

Course Title and Number: PT 627: Integrated Clinical Experience

Description:

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

Department Offering the Course:

Physical Therapy

Credit Hours: 4 credit hours

Instructor:

Steven Halcrow, PT, DPT, OCS

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

Course Prerequisites:

Registered in Professional Physical Therapy curriculum.

Course Objectives:

Following the early clinical experience the student will:

1. Professionalism: Demonstrate appropriate attitude, behavior, and values without 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 the 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. 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

Capstone

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

Advanced Communication

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

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

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

Oral Communication

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

Description of Teaching Methods and Learning Experiences:

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

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

ARTIFICIAL INTELLIGENCE (AI)

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

cited content may be inaccurate. The faculty reserves the right to use various plagiarism-checking tools in evaluating students' work, including those screening for AI-generated content, and impose consequences accordingly.

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

UNIVERSITY OF NORTH DAKOTA POLICIES & RESOURCES:

Notice of Nondiscrimination

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

Academic Integrity

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

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

Accessibility Statement

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

More information can be obtained by email, UND.accessibilityforstudents@UND.edu, or by phone at 701.777.2664.

Religious Accommodations

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

Pregnancy Accommodations

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

Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem is not resolved by speaking with your instructor, refer to the college grievance policy by contacting the department

chair or the dean's office. [Link to college grievance policy.] Should the problem persist after taking these initial steps, you have the right to go to the provost next, and then to the president.

Reporting of Discrimination, Harassment, or Sexual Misconduct

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

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

Faculty Reporting Obligations Regarding Discrimination, Harassment, or Sexual Misconduct

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

Health and Safety

UND is committed to maintaining a safe learning environment while providing quality learning experiences for our students. 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 or if you have been directed by health professionals to quarantine or isolate. UND follows isolation and quarantine guidelines recommended by the [CDC and the North Dakota Department of Health](#). 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 Community Standards](#). 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. Please consult the [COVID-19 at UND](#) webpage for information regarding on-campus COVID-19 testing, isolation and quarantine guidelines, and vaccines.

PT 627: Integrated Clinical Experience
 Grading Rubric for Summer 2024

Student Name: _____
 CI Name: _____
 CI email address: _____

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

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

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

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