

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

**DPTR7580 Clinical Experience I  
Course Syllabus**

**Spring 2023**

**Course Instructors:**

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**Teaching/Lab Assistants: N/A**

**Description:**

The first, full-time clinical education experience is a four-week, full-time clinical experience under the direct supervision of a licensed physical therapist. Over the four weeks, the student will be expected to apply physical therapy principles learned in the first semesters of their classroom work, including gait analysis, patient education, basic therapeutic exercise, documentation, clinical reasoning, basic patient care skills and research.

**Prerequisites:**

Successful completion of the first year curriculum

**Corequisites:** None

**Credit:** 4 semester hours

**Clock Hours and Schedule:** As determined by the clinical site in collaboration with the institution.

**Contact Hours:** Approximately 160 hours across the duration of the experience

**Required and Recommended Readings:** As determined by clinical site.

**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 this clinical experience the student will be able to:

1. Exhibit professional behaviors consistent with the APTA Code of Ethics, Core Values, and Professional Code of Conduct including the following: (AL3, 7B\_Communication, Ethics & Values, Management, Teaching & Learning, Law, 7D1, 7D4, 7D5, 7D6, 7D8, 7D28, SR3-MZ:abbreviated clinical feedback form, student self-assessment)
  - a. Maintaining patient confidentiality, privacy and modesty
  - b. Managing conflict in positive, professional and constructive ways (IS3-MZ:Clinical Performance Instrument)
  - c. Providing feedback to the clinical instructor to enhance learning
  - d. Initiating action to address ethical or legal concerns
  - e. Maintaining accountability for personal actions
  - f. Communicating professionally and in a timely manner
  - g. Communicating with sensitivity to individual and cultural differences (IS1-MZ:Clinical Performance Instrument)
  - h. Actively listening with attentiveness to the other person (IS2-MZ:Clinical Performance Instrument)
  - i. Recognizing personal biases, both implicit and explicit, when providing patient care
2. Demonstrate adult learner characteristics that include the following: (AL3, 7D5, 7D15)
  - a. Readiness for self-assessment
  - b. Eagerness to learn
  - c. Willingness to seek independent learning opportunities
3. Complete introductory components of documentation with accuracy and appropriate content, adhering to professional guidelines within the physical therapy practice setting and including the following components: (CL3, 7B\_Law, 7D1, 7D32)
  - a. Format and guidelines required by the clinical setting
  - b. Professional terminology that is technically correct
4. Adhere to health, safety and legal policies and regulations in a consistent manner, which include the following: (CL3,7B\_Law, 7D1, 7D28, 7D37)
  - a. ensure the safety of self, patient and others in the clinic environment

- b. establish and maintain a safe working environment
- 5. Demonstrates appropriate relationships with patients, families, and interdisciplinary team members. (AL3, 7B\_Communication, Teaching & Learning, 7D1, 7D5, 7D24, 7D39, IC2-MZ:abbreviated clinical feedback form)
- 6. Act with compassion, caring, and integrity in all professional relationships. (AL3, 7B\_Ethics & Values, 7D1, 7D5, 7D39, L5) (IS1-MZ:abbreviated clinical feedback form)
- 7. Conduct patient interview to gather pertinent history. (CL3, 7D17, 7D18)
- 8. Perform: (PL3, 7C\_Cardiovascular, Musculoskeletal, System Interactions, 7D5, 7D19, L3)
  - a. accurate measurement of range of motion. (7C\_Musculoskeletal, 7D19k & s)
  - b. accurate determination of muscle performance. (7C\_Musculoskeletal, 7D19o)
  - c. accurate assessment of vital signs to include heart rate, temperature, respiration, and blood pressure at all appropriate times. (7C\_Cardiovascular, System Interactions, 7D19w)
  - d. safe gait training and transfers if applicable. (7D27g)
- 9. With guidance by the clinical instructor, the student will correlate examination findings to: (MZ-Clinical Performance Instrument)
  - a. identify impairments, activity limitations, and participation restrictions using the ICF model (CL2, 7B\_Clinical Reasoning, 7D21)
  - b. develop a diagnosis and a prognosis. (CL3, 7B\_Clinical Reasoning, 7D20, 7D22, 7D23)
  - c. develop appropriate intervention(s). (CL3, 7B\_Clinical Reasoning, Evidence-Based Practice, 7D20, 7D27a-e)
  - d. modify intervention(s). (CL5, 7B\_Clinical Reasoning, 7D27a-f, i, 7D30)
  - e. develop short term and long term functional goals (CL4, 7B\_Clinical Reasoning, 7D20, 7D23, 7D24)
  - f. apply appropriate patient education for problem(s)management. (CL3, 7B\_Communication, Teaching & Learning, 7D7, 7D12)
- 10. Explain patient and/or caregiver instruction/education regarding the intervention and plan of care (AL3, 7B\_Communication, Teaching & Learning, 7D7, 7D12)
- 11. Identify the need for reassessment. (CL3, 7B\_Clinical Reasoning, 7D30, 7D31, 7D33)
- 12. Consider the whole person throughout the episode of care. (CL5, 7B\_Ethics & Values, Management, 7C\_System Interactions, Differential Diagnosis, 7D5, 7D8, 7D34, 7D36)
- 13. Implement personal/professional growth and development using constructive feedback and self-assessment. (AL5, 7B\_Ethics & Values, 7D5, 7D15, 7D38, CT3-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

Bulletin Board Discussions

Additional feedback from the clinical instructor as appropriate

**Lab Participation:** N/A

**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:**

For the student to receive credit for this course and to receive a passing grade, the following criteria must be met:

- Bulletin Board Participation:
  - A minimum average of 70 percent must be received for this graded category
- Clinical Performance Instrument:
  - Demonstrate a ranking of *Intermediate Performance* or above on each of the following items of the formal evaluation: Professionalism: Ethical Practice, Legal Practice & Professional Growth; Interpersonal: Communication, Inclusivity.
  - Demonstrate a ranking of *Advanced Beginner* or above on each of the following items of the formal evaluation (in relation to extremities): Technical/Procedural: Clinical Reasoning, Examination/Evaluation/Diagnosis, Plan of Care & Case Management, Interventions & Education; Business: Documentation.
  - Have no negative comments about the student's safety in the clinic or about his/her professional behavior.
  - Have no excessive tardiness or absences on the final formal evaluation.

If the student fails to achieve the minimum 70 percent competency for the graded bulletin board component the instructor has the option of assigning alternate remediation work or allowing the failing grade to stand. A failure of this graded component results in overall course failure.

If the student fails to meet competency for the clinical performance, the student may be given a failing grade or granted an incomplete depending on the overall clinical performance as outlined in the Clinical Education Manual. This determination is solely the responsibility of the Co-Directors of Clinical Education (DCE). The DCE may modify the clinical performance criteria based on the specific clinical education placement and/or other factors.

The clinical instructor(s) will evaluate the students' performance on the Clinical Performance Instrument according to the directions and guidance from the DCE. The final grade for this course is pass/fail.

**Graded Categories:**

- 70% Student's Clinical Education Evaluation / Performance Evaluation
- 30% Bulletin Board Responses and Participation

Completion of site and clinical instructor evaluations required to receive a grade for this course.

**Grading System:** The final grade for this course is pass/fail.

**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.

**Late assignments and absences from the clinic:**

The student **must notify the clinical site and the DCEs** whenever absences from the facility are necessary. Absences are allowed in cases of illness, injury, or emergency only. Absences for any other reason need to be approved by both the clinical site and the DCEs. The clinical site may require the student to make up missed days by working Saturdays, Sundays, or evenings.

**Attendance:**

A student is required to attend all scheduled clinical days. Absences of clinical days will be completed in the clinic as outlined in Student Responsibilities.

1. Student Responsibilities

The student must notify the assigned DCE whenever absences from the facility are necessary. Anticipated absences must be reported as soon as the student becomes aware. The student must request approval of anticipated absences from the assigned

DCE through EXXAT. If the request is approved, the student will receive confirmation of approval through EXXAT and the student may then request approval of the absence from the clinical site. The student will then communicate with the assigned DCE the final decision. Unexpected absences must be reported as soon as the student is able to do so. 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.

## 2. Program Responsibilities

The 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 completing any missed clinical hours. The program will also assist the student and the clinical site in coordinating the hours to be completed.

### **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 in order to be considered for retention and progression in the Physical Therapy Program.

If the student fails the first clinical experience, an additional four weeks of clinical education will be added to the 30 weeks of clinical education experiences during the final year in school. By doing so, graduation will be delayed.

### **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, pg. 5](#)

### **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**

Learning & Disability Resources (LADR) supports ATSU students with disabilities by determining eligibility and coordinating necessary academic adjustments (accommodations), while maintaining the standards of the University. Any student seeking academic adjustments to accommodate limitations due to a documented disability is required to register with LADR. ATSU faculty will not provide disability-related academic adjustments without referral to and notice from LADR. To register, or to discuss adjustments and services as they may apply to your individual situation, please contact LADR at [disabilityresources@atsu.edu](mailto:disabilityresources@atsu.edu), 660.626.2774

Missouri campus, or 480.245.6248 Arizona campus. For more information visit: [Link to Learning and](#)

[Disability Resources homepage](#)

### **Title IX Reporting: Discrimination, Harassment, Trauma, Stress**

If you inform a faculty member of issues regarding harassment, violence or discrimination, it is his/her duty to inform Student Affairs, Human Resources or ATSU's Title IX office. A student may also report concerns directly to these offices.

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: counseling, self-help, student handbook, catalogs, etc.

For assistance or more information contact:

HUMAN RESOURCES - [660.626.2790](tel:660.626.2790) ( [hr@atsu.edu](mailto:hr@atsu.edu) )

STUDENT AFFAIRS - [660.626.2236](tel:660.626.2236) / [480.248.8137](tel:480.248.8137) ([Link to Department of Student Affairs - Contact Us](#))

TITLE IX OFFICE - [660.626.2113](tel:660.626.2113) ( [titleix@atsu.edu](mailto:titleix@atsu.edu) )

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Amended to add Title IX reporting information 5-24-2017

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Amended to update green-highlighted links 6-10-2022