

**A.T. STILL UNIVERSITY
ARIZONA SCHOOL OF HEALTH SCIENCES
DOCTOR PHYSICAL THERAPY PROGRAM**

**DPTR9180 Clinical Education Experience II
Course Syllabus
2026-2027**

Course Instructors:

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Guest Lecturers: N/A

Teaching/Lab Assistants: N/A

Description:

The first full-time terminal clinical education experience under the supervision of a licensed professional. During the ten-week experience, the student will apply physical therapy principles learned in the first two years of didactic work. Clinical education experiences in the program take place in a variety of practice settings and provide the students with a breadth and depth in professional role modeling and access to patients who are representative of those commonly seen in practice.

Prerequisites: All courses in the first two years of the curriculum

Corequisites: None

Credit: 10 semester hours

Clock Hours and Schedule: To be determined by clinical site

Contact Hours: Approximately 400 clinical hours

Required and Recommended Readings:

As requested by the clinical site

Doctor of Physical Therapy Program Clinical Education Manual

Additional resources on Canvas Clinical Education Course

Course Goal:

The student will be able to complete examinations, evaluate findings, develop a plan of care and implement interventions appropriate for a variety of patient populations and settings while abiding by physical therapy practice standards.

Course Objectives:

At the completion of the Clinical Education Experience, the student will:

1. Demonstrate safe practice that minimizes risk to patient, self, and others. (CL6, 7B_Communication, Ethics and Values, Management, Law, 7D28, 7D32, 7D33, 7D37, SR3-MZ-Clinical Performance Instrument)
2. Demonstrate legal and ethical decision-making consistent with the legal standards, APTA Code of Ethics, Core Values, and Professional Code of Conduct. (AL5, 7B_Communication, Ethics and Values, Management, 7D1, 7D4, 7D5, 7D6, 7D28, SR3-MZ-Clinical Performance Instrument)
3. Exhibit professional behaviors consistent with the APTA Code of Ethics, Core Values, and Professional Code of Conduct. (AL5, 7B_Communication, Ethics and Values, 7D1, 7D4, 7D5, 7D8, 7D28, SR3-MZ-Clinical Performance Instrument)
4. Display appropriate therapist/patient relationships. (AL5, 7B_Communication, Teaching and Learning, 7D1, 7D4, 7D5, 7D7, 7D8, 7D24, SR3-MZ-Clinical Performance Instrument)
5. Communicate effectively with all individuals when engaged in physical therapy practice, including patients, clients, families, caregivers, other members of the health care team, consumers and payers. (AL5, 7B_Communication, Teaching and Learning, 7D1, 7D5, 7D7, 7D8, 7D12, 7D24, 7D39, IS1-MZ-Clinical Performance Instrument, IC1,3-MZ-Clinical Performance Instrument)
6. Formulate comprehensive patient interview to collect pertinent information. (CL6, 7D17)
7. Plan appropriate tests and measures for systems review and patient examination based on health conditions. (CL5, 7B_Clinical Reasoning, 7C_Cardiovascular, Endocrine and Metabolic, Integumentary, Lymphatic, Musculoskeletal, Nervous, Respiratory, System Interactions, Differential Diagnosis, Medical and Surgical Conditions, 7D18, 7D19a-w)
8. Perform tests and measures to accurately gather data. (PL4, 7C_Cardiovascular, Endocrine, Metabolic, Integumentary, Lymphatic, Musculoskeletal, Nervous, Respiratory, System Interactions, Differential Diagnosis, Medical and Surgical Conditions, 7D19a-w)
9. Construct an appropriate plan for applying tests and measures in a systematic way (CL6, 7B_Clinical Reasoning, 7C_Cardiovascular, Endocrine, Metabolic, Integumentary, Lymphatic, Musculoskeletal, Nervous, Respiratory, System Interactions, Differential Diagnosis, Medical and Surgical Conditions, 7D18, 7D19a-w)
10. Construct comprehensive patient care management, including applying the scientific principles underlying each treatment. (CL6, 7B_Communication, Ethics and Values,

- Management, Clinical Reasoning, Evidenced-Based Practice, 7C_Differential Diagnosis, 7D10, 7D11, 7D20, 7D27a-i, CT1-MZ-Clinical Performance Instrument)
11. Evaluate patient observations, research/clinical knowledge, medical records and PT examination data to develop appropriate PT evaluation, diagnoses, plan of care and prognosis. (CL6, 7B_Management, Clinical Reasoning, Evidenced-based Practice, 7C_Differential Diagnosis, 7D9, 7D10, 7D11, 7D20, 7D21, 7D22, 7D26, CT1,2,3-MZ-Clinical Performance Instrument)
 12. Modify treatment plan to maximize patient outcomes. (CL6, 7B_Management, Clinical Reasoning, 7D24, 7D30, 7D31, CT3-MZ-Clinical Performance Instrument)
 13. Develop goals and functional outcomes that specify expected time duration. (CL6, 7B_Clinical Reasoning, Evidenced-Based Practice, 7D23, 7D24, 7D26, CT1,3-MZ-Clinical Performance Instrument)
 14. Determine the need for further examination or consultation by a physical therapist or for referral to another health care professional. (CL6, 7B_Communication, Ethics and Values, Management, Clinical Reasoning, Evidenced-Based Practice, 7C_Differential Diagnosis, 7D4, 7D5, 7D16, 7D35, CT1-MZ-Clinical Performance Instrument, IC1,2-MZ-Clinical Performance Instrument)
 15. Implement physical therapy interventions in a safe manner. (PL4, 7B_Communication, Ethics and Values, Management, Teaching and Learning, Clinical Reasoning, Evidenced-Based Practice, 7D27a-i)
 16. Adapt physical therapy interventions to enhance patient performance and functional outcomes. (PL4, 7B_Communication, Ethics and Values, Management, Teaching and Learning, Clinical Reasoning, Evidenced-Based Practice, 7D27a-i, 7D30, 7D31)
 17. Consider key members of the healthcare team including patients, clients, family members, payers and other professionals to determine a realistic and acceptable plan of care. (CL6, 7B_Communication, Finance, Teaching and Learning, Ethics and Values, Management, Clinical Reasoning, Evidenced-Based Practice, 7D5, 7D7, 7D24, 7D25, 7D26, 7D36, 7D39, IS1,2-MZ-Clinical Performance Instrument, IC1,2,3-MZ-Clinical Performance Instrument)
 18. Advocate consistently for patients and clients through communication with family members, payers, and other professionals. (AL5, 7B_Communication, Teaching and Learning, Management, Ethics and Values, Clinical Reasoning, 7D5, 7D7, 7D24, 7D26, 7D36, 7D39, IS1,2-MZ-Clinical Performance Instrument, IC1,2,3-MZ-Clinical Performance Instrument)
 19. Produce written reports/documents that are effective, appropriate, thorough and timely. (CL6, 7B_Communication, Ethics and Values, Management, Finance, Law, Clinical Reasoning, 7D1, 7D32, 7D42)
 20. Delegate appropriate activities during the supervision of support staff. (CL6, 7B_Communication, Management, Teaching and Learning, Clinical Reasoning, 7D1, 7D4, 7D5, 7D25, 7D28, 7D29, 7D34, IS1,2-MZ-Clinical Performance Instrument, IC1,2-MZ-Clinical Performance Instrument)
 21. Implement personal/professional growth and development using constructive feedback and self-assessment. (AL5, 7B_Ethics and Values, 7D5, 7D15, 7D38, CT3-MZ-Clinical Performance Instrument)

22. Display sensitivity toward individual and cultural differences, not allowing biases to impact the patient-provider relationship. (AL5, 7B_Ethics and Values, Management, Finance, 7D5, 7D8, CP1,2,3-MZ-Clinical Performance Instrument)

Teaching Methods and Learning Experiences:

As determined by the clinical education facility of each site with guidance by the DCEs.

Evaluation Techniques:

APTA Clinical Performance Instrument

Additional feedback from the clinical instructor as appropriate

Completion of clinical education experience requirements and tasks Attendance record

Additional requirements:

As determined by the site and per the clinical affiliation agreement for the clinical entity. Could include but is not limited to drug screening, fingerprint card, learning modules, journal articles, immunizations and continuing education courses.

Grading Policy:

The academic policy requires a student to successfully pass each clinical education experience. For the student to receive credit for this course and to receive a passing grade, the following criteria must be met:

- A passing performance as noted by the CPI and clinical instructor feedback and
- A minimum of 70 percent on the clinical education experience requirements and tasks

Students failing to achieve passing clinical performance or the minimum 70% competency will receive a failing grade and will complete an additional 10 week experience. Final grades are determined by the DCE.

Grading Categories

Students are required to complete aspects in all four categories below (clinical performance, completion of forms, attendance, and professionalism/communication).

1. *Clinical Performance*

For the first ten-week clinical education experience, students are expected to reach a **minimum rating of Advanced Intermediate on all items of the CPI with**

no issues regarding safety, professional behavior, accountability, or communication. If the student is steadily progressing towards this level with no concerns regarding safety, professional behavior, accountability, or communication, but has not reached Advanced Intermediate, an Incomplete grade may be given based on clinical performance alone.

It is the decision of the DCE to allow the student to continue with additional clinic time by either extending the current clinical or completing time at a later date. Continuation of the current clinical placement will only be considered if clinical performance is likely to meet Advanced Intermediate within an additional two weeks or less and only if the clinical site agrees to the schedule. Upon successful achievement of Advanced Intermediate performance or higher, the Incomplete grade will be changed.

In some clinical settings the advanced or unique patient population may factor in the student's ability to reach Advanced Intermediate on the CPI. In this situation the DCE will determine appropriate passing criteria in collaboration and with input from the SCCE/CI from the site.

Clinical performance failure: A student unable to meet an Advanced Intermediate rating within 10 weeks or following an extended time (if granted), will receive a failing grade in the course. A student may receive a failing grade if major safety concerns are evident or if performance fails to progress. Failure of a clinical education experience must be successfully remediated to meet graduation requirements. Length and nature of this remediation is dependent upon the cause(s) for the failure and is determined by the DCE in consultation with the academic faculty, clinical faculty, and the student. The DCE decides the final grade.

If the student receives a failing or incomplete grade on any clinical education experience, alteration of the clinical education schedule will occur. Additionally, as a result of poor clinical performance, a reorganization of clinical education experiences including requiring the student to return to the Phoenix metropolitan area to allow greater involvement of the DCE will be required. Alterations to the clinical education schedule due to failures may result in a delay in graduation as a student will not graduate until all requirements for completion of the degree are met.

Any clinical experience may be terminated, at any point, at the discretion of the DCE if the student is not making adequate progression. In addition, any safety violation could result in immediate removal from the site and failure of the clinical education experience.

If a student receives two failing grades, the student will be dismissed from the Doctor of Physical Therapy program. Students who retake a clinical course due to an original clinical course failure, and fail the retake, will be considered to have two failing grades.

2. ***Completion of forms***

Students are required to complete several forms prior to, during, and before the end of the clinical education experience. Students earn points for each item if completed by the deadline outlined. If not completed by the deadline, no points will be awarded.

<i>Item</i>	<i>Due Date</i>	<i>Points</i>
Clinical requirements completed	5 weeks prior to start date	30
Email profile to clinical instructor	2 weeks prior to start date	15
Complete Clinical Instructor details in EXXAT	By end of first week	15
Complete CPI self-evaluation (Midterm)	Thursday evening of week 5*	20
Complete CPI self-evaluation (Final)	Thursday evening of week 10*	20
Complete weekly planning forms	Week 1	10
	Week 2	10
	Week 3	10
	Week 4	10
	Week 5	10
	Week 6	10
	Week 7	10
	Week 8	10
	Week 9	10
Complete Site Evaluation in EXXAT	Thursday evening of week 10 (do not include specific names)	5
Complete Clinical Instructor Evaluation in EXXAT	Thursday evening of week 10	5
CPI Performance Level	Final Assessment	100
Attendance		50
Professionalism/Communication		50
	<i>Total points</i>	<i>400</i>

* Or prior to meeting with clinical instructor (whichever comes first)

2. **Attendance**

Students must follow the attendance policy (below).

Failure to abide by the attendance policy will result in the course grade being lowered one letter grade for each occurrence.

3. **Professionalism and Communication**

If the student falls out of compliance with health requirements during the clinical experience, the final course grade will be lowered 10%.

Students are expected to communicate with designated DCE to arrange midterm visit.

Final Grade:

Final grade for this course is determined by a combination of meeting passing clinical performance and meeting 70% minimum competency in graded categories. Points are awarded and deducted as outlined above to determine final grade. Students failing to meet the 70% minimum competency will receive a course failure. Failure to pass the clinical performance category will result in course failure even if the 70% minimum competency in other categories is met.

Grading System:

The following letter grading scale will be used:

A = 90-100%

B = 80-89%

C = 70-79%

F = <70%

Use of Artificial Intelligence (AI)

The DPT program recognizes the potential benefits of AI to support student learning and that it may be useful as a supplementary tool. However, the use of AI to generate work that is submitted for a grade or assessment is prohibited unless explicitly permitted by the course instructor. Please see the section on cheating in the ATSU DPT Student Manual for more information.

Cheating

Cheating on any graded component will not be tolerated and will result in failure “F” of this course. Additionally, the course instructor will recommend that the student be dismissed from the program. For additional information about what constitutes cheating please see the ATSU DPT Student Manual.

Professional Behaviors:

Students are expected to demonstrate professional behaviors including, but not limited to, punctuality, attentiveness, participation, professional appearance and attire, interpersonal relations, attitudes, neatness and punctuality of work, and preparation. More specific expectations are outlined in the ATSU Doctor of Physical Therapy Student Manual. Students demonstrating unprofessional behavior in multiple courses or other program activities will be referred to the Physical Therapy Academic Review Board.

Attendance:

A student is required to attend all scheduled clinical days. If applicable, a student is permitted a total of three excused absences during their 3rd year upon request and with appropriate documentation. These three days include both anticipated and unexpected absences for the entire 3rd year. A missed day for taking the NPTE early is not counted in this total. The student may be required to make up any missed days by working Saturdays, Sundays, extended hours, or by extending the length of the clinical education experience. The academic program and/or the clinical education site reserves the right to require the student to complete all missed hours. The program may require the student to make up any missed days, even if the clinical education site does not. If the student misses more than three clinical days, the Co-DCE will implement appropriate steps of remediation, additional assignments, and/or grade reduction if necessary. Absences of clinical days will be remediated in the clinic as outlined below in Student Responsibilities.

Student Responsibilities

- Anticipated absences must be communicated with the assigned Co-DCE as soon as the student becomes aware. The student must request approval of anticipated absences through the PTAR form located on Canvas in the PT Student Center. Students must include the date(s), details and reasoning for missing; absences are recorded in half and full day increments only. Similar to the didactic portion of the program, this request will then be reviewed by a committee and the student will be notified of the decision. Requests will be reviewed twice a month; at the beginning and approximately halfway through the month (within 2 weeks). Those requests submitted by the 15th will be reviewed and a response

given before the 1st of the next month. Requests submitted between the 15th and the 1st will be notified by the 15th of the following month. It is the responsibility of the student to submit their requests with enough time to be processed in advance. If the request is approved, the student will receive confirmation of approval and should then submit a "Leave Request" through EXXAT. Once a final decision is made, the student will communicate with the assigned Co-DCE the designated plan and notify their CI of the absence.

- Unexpected absences must be communicated to both the Co-DCE and clinical site as soon as the student is able to do so. These absences will be recorded through the EXXAT Leave Request Form.

Academic Program Responsibilities

- The Co-DCE will monitor the attendance of students during each clinical education experience and will be available to assist the CI in determining the necessity of making up any missed clinical hours. The program will also assist the student and the clinical education site in coordinating the hours to be completed.
- A committee will meet bi-monthly to discuss clinical education absence requests and will notify students of the absence being deemed excused vs unexcused by the 1st or 15th of each month, depending on submittal date.

Additional course information:

The course instructor expects all students to come to the clinical environment prepared to engage, discuss, and perform clinical skills. This expectation includes that all assigned readings or activities have been completed prior to clinic time. Resources and assignments are expected to be downloaded and printed if needed by the student prior to the start of the clinical learning.

All assignments and projects handed in become the property of the ATSU Physical Therapy Program and will be returned to students at faculty discretion.

This course must be passed with a minimum grade of "C" in order to be considered for retention and progression in the Physical Therapy Program.

University Policies:

Student Conduct

ATSU students are expected to abide by two important codes: the Code of Academic Conduct and the Code of Behavioral Standards. The codes establish minimal expectations of students and serve as guidelines for professional behavior. Inappropriate behavior is subject to sanctions.

Information on student academic and disciplinary codes and processes can be found in the ATSU University Catalog. For more information visit:
[Link to Code of Academic Conduct](#); [Link to University Student Handbook](#);
[Code of Behavioral Standards](#).

Posting of Grades by Faculty

The public posting of grades either by the student's name, school identification number, or social security number without the student's prior written consent is a violation of FERPA. This includes the posting of grades to a class website and applies to any public posting of grades for students taking distance education courses. Instructors who wish to post grades should use a system that ensures that FERPA requirements are met. This can be accomplished by obtaining the student's written consent or by using a unique identifier known only to the student and the instructor. The order of posting **should not** be alphabetic. For more information visit: [Link to ATSU Policies re: Student Records, FERPA](#); [Link to ATSU Policies re: Grading](#).

Students with Disabilities & Accommodations

ATSU is committed to providing an accessible learning environment that ensures equal opportunity for all students. Students who anticipate or experience academic barriers based on a disability are encouraged to contact Accommodation Services as early as possible to initiate the accommodation process. Accommodation Services determines eligibility and coordinates necessary and reasonable accommodations while maintaining the academic standards of the University. Please note that faculty cannot provide disability-related accommodations without official approval from Accommodation Services.

To request accommodations or to discuss your specific situation, contact Accommodation Services at accommodations@atsu.edu, 660.626.2774 Missouri campus, or 480.245.6248 Arizona and California campuses. For more information, visit atsu.edu/lras

Title IX Reporting: Discrimination, Harassment, Trauma, Stress

ATSU supports you in pursuing your academic goals free from harassment, discrimination, violence, or retaliation. If you should experience discrimination, harassment, violence, or retaliation, please contact the ATSU Title IX office, Student Affairs, or Human Resources for assistance. Title IX also protects students who are pregnant or need assistance for pregnancy related conditions. If you are pregnant, please contact the ATSU Title IX office for assistance, resources, and to understand your rights. ATSU does not tolerate discrimination or harassment (including sexual assault, dating and domestic violence, and stalking) based on protected characteristics (e.g., race, disability, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) or related retaliation. Under ATSU Policy No. 90-210: Prohibition of Discrimination, Harassment, and Retaliation, all faculty and staff are required to report any knowledge of discrimination, harassment, or retaliation to the ATSU Title IX office.

A range of resources are available within the University to assist any student struggling with trauma or stress. The Student Affairs website includes information about resources such as Behavioral Health and Wellness, self-help, student handbook, catalogs, etc.

For assistance or more information contact:

HUMAN RESOURCES - 660.626.2790 (hr@atsu.edu)

STUDENT AFFAIRS - 660.626.2236(<https://www.atstu.edu/student-affairs/contact>)

TITLE IX OFFICE - 660.626.2113 (titleix@atsu.edu)

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