

A.T. Still University  
Arizona School of Health Sciences  
Doctor of Physical Therapy Program

DPTR7580 Clinical Rotation  
Course Syllabus

**Instructors:**

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**Description:**

A four-week, full-time clinical rotation under the direct supervision of a licensed physical therapist. The student will be expected to apply physical therapy principles learned in the first three quarters of their classroom work, including physical agents, gait analysis, patient education, musculoskeletal conditions, basic therapeutic exercise, documentation, clinical reasoning, basic patient care skills and research.

**Prerequisites: Successful completion of the first year curriculum**

**Credit:** 4 semester hours

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

**Course objectives:** At the completion of this internship the student should be able to:

1. Exhibit professional conduct and ethics that adhere to the Standards of Practice for Physical Therapy and Code of Ethics outlined in Guide to Physical Therapy Practice, and which also include the following:
  - a. Arriving on time to the clinical setting
  - b. Wearing appropriate clinical attire consistent with expectations of the clinical setting
  - c. Maintaining patient confidentiality, privacy and modesty
  - d. Managing conflict in positive, professional and constructive ways
  - e. Providing feedback to the clinical instructor to enhance learning
  - f. Initiating action to address ethical or legal concerns
  - g. Maintaining accountability for personal actions

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- h. Communicating professionally and in a timely manner
  - i. Communicating with sensitivity to individual and cultural differences
  - j. Actively listening with attentiveness to the other person
  - k. Providing patient care in a nonjudgmental manner
2. Demonstrate adult learner characteristics that include the following:
    - 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:
    - a. Format and guidelines required by the clinical setting
    - b. Professional terminology that is technically correct
    - c. All aspects of physical therapy care documented in an organized manner
  4. Adhere to health, safety and legal policies and regulations in a consistent manner, which include the following:
    - a. The ability to ensure the safety of self, patient and others in the clinic environment
    - b. The ability to establish and maintain a safe working environment
  5. Develop appropriate relationships with patients, families, and interdisciplinary team members.
  6. Develop compassion, caring, and integrity in all working relationships.
  7. Given any patient the student will be able to successfully:
    - a. Accurately measure range of motion utilizing goniometric measurements.
    - b. Accurately determine muscle strength by administering a manual muscle test.
    - c. Accurately assess vital signs to include heart rate, temperature, respiration, and blood pressure at all appropriate times.
    - d. Safely perform gait training and transfers if applicable.
    - e. Appropriately select, implement, and progress therapeutic exercises.
  8. With guidance by the clinical instructor, the student will be able to successfully:
    - a. Complete an initial examination.
    - b. Evaluate patient examination data.
    - c. Develop a diagnosis and a prognosis.
    - d. Determine a plan of care.
    - e. Implement appropriate intervention(s).
    - f. Modify and implement change in intervention(s).
    - g. Provide patient care focusing on whole person and not disease/diagnosis.
    - h. Instruct patient and caregivers regarding the intervention and plan of care.
    - i. Provide patient with appropriate education to manage problem(s).
    - j. Complete reassessment, measuring outcomes.
    - k. Assess patient response to intervention(s) in functional terms.

**Teaching Methods and Learning Experiences:** As determined by the clinical education facility.

**Evaluation techniques:**

APTA Clinical Performance Instrument

Bulletin Board Discussion

Additional feedback from the clinical instructor as appropriate

**Graded Categories:**

70% Student's Clinical Education Evaluation / Performance Evaluation

30% Bulletin Board Responses and Participation

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

**Grading:**

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 75 percent must be received for this graded category
- Clinical Performance Instrument:
  - Demonstrate a ranking between *Advanced Beginner* and *Intermediate Performance* or above on each of the following items of the formal evaluation: Safety, Professional Behavior, Accountability, Cultural Competence and Communication. These correspond with items 1, 2, 3, 4, 5 respectively on the CPI.
  - Demonstrate a ranking between *Beginner* and *Advanced Beginner* or above on Clinical Reasoning, Examination, Evaluation, Procedural Interventions (in relation to extremities), Plan of Care (in relation to extremities), Educational Interventions and Documentation. These correspond with items 7, 9, 10, 12, 13, 14, 15 respectively on the CPI.
  - 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 75 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 Director 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.

**Professional behaviors:**

Evaluation of a wide range of behaviors commonly called *Professional Behaviors* will be incorporated into this course. These behaviors include but are not limited to: participation, behavior while in the clinic, inter-personal relations with staff and patients, attire, attitudes, neatness of work, punctuality of work, and preparation for clinical experience. Failure to demonstrate professional behaviors may result in course failure.

**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. Up to two days during each clinical experience may be excused WITH and only with the approval of both the clinical site and the DCE.

1. Student Responsibilities

The student must notify the assigned ACCE/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 ACCE/DCE by telephone or email. If the request is approved, the student will receive written confirmation and the student may then request approval of the absence from the clinical site. The student will then email the assigned ACCE/DCE and the clinical instructor to provide the ACCE/DCE with the final decision. Unexpected absences must

be reported by phone call only. The student may be required to remediate any missed days by working Saturdays, Sundays, extended hours, or by extending the length of the clinical experience. The program and/or the clinical site reserves the right to require the student to complete all missed hours. The program may require remediated missed days even if the clinical site does not.

## 2. Program Responsibilities

The DCE will monitor the attendance of students during each clinical 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:

This course must be passed in order to be considered for retention and progression in the Physical Therapy Program.

### **Additional course information:**

A. Graded Assignments -All assignments and projects handed in become the property of A.T. Still University of Health Sciences and will be returned to students at faculty discretion.

B. Progression - This course must be passed in order to be considered for retention and progression in the Physical Therapy Program. If the student fails the summer rotation, an additional 4 weeks of clinical education will be added to the 30 weeks of clinical internships 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 on pages 35-40 of the ATSU Student Handbook. For more information visit

[https://www.atsu.edu/student\\_affairs/handbook/index.htm](https://www.atsu.edu/student_affairs/handbook/index.htm)

### 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

[https://www.atsu.edu/registrar/ferpa/ferpa\\_facstaff.htm](https://www.atsu.edu/registrar/ferpa/ferpa_facstaff.htm)

### 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 [http://www.atsu.edu/learning\\_resources/disabilities/index.htm](http://www.atsu.edu/learning_resources/disabilities/index.htm)

### Resources and Reporting: Discrimination, Harassment, Trauma, Stress

A range of resources are available within the University to assist any student having issues or concerns regarding discrimination, harassment, violence, trauma or 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. Students struggling with trauma or unusual stress may always talk to a counselor confidentially through Counseling Services. 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) ([www.atsu.edu/student\\_services/contact](http://www.atsu.edu/student_services/contact))

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

COUNSELING SERVICES -

[660.626.2138](tel:660.626.2138) / [660.626.2751](tel:660.626.2751) / [480.219.6170](tel:480.219.6170) ([www.atsu.edu/counseling\\_services](http://www.atsu.edu/counseling_services))