical situations, rapidly changing environments, and conditions; display flexibility; and function appropriately with the uncertainties involved in patient care.
- Maintain alertness and concentration during an 8 to 12 hour work period.
- Recognize and respond appropriately to potentially hazardous situations.
- Be able to work independently and with others under time constraints.
- Prioritize requests and work concurrently on at least two different tasks.
- Project image of professionalism at all times.

Students who need accommodations should contact Disability Support Services at 701-777-2664 or refer to their website at: <http://www1.und.edu/disability-services/> for more information on the services offered at the University of North Dakota.

Approved, UND PT Department January 2012, reviewed, revised March 2022

Student Responsibilities, Requirements, and Statement of Consent

Policy Title: Informed Consent – Student Responsibilities and Requirements

Approval Date: 8/2015; 8/2016; 8/2018; 7/2020; 8/2021; 8/2023

Primary Responsibility: Program Director

Secondary Responsibility: UND PT Committee of the Whole

Policy Summary: *Students admitted into the professional program are required to sign a Student Responsibilities, Requirements, and Statement of Consent Form that describes the expectations of them as participants in the professional program. During their educational experience in the Physical Therapy Program, students will be asked to participate in a number of different types of learning experiences, including laboratory experiences where they will be subject to physical therapy procedures and techniques. Students will need to sign a consent form prior to participation in these activities. The form also informs them of their options if they choose to refuse participation in required educational experiences*

Policy Purpose: *This policy is established to describe the responsibilities and expectations of the professional physical therapy student. It also describes the policy and procedure for informed consent during the didactic portion of the student's educational experience.*

Procedure Details: *Each student is asked to read, acknowledge, and sign a consent form containing the following expectations and responsibilities:*

*As you begin your experience as a student in the Physical Therapy Program, it is the intent of this institution to inform you of any risks or potential health hazards that you may encounter during your educational and/or clinical experiences. It is also the intent of the Department, whenever possible, to inform students of potential risks to their safety in future professional practice. It is the practice of the Department of Physical Therapy to obtain informed consent from all students prior to beginning the educational program. **Therefore, your careful review of the information in this document is important for your personal knowledge and safety and mandated by Department standards.***

Your decision to enroll in the UND Physical Therapy program is voluntary. Should you have questions regarding any of the information below, please contact the chair of the Department of Physical Therapy to express your concerns so that an explanation may be provided (contact information is provided at the end of this document).

Student Responsibilities: *You will be assisted in your study by qualified faculty. Appropriate resources (access to library, equipment, etc.) will be provided for your use and benefit. However, the responsibility for your learning remains with you. You will be expected to complete each class and clinical experience with a letter grade of "C" (2.00 on a 4-point scale) or better. However, as stipulated in the UND School of Graduate Studies guidelines, you must maintain an overall "B" (3.0 on a 4-point scale) grade point average. You will also be required to attend all classroom and laboratory activities and participate with an attitude that reflects a high degree of professionalism and a commitment to learning the practice of physical therapy. You must notify the department of any absences by calling 701-777-2831 or sending an email to ptoffice@und.edu prior to class time. If you experience difficulty in a course or require accommodations, it is your responsibility to bring the matter to the attention of the faculty member in charge of the course and provide appropriate documentation from the Accessibility for Students office (<https://und.edu/student-life/accessibility-for-students/index.html>).*

Student Requirements: *As a student in the Physical Therapy program, you will be required to complete a three-year educational program of didactic work and clinical experiences. You will be required to complete clinical practicum experiences as a component of your educational experience. Students should be aware that completion of the educational program does not guarantee licensure to practice physical therapy. The costs for the program include physical therapy tuition and fees, books, and room and board. You will also be responsible for costs associated with your*

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clinical experiences such as travel, room and board as well as any drug screens, Mantoux testing, criminal background checks, and/or immunizations required by clinical experience sites or jurisdictions. You are also responsible for obtaining CPR training at your expense and maintaining appropriate health insurance coverage as mandated by the university and/or clinical experience facilities. You will be expected to become a student member of the American Physical Therapy Association and maintain your membership throughout your professional training.

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

Learner Mistreatment: The SMHS and Department recognize their obligation to maintain a safe and healthy learning environment. Maintaining a safe and healthy learning environment requires that the faculty, administration, residents, fellows, healthcare professionals, staff, and students treat each other with the respect due colleagues. The teacher-learner relationship is a key component of a healthy learning environment and should be based on mutual trust, respect, and responsibility. This relationship should be carried out in a professional manner in a learning environment that places a strong focus on education, high-quality patient care, and ethical conduct. Any learner who feels that they may have been subjected to non-protected class mistreatment of any kind by residents, fellows, faculty, graduate assistants, or staff may select several options for addressing the mistreatment depending on the situation as described in the SMHS Learner Mistreatment Policy (<https://med.und.edu/about/policies/files-2023/3.12-learner-mistreatment.pdf>)

Reporting Sexual Violence: If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or go to <http://und.edu/affirmative-action/title-ix>.

Faculty Reporting Obligations Regarding Sexual Violence: It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence 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 the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>.

UND Care Response Team: A network of campus colleagues, the UND Cares Response Team is available to assist with incidents involving UND students 24 hours a day, seven days a week. The team responds to incidents such as major accidents, missing students, sickness that interferes with attending classes, death, suicidal ideations, situations involving self-harm, psychological trauma, and sexual violence. During office hours contact 701.777.2664; after hours contact 701.777.3491. For more information see <http://und.edu/student-affairs/student-rights-responsibilities/care-team.cfm>.

Technical Standards: Prior to entering the professional program, you will be required to be in compliance with the UND PT Technical Standards as posted on the UND Physical Therapy Website (<https://med.und.edu/physical-therapy/student-resources.html#d20e84-4>) as follows:

Beyond the stated admission requirements, students must demonstrate with or without accommodation(s):

1. Adequate gross and fine motor ability to perform examination and intervention procedures. The physical therapy student must be able to safely transfer individuals or equipment using proper body mechanics or instruct others in the proper procedures and provide for the individual's safety and well-being in all therapeutic activities
2. Adequate sensory and cognitive skills to examine, evaluate, diagnose, and implement intervention strategies as applied to physical therapy.

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3. *Critical thinking and problem-solving abilities, leading to mature, sensitive, and effective decisions in academic and clinical environments.*
4. *Effective communication with peers, faculty, patients, clients, family members, caregivers, other health care providers, consumers, and payers using verbal, nonverbal, and written formats.*
5. *Mature, behavioral, and social attributes with the ability to:*
 - a. *Prioritize, organize, and effectively manage tasks within an appropriate time frame*
 - b. *Establish and maintain mature, sensitive, and effective relationships with peers, faculty, patients, clients, family members, caregivers, other healthcare providers, consumers, and payers*
 - c. *Maintain intellectual and emotional stability and maturity under stress, while also maintaining appropriate performance standards*
 - d. *Work with all individuals, i.e. physical therapy students and patients, performing palpation, touching of skin, positioning, and exposure of body parts with appropriate draping in a safe and professional manner during classroom, laboratory, and clinical experiences.*
6. *Sensitivity to individual and cultural differences in all professional interactions.*

*The Physical Therapy Program has a responsibility for the welfare of the patients treated or otherwise affected by students enrolled in the program as well as for the educational welfare of its students. The technical standards developed for the Doctor of Physical Therapy Program establish the essential qualities necessary for students to achieve the knowledge, skills, and abilities of a novice physical therapist and meet the expectations of the Commission on Accreditation in Physical Therapy Education (CAPTE). Thus, individuals must meet the technical standards of the Program, with or without accommodation, throughout their course of study. Reasonable accommodations will be made for students with documented disabilities in accordance with UND's Disability Services for Students. **Each student must meet all of the Physical Therapy Program standards regardless of reasonable accommodations.***

Educational Experiences: *You will study and apply examination, evaluation, and intervention strategies; therapeutic modalities; and clinical skills that are consistent with approved, standard clinical practice. In addition, you will also be required to experience clinical practice activities in the role of a "patient." Examples of these activities may include joint mobilization/manipulation, therapeutic modalities such as ultrasound, electrical stimulation, and hydrotherapy.*

You will be expected to perform and be a subject for assessment techniques such as strength testing, body fat composition, agility tests, and neurological testing. You will be performing a variety of intervention activities such as resistive exercises and joint mobilization. In the role of a "patient," you may also be required to expose portions of your body for appropriate application of examination or intervention procedures. During such activities, appropriate draping procedures will be used to prevent any undue exposure or discomfort.

Laboratory Experiences: *Students will be asked to expose certain body parts during some laboratory sessions. Proper draping techniques will be used to minimize exposure of body parts. Fellow students/partners should be informed of the procedure or technique being performed prior to exposing a body part. Students will be asked to participate in laboratory sessions that will require they be touched, palpated, and examined by peers or faculty. The student will inform their fellow student/partner in advance of the procedure or technique that is to be performed. All students will be expected to participate in both the "therapist" and "patient" roles during laboratory sessions. As participants, students will need to touch and be touched by other physical therapy students as part of the requirements for the course.*

All students will be expected to actively participate in the dissection of human cadavers as a requirement of the course PT 604: Gross Anatomy Lab I and PT 606: Gross Anatomy Lab II.

Participation in some laboratory experiences may place you at risk for injury, exposure to harmful agents, or communicable diseases. Because of close contact, you may put your fellow students at risk of contracting a communicable disease. Students will be expected to inform the faculty member in charge of the laboratory session of any of the following:

1. *Pre-existing medical conditions that may put them at risk of injury. For example, a pre-existing orthopedic condition that may put them at risk during a manual therapy laboratory session or latex allergy that may place them at risk during simulation or laboratory sessions.*

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2. *Pre-existing medical conditions that may put them or a fellow student at risk of injury. For example, a weakened condition may put their lab partner at risk during transfer or exercise activities.*
3. *A current illness that is communicable may put their classmates at risk of contracting the illness.*
4. *Pregnancy that may put the mother or the fetus at risk of injury. Particularly exposure to chemicals or agents used in laboratory sessions, physical agents, exercises, or manual therapy techniques that may cause injury or potential harm.*

Research Activities: *You will have opportunities to participate in research as both an investigator and subject. All human subject research activities will be submitted to the University of North Dakota's Institutional Review Board for review and approval. Written documentation of subjects' informed consent is mandated prior to the initiation of any research activities.*

Confidentiality: *Confidentiality of and restricted access to student records are mandated by the Family Educational Rights and Privacy Act of 1974 and subject to the policy guidelines established by the University of North Dakota as defined in the Code of Student Life. All information contained in University student records is considered confidential, except for directory information, the release of which may be restricted by the student. Restricted access to such information will be strictly maintained by the Department of Physical Therapy in accordance with these policies and mandates.*

There may be times during enrollment in the physical therapy program when the faculty and administrative staff find it necessary to collectively discuss the academic progress of individual students. The discussion of academic progress will be used to make recommendations regarding intervention strategies to help the student be successful in the program. The student's initials on this page grant permission for the faculty and administrative staff to discuss the student's academic progress while they are a student in the Department of Physical Therapy at the University of North Dakota.

INITIALS _____

Accommodations: *The University of North Dakota provides reasonable accommodations to qualified students with disabilities to ensure access to all programs and services. Students must contact the Disability Services for Students (DSS) office to request accommodations. Students planning to use accommodations must complete a DSS application and submit current documentation of disability. Information regarding accommodations can be obtained from DSS on campus (<https://und.edu/student-life/accessibility-for-students/index.html>). Students receiving accommodations must present verification of the accommodation from DSS to the primary faculty member for each course that the student is requesting an accommodation. The accommodation request should be presented at least two weeks prior to the need for the accommodation. Requests for accommodations during clinical experiences should be requested at least 4 months prior to the start of the clinical experience.*

Dress Code: *As a professional in training, students are expected to dress appropriately both in class and while on their clinical experiences.*

1. *Appropriate laboratory clothing will be required. Information regarding laboratory clothing will be provided at the beginning of each laboratory course.*
2. *Information regarding professional dress in the clinic will be provided by the Director of Clinical Education (DCE).*
3. *No caps or hats will be allowed in the classroom or laboratory during lecture or laboratory sessions, otherwise casual dress is acceptable for normal classroom activities.*
4. *Professional dress will be expected for guest lectures/presentations, formal student presentations, simulation experiences, or when you are acting as a teaching assistant.*

Cell Phones and Personal Electronic Devices: *Cell phones and Personal Electronic Devices are not to be used during class for non-course related activities (i.e. social media, texting, shopping, photos). Students who have an emergency situation that may require monitoring of a cell phone during class must inform the faculty member in charge of the class prior to the beginning of the class. Cell phones, "smart" devices, watches, and non-approved electronics must be off and put away during examinations. Students who have an emergency can request that the caller phone the physical therapy department office at 777-2831 and leave a message.*

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Risks: The risks from participation in this educational program are considered to be minimal. There is a risk of exposure to infectious agents (i.e. COVID-19, flu, colds, etc) due to participation in classroom and clinical experiences. Students will be interacting with individuals with both diagnosed and undiagnosed conditions. Students may also be exposed to potentially hazardous materials during laboratory and clinical experiences. Students will receive instructions about implementing preventative measures to limit the risks of exposure. During the educational experiences, appropriate standard precautions and prevention protocols will be consistently implemented to prevent any unnecessary exposure to students or their patients.

Students may experience some discomfort or embarrassment when portions of their body must be exposed for examination or intervention procedures. Appropriate draping procedures and professionalism in interpersonal relationships will be modeled by faculty and will be required of all students. Efforts will be made to minimize the necessity and extent of personal exposure and to prevent any personal discomfort.

Should any injury emerge during participation in this educational program, students will be provided with emergency medical intervention and will be referred to appropriate health care professionals for medical intervention similar to the emergency and follow-up intervention available to a member of the general public in similar circumstances. The student and/or their third-party payer must provide payment for any intervention necessary.

Latex Allergies: Certain proteins found in natural rubber latex may cause allergic sensitivity in some individuals. The National Institute for Occupational Safety and Health (NIOSH) has developed recommendations for preventing allergic reactions to natural rubber latex in the workplace. UND PT Department has adopted a similar set of guidelines for students in the professional program. “Workers exposed to latex gloves or other products containing natural rubber latex may develop allergic reactions such as skin rashes; hives; nasal, eye, or sinus symptoms; asthma; and (rarely) shock.” (NIOSH) In an effort to limit exposure to natural rubber latex, all students should:

1. Use non-latex gloves when working in laboratory settings or at home
2. If latex gloves are used:
 - a. Use powder-free gloves
 - b. Avoid the use of hand creams or lotions with latex gloves
 - c. Frequently clean work area
 - d. Learn to recognize the symptoms of latex allergies
3. If you have a latex allergy, it is your responsibility to:
 - a. Inform the faculty of your allergy
 - b. Avoid contact with latex gloves and latex products
 - c. Avoid inhaling powder from latex gloves
 - d. Wear a med-alert bracelet for your safety

The Department of Physical Therapy works to provide a safe learning environment for all students and minimizes the use of natural rubber latex products. However, it is ultimately the responsibility of each student to monitor their health status, check for allergens in materials used in the laboratory, and avoid contact with material that can potentially aggravate the allergy.

HIPAA (Health Insurance Portability and Accountability Act) Compliance: Each clinical site or institution will have policies describing the confidentiality of records and other personal information as well as policies and procedures regarding the use of subjects in research if applicable. Students will be required to be in compliance with these policies and procedures and will benefit from the protection such policies provide for students in these settings. All students will be required to complete HIPAA training during the first week of class year 1.

Criminal Background Check: All students will be required to have a criminal background check prior to starting the professional program and prior to clinical experiences. Clinical facilities will have the final determination of whether or not to accept a student with criminal history information. The presence of criminal history information may affect a student’s ability to participate in clinical experiences and complete the professional program. Depending on the jurisdiction where they are seeking licensure, students should be aware that criminal history information may affect their

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ability to become licensed as a physical therapist.

Drug Testing: Students should be aware that the UND School of Medicine and Health Sciences has a drug and alcohol screening policy (<https://med.und.edu/about/policies/files-2023/3.6-drug-alcohol-screening-education-6.1.23-final.pdf>). Additionally, some clinical facilities may require drug testing prior to starting the clinical experience. A positive drug test may affect a student's ability to complete the professional program and/or participate in clinical experiences.

Informed Consent for Recordings: Students in the professional program will at times participate in videotaping, audiotaping, photographing, interviews, or imaging for instructional purposes. The data collected may be used only for UND School of Medicine & Health Sciences educational and public information purposes. Examples of use include, but are not limited to 1) magazine articles, 2) public service announcements, 3) posts to website and social media, 4) pieces for television, and 5) displays.

Licensure Requirement: It is the student's responsibility to check with the jurisdiction in which they desire to practice regarding the requirements for licensure, including drug screens, criminal background checks, and verification of physical therapy education.

Benefits of Student Participation: As a student in the Physical Therapy Program at the University of North Dakota, you will participate in a rigorous curriculum that is based on the mission, philosophy, and values of this institution. The curriculum is designed to facilitate your achievement in both the academic coursework and clinical experience components of this program. The curriculum provides an organized approach to academic study and clinical learning with educational strategies and experiences that will facilitate your accomplishment of the specific professional practice, patient/client management, and practice management skills that will be required of a graduate of this program.

There are many benefits associated with the completion of this educational program, including receiving the training and knowledge required to sit for the National Physical Therapy Examination. An additional benefit is that your interactions with the academic and clinical faculty associated with this Program will provide opportunities to establish an excellent support network of mentors and future colleagues. You will be provided with opportunities to learn from numerous clinicians and faculty who have expertise in a variety of areas and who are committed to facilitating your growth as a professional. As a student in this Program, professional liability coverage will be provided for you through the University of North Dakota's professional liability insurance. You will also have opportunities to engage in research with experienced mentors and use extensive experimental tools and equipment. Your experience will also provide you with opportunities to be active in both professional and student organizations.

Termination of Participation: You have the right to withdraw from the program at any time and without penalty. Your decision to withdraw will not result in any prejudice nor influence your relationship with the Department of Physical Therapy or the University of North Dakota. However, students are expected to participate in **ALL** lectures, laboratories, and discussion sessions as applicable. Failure to participate appropriately may result in a dismissal from the program. The Department of Physical Therapy retains the right to dismiss you from this program based on academic performance and/or unprofessional behavior and in accordance with the policies and requirements of the University of North Dakota as defined in the **Code of Student Life** and the Departmental **Scholastic Standards**.

Should you have concerns regarding Departmental decisions, confidentiality of student records, grades, educational experiences/outcomes, or other issues, you have the right to have your concern addressed by the faculty involved and/or the Department Chairperson. Should such efforts be unable to resolve the issue(s), you have the right to appeal decisions and/or file grievances in accordance with the Departmental **Scholastic Standards** and/or the University policies as outlined in the **Code of Student Life**.

If you have questions or concerns regarding the information above, please contact the Department of Physical Therapy chairperson Cindy Flom-Meland, PT, PhD, NCS at [Scholastic Standards](#) or phone (701) 777-2831 for further explanation. Please keep your copy of this document with your educational records for future reference.

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Statement of Consent:

(sign one copy and return to the Department, keep a copy for your file).

I have read the above description of the Program requirements and I have been informed of the risks, benefits, and participation options associated with this educational program. All of my questions have been answered at this time and I am aware that I may contact the Department of Physical Therapy chairperson (777-2831) should additional questions arise. I have read and I am able to meet the technical standards of the Physical Therapy Program with or without accommodations. I voluntarily agree to participate in the educational program and laboratory sessions, and I indicate my willingness by attesting to reviewing each page of this document and with my signature below. I understand that a copy of this form will be kept in my educational file in the Department of Physical Therapy.

Name (Print)

Signature

Date

Related Policies/References: (see <https://med.und.edu/about/policies/students.html#d56e81--4>)

Code of Student Life (<https://und.edu/student-life/code-of-student-life.html>)

Department of Physical Therapy Scholastic Standards

Conflict of Interest Policy—Assessment

Criminal History Background Check Policy

Drug and Alcohol Screening and Education Program

Inhibiting Conditions for Health Sciences and Medical Students

Student Bloodborne & Biological Pathogen Exposure Management

Student Grievance Policy

Student Social Media Policy

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Department of Physical Therapy Honor Code Pledge:

“Upon my honor as a professional student in the physical therapy program at the University of North Dakota, I pledge that I will not give nor receive unauthorized aid on written examinations, laboratory practical examinations, written assignments, take home assignments or clinical assignments”

Examination disclaimer: “I affirm that I have adhered to the Honor Code in this assignment”

1. Forms of Academic Dishonesty. Academic dishonesty includes, but is not limited to:
 - a. Copying or distributing examination items
 - b. During testing, using crib notes or various forms of technology not authorized by faculty
 - c. Copying another student’s written paper or examination, with or without their knowledge
 - d. Helping someone else cheat on a test
 - e. Communicating or collaborating during a test by electronic means such as telephone, texting or other devices
 - f. Discussing test items or answers (written or laboratory) with students who have not yet taken the examination
 - g. Cutting and pasting text from any source without giving proper citation to that source
 - h. Plagiarism of any materials
 - i. Fabricating or falsifying written materials
 - j. Falsely reporting information or actions in clinical or classroom laboratories
 - k. Submitting the same paper, or a substantially similar paper, for the requirements of more than one course without the approval of the instructor(s) concerned
 - l. Submitting term papers or assignments written by another person
 - m. Consenting to have one’s work used by another student as their own
 - n. Collaborating on a project (in person or via electronic means) when the instructor asked for individual work
 - o. Using a false excuse to obtain an extension on a due date or delay an examination
 - p. Depriving other students of necessary course materials by stealing books, periodicals, or other materials from libraries, AV centers, etc.
 - q. Inappropriate use of AI
2. Consequences. Academic dishonesty may result in one or more of the following:
 - a. possible remediation examination and/or coursework
 - b. the loss of credit for the test or work in question
 - c. a failing grade in the course
 - d. probationary status for a prescribed period of time
 - e. suspension or dismissal from the program
 - f. additional consequences as deemed appropriate by the Code of Student Life, Scholastic Standards Committee, or Chair.
3. Disciplinary Action. The level of disciplinary action will be determined by the chairperson or academic dean.
4. Collaborative Work. In collaborative work, all students are expected to participate equally and contribute to the learning experience. Agreement must be reached within the group for communication, expectations, and the division of work.
5. Reporting Incidences of Academic Dishonesty. Faculty will only accept a signed written statement from a student who is alleging academic dishonesty of a classmate.
6. Code of Student Life. The matter will be handled by the PT faculty, Scholastic Standards Committee, Chairperson, or the Dean of Students, as outlined in the Code of Student Life.

Name (Print)

Signature

Date

SCHOLASTIC STANDARDS

University of North Dakota Department of Physical Therapy

Revised and Approved by the Department of Physical Therapy:

10/1994; 5/1996; 5/2002; 5/2003; 11/2003; 12/2004; 8/2005; 5/2006; 6/2008; 7/7/2008; 2/1/2010; 5/26/10;
8/18/2014; 9/21/2015; 2/2017; 08/2017; 6/2018; 6/2019; 7/2020; 7/2021; 9/2023

I. POLICIES

- A. **Content Non-Binding, Subject-to-Change Statement:** Catalogs and bulletins of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about the institutions that issue the same. Information contained in such printed material is subject to change without notice and may not be regarded as binding obligations of the institutions or the State. Policies in the Scholastic Standards take effect on the date of approval by the Committee of the Whole. Students will be notified of the new policies at the date of approval.
- B. **Scholastic Standards Committee:** Members of the Scholastic Standards Committee (SSC) include the Director of Clinical Education (DCE) and two UND PT faculty members elected by the departmental committee of the whole. The faculty members are elected for a three-year term, with a maximum of two consecutive terms. The department chairperson serves as an *ex officio* member of the committee. The SSC reviews student progress in the professional program each semester and advises the departmental chairperson during academic and professional behavior decisions. The SSC will request and review information from the student, the student's advisor, the Physical Therapy core faculty, and other sources requested by the student or the Committee. It is the SSC's responsibility to advise the department's chairperson on a recommended course of action for students who do not meet departmental academic or professional behavior standards. Options include, but are not limited to, the following: 1) Dismissal from the program of physical therapy; 2) Development of an alternative curriculum; 3) Development of a learning contract with criteria and timelines; 4) Other plan of action. The final decision and responsibility for the course of action is with the chairperson of the department.

II. ATTENDANCE

- A. **Class Attendance.** Success of students in the professional physical therapy program is highly dependent on active and consistent participation. Students are expected to attend ALL classes, arrive early, and dress in appropriate attire (i.e., in lab, in lab clothes, at the start of class). Promptness is also expected following breaks within a class period. Absence from, or tardiness to, educational activities can negatively influence the academic success of the student and potentially class group members.
- B. **Clinical Experience Attendance.** Students are expected to attend ALL Clinical Experience days. Clinical experiences are scheduled to end on a Wednesday, allowing Thursday and Friday for travel or to make up any time that may have been missed (e.g. illness, funeral).
- C. **Notification of Absence.** For classes, students who must be absent must notify the department by calling 701-777-2831 or email ptoffice@und.edu before class time. The reason of the absence is to be given. **For clinical experiences**, students who must be absent are to notify the clinical instructor and Director of Clinical Education (DCE) as soon as possible. The reason for the absence must be provided. A strategy to make up the missed time must be approved by the DCE and the Site Coordinator of Clinical Education (SCCE) or Clinical Instructor (CI).
- D. **Excused/Unexcused Absences and Tardiness.** The student must notify the department for all absences on campus and the Director of Clinical Education for all absences during clinical experiences. Excused absences are at the discretion of the Chairperson of the Department. Instances that qualify as excused absences typically include personal illness, death or serious illness of a family member, illness of a dependent family member, and potentially certain unique life events (weddings, graduation, etc.) of family members. The definition of family member includes spouse, grandparents, parents/step-parents, siblings, children, and mother/father/brother/sister/son- or daughter-in-law of a student in the professional program. Unexcused absences include all other reasons for missing an educational session.

Unexcused absences AND/OR tardiness will be addressed in the following manner:

1. The instructor and/or chairperson will discuss the issue with the student.
2. Three or more unexcused absences AND/OR repeated tardiness in a single semester are considered unprofessional behavior, will be documented in the student's file, and will result in referral to the Scholastic Standards Committee for consideration of professional probation.

E. **Responsibility for Course Content.** It is the student's responsibility to acquire the information missed due to an absence. The student will be held responsible for all materials, notes, and course information presented in the course.

1. The student should check with the instructor to determine how best to compensate for missed material.
2. To ensure the student's knowledge base, the instructor has the option to assign additional work for missed laboratories or lectures.

F. **Examination Make-up:**

1. If an absence is anticipated on the date of a scheduled examination, the student is expected to make arrangements for a make-up examination prior to the absence.
2. If an absence is unexpected, arrangements for make-up examinations must be made by the student within three (3) days of the student's return to class.
3. If the student fails to take responsibility for scheduling a make-up examination, the total point value of the examination is forfeited.

G. **Extended Absences** (i.e. more than 3 days). The student is required to prepare a written notification prior to the absence and submit it to the department chairperson. The request will be reviewed by the Committee of the Whole and placed in the student's file.

III. COURSE, GRADE POINT AVERAGE AND CANDIDACY REQUIREMENTS

A. **Course Grades.**

1. Grades are issued by members of the faculty to indicate to students their level of achievement and to provide information to the faculty regarding academic status.
2. The grading system used by the faculty in the Department of Physical Therapy is as follows:
A= 90-100%; B= 80-89.99%; C= 76-79.99%

B. **Minimum Grade Requirement.** A grade of 'C' is the minimal passing grade. Failure to pass a course will result in dismissal from the professional program. Students dismissed from the program who want to re-enter the program must apply for readmission to the program. (See section X.D. Readmission.) A student may not progress in the program until all sequential coursework has been successfully completed. For clinical experiences, refer to section VI.F. of this document.

C. **Requirements for Advancement to Candidacy.**

1. In Fall and/or Spring semesters of Year 1 in the professional program, students with less than 3.00 cumulative GPA are placed on departmental and School of Graduate Studies academic probation. Students must continue to improve their GPA in subsequent semesters.
2. If the student does not improve their cumulative GPA ≥ 3.0 , the student's advancement to candidacy will be at risk.
3. If the student has a cumulative GPA of less than 3.00 at the end of Year 1 Spring Semester, the student must achieve ≥ 3.00 term GPA in Summer Session Year 1. Students who have a cumulative GPA of ≥ 3.00 after the Spring semester are not required to have a Summer Session GPA of 3.00, but they must successfully pass all Summer Session coursework and maintain a cumulative GPA ≥ 3.00 to remain in satisfactory academic standing.

4. Each student must successfully pass the Initial Comprehensive Examination with a score $\geq 80\%$. The student will have two opportunities to achieve the required 80% score. Prior to the second attempt on the Initial Comprehensive Examination, the student must wait at least 48 hours AND participate in remediation as determined by the faculty. The second attempt at the examination will be evaluated by two faculty members who did not perform the initial failed examination. Failure to pass the Initial Comprehensive Examination on the second attempt will result in automatic referral to the UND PT Scholastic Standards Committee (SSC). After considering evidence presented by the student, program and other stake-holders; the SSC recommends a course of action to the chairperson of the Department of Physical Therapy.
5. **Advancement to candidacy is earned by meeting the GPA requirements listed in III B, III.C.1-3 above AND by the successful completion of the Initial Comprehensive Examination.**
6. Students who fail to advance to candidacy will be dismissed from the professional program.
7. Students meeting all of the requirements will advance to candidacy at the end of the first Summer Session.

A. School of Graduate Studies Requirements. The School of Graduate Studies monitors student performance throughout the program. Students must obtain a cumulative GPA of 3.0 or higher in the professional program. During the first year of the professional DPT curriculum, an overall GPA < 3.0 at any point will result in probation from the School of Graduate Studies. Once the student has advanced to candidacy OR successfully completed the first year of the professional program, the School of Graduate Studies will rigidly monitor the student's cumulative GPA, which must be > 3.00 for each term thereafter. If the cumulative GPA is not > 3.00 , the School of Graduate Studies policies on Academic Standards, Probation and Dismissal will be in place at that time. See the School of Graduate Studies catalog regarding Academic Standards.

IV. EXAMINATIONS

- A. **Laboratory.** For each laboratory examination, a score of 80% is required. If the student fails a laboratory examination, the examination must be retaken and the original score from the first exam is maintained for grading purposes. A failing score will result in the student receiving a "flag" notification through the Starfish advising and academic success software system. The student will have only two opportunities to achieve the required 80% score. Prior to the second attempt on the laboratory examination, the student must wait at least 48 hours AND participate in remediation as determined by the lead faculty member for the course. The second attempt of a laboratory examination will be evaluated by two faculty members who did not perform the initial failed laboratory examination. Failure to pass a laboratory examination on the second attempt will result in an automatic referral to the UND PT SSC. After considering evidence presented by the student, program and other stake-holders; the SSC recommends a course of action to the chairperson of the Department of Physical Therapy.
- B. **Lecture.** For each written examination, a score of 76% is required for passing. A score below 80% will result in the student receiving a "flag" notification through the Starfish advising and academic success software system. If the student fails a written examination, the student must participate in remediation as determined by the course syllabus and lead faculty member for the course. The original score from the first examination is retained for grading purposes.
- C. **Quizzes.** It will be at the instructor's discretion whether or not missed quizzes may be completed. Quiz points may be forfeited if absent.
- D. **Midterm.** The midterm grade in a course will be determined by the course instructor on or before the 8th week of the semester and the 4th week of the summer session. The midterm grade will be used to determine if a deficiency is reported for the course. Students achieving less than 80% of the available points in a course by midterm will receive a deficiency through the Starfish advising and academic success software system.

- E. **Cumulative.** The final grade in a course will be determined by the course instructor and the grading criteria will be outlined in the course syllabus. To pass a course, the cumulative examination scores (e.g. lecture and laboratory) must achieve the minimum competency level of 76%. Failure to achieve this competency level results in failure of the course.
- F. **Initial Comprehensive Examination.** The Initial Comprehensive Examination is completed during the first year of the professional physical therapy curriculum. The examination is an assessment of knowledge, skills, and abilities to begin clinical experiences. The examination primarily assesses clinical skills through the use of clinical scenarios but also evaluates knowledge, clinical reasoning, communication, and professionalism. Students have two attempts to successfully complete the examination with a score $\geq 80\%$. Students must successfully complete the examination to Advance to Candidacy.
- G. **Final Comprehensive Examination.** The Final Comprehensive Examination is taken during the final year of the professional program and serves as the comprehensive examination required by the School of Graduate Studies (Refer to the School of Graduate Studies Catalog regarding the requirement of a Comprehensive Examination.) The Department of Physical Therapy utilizes the Federation of State Boards of Physical Therapy (FSBPT) Practice Examination and Assessment Tool (PEAT) as the comprehensive examination. Students must achieve a scale score of 560 to successfully complete the comprehensive written examination. Students must achieve a scale score of 600 to be considered in “good standing” to obtain early access to the National Physical Therapy Examination (NPTE) prior to graduation.
- H. **Early Access to the National Physical Therapy Examination.** The FSBPT develops and manages the administration of the NPTE. Successful completion of the NPTE is required by all United States jurisdictions as a component of the licensure process. The NPTE is offered in January, April, July, and October each year. A candidate must be approved by their school to apply to take the NPTE. A licensure candidate will typically have graduated from an accredited physical therapy program to be approved to sit for the NPTE, but the Department of Physical Therapy does allow students in “good standing” to access the exam up to 90 days prior to graduation. The Department utilizes the following criteria to determine “good standing” for early access to the NPTE: 1. Successful completion of two versions of the Final Comprehensive Examination with a score of 600 or higher; 2. No instances of academic or professional probation while in the professional program; 3. Successful completion of clinical experiences PT652, PT653 (PT Grads 2024/25/26), and PT552 (PT Grads 2024); and 4. satisfactory progress in clinical experience PT553 (PT Grads 2024) or PT 654 (PT Grads 2025/26). The Department will directly inform the state licensing board and FSBPT if a student’s successful completion of PT553 (PT Grads 2024) or PT 654 (PT Grads 2025/26) is in jeopardy. This may result in FSBPT and/or the jurisdiction disqualifying the student from attempting the NPTE prior to graduation.

V. ASSIGNMENTS

- A. Assignments are to be turned in during class on the due date specified in the syllabus unless the instructor has provided other instructions. Late assignments are subject to penalties at the instructor’s discretion. Late assignments or failure to participate in or complete assignments will be addressed as **Unprofessional Conduct** and will be documented in the student’s file.

VI. CLINICAL EXPERIENCE

- A. Attendance. Students are expected to attend ALL Clinical Experience days. Clinical experiences are scheduled to end on a Wednesday, allowing Thursday and Friday for travel or to make up any time that may have been missed (e.g. illness, funeral).

- B. Notification of Absences. Students who must be absent are to notify the clinical instructor as soon as possible. Students must also inform the Director of Clinical Education (DCE) as soon as possible. The reason for the absence must be provided. A plan to make up for the lost time must be approved by the DCE and the Site Coordinator of Clinical Education (SCCE) or Clinical Instructor (CI).
- C. Extended Absences (i.e. more than 3 days). The student is required to prepare a written notification prior to the absence and submit it to the DCE and Department Chairperson. The request will be reviewed by the Committee of the Whole for a decision and placed in the student's file.
- D. Promptness. Students are expected to arrive each day at the clinical site early enough to be prepared for the arrival of the first patient/client and to be organized for the upcoming day (recommend 15 minutes).
- E. Pre-clinical Coursework. All coursework must be successfully completed prior to starting any clinical experience.
- F. Clinical Experience Course Requirements.
 - 1. A grade of "C" or above is considered passing for clinical experiences.
 - 2. For a grade of less than "C" on any clinical experience:
 - a) If a student fails the first clinical course in the two-course sequence for a semester, their performance will be reviewed by the DCE and the Committee of the Whole to determine if that student can progress to the second course in the sequence for that semester. The student is placed on departmental academic probation and must petition to repeat the experience. The petition must include specific strategies to address areas of weakness and capitalize on strengths to assist with the successful completion of the experience on the second attempt.
 - b) If a student is not allowed to progress to the second course, they will be required to complete the entire sequence at a later date to be determined by the Committee of the Whole and the DCE.
 - c) If the student is allowed to continue on to the second course, the student will repeat the first clinical experience at a date determined by the Committee of the Whole and the DCE.
 - d) A student who fails the first course due to safety concerns will not be allowed to progress to the second clinical course in a semester until they verify competency by successfully passing a comprehensive laboratory examination and/or appropriate coursework to ensure that the student is competent and safe to continue on in the professional program and complete the required clinical experiences.
 - e) If a student fails a clinical experience, specific written or practical competency examinations may be required by the UND PT Scholastic Standards Committee (SSC) and/or clinical site to ensure clinical competency has been demonstrated prior to returning to clinical experiences. Competency tests must be passed on the FIRST attempt or the student will be dismissed from the program.
 - f) The clinical course(s) will be repeated upon availability of placement within a clinical site resulting in a delay in graduation.
 - 3. Grade of less than "C" on more than one nine-week or twelve-week experience:
 - a) Failing more than one nine-week or twelve-week experience will result in dismissal from the professional program. Students dismissed from the program, who want to re-enter the program, must apply for readmission to the program. (See Scholastic Standards section X.D. Readmission)
 - b) A successful readmission application, after dismissal due to failing clinical experiences, will require substantial remediation as a component of the student's re-admission agreement. (See section X.D.)

4. For any course completed 3.5 years or more prior to a clinical experience, competency in the course content MUST be verified through appropriate written and/or laboratory examinations as determined by the UND PT SSC.
5. The safety of patients and of the student must be maintained. If safety concerns become evident, the clinical experience will be terminated and the student will have failed the clinical experience.
6. Violating the APTA Code of Ethics or Standards of Practice are grounds for dismissal from the clinical setting and is considered a failure of the clinical experience.

VII. SCHOLARLY PROJECT POLICIES

1. **Quality of Written Work.** The manuscript should be written as if for publication. Manuscript drafts and final copy are to be submitted in a timely manner, as outlined by the advisor. AMA Style is required.
2. **Format and Style.** Scholarly projects must conform to the Department of Physical Therapy format and style. Final, approved documents are submitted in electronic format to the faculty advisor.

VIII. ACADEMIC DISHONESTY

Department of Physical Therapy Honor Code Pledge:

“Upon my honor as a professional student in the physical therapy program at the University of North Dakota, I pledge that I will not give nor receive unauthorized aid on written examinations, laboratory practical examinations, written assignments, take home assignments or clinical assignments.”

Examination disclaimer: “I affirm that I have adhered to the Honor Code in this assignment.”

A. Forms of Academic Dishonesty. Academic dishonesty includes, but is not limited to:

1. Copying or distributing examination items
2. During testing, using notes or various forms of technology not authorized by faculty
3. Copying another student’s written paper or examination, with or without their knowledge Helping someone else cheat on a test
4. Communicating or collaborating during a test by electronic means such as, but not limited to, instant messaging, telephone, texting, smart watches, or social media.
5. Discussing test items or answers (written or laboratory) with students who have not yet taken the examination
6. Cutting and pasting text from any source without giving proper citation to that source
7. Plagiarism of any materials
8. Fabricating or falsifying written materials
9. Falsely reporting information or actions in clinical or classroom laboratories
10. Submitting the same paper, or a substantially similar paper, for the requirements of more than one course without the approval of the instructor(s) concerned
11. Submitting term papers or assignments written by another person
12. Consenting to have one’s work used by another student as their own
13. Collaborating on a project (in person or via electronic means) when the instructor asked for individual work
14. Using a false excuse to obtain an extension on a due date or delay an examination

15. Depriving other students of necessary course materials by removing books, periodicals, or other materials from laboratories, libraries, AV centers, etc. and/or defacing these materials.

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B. **Consequences.** Academic dishonesty may result in one or more of the following:

1. Remediation examination and/or coursework
2. The loss of credit for the test or work in question
3. A failing grade in the course
4. Probationary status for a prescribed period of time
5. Suspension or dismissal from the program
6. Additional consequences as deemed appropriate by the Code of Student Life and the Scholastic Standards Committee.

C. **Disciplinary Action.** The level of disciplinary action will be recommended by the Scholastic Standards Committee and determined by the chairperson or academic dean.

D. **Collaborative Work.** In collaborative work, all students are expected to participate equally and contribute to the learning experience. Agreement must be reached within the group for communication, expectations, and the division of work.

E. **Reporting Incidences of Academic Dishonesty**

1. **Submission of Written Statement.** Faculty will only accept a signed, written statement from a student who is alleging academic dishonesty of a classmate.
2. **Code of Student Life.** The matter will be handled by the PT faculty, Scholastic Standards Committee, and/or the Dean of Students, as outlined in the Code of Student Life.

IX. PROFESSIONAL AND UNPROFESSIONAL CONDUCT

A. Students enrolled in the UND PT professional program are expected to adhere to the standards and policies of professional conduct detailed in this *Scholastic Standards* document, the UND *Code of Student Life*, and the APTA *Code of Ethics*.

B. The UND Code of Student Life expects a high standard of conduct for students online, on-campus, and off-campus. Appropriate conduct includes obeying the law, showing respect for authority, meeting contractual obligations, honestly communicating with the University and maintaining integrity and individual honor in scholastic work. Violations of criminal or civil law are inappropriate conduct as defined by behavior that may constitute a violation of federal, state, or local laws, ordinances, or regulations. **It is the responsibility of the student to inform the department chairperson of any disciplinary or criminal activity that has occurred from the time of application through awarding of degree. The department chairperson must be notified within 48 hours of the disciplinary or criminal activity.**

C. **PROFESSIONAL CONDUCT:** Any behavioral component of academic performance defined by a profession as necessary for individuals to function as competent, honest, safe, and ethical professionals. In physical therapy, professional conduct and judgment in all activities is consistent with the APTA Code of Ethics and evidenced by, but not limited to:

1. Timely arrivals and attendance;
2. Timely submission of materials, assignments, and assessments;
3. Being prepared, paying attention, and participating in class discussions;
4. Showing respect for patients/clients, peers, instructors, staff and guests;

5. Limiting electronic devices to educational activities when in the classroom and clinic
6. Showing respect for equipment and physical resources;

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7. Demonstrating trustworthy and compassionate actions;
8. Dressing appropriately, as determined by class activities or events and as required for clinical experiences; and
9. Adhering to policies and procedures of the department, SMHS, and UND.

D. The UND PT Scholastic Standards Committee (SSC) is responsible for making recommendations to the chairperson of the department relative to the behavioral component of performance.

E. The following process has been developed to address unprofessional conduct:

1. A written charge of unprofessional conduct may be submitted by any member of the SMHS community or clinical sites. The charge shall be written, signed, and submitted to the departmental chairperson. The charge must detail the specific conduct or circumstances, which will allow review by the department chairperson, SSC, and informs the student of the nature of the offenses or conduct which must be explained.
2. The departmental chairperson may conduct a preliminary investigation for the purpose of determining whether to forward the complaint to the SSC.
3. The SSC shall determine whether the complaint should be heard or dismissed. If the complaint is heard, the SSC will base the decision on a preponderance of information standard and report the recommendations for action to the department chairperson.
4. Examples of possible disciplinary actions include, but are not limited to:
 - a) Dismissal of charges: dismissal of the complaint and removal of the complaint from departmental records.
 - b) Reprimand: an oral and written statement by the department chairperson to the student involved.
 - c) Probation: a specific period of time during which conditions may be placed on the student's enrollment, and the student's academic achievement and/or conduct monitored by the department; findings by the SSC of additional disciplinary infractions during this period will result in the recommendation of dismissal of the student.
 - d) Suspension: a specific period during which the student is barred from enrollment and/or participation in professional program classes or clinical experiences.
 - e) Dismissal from the program: severing of the affiliation between the student and the department.
 - f) Withholding of degree: temporary or permanent withholding of degree.
 - g) Degree revocation.

X. PROBATION, SUSPENSION, DISMISSAL, AND READMISSION POLICIES

A. **Probation.** Probation results from unsatisfactory performance in professional coursework or during clinical experiences, low cumulative GPA, or unprofessional conduct.

1. Cumulative GPA requirements. The cumulative GPA requirements for the professional physical therapy program are found in Sections III and IV of this document.
2. Monitoring of Students. The UND Physical Therapy Department SSC will review the progress of probationary students and make recommendations to the department chairperson and Committee of the Whole regarding the student's progress at the end of each semester. Once a student advances to candidacy OR after completing the first summer session, the School of Graduate Studies will rigidly monitor the cumulative GPA, which must be ≥ 3.00 . The School of Graduate Studies policies on Academic Standards,

Probation, and Dismissal will be in full effect at that time. See the School of Graduate Studies catalog regarding Academic Standards, Probation, and Dismissal.

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3. **Time Period.** Probationary periods will be determined on the basis of individual circumstances, recommendations of the SSC, and decisions of the chairperson. Students will be notified of the duration of probationary periods and any requirements or criteria for successful completion of the probationary period.
4. **Expiration of Probation Period.** At the end of a probationary period, probationary status is terminated or the student is dismissed, based on a review of the student's progress by the Committee of the Whole and the decision of that Committee. It will be the student's responsibility to provide the SSC with evidence of the successful completion of the requirements of probation, which will be presented to the Committee of the Whole for review.
5. **Recurrence of Behavior Resulting in Probationary Status.** A recurrence of the behavior which led to a probationary status, additional unsatisfactory completion of academic work or unprofessional conduct may result in dismissal from the Physical Therapy program unless otherwise specified by the Committee of the Whole.
6. **Appeal Process.** A mechanism for appeal is available, as specified by the Code of Student Life and SMHS Student Academic Grievance and Appeal Policy.

B. SUSPENSION

1. The Departmental Chairperson, upon recommendation of the UND PT SSC, may impose a suspension from the professional program when any behavior or act that could impair an individual's ability to function as a student/participant in the professional program OR when an individual disrupts the usual university community activity or safety. Additional actions may be appropriate based on the UND Code of Student Life.
 - a) **Time Period.** Suspension periods will be determined on the basis of individual circumstances, recommendations of the SSC and decisions of the chairperson. Students will be notified of the duration of the suspension periods and any requirements or criteria for successful completion of the suspension period.

C. DISMISSAL

1. **Unsatisfactory Academic Work or Unprofessional Conduct.** Unsatisfactory academic coursework or unprofessional conduct as defined in this document may result in dismissal from the Physical Therapy program.
2. **Evidence of Academic Dishonesty.** Evidence of cheating on assignments or examinations will make the student liable for the above consequences and those outlined in the Code of Student Life.
3. **Confidentiality.** Disregarding the rights and confidentiality of patients/clients may result in dismissal from the program.
4. **Standards of Care.** Disregarding standards for quality of care may result in dismissal from the program.

D. READMISSION

1. **Application for Readmission.** Students who voluntarily withdraw or are dismissed must apply for readmission under the following procedures:
 - a) The student must notify the department chairperson of their desire to apply for readmission by

completing the Readmission Application for Graduate School which can be downloaded from the School of Graduate Studies website.

- b) Included with the Readmission Application form, the student must write a petition outlining their rationale for readmission and the objectives and strategies that will optimize success should the student be readmitted to the program. The student may be given an opportunity to present the petition in person if they so desire.
2. **Ruling on Readmission.** The Committee of the Whole will review the application and the petition and rule on the request. The request for readmission does not assure readmission. The readmission application must be approved by the Committee of the Whole and department chairperson before forwarding the application to the School of Graduate Studies for final approval.
 3. **Readmission.** If the application is accepted, an agreement will be drawn up between the department and the student outlining the steps necessary for readmission. This agreement may include but is not limited to a delay of readmission, repetition of course work, competency testing for previously completed coursework, GPA requirements, or other criteria to be determined. Readmission will be under probationary status. Violation of probation stipulations will be grounds for permanent dismissal from the program.

For any course completed 3.5 years or more prior to a clinical experience, competency in the course content MUST be verified through written and/or laboratory examination before the student enrolls in any upcoming clinical experience(s).

XI. ACCOMMODATIONS

- A. All students must meet UND-PT Technical Standards.
- B. **Student Responsibility.** It is the student's responsibility to inform the chairperson and individual course faculty in writing of any need for program accommodations. Supportive documentation will be required at least two weeks prior to the requested implementation of the accommodation for didactic courses. Supportive documentation will be required at least four months prior to the requested implementation of the accommodation for full-time clinical experience courses.
- C. **Accommodations.** The University and program provide reasonable accommodations to qualified students with disabilities to ensure access to programs and services. Requests must be provided in writing with supportive documentation at least two weeks prior for didactic courses and four months prior for full-time clinical education courses.

XII. STUDENT RESPONSIBILITIES

- A. **Professional Conduct.** Professional conduct and judgment in all activities is consistent with the APTA Code of Ethics and evidenced by, but not limited to:
 - a) Timely arrivals and attendance;
 - b) Timely submission of materials, assignments, and assessments;
 - c) Being prepared, paying attention, and participating in class discussions;
 - d) Showing respect for patients/clients, peers, instructors, staff and guests;
 - e) Limiting electronic devices to educational activities when in the classroom and clinic
 - f) Showing respect for equipment and physical resources;
 - g) Demonstrating trustworthy and compassionate actions;
 - h) Dressing appropriately, as determined by class activities or events and as required for clinical experiences; and
 - i) Adhering to policies and procedures of the department, SMHS, and UND.

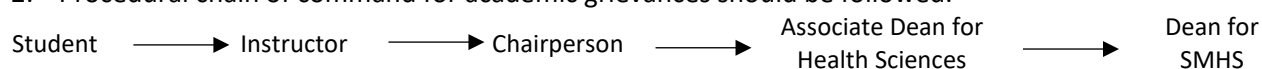
- B. **Core Values.** Students are expected to adhere to/demonstrate the APTA core values of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility.
- C. **Code of Ethics.** Student Adherence to APTA Code of Ethics is expected.
- D. **Agency Regulations.** Students are expected to know and adhere to regulations within the agencies and/or facilities to which they are assigned.
- E. **Working Relationships.** Students are expected to promote honest and harmonious working relationships with colleagues, faculty, staff, supervisors, and patients/clients.
- F. **Attitude Toward Others.** Students are expected to maintain an attitude of respect and courtesy toward colleagues, faculty, staff, supervisors, and patients/clients.
- G. **Competence.** Students are expected to engage in only those procedures in which they have demonstrated competence through lecture, laboratory, and comprehensive examination passing scores.
- H. **Integration of Material.** Students are expected to integrate material from all courses.
- I. **Supplemental Materials.** Students are expected to take the initiative for learning supplemental materials in addition to required course content.

XIII. GRIEVANCES

A. Grievance from a student.

1. Issue (personal or academic) must first be addressed with the involved person(s). If issues remain unresolved, the Chairperson of the department should be notified. A meeting to seek a resolution will then be arranged.

2. Procedural chain of command for academic grievances should be followed:



3. An academic grievance not resolved within the department, and/or those related to admissions, probation, suspension, and/or dismissal from the professional program, will utilize the procedural chain of command outlined in the School of Medicine and Health Sciences Student Academic Grievance & Appeal Policy. A copy of this policy is available from the Chairperson of the Department or the Dean of the School of Medicine and Health Sciences.

B. Grievance from a Clinical Experience Site. It is understood that concerns from the Clinical Site may initially be addressed verbally, and come to closure at that level. For any concerns that are not resolved at this level, the following guidelines for resolution will be followed:

1. Resolution. Grievances should be submitted in writing, with the signature of the person making the complaint. Such grievances will be logged within the department and will be addressed with the procedures outlined below:

Regarding student behavior or performance:

- a) The complaint must first be addressed with the student.
- b) If a resolution is not achieved, the Director of Clinical Education (DCE) will be notified and will assist in the resolution of the issue.
- c) If resolution is not achieved, the department chairperson will be notified, and a meeting to seek resolution will be arranged. Meeting participants may include additional UND-PT faculty with insight and/or experience relative to the grievance topic.
- d) Documentation of the resolution proceedings will be kept in the Department of Physical Therapy.

Regarding the student's academic preparation:

- a) The DCE of the department will be notified and will assist in resolution of the issue.
 - b) If resolution is not achieved, the department chairperson will be notified, and a meeting to seek resolution will be arranged. Meeting participants may include additional UND-PT faculty with insight and/or experience relative to the grievance topic.
 - c) Documentation of the proceedings will be kept in the Department of Physical Therapy.
2. All grievances. Any of the above grievances not resolved within the department will utilize the procedural chain of command outlined in the SMHS Student Academic **Grievance & Appeal Policy**. A copy of this policy is available from the Chairperson of the Department, Associate Dean for Health Sciences, or the Dean of the School of Medicine and Health Sciences.
 3. Any grievance not resolved within the School of Medicine and Health Sciences will follow the procedural chain of command outlined as follows: The President's Office will be notified. The written complaint will be logged in an electronic format and referred to the appropriate vice president (VP): VP for Academic Affairs; VP for Student Affairs; or VP for Finance and Operations.
- C. **Grievance from a Parent or Other Source.** FERPA Guidelines will be followed in all circumstances. It is understood that concerns from a parent or other source may initially be addressed verbally, and come to closure at that level. For any concerns that are not resolved at this level, the following guidelines for resolution will be followed:

Grievances should be submitted in writing, with the signature of the person making the complaint. Such grievances will be logged within the department and will be addressed with the procedures outlined below.

- D. **Additional Information.** Any person may submit to the Commission on Accreditation in Physical Therapy Education (CAPTE), a complaint about an accredited physical therapy program. CAPTE will investigate and act on any complaint filed in accordance with Rules of Practice and Procedures Part 11 Subpart A of the CAPTE Accreditation Handbook and Rules of Practice and Procedures Section 1, P-6 of the Accreditation Evaluative Criteria and Standard 3F of the CAPTE PT Standards and Required Elements. Complaints must allege violation of one or more of the following: (1) one or more of the Standards and Elements for Accreditation, (2) One or more of CAPTE's expectations related to program integrity. For more information, please refer to the Accreditation Handbook found on the CAPTE website at: <http://www.capteonline.org>

Complaints regarding the Department of Physical Therapy:

- a) The complaint should be addressed directly to the Chairperson of the Department of Physical Therapy.

- b) The Chairperson will communicate with the parties involved and a meeting to seek resolution will be arranged.
- c) Any grievance not resolved within the department will utilize the procedural chain of command outlined in the SMHS Student Academic Grievance & Appeal Policy. A copy of this policy is available from the Chairperson of the Department, the Associate Dean for Health Sciences, or the Dean of the School of Medicine and Health Sciences.
- d) Any grievance not resolved within the School of Medicine and Health Sciences will follow the procedural chain of command outlined as follows: The President's Office will be notified. The written complaint will be logged in an electronic format and referred to the appropriate vice president (VP): VP for Academic Affairs; VP for Student Affairs; or VP for Finance and Operations.
- e) Documentation of the proceedings will be kept in the Department of Physical Therapy.

Complaints regarding the University or its functions:

The department Chairperson will provide contact information for the party so that they can directly contact the entity involved in the complaint.

UND-PT Scholarships

Physical Therapy Scholarships

Selected in the Spring

Arnold “Arnie” Keck Memorial Scholarship – Arnie Keck was a long-time anatomy instructor and was an Assistant Professor at the UND-PT Department from 1968-1973 and 1981-1996.

Clarence Blecha Physical Therapy Scholarship was established by his wife, Esther to honor Clarence. Clarence, although not an alumnus or faculty member at UND-PT, was a long-time friend of the program and one of the first physical therapists to practice in North Dakota.

1. Shall be awarded to a student in good academic standing who has successfully completed the first full-time clinical experience.
2. The recipient shall exhibit the skills Clarence used in his career, including effective communication, motivation, and a dedication to the service of people.
3. Most importantly, the recipient should exhibit caring skills in working with patients and personnel.

Karl Stadem Memorial Scholarship – Karl Stadem graduated from the UND-PT program in 1980.

1. An average student interested in practicing in the rural Great Plains
2. High motivation for the profession of physical therapy
3. Demonstrate perseverance and strong character
4. Be independent of family support.
5. Prefer an older-than-average student who has family obligations

Marilyn Horner Rose Memorial Scholarship – Marilyn Horner Rose graduated from UND-PT program in 1981

1. A physical therapy student who has earned a high GPA
2. A student who shows great promise as a clinician

Jodi and Scott Boettner Physical Therapy Scholarship – Provide one or more academic scholarship to a 2nd or 3rd year PT student(s) in good academic standing at UND-PT. Preference will be given to a motivated and caring student who shows interest in practicing PT in a geriatric setting.

Wesley Hoffman Physical Therapy Scholarship – student enrolled in the professional physical therapy program.

Stoney Gessner Scholarship – provide scholarships to student enrolled in the Physical Therapy program at the UND School of Medicine and Health Sciences. Preference shall be given to North Dakota residents who are in their second or third year of the program and who are actively involved with the North Dakota Physical Therapy Association.

Bud Wessman Scholarship

1. A student with strong leadership qualities
2. A student with a strong commitment to the profession of physical therapy
3. A student with a strong commitment to community service

PT 50th Anniversary Scholarship Available for distribution starting spring of 2020

The Larry Mullins Physical Therapy Scholarship was created by Mr. Mullins, a UND-PT Alumnus from 1975. Mr. Mullins greatly valued the excellent education he received at UND-PT and understands the substantial financial burden facing students today. The scholarship was developed to recognize the primary caregiver of a minor child or minor children and the caregiver does not reside with a significant caregiver for said child or children, veterans, member of a LBBTQ+ organization or working for or promoting the needs of LBGTQ+, or members of underrepresented groups.

Selected in the Fall

Thomas and Peggy Mohr Scholarship – provide scholarship to a second-year student in good standing, with financial need, and a potential for professional service.

Thomas and Peggy Mohr Emerging Leaders in Pediatric Physical Therapy Scholarship – Selected from Year 03 students enrolled in Advanced Pediatrics. Third year students who have demonstrated:

1. Leadership during undergraduate and graduate experiences
2. A strong commitment to the profession of physical therapy
3. High academic performances and the desire to expand their knowledge and leadership skills in pediatrics
4. High potential as a clinician in pediatric physical therapy

David and Donna Severson Physical Therapy Scholarship Endowment

1. Second- or third-year student in good academic standing
2. Preference for motivated and caring student who shows an interest in practicing in a geriatric setting and with an interest in geriatric rehabilitation and fitness (Not yet available for distribution)

DPT Curriculum PT Grads 2024

YEAR 01 (2024 Grads)

YEAR 01– FALL SEMESTER (17 CR.)

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

YEAR 01 – SPRING SEMESTER (19 CR.)

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

YEAR 01 – SUMMER SESSION (10-11 CR.)

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

**Pt 510 Integrated Clinical Experience (1 cr.)

YEAR 02 (2024 Grads)

YEAR 02 – FALL SEMESTER (14-16 CR.)

PT 523	Lifespan I	(3)
PT 524	Psychological Aspects of Disability	(2)
PT 526	Manual Therapy II	(2)
PT 539	Prevention and Wellness	(2)
PT 540	Cardiopulmonary Physical Therapy	(2)
PT 584	Evidence in Practice	(2)
PT 550	Interprofessional Health Care	(1)
PT 591	Research in Physical Therapy Electives	(2)
PT 491	Independent Study: Spine	(1)
PT 572	Teaching Experience in Physical Therapy	(1-3)

YEAR 02 – SPRING SEMESTER (15-19 CR.)

PT 511	Applied Movement Science/Rehab Procedures	(4)
PT 522	Administration in Physical Therapy	(3)
PT 525	Clinical Examination & Evaluation II	(3)
PT 541	Clinical Examination & Evaluation III	(3)
PT 591	Research in Physical Therapy	(2)
PT 550	Interprofessional Health Care	(1)

YEAR 02 – SUMMER SESSION (8-9 CR.)

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

YEAR 03 (2024 Grads)

YEAR 03 – FALL Semester (18 CR)

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

YEAR 03 – Spring Semester (18 CR)

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

Course Descriptions 2024

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

Prerequisite for all course is registered in the Professional Physical Therapy Curriculum.

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

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

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

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

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

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

- PT 417. Clinical Exam and Evaluation I. 4 Credits.** Emphasizes patient/client management elements of examination and evaluation. Emphasis is given to the musculoskeletal and neurological systems. Laboratory.
- PT 420. Musculoskeletal System Examination. 2 Credits.** Principles of musculoskeletal examination and evaluation including identification and palpation of surface anatomy, range of motion (ROM), measurement of ROM and evaluation of muscle performance. Laboratory.
- PT 422. Anatomy for Physical Therapy. 5 Credits.** Detailed lectures and demonstrations on musculoskeletal anatomy and neuroanatomy. Laboratory.
- PT 423. Neuroscience for Physical Therapy. 4 Credits.**
- PT 426. Manual Therapy I. 2 Credits.** Introduction to joint mobilization/manipulation techniques. Emphasis is on mobilization/manipulation as it relates to peripheral joints and soft tissues of the human body. Basic examination, evaluation, and intervention techniques for the spine are also presented. Laboratory. Prerequisite: Registered in Professional Physical Therapy Curriculum.
- PT 435. Introduction to Patient/Client Care and Interventions. 4 Credits.** Basic physical therapy patient care skills addressing multiple areas of physical therapy practice. A sample of topics address injury to the integument, select interventions for all patients, positioning of patients, vital signs, aseptic technique, and basic wheelchair techniques. Laboratory. Prerequisite: Registered in Professional Physical Therapy Curriculum.
- PT 511. Applied Movement Science and Rehabilitation Procedures. 4 Credits.** Integration of clinical evaluation, functional goals, and treatment planning for individuals with neurological and multiple musculoskeletal dysfunctions. The primary focus is on rehabilitation skills including assessment, exercise handling techniques, functional activities, equipment prescription, patient education, and ADLs, as well as community mobility and governmental services. Laboratory. Prerequisite: Registered in Professional Physical Therapy Curriculum.
- PT 512. Therapeutic Agents. 3 Credits.** Theory and application of various hydrotherapy, phototherapy, and thermotherapy modalities in Physical Therapy, including heat, light, sound, and water. Laboratory. Prerequisite: Registered in Professional Physical Therapy Curriculum.
- PT 514. Case Management I. 2 Credits.** Integrates multiple aspects of case management, including examination, evaluation, diagnosis, prognosis, plan(s) of care, and intervention strategies. Evidence based clinical decision making and verbal and written communications relative to case management will be emphasized. Prerequisite: Registered in Professional Physical Therapy Curriculum.
- PT 519. Electrotherapy and Electrodiagnosis. 2 Credits.** Theory and application of therapeutic electrical currents, biofeedback, electromyography, and nerve conduction velocity in physical therapy. Laboratory. Prerequisite: Registered in Professional Physical Therapy Curriculum.
- PT 521. Critical Inquiry I. 1 Credit.** Introduction to the collection of clinical data leading to a case study report. Prerequisite: Registered in Professional Physical Therapy Curriculum.
- PT 522. Administration in Physical Therapy. 3 Credits.** Lectures/discussion and seminar formats used to explore concepts of administration procedures as applied to Physical Therapy and the health care delivery system. Prerequisite: Registered in Professional Physical Therapy Curriculum.
- PT 523. Lifespan I. 3 Credits.** Content related to human development; age-appropriate patient/client management; family-centered care; health promotion and safety; and legislative, policy, and systems are applied to pediatric patient/client management. Evidence-based practice for specific, common pediatric conditions is emphasized in the application of core content concepts. Laboratory. Prerequisite: Registered in Professional Physical Therapy Curriculum.

PT 524. Psychological Aspects of Disability. 2 Credits. Reading and discussion course. Study of psychological coping mechanisms, reactions, and motivational factors pertinent to people with disabilities. Review of adjustment problems unique to specific disabilities, and/or disease processes, including terminal illness. Prerequisite: Registered in Professional Physical Therapy Curriculum.

PT 525. Clinical Examination and Evaluation II. 3 Credits. Emphasis is given to physical therapy examination, evaluation, and diagnoses as related to an advanced dynamic biomechanical evaluation. Also included will be the integration of NMS and support systems; clinical reasoning resulting in referral and/or modified physical therapy interventions; and the communication of findings and recommendations. Lecture Laboratory. Prerequisite: Registered in Professional Physical Therapy Curriculum.

PT 526. Manual Therapy II. 2 Credits. Theory and application of manual therapy skills for examination and intervention techniques, including thrust and non-thrust mobilizations/manipulations of the spine, pelvis, and associated areas. Laboratory. Prerequisite: Registered in Professional Physical Therapy Curriculum.

PT 528. Clinical Education I. 9 credits. The first in a sequence of four full-time clinical experiences in selected physical therapy provider centers throughout the United States. Prerequisite: Registered in Professional Physical Therapy Curriculum.

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

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

PT 537. Strategies Early Intervention. 2 Credits.

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

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

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

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

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

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

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

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

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

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

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

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

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

PT 995. Scholarly Project. 1 Credit. Students provide a final written and oral report to the faculty on the results of their collaborative Scholarly Project. Prerequisite: Registered in Professional Physical Therapy Curriculum.

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

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

DPT Curriculum PT Grads 2025/2026

YEAR 01 (2025/2026 Grads)

YEAR 01 – Fall Semester (20 CR.)

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

YEAR 01 – Spring Semester (20 CR.)

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

YEAR 01 – Summer Semester (9 CR)

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

YEAR 02 (2025/2026 Grads)

YEAR 02 – Fall Semester (17-21 CR)

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

YEAR 02 – Spring Semester (16-20 CR)

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

YEAR 02 – Summer Semester (7 CR.)

PT 661	Professional Development	(1)
PT 660	Teaching in Therapy Practice	(1)
PT 645	Medical Imaging for Physical Therapists	(1)
PT 650	Evidence Based Practice III	(2)
PT 692	Seminar in Physical Therapy	(1)

YEAR 03 (2025/2026 Grads)**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 2025/2026 Grads

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

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

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

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

PT 606. Gross Anatomy Lab II. 2 Credits. Foundational science course that includes dissection of human cadavers. Basic structural and functional relationships of the musculoskeletal, integumentary, neuromuscular, and cardiovascular/pulmonary systems are emphasized. Topographical and radiological correlations are utilized in combination with clinical correlations to enhance student learning.

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

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

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

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

PT 611. Movement System Examination & Evaluation I. 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 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.

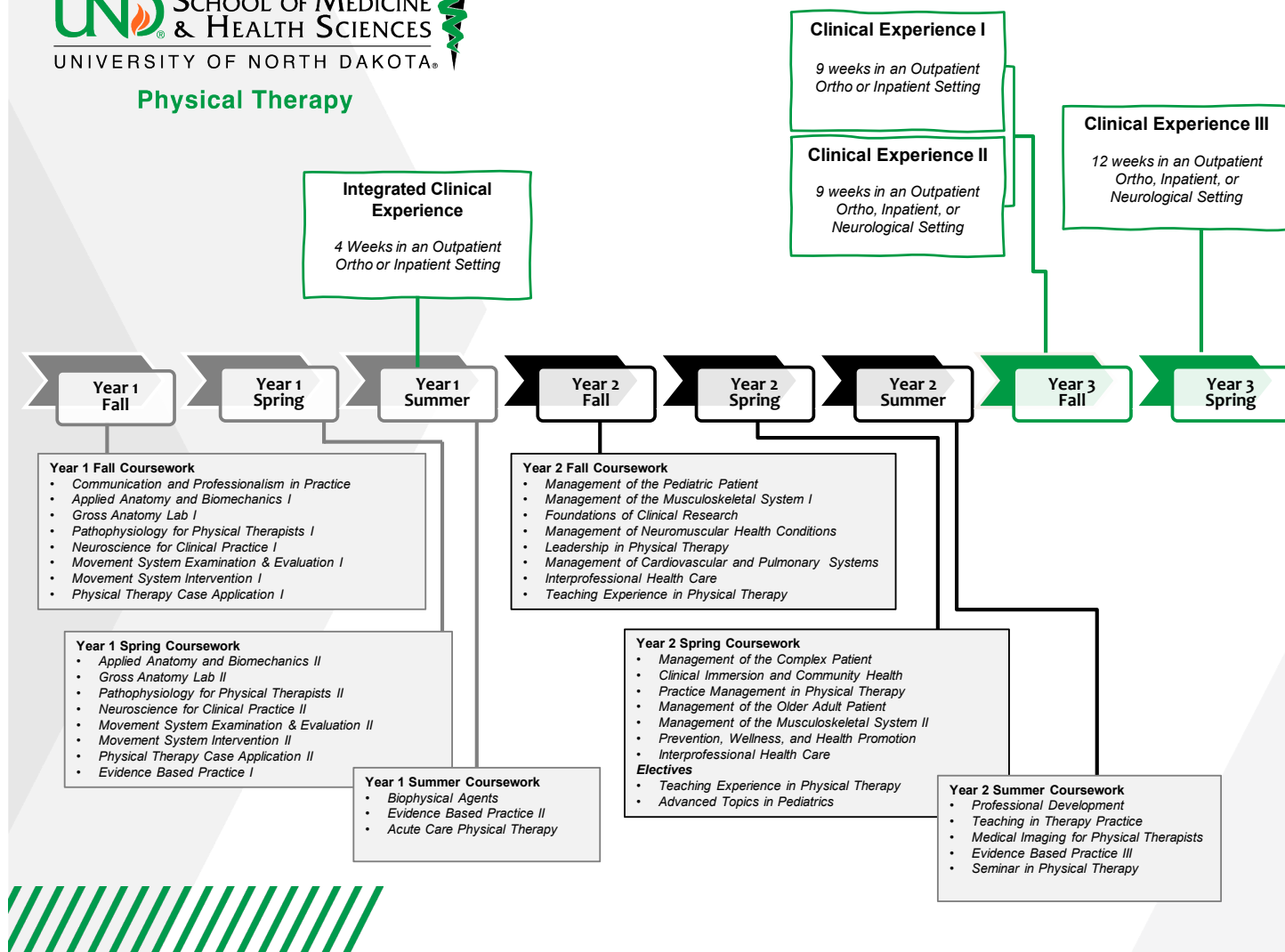
Electives:

PT 690. Directed Studies. Repeatable up to 12 credits

Clinical Education Timeline



Physical Therapy



Student Clinical Experiences

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:

2024 Grads

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

2025/2026 Grads

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

Clinical experiences are coordinated and set up by the Director of Clinical Education (DCE). Students are advised to study clinical experience electronic file information to become familiar with the approximately 300 available clinical experience sites. Accessible information will be located in our clinical education systems, which include 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 acute care/rural hospital/TCU and general outpatient orthopedic clinic.

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 options include neuro-rehabilitation, pediatric or adult and an area of interest.

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 student information form to the SCCE/CI.
2. The student is responsible for knowing the hours, where, and to whom he/she reports for each facility. The student is responsible to travel to and from each clinical site, and for room and board while at the clinical site (a few clinical sites do offer housing or a stipend). Please check CSIF 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 is 3 days with Thursday and Friday open as "make-up" days if any days were missed earlier in the experience.

Evaluations

Clinical evaluation forms, proof of liability insurance, and a copy of the syllabus for the courses and course objectives are available on our 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 (mid-term and final)
- Mid-term and Final Site Evaluation
- Final Instructor Evaluation
- Diagnoses Treated in the Clinical Setting

*Credit will be not be given for PT 528, PT 529, PT 552, PT 553 without meeting the above requirement.
All evaluation material will be submitted electronically.*

First Week of Clinical Experience

Send an email to the DCE or whomever is assigned to you and the Administrative Secretary

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

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

Absences

1. In case of illness during a clinical rotation, you must notify the DCE assigned to you at UND-PT, 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 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 discretion and good judgment in the personal appearance and grooming. The goal is to present a professional appearance and maintain a safe environment for both the student and the patients.

1. Dress Professionally. Females should wear dress slacks or skirt and conservative top. (*Low cut, loose fitting, or short tops which do not go below the waistline are unacceptable. You should be able to raise your hands above your head and bend over without skin in the "midriff" area showing.*) Males should wear shirt and tie and dress slacks. It is much easier for a clinician to tell you to dress down than to look more professional.
2. Lab coats should be worn during rotations in the acute care setting and at the request of your CI in any other setting.
3. UND-PT student photo ID badge should be worn at all times during your clinical experiences, unless otherwise specified by the CI. If you should lose your student ID Badge, contact the department Administrative Officer for a replacement. The student is responsible for the replacement cost.
4. Footwear should be professional. Tennis shoes, hiking boots, and clogs are unacceptable. Conservative (i.e., white or black) leather athletic shoes are acceptable in many clinics. Socks or hosiery must be worn.
5. If jewelry is worn, it must be plain and simple.
6. Avoid strong perfumes or shaving lotions when in the clinic. Olfactory sense is often enhanced when ill.

Some facilities may have additional criteria related to dress and appearance; you will be responsible to follow clinical site policy if the dress code is more specific than UND-PT.

Holidays

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

Health Information

1. It is the student's responsibility to maintain continuous health insurance coverage during clinical experiences. 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 410: Clinical Pathology II, PT 435: Introduction to Patient/Client Care and Intervention; PT 607 Clinical Pathology I.
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 Mantoux test within the year preceding entrance into the clinical facility. In the event that the Mantoux test is positive, students will be required to provide documentation of having received a negative chest x-ray after the positive Mantoux test. A group time will be scheduled for the Mantoux test with Student Health Services by the Department of Physical Therapy Administrative Officer. There is no charge to the student when the Mantoux test is completed during this group time. Students may elect to go to Student Health; however, the student will be responsible for the cost.
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 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 510, PT 627, PT 528, PT 529, PT 552, PT 553, 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 Physical Therapy. If complaint or concern is not resolved in the Department of Physical Therapy, a written notice may be sent to the Dean of School of Medicine and Health Sciences and then to the President of the University.

Financial

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

Student Information Form

A Student Information Form will be sent to the clinical coordinator at your 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 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:

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

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

- Administration (delegation of responsibilities to PTA, understanding of risk management and quality improvement)
- Amputee Rehabilitation: basic knowledge of pre and post prosthetic programs and prosthetic componentry
- Anatomy Knowledge (including histology and embryonic)
- Application of electrotherapeutic modalities including HVPS, FES, TENS, & Biofeedback
- Aseptic and Isolation Techniques
- Bandaging – ace, gauze, residual limb wrapping, special wound dressings (gels, films, calcium alginate, foams)
- Basic joint mobilization: PA glides, transverse glides and SI muscle energy technique for innominate rotation, passive accessory and passive physiological motion assessment and treatment, rib-vertebral mobs
- Basic Taping Awareness
- Bloodborne Pathogens
- Cardiac rehabilitation – Introduction
- Cardiac rehabilitation – Introduction Endurance/Anaerobic training
- Connective tissue physiology
- Coordination exercises
- Cranial Nerve Testing
- Crutch and Can 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
- 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
- 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
- Biophysical Agents
- Thermo-Photo-Hydro Modalities
- Tilt Table
- Transfers and Lifts – Hoyer, two and three-man lift, 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

Disability Accommodations

Policy Title: Disability Accommodations in the Academic and Clinical Setting

Approval Date: March 28, 2011

Primary Responsibility: Director of Clinical Education

Secondary Responsibility: UND-PT Committee of the Whole

Policy Summary:

The Department of Physical Therapy has a responsibility for the welfare of patients treated or otherwise affected by students enrolled in the program as well as the educational welfare of its students. The technical standards developed for the Doctor of Physical Therapy Physical Therapy program established the essential functions necessary for student to achieve the knowledge, skills, and abilities of nice physical therapists and meet the expectations of the Commission for Accreditation of Physical Therapy Education. Thus, students must meet the technical standards of the program with or without reasonable accommodations throughout the course of study, including the clinical setting. Reasonable accommodations will be made for students with documented disabilities in accordance with federal disability laws (Section 504 and ADA) committed to the principle of equal opportunity. Each student must meet all of the physical therapy program standards with or without reasonable accommodation.

Policy Purpose:

Describe responsibilities of the student and the University of North Dakota Department of Physical Therapy faculty in requesting reasonable accommodations in the academic and clinical settings.

Procedure:

Students requesting accommodation for a disability in the academic and/or clinical setting are expected to register with Accessibility for Students (AS) Contact the office at 701-777-3425 or <https://und.edu/student-life/accessibility-for-students/> for how to register.

1. Student registers with AS, which includes providing documentation of disability that verifies the need for accommodations.
2. The disability specialist, in discussion with the student, identifies the accommodations the student will request.
3. The disability specialist provides the student with a Verification of Accommodations Form that describes the accommodation needed.
4. The student requests accommodation from the primary faculty member for each course requiring accommodation.
5. To prepare for the clinical settings the student contacts the DCE as soon as the need for accommodation is identified (clinical experiences are set up one year in advance). Typically, the foundation for setting reasonable accommodations/adjustments in the clinical setting starts in the academic setting, classrooms, and laboratories.
6. For the clinical settings, the student will be asked to share the Verification Form with the Director of Clinical Education (DCE) along with accommodations/adjustments identified in each academic class including the associated laboratory setting. The student and the DCE will determine disclosure and any safety concerns. The DCE will work with the clinical site and the student to arrange for the site accommodations the student will request. Once reasonable options for accommodation have been established the student will request the accommodation in the clinical setting.
7. The AS contact is available to consult with the DCE, primary faculty member and student, if requested.

Related Policies/References:

Department of Physical Therapy Scholastic Standards

Policy on Informed Consent-Students Responsibilities and Requirements

Technical Standards University of North Dakota Department of Physical Therapy

Eligibility for Disability Accommodations <http://und.edu/disability-services/eligibility.cfm>

Disability Rights and Responsibilities at the University of North Dakota http://med.und.edu/policies/_files/docs/3.7-inhibiting-conditions.pdf

Section 504 of the Rehabilitation Act and The Americans with Disabilities Amendments Act <http://www2.ed.gov/about/offices/list/ocr/504faq.html> (accessed 12-01-2010, title and link updated 8/18/2015) Draft 12-02-2010, modified 1-23-2010, modified 3-23-2010, modified 7-18-23

SMHS Student Policies

The SMHS Policies and Procedures listed below are available online at <https://med.und.edu/policies/>

3.2 Conflict of Interest Policy – Assessment

This policy establishes guidelines for managing conflicts of interest between faculty and students with regards to assessment. A given faculty member shall not be responsible for evaluation of a student when there is an unmanageable conflict of interest.

Full policy: https://med.und.edu/about/policies/_files/docs/2.3-3.2-conflict-of-interest-assessment-2022.pdf

3.3 Conflict of Interest Policy – Standing Committees

This policy establishes guidelines for managing conflicts of interest for the School of Medicine and Health Sciences (SMHS) Faculty Academic Council (FAC) and its Standing Committees.

Full Policy: https://med.und.edu/about/policies/_files/docs/3.3-2.4-conflict-of-interest-standing-committees-2022.pdf

3.4 Criminal History Background Check Policy-Student

Criminal background checks (CBC) are required for all School of Medicine and Health Sciences (SMHS) health professional students prior to matriculation, clinical assignment and/or returning from a leave of absence (LOA).

Full Policy: https://med.und.edu/about/policies/_files/docs/3.4-criminal-history-background-check-policy-6.4.2021.pdf

Cultural Diversity Tuition Waiver

The University of North Dakota School of Medicine and Health Sciences recognizes the education benefit of a diverse student population and adopted the Cultural Diversity Tuition Waiver (CDTW) in accordance with North Dakota State Board of Higher Education Policy 820.1. This waiver is a one-year award for tuition support and students must apply annually for consideration.

3.6 Drug and Alcohol Screening and Education Program

The primary purpose of this program is to educate students within the SMHS regarding the dangers of substance abuse and the consequences of current drug problems. This program also has a substance abuse deterrence and detection function by screening covered students for use of prohibited drugs. Drugs prohibited by the SMHS include those banned by federal, state of North Dakota, and local governments, as well as institution policy. These drugs include illegal, prescription, over-the-counter, experimental, recreational, or other drugs that have a significant effect upon an individual's judgment.

Full Policy: https://med.und.edu/about/policies/_files/docs/3.6-drug-alcohol-screening-education-10-10-22-final.pdf

3.7 Health Conditions Impacting Student Participation

Students who are known to have a condition (injury, illness, infection, environmental disease) that may negatively impact themselves, fellow students, staff, faculty or patients have a professional obligation to inform and work with UND SMHS faculty to develop a plan to balance their own health, safety, educational needs and confidentiality as well as the health and safety of others with whom they may come in contact.

Full policy: https://med.und.edu/about/policies/_files/docs/3.7-health-conditions-and-participation_2022.pdf

3.8 Student Bloodborne & Biological Pathogen Exposure Management

In the event of a bloodborne or biological pathogen exposure, the School of Medicine & Health Sciences (SMHS) students will follow the SMHS Student Bloodborne and Biological Pathogen Exposure Management Plan. The student's responsibility is to immediately inform their instructor, clinical site supervisor and / or preceptor. Students are required to comply with the reporting requirements, incur the charges of their bloodborne or biological pathogen exposure testing, and complete follow-up recommendations given by their health care provider.

Immediate action checklist and required forms <https://med.und.edu/policies/bloodborne-pathogen-immediate-steps.html>

Full Policy: <https://und.policystat.com/policy/12142890/latest/>

3.9 Student Academic Grievance and Appeal Policy

Any student enrolled in an academic degree- or certificate-granting program or taking course(s) at the UND School of Medicine and Health Sciences shall be provided the opportunity to seek redress of decisions made concerning the student's academic performance and/or professional behavior or on decisions made on the basis of any policies or procedures thought by the student to be unfair by initiating an academic grievance.

Full Policy: <https://med.und.edu/about/policies/files/docs/3.9-student-grievance-appeal-policy-6-16-22.pdf>

3.10 Student Social Media Policy

This policy describes expected student behaviors when using social media sites.

Full Policy: https://med.und.edu/about/policies/files/docs/3.10social-media_2022.pdf

3.11 Technical Standards for Matriculation, Progression, and Graduation

This policy describes the technical standards required for students in the health professions of medicine, occupational therapy, physical therapy, physician assistant, medical laboratory science, athletic training and public health. The University of North Dakota School of Medicine & Health Sciences (UND SMHS) has a responsibility to society to graduate the best possible healthcare providers. All health profession graduates of this institution must use professional knowledge, skills, and attitudes to function in a wide variety of health care settings and to render a wide spectrum of patient care. The technical standards are designed to ensure the graduation of capable, well rounded and appropriately trained health care providers. (Each professional program may have additional technical standards specific to the requirements of the program.) In order to fulfill this responsibility, UND SMHS has established six areas of competency that must be sufficiently developed to participate in, and to graduate from a health profession's program.

Full policy: <https://med.und.edu/about/policies/files/docs/3.11-technical-standards-july-2022.pdf>

2.5 Learner Mistreatment (formerly Teacher-Learner Relationship)

"The teacher-learner relationship should be based on mutual trust, respect and responsibility. This relationship should be carried out in a professional manner in a learning environment that places strong focus on education, high quality patient care and ethical conduct" (the AMA section on Medical Schools in cooperation with the AMA Student and Resident Sections and reflects the policy of the SMHS).

Full Policy: <https://med.und.edu/about/policies/files/docs/3.12-learner-mistreatment-6.30.2023.pdf>

UND Policy and Procedures for Complaints of Discrimination or Harassment

The University of North Dakota (UND) is committed to the principle of equal opportunity in education and employment. UND does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, genetic information, creed, marital status, veteran's status, political belief or affiliation or any other status protected by law. Pursuant to Title IX of the Education Amendments of 1972, UND does not discriminate on the basis of sex in its educational programs and activities, employment and admission. UND will promptly and equitably investigate reports of discrimination or harassment and take disciplinary action as appropriate.

Full policy: <https://med.und.edu/about/policies/files/docs/title-ix-sexual-violence.pdf>

1.2 Interaction with Vendors/Sales Representatives and Industry Support

Employees, including faculty, staff, residents, and students of the University of North Dakota School of Medicine & Health Sciences may not accept gifts from pharmaceutical or device manufacturer representatives. This applies to food and meals except at Continuing Medical Education (CME) events in compliance with Accreditation Council for Continuing Medical Education (ACCME) standards for commercial support.

Full policy: <https://med.und.edu/about/policies/files/docs/1.2-interactions-with-vendors-2022.pdf>

1.3 Policy of Promulgation of SMHS Academic and Research Policies

The Bylaws of the School of Medicine & Health Sciences (SMHS) specify how academic and research policy recommendations are to be developed prior to action by the Dean. They specify that the Dean is the Final authority in the promulgation of the SMHS policy, following advice and input from involved stakeholders (typically in the form of the SMHS'S standing faculty committee structure) and the Faculty Academic Council (FAC). The Bylaws also indicate that all academic policy documents are to be collated in a central location.

Full policy: <https://med.und.edu/policies/files/docs/1.3-policy-on-policies-2022.pdf>

1.4 Records Retention and Disposition Policy

This policy establishes the retention time for disposal of records.

Full policy: <https://med.und.edu/about/policies/files/docs/1.4-records-retention-updated-3-14-2023>

Course Title and Number

PT 510: Integrated Clinical Experience (2024 Grads)

Description:

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

Instructor: Steve Halcrow, PT, DPT, OCS

Course Objectives:

Following the early clinical experience, the student will:

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

Methods of Student Evaluation/Grading:

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

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

Academic Integrity:

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

I will not:

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

Notice of Nondiscrimination

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

Disability Access Statement

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

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

Religious Accommodations

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Reporting Discrimination, Harassment, or Sexual Misconduct

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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

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

Description:

A four-week clinical experience to provide hands-on experience for students to apply knowledge learned during the first year of the professional program. Experiences will be set up in acute care, sub-acute care, long-term care, out-patient orthopedic, or a rural site.

Department Offering the Course:

Physical Therapy

Course Prerequisites:

Registered in Professional Physical Therapy Curriculum

Instructors: Steve Halcrow, PT, DPT, OCS

Course Objectives:

Following the early clinical experience, the student will demonstrate:

1. Professionalism: Demonstrate appropriate attitude, behavior, and values with cues or reminders.
2. Communication: Provide complete, consistent, and clear direction and communication to the patient without use of medical jargon, as well as appropriate communication to staff and CI.
3. Safety: Demonstrate safety in all environments for patient, self, and other healthcare providers.
4. Clinical Reasoning: Identify and connect effects of indications/contraindications to multiple systems while describing appropriate rationale for examination and interventions.
5. Examination Skills: Perform an accurate and safe examination (for a simple patient) without cues.
6. Procedural interventions: Select and execute safe and appropriate interventions while adapting techniques as indicated by patient's needs.
7. Patient Education: Provide patient and/or caregiver education in a manner which meets the needs of the learner's needs and is able to modify delivery as appropriate without cues.
8. Documentation: Complete documentation with minimal cues from clinical instructor.
9. It is expected that students achieve a rating of "basic" or above on all criterion.
10. Pick a health condition you find unique and write up a brief summary (one page) to share with classmates. Include:
 - a. Etiology
 - b. Pathology
 - c. Treatment intervention
 - d. Medications
 - e. Imaging performed
 - f. Impact Physical Therapy may have on this patient (diagnosis medical/condition)
 - g. At least four references one of which is an article to justify PT intervention

Outline of Contents and Assigned Instructor:

See attached course syllabus.

Description of Teaching Methods and Learning Experiences:

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

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

Academic Integrity:

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

Description:

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

Instructors: Steve Halcrow, PT, DPT, OCS

Course Objectives:

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

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

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

12. Evaluate clinical findings to determine physical therapy diagnosis, prognosis, and outcomes of care. (SRE: 7A, 7B, 7C, 7D20, 7D21, 7D22, 7D30, 7D31, 7D35, 7D36, 7D38, 7D39, 7D42; Bloom's: Cognitive – Application)
13. Design a physical therapy plan of care that integrates goals, treatment outcomes, discharge plan, is safe, effective, patient-centered, and evidence-based. (SRE: A, 7B, 7C, 7D23, 7D24, 7D28, 7D30, 7D34, 7D36, 7D39; Bloom's: Cognitive – application)
14. Perform physical therapy interventions in a competent manner. (SRE: 7A, 7B, 7C, 7D27a-l, 7D28, 7D29, 7D30, , 7D34, 7D36, 7D39; Bloom's: Cognitive – Application)
15. Educate others (patients, family, care givers, staff, students, and other health care providers) using relevant and effective teaching methods. (SRE: 7D, 7D12, 7D34; Bloom's: Cognitive – Application, Psychomotor – Mechanism)
16. Participate in activities addressing quality of service delivery. (SRE: 7D28, 7D38; Bloom's: Cognitive – Application, Psychomotor – Mechanism)
17. Provide consultation to individuals, businesses, schools, government agencies , or other organizations. (SRE: 7D16; Bloom's: Cognitive – Application, Psychomotor – Mechanism)
18. Address patient needs for services other than physical therapy as needed. (SRE: 7D16, 7D39; Bloom's: Cognitive – Application)
19. Manage resources (e.g., time, space, equipment) to achieve goals of the practice setting. (SRE: 7D28; Bloom's: Cognitive – Application)
20. Describe and interpret the economic factors in the delivery of physical therapy services. (SRE: 7D42; Bloom's: Cognitive – Application)
21. Use support personnel according to legal standards and ethical guidelines. (SRE: 7D1, 7D29, 7D43; Bloom's: Cognitive – Application)
22. Demonstrates that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job description. (SRE: 7D5, 7D13, 7D14, 7D15; Bloom's: Cognitive – Application; Affective – receiving and responding)

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

Outline of contents and Assigned Instructor:

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

Description of Teaching Methods and Learning Experiences:

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

Method of Student Evaluation/Grading:

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

1. Communicate with assigned SCCE or CI 6-8 weeks prior to the start of each clinical experience.
2. Completion of Exxat profile prior to clinical experience.
3. Maintains an updated CPR certification for the Healthcare provider.
4. Maintains health insurance coverage.
5. Upload requested health requirements to our student system (Exxat) and provide to clinical sites as requested.
6. Forms to be signed and submitted to the DCE by the specified due dates.
 - a. Student Clinical Performance Instrument (mid-term and final)
 - b. Student Evaluation of Clinical Site
 - c. Student Evaluation of Clinical Supervisor (mid-term and final)
 - d. Diagnoses Treated in the Clinical Setting
7. Compliance with Clinical Experience Guidelines as documented in the Physical Therapy Student Handbook (attendance is mandatory).
8. Student is expected to achieve Intermediate or higher performance on all criterion of the CPI (entry-level performance is not expected).

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

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

Required and Recommended Readings:

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

Academic Integrity:

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

Description:

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

Credit Hours: 9 hours

Instructors: Steven Halcrow, PT, DPT, OCS

Clock Hours and Schedule:

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

Course Objectives:

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

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

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

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

Description of Teaching Methods and Learning Experiences:

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

Outline of Content:

Supervised experience in clinical instruction including patient/client management, prevention, education, and patient/therapist relationships. The student participates in a nine-week clinical experience in one of the following

settings: in-patient (acute care, transitional care unit, skilled nursing facility, or rural critical access hospital) or outpatient orthopedics.

Method of Student Evaluation/Grading:

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

1. Communicate with assigned SCCE or CI 6-8 weeks prior to the start of each clinical experience.
2. Update of student profile in clinical education database (Exxat) prior to clinical experience.
3. Maintains an updated CPR certification for the Healthcare provider.
4. Maintains health insurance coverage.
5. Upload requested health requirements to our clinical education database (Exxat) and provide to clinical sites as requested.
6. Forms to be signed and submitted to the Co-DCEs by the specified date.
 - a. Student Clinical Performance Instrument (mid-term and final)
 - b. Student evaluation of Clinical Site
 - c. Student evaluation of Clinical Supervisor (mid-term and final)
 - d. Diagnosis Treated in the Clinical Setting
7. Compliance with Clinical Experience Guidelines as documented in the Physical Therapy Student Handbook (**attendance is mandatory**)
8. Student is expected to achieve intermediate performance or above on all criterion of the CPI (entry-level is not expected).

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UND also strongly encourages all members of the University community, including students, to get vaccinated, seek out testing when needed, and model positive behavior both on- and off-campus to foster a healthy and safe learning environment for all students. Individuals who would like to discuss disability accommodations regarding masks should contact the Disability Services for Students (DSS) office at 701-777-2664 or UND.dss@UND.edu. Individuals who are unable to wear a mask due to a sincerely held religious belief should contact the UND Equal Opportunity and Title IX Office at 701.777.4171 or UND.EO.TitleIX@UND.edu.

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

Description:

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

Credit Hours: 9 hours

Instructors: Steven Halcrow, PT, DPT, OCS

Clock Hours and Schedule:

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

Course Objectives:

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

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

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

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

Description of Teaching Methods and Learning Experiences:

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

Outline of Content:

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

Method of Student Evaluation/Grading:

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

1. Communicate with assigned SCCE or CI 6-8 weeks prior to the start of each clinical experience.
2. Update of student profile in clinical education database (Exxat) prior to clinical experience.
3. Maintains an updated CPR certification for the Healthcare provider.
4. Maintains health insurance coverage.
5. Upload requested health requirements to our clinical education database (Exxat) and provide to clinical sites as requested.
6. Forms to be signed and submitted to the Co-DCEs by the specified date.
 - a. Student Clinical Performance Instrument (mid-term and final)
 - 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 advanced intermediate performance or above on all criterion of the CPI (entry-level is not expected).

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

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

Required and Recommended Readings:

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

Academic Integrity:

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

I will not:

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

Notice of Nondiscrimination

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

Disability Access Statement

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

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

Religious Accommodations

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.

Reporting 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: 701.777.4171; 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 the impacted by discrimination, harassment, or sexual misconduct, you can find information about confidential support services at the Equal Opportunity and Title IX webpage.

Ensure Accessibility

To comply with the latest accessibility guidelines, documents posted online, including, but not limited to, Adobe PDF files, Microsoft Word documents, Microsoft PowerPoint presentations, and online flipbooks, must be screen-reader friendly.

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Health and Safety

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UND also strongly encourages all members of the University community, including students, to get vaccinated, seek out testing when needed, and model positive behavior both on- and off-campus to foster a healthy and safe learning environment for all students. Individuals who would like to discuss disability accommodations regarding masks should contact the Disability Services for Students (DSS) office at 701-777-2664 or UND.dss@UND.edu. Individuals who are unable to wear a mask due to a sincerely held religious belief should contact the UND Equal Opportunity and Title IX Office at 701.777.4171 or UND.EO.TitleIX@UND.edu.

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

Description:

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

Instructors: Steven Halcrow, PT, DPT, OCS

Course Objectives:

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

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

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

Description of Teaching Methods and Learning Experiences:

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

Outline Content and Assigned Instructor:

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

Methods of Student Evaluation/Grading:

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

1. Communicate with the assigned SCCE or CI 8-10 weeks prior to the start of each clinical experience.
2. Completion of student profile prior to clinical experience.
3. Maintains an updated CPR certification for the Healthcare Provider.
4. Maintains health insurance coverage.
5. Upload requested health requirements to our student system (Exxat) and provide to clinical sites as requested.
6. Forms to be signed and submitted to the Co-DCEs by the specified due dates.
 - a. Student Clinical Performance Instrument (mid-term and final)
 - b. Student Evaluation of Clinical Site
 - c. Student Evaluation of Clinical Supervisor (mid-term and final)
 - d. Diagnosis Treated in the Clinical Setting
7. Compliance with Clinical Experience Guidelines as documented in the Physical Therapy Handbook (attendance is mandatory).
8. Student is expected to achieve entry-level or above on all criterion of the CPI.
 (**the clinical instructor will score the student based upon performance versus program expectation.)

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

Required and Recommended Readings:

Students are required to read clinical files and Physical Therapy Student Survival Guide prior to the start of the semester. No additional text is required. During the affiliations, students are encouraged to utilize personal, clinical department, local media libraries and on-line services through UND Medical Library for reference materials to assist in clinical decision-making and problem-solving.

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I will not:

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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 the impacted by discrimination, harassment, or sexual misconduct, you can find information about confidential support services at the Equal Opportunity and Title IX webpage.

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UND also strongly encourages all members of the University community, including students, to get vaccinated, seek out testing when needed, and model positive behavior both on- and off-campus to foster a healthy and safe learning environment for all students. Individuals who would like to discuss disability accommodations regarding masks should contact the Disability Services for Students (DSS) office at 701-777-2664 or UND.dss@UND.edu. Individuals who are unable to wear a mask due to a sincerely held religious belief should contact the UND Equal Opportunity and Title IX Office at 701.777.4171 or UND.EO.TitleIX@UND.edu.

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

Description:

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

Department Offering the Course:

Physical Therapy

Credit Hours: 12

Faculty: Steven Halcrow, PT, DPT, OCS

Clock Hours and Schedule:

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

Course Prerequisites:

Registered in Professional Physical Therapy curriculum

Course Objectives:

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

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

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

Description of Teaching Methods and Learning Experiences:

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

Outline Content and Assigned Instructor:

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

Methods of Student Evaluation/Grading:

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

1. Communicate with the assigned SCCE or CI 8-10 weeks prior to the start of each clinical experience.
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 student system (Exxat) and provide to clinical sites as requested.
6. Forms to be signed and submitted to the Co-DCEs by the specified due dates.
 - a. Student Clinical Performance Instrument (mid-term and final)
 - b. Student Evaluation of Clinical Site
 - c. Student Evaluation of Clinical Supervisor (mid-term and final)
 - d. Diagnosis Treated in the Clinical Setting
7. Compliance with Clinical Experience Guidelines as documented in the Physical Therapy Handbook (attendance is mandatory).
8. Student is expected to achieve entry-level or above on all criterion of the CPI.

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

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

Required and Recommended Readings:

Students are required to read clinical files and Physical Therapy Student Survival Guide prior to the start of the semester. No additional text is required. During the affiliations, students are encouraged to utilize personal, clinical department, local media libraries and on-line services through UND Medical Library for reference materials to assist in clinical decision-making and problem-solving.

Academic Integrity:

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

I will not:

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

Notice of Nondiscrimination

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

Disability Access Statement

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

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

Religious Accommodations

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.

Reporting 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: 701.777.4171; 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 the impacted by discrimination, harassment, or sexual misconduct, you can find information about confidential support services at the Equal Opportunity and Title IX webpage.

Ensure Accessibility

To comply with the latest accessibility guidelines, documents posted online, including, but not limited to, Adobe PDF files, Microsoft Word documents, Microsoft PowerPoint presentations, and online flipbooks, must be screen-reader friendly.

For directions on how to make your syllabus and other course materials accessible, go to Blackboard > Services > Atomic Learning > Creating an Accessible Syllabus (for technical assistance with Atomic Learning, contact UND Tech Support at UND Tech Support).

Health and Safety

UND is committed to maintaining a safe learning environment while providing quality learning experiences for our students. COVID-19's continued presence within our UND community may necessitate changes in classroom management as the academic year progresses. As such, UND asks students and instructors to be flexible when necessary to promote a safe environment for learning. Please do not attend an in-person class or lab if you are feeling ill, particularly if you are experiencing symptoms of COVID-19, or if you have been directed by health professionals to quarantine or isolate. 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 in order to ensure your ability to succeed in the course. If you will have an extended absence due to serious illness or other uncontrollable circumstances, you may request an absence notification through the Office of Student Rights and Responsibilities. Similarly, if your instructor is ill they may need to cancel class or temporarily move your course to online delivery to ensure that you are able to complete the course successfully. Instructors may require students to wear masks in the classroom or in the laboratory as a preventative measure designed to facilitate uninterrupted classroom engagement and to facilitate health and safety in the classroom. If your instructor does require masks in class or in a laboratory, you are expected to comply with that request.

UND also strongly encourages all members of the University community, including students, to get vaccinated, seek out testing when needed, and model positive behavior both on- and off-campus to foster a healthy and safe learning environment for all students. Individuals who would like to discuss disability accommodations regarding masks should contact the Disability Services for Students (DSS) office at 701-777-2664 or UND.dss@UND.edu. Individuals who are unable to wear a mask due to a sincerely held religious belief should contact the UND Equal Opportunity and Title IX Office at 701.777.4171 or UND.EO.TitleIX@UND.edu.

Clinical Experience Forms/Documents

Diagnoses Treated in the Clinical Setting

Student Name: _____

Facility Name: _____

Clinical Education: I II III IV

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

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

	Primary Diagnosis	Secondary Diagnosis	Age Range			
			0-10	11-17	18-40	41-64
Musculoskeletal:						
Rotator Cuff Tear or Repair	_____	_____	_____	_____	_____	_____
Shoulder Impingement Syndrome	_____	_____	_____	_____	_____	_____
Total Shoulder Replacement	_____	_____	_____	_____	_____	_____
Elbow, wrist, or hand pain/pathology	_____	_____	_____	_____	_____	_____
Low Back Pain - nonsurgical	_____	_____	_____	_____	_____	_____
Low Back Pain - post surgical	_____	_____	_____	_____	_____	_____
Cervical Dysfunction	_____	_____	_____	_____	_____	_____
Total Hip Replacement	_____	_____	_____	_____	_____	_____
Total Knee Replacement	_____	_____	_____	_____	_____	_____
ACL Reconstruction	_____	_____	_____	_____	_____	_____
Patellofemoral Dysfunction	_____	_____	_____	_____	_____	_____
Ankle or Foot Pathology	_____	_____	_____	_____	_____	_____
Ankle Sprain	_____	_____	_____	_____	_____	_____
Other Musculoskeletal Diagnoses: (list)	_____	_____	_____	_____	_____	_____
Neuromuscular:						
	Primary Diagnosis	Secondary Diagnosis	Age Range			
			0-10	11-17	18-40	41-64
CVA	_____	_____	_____	_____	_____	_____
Brain Injury	_____	_____	_____	_____	_____	_____
Parkinson's Disease	_____	_____	_____	_____	_____	_____
Spinal Cord Injury	_____	_____	_____	_____	_____	_____
Multiple Sclerosis	_____	_____	_____	_____	_____	_____
Guillain-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
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
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>