DPT 733, Clinical Education Experience III

Department of Physical Therapy

Summer 2027/5 days a week/8weeks/hours assigned by facility/on-site

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Office CBH 230D Office Hours: Available Upon Phone or E-mail Request

(summer office hours flexible and subject to change due to onsite clinical visits or onsite clinical meetings)

I. Course Description

This course is a supervised, concentrated course of study in clinical education wherein students are given the opportunity to develop clinical skills in planning, development, implementation, and evaluation of patient care services. Students will have the opportunity to perform clinical rotations in the following setting: General Outpatient Orthopedic Clinic. This approach will prepare physical therapists to practice in a variety of orthopedic settings across a variety of patient conditions.

Students on this third full-time and intermediate clinical education experience will work under the direct supervision of a licensed physical therapist, serving as a voluntary Clinical Instructor (CI), and will require few cues and little guidance with examination, evaluation, diagnosis, prognosis, intervention and outcome components of the patient/client management process for patients with uncomplicated and more familiar conditions. Students will require occasional cues and guidance with examination, evaluation, diagnosis, prognosis, intervention and outcome components of the patient/client management process for patients with increasingly complex and more unfamiliar conditions.

Credit Hours: 8
Contact Hours: Total Contact Hours: 320
Prerequisites: Successful completion of the first four semesters of the DPT program and DPT 632 Clinical Experience II

At Clarke practicums, clinicals, and field experiences courses follow the Clarke University, departmental, programmatic, accrediting body, and/or affiliated site's guidelines and policies as applicable.

II. Course Outcomes

At the completion of the course the student will be able to:
1. Demonstrate growth in physical therapy professional skills.
2. Communicate thoughts and ideas in a verbal and written format.
3. Demonstrate physical therapy skills for success in contemporary practice.
4. Demonstrate the ability to respect individual rights, privacy and diversity.
5. Demonstrate critical thinking and informed decision making.

More Specific Course Outcomes/Objectives:

For the Clinical Education Experience III rotation, the student will:
1. Formulate, write, and achieve a minimum of three personal goals for each rotation.
2. Design and implement an inservice education program at the Clinical Education Facility.
3. *Perform in the performance level of intermediate and advanced intermediate performance for APTA PT CPI 3.0 © # 1-12 (APTA PT CPI 3.0 description of grading and CPI 3.0 definitions of performance outlined on APTA PT CPI 3.0 (https://cpi.apta.org/login) and available on password protected learning management system).*
4. Show progress from midterm to final for all clinical performance criteria in the Clinical Performance Instrument.
5. The "significant concerns" box will not be marked referencing safety or any clinical performance criteria in the Clinical Performance Instrument.
6. Complete a self-evaluation with the Clinical Performance Instrument.
7. Complete Clinical Education Experience Log on a weekly basis to encourage professional development, reflection, critical thinking, and synthesis of information.
8. Attend a group and individual clinical debriefing session.
9. Follow all policies and procedures for clinical education experiences as outlined in the Clinical Education Policies Section of the Physical Therapy Graduate Program Student Handbook.

III. Contribution to Clarke University's Educational Mission & Vision and Department Outcomes

Aspects of the Clarke University mission and vision

The primary goal of this course is to experience physical therapy practice. Ethical, legal, educational, resource, access, and quality considerations of patient care and health care delivery will be practiced. Through active involvement in health care students develop knowledge, skills, and values aligned with Clarke's mission to: provide a caring and supportive health care learning environment, encourage intellectual curiosity, inspire cultural engagement, practice professional preparedness, support spiritual exploration, engage in lifelong learning and demonstrate a commitment to the common good in a global society.

Mission:

Clarke University is a BVM Catholic academic community that believes learning is lifelong and life-changing. We inspire intellectual curiosity, cultural engagement, professional preparedness, spiritual exploration, and a commitment to contributing to the good of all in a global society.

Vision:

Clarke University distinguishes itself as a compassionate and inclusive community. We educate and inspire through our core values of Freedom, Education, Charity, and Justice. Through our BVM Catholic and liberal arts traditions, we graduate leaders who make a positive difference in the world.

This course connects Clarke's educational mission and vision through exploring issues confronting physical therapists and other health care professionals. Ethical, legal, educational, resource, access, and quality considerations of patient care and health care delivery will be investigated. Through active course participation students develop knowledge, skills, and values aligned with Clarke's mission to: inspire intellectual curiosity, cultural engagement, professional preparedness, spiritual exploration, and a commitment to contributing to the common good in a global society.

Program Outcomes

This course contributes to the following outcomes of the Physical Therapy program:

1. Demonstrate competency and safe practice of physical therapy in a variety of practice settings.
2. Utilize evidence-based clinical decision-making skills as the foundation for their physical therapy practice.
3. Act as ethical practitioners and practice within the scope of the law.
4. Display attitudes and clinical skills to optimize their role as a physical therapist member of the health care team and the community.
5. Value, promote and improve the quality of health care through the unique and cooperative contributions of physical therapy.
6. Critically interpret research related to the field of physical therapy.
7. Advocate for patient rights within the current and evolving health care environment (from political, economic, and cultural perspectives).
8. Accept responsibility for personal and professional growth and participate in the development of the physical therapy profession.
9. Continue as life-long learners.

The full map showing how course outcomes and assessments align with program outcomes and Clarke University's educational mission and vision are found in Section IX at the very end of this syllabus.

IV. Textbooks
Students should order textbooks 2-3 weeks before the first day of class. Textbooks can be ordered through Clarke University's Online Bookstore: Students may choose from new, used, eBook, and rental options. For assistance ordering textbooks, go to the help tab at the top of the page or call 859.935.1213 or email clarke@ecampus.com.

Required Texts Not applicable.

Required Materials/Equipment
Students will be required to be proficient with internet usage, e-mail, Moodle and various other technologies for teaching and learning for this course. Students will be required to provide their own transportation to and from clinical site and their own housing during clinical time. Equipment needed (computers, video cameras, etc.) will be available at the university computer lab and/or available for check out from library to assist with projects.

Access to Online Materials
Course content, assignments, and activities are available online through Moodle and Exxat Prism
The following steps will help you access your course on Moodle Clarke's online course management system:

1. Access the Moodle login page.
2. Enter your Clarke username and password. (e.g., username = jane_doe@clarke.edu).
3. Click on the **Log in** button. After logging in, you will see a list of your current courses. To access a particular class, simply click on the course title. The Moodle course title for this clinical education experience is Physical Therapy Clinical Information.

The Exxat Prism log in is: https://login.exxat.com/

V. Course Requirements and Assessment of Student Learning
The format for this course is supervised clinical instruction. Students are placed in facilities that meet the essential requirements of Clarke University. In these facilities, students are assigned to a specific person or persons as clinical instructor(s). As the student is not yet a licensed professional, the student performs under the supervision of a licensed physical therapist. The specific content of the clinical experience varies with the clinical site to which the student is assigned.

Grading Scale and Standards:
Evaluation Methods:

I. Students are formally evaluated by the clinical instructor at a minimum of two times: midterm and final points of the clinical experience.
II. To successfully complete this rotation, students must meet the following criteria:
   A. Complete all pre-Clinical Education Experience requirements including completion of Student Information Form, letter contact with the site, and medical testing.
   B. Complete Clinical Education Experience Log entries weekly. (See **Evaluation Methods** III. Clinical Experience Log below).
   C. Formulate, write, and achieve a minimum of three personal goals for the rotation.
   D. *Perform in the performance level of intermediate and advanced intermediate performance for APTA PT CPI 3.0 © # 1-12 (APTA PT CPI 3.0 description of grading and CPI 3.0 definitions of performance outlined on APTA PT CPI 3.0 (https://cpi.apta.org/login) and available on password protected learning management system).*
   E. Design and implement an inservice educational program and produce evaluation forms given at the Clinical Education Facility.
   F. Show progress from midterm to final on all clinical performance criteria in the Clinical Performance Instrument. Students should notify the DCE/Asst DCE if there is failure to progress from midterm to final on any CPI criteria (student or CI evaluations) on the date of the final evaluation assessment while at the clinical site.
   G. The "significant concerns" box will not be marked referencing safety or any clinical performance criteria in the Clinical Performance Instrument.
   H. Complete a self-evaluation with the Clinical Performance Instrument.

I. Complete APTA Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction Form.
J. Attend a group and individual clinical debriefing session.
K. Follow all policies and procedures for clinical educational experiences as outlined in the Clinical Education Policies Section of the Physical Therapy Graduate Program Student Handbook. Please pay careful attention to **attendance and dress code policies** as outlined in the handbook.

III. Clinical Education Experience Log:
A. The Clinical Education Experience Log is used to keep a weekly record of the student's growth in professional behavior, communication, evaluation, program planning and treatment. The Log is used to promote reflection and to assist the students in assessing their own clinical competence.
1. Procedure:
The physical therapy student is responsible for the following:
a) Completing the Clinical Education Experience Log on a weekly basis on 3-hole punched paper and bound in your Clinical Education Experience binder. Each log entry should be written in ink or typed and be legible. It should include at minimum:
(1) Record of diagnoses of new patients seen; treatments performed; any other experiences.
(2) Student's personal response/reflection to experiences during the week.
(3) Discussion of strengths/weakness, successes/failures during the week.
(4) Goals for next week.
b) Sharing the Log with the clinical instructor and requesting signed feedback on a weekly basis.
c) Submitting the Log to the DCE/Asst DCE at the end of the Clinical Education Experience.
d) Make the entire Log available to the SCCE and CI on an as needed basis.
2. The CI is responsible for:
a) Reviewing the student's Log on a weekly basis.
b) Offering comments within the Log regarding appropriateness of note and student direction.
c) Sign and date note following review of student's weekly note.
3. The DCE/Asst DCE is responsible for:
a) Reviewing the Log to assess the completion and quality of the Log.
b) Offering feedback to the student, CI, and SCCE as appropriate.

IV. Inservice or Site Project Criteria
A. Objectives of inservice or project - **10 points**.
B. Annotated outline - **25 points**.
1. Content outline with expansion on what was discussed during the actual inservice or what was completed for the project
2. Number of staff attending inservice or copy of project developed
3. Description of media used during inservice or for project
C. Copies of visual aides/teaching aides or project developed - **5 points**
D. Self-assessment - Would you do anything differently? If so, what? - **10 points**
E. Staff evaluations of inservice or project - **50 points**
Must achieve 80 points to successfully meet this objective required for your clinical

V. Students are assigned pass or fail grades for the Clinical Education Experience III course by the DCE, based on the standards previously described.

VI. Course Schedule and Format

Clinical Education Attendance Policy

This clinical education experience takes place in the Summer (8 weeks in the 2nd year in the Physical Therapy Program). The clinical experience will typically be 8-10 hours/day, 5 days/week for 8 weeks. Students are expected to attend clinic daily as assigned during your clinical rotation dates. Students are expected to follow all attendance policies and procedures for clinical education experiences as outlined in the Clinical Education Policies Section of the Physical Therapy Graduate Program Student Handbook.

Syllabus Course Schedule and Disclaimer-Dates May Change:
Due to site specific needs and requirements, Clinical Education Experience start and end dates may be altered. Schedules may also vary from clinic to clinic. Ideally students will attend a Clinical Education Experience for 8 hours a day 5 days a week for approximately 40 hours per week for a total of 8 weeks. On occasion students may work longer hours, work on weekends and work up to 50 total hours per week. Any questions or concerns about Clinical Education Experience dates and hours can be addressed with the DCE/Clinical Education Team at any time.

VII. Clarke University Standard Syllabus Statements
Carefully review these policies and refer to the Clarke University Academic Catalog for additional details.

Academic Integrity Policy
Students and faculty are expected to be aware of and abide by specific principles of academic integrity. In general, academic misconduct is defined as any action, intentional or not, which gains, attempts to gain, or assists others in gaining or attempting to gain, unfair academic advantage. Clarke University's full Academic Integrity Policy, and process for reporting academic dishonesty is posted on My.Clarke on the Academic Affairs page.

Academic Credit Hour Policy
The Academic Credit Hour Policy is found in the Academic Policies section of the Academic Catalog. In brief, undergraduate students should expect a minimum of 9 hours of student work (instruction and homework) each week for a 3-credit, semester-long course. Graduate students should expect a minimum of 12 hours of student work (instruction and homework) each week for a 3-credit, semester-long course.

Academic Support Center
The Academic Support Center offers support for all students by appointment, online, or drop in. Resources provided include:

- Academic Coaching (tutoring)
- Writing Support
- Guided group study
- First year advising
- Internship support
- Career planning
- Accessibility services

These offices for these resources are located on the lower level of the library in the space adjacent to the Lingen Technology Commons.

Additionally, Reference Librarians are available for research consultation and assistance with online databases & e-books, both in person and through teams. You can access them on the 3rd floor of the library during business hours, online at Nicholas J. Schrup Library, via email library@clarke.edu, or via phone (563)588-6320.

Accessibility Services
Clarke is committed to an inclusive learning environment and to making classes accessible for all students. One way this commitment is practiced is through providing reasonable accommodations for students with documented learning, mental or physical health conditions. To determine eligibility, discuss options, and arrange services, students can fill out this form and/or contact the Accessibility Services Coordinator via email at accessibility@clarke.edu, call (563) 588-8107, or stop by the Academic Support Center located on the lower level of the library building.

AI Use – Clarke University Policy
Generative AI tools should not be used to complete course assignments unless specifically authorized by the course instructor. Some instructors may entirely prohibit the use of AI tools, while others may allow their use. It is important for students to clearly understand the expectations and policies regarding AI use for each course in which they are enrolled,

and to only use AI as a learning tool when clearly and explicitly given permission to do so by the instructor. Unauthorized use of AI tools may be considered as cheating (receiving unauthorized assistance to complete academic work), plagiarism (representing the words of another as one's own without quotation marks or proper academic citation), or one of the other forms of academic misconduct, according to Clarke University's Academic Integrity Policy.

Any AI-use authorized by the instructor for this course will be specified in section VIII of this syllabus, under the heading 'Instructor-Authorized AI Use.'

Campus Climate

Clarke University is committed to fostering a welcoming campus community that is free from discrimination, harassment, and retaliation and that promotes an inclusive learning environment. The university's statement of inclusion can be found here.

Behavior that undermines or contradicts these commitments can be reported through the Speak Out form. Reports of sexual violence or misconduct can be made to the Title IX Coordinator, Dean of Student Affairs.

Class Attendance Policy

Students are expected to attend all classes and must be present during finals week (See Final Exam/Assessment Policy in the Academic Catalog). However, Clarke University recognizes that students may sometimes need to miss class. The four types of absences Clarke University recognizes are Officially Excused Absences, Instructor-Excused Absences, Approved Absences, and Unexcused Absences. See the Academic Catalog for definitions of each type of absence. All absences from class will be considered Unexcused Absences unless the student meets the eligibility criteria and follows the process for requesting one of the other three types of absences. **Additionally,** students are expected to attend clinic daily as assigned during clinical rotation dates. Students are expected to follow all attendance policies and procedures for clinical education experiences as outline in the Clinical Education Policies Section of the Physical Therapy Graduate Program Student Handbook.

Guidelines for Academic Success

The Clarke University Guidelines for Academic Success are a collection of practices, behaviors, and dispositions that the Clarke University faculty and administration believe are essential for every student to be academically successful at Clarke University. Every student is expected to be familiar with these guidelines and to conduct themselves accordingly.

Student Success App

When an instructor has concerns about the behavior, comportment, or attendance of a student, they should submit an alert through the Student Success App. When an alert is submitted, the student will be notified of the alert through email, so students should check their email at least daily. When a student receives an alert, they should set up a time to meet with the instructor who submitted the alert to talk about their concerns. A student who has received an alert should also speak with their academic advisor and athletic coach to discuss strategies and resources available for resolving the concern.

VIII. Supporting Materials

Students are expected to conduct themselves and their clinical work in a fair and honest manner. Although clinical participation encourages collaboration and shared learning, acknowledging others for their contribution is crucial. Do not copy words, ideas, patient documentation, health record information, papers or parts of papers or documentation from any source without giving credit through acceptable forms of documentation. Do not lend out your ideas, papers, or parts of papers to others, or discuss confidential patient information with others. Passing off someone else's work as your own or allowing your work to be used this way is a serious break in the academic integrity of this class and the university.

Instructor-Authorized AI Use in *Course #*

Clarke University's Academic Integrity Policy's statement on AI is: "Generative AI tools should not be used to complete course assignments unless specifically authorized by the course instructor" and places responsibility on the student for understanding and abiding by the expectations and policies regarding AI use for each course in which they are enrolled.

The policy on AI use in this class is that AI is not to be utilized in completing patient documentation, clinical evaluations or any assignments for this course unless the DCE, SCCE and CI are notified and approve use.

Academic Standing & Progression

To maintain good standing in Clarke University graduate programs, students must maintain a cumulative program GPA of 3.00 or above. Failure to do so will result in the student being placed on academic probation. In addition, no more than 2 "C" or "C+" grades are allowed during the Doctor of Physical Therapy Program. More than two "C" or "C+" grades, or extended time on academic probation, will result in dismissal from the program. Students must pass all clinical education experiences satisfactorily to continue in the DPT Program. Additional information regarding academic standing, academic probation, dismissal, and the appeal of a program dismissal can be found in the DPT Program Handbook and the Clarke University Academic Catalog.

Instructor Policy on Email and other Correspondence

In an effort to maintain some semblance of personal and professional balance in my life:

- I only read and respond to student emails sent to my Clarke email address. Do not message me via Facebook or other social media platforms about any course or school-related matters.
- I try to read and respond to emails only between 8 a.m. and 5 p.m. Monday through Friday. If you email me in the evening or on the weekend, I will receive it the next business day. While there may be occasions during your clinical experience when I will check my email during the evening or on a weekend, this is the exception rather than the rule.
- For after-hours emergencies or challenging clinical education situations, I have shared my cell phone with you. Email follow up to all cell phone conversations will be requested for tracking. Calling my office phone number after hours will track to my email, but if the call/email is after hours, it might be missed.

Course Policy on Missed Exams, Presentations, and Late Work

Students must follow requirements to participate in clinical education experiences including all attendance policies, assignments and expectations as outlined in this syllabus and in the Clinical Education Policies Section of the Physical Therapy Graduate Program Student Handbook to successfully pass this clinical education experience.

IX. Mapping Clarke University Educational Outcomes

Clarke University Mission & Vision	**Program Outcomes** (number only, the outcomes are earlier in the syllabus)	**Course Outcomes**	**More Specific Outcomes/objectives if Applicable** (number only, the more specific outcomes/objectives are earlier in the syllabus)	**Project or Product for Achieving Course Outcomes**	**Performance Assessments**
Mission Statement Clarke University is a BVM Catholic academic community that believes learning is lifelong and life-changing. We inspire intellectual curiosity, cultural engagement, professional preparedness, spiritual exploration, and a commitment to contributing to the good of all in a global society. Vision Statement Clarke University distinguishes itself as a compassionate and inclusive community. We educate and inspire through our core values	1-4	1. Demonstrate growth in physical therapy professional skills.	Specific Outcomes/ Objectives 2-6,8	Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Education Experience Log	Goal achievement, Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Completed Clinical Practice and Site Evaluation, Completed Clinical Education Experience log, Follow all Clinical Education Policies and Procedures
	2-6,8-9	2. Communicate thoughts and ideas in verbal and written format	Specific Course Outcomes/ Objectives 1-8	Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Debriefing Participation, Clinical Education Experience Log	Goal achievement, Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Completed Clinical Practice and Site Evaluation, Completed Clinical Education Experience log, Clinical Debriefing Attendance, Follow all Clinical Education Policies and Procedures
	1-6,8-9	3. Demonstrate physical therapy skills for success in contemporary practice	Specific Course Outcomes/ Objectives 1-8	Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Education Experience Log	Goal setting and achievement, Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Clinical Practice and Site Evaluation, Clinical Education Experience log, Follow all Clinical Education Policies and Procedures

of Freedom, Education, Charity, and Justice. Through our BVM Catholic and liberal arts traditions, we graduate leaders who make a positive difference in the world.	4,5,7,8	4. Demonstrate the ability to respect individual rights, privacy and diversity	Specific Course Outcomes/ Objectives 1-8	Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Debriefing Participation Clinical Education Experience Log	Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Clinical Practice and Site Evaluation, Clinical Education Experience log, Clinical Debriefing Attendance, Follow all Clinical Education Policies and Procedures
	2-6,8-9	5. Demonstrate critical thinking and informed decision making	Specific Course Outcomes/ Objectives 1-8	Goal setting, Clinical Performance Instrument, Student Evaluation of Clinical Site Form, Clinical Debriefing Participation Clinical Education Experience Log	Goal setting and achievement, Self and Clinical Instructor Evaluation of the Clinical Performance Instrument, Clinical Practice and Site Evaluation, Clinical Education Experience log, Clinical Debriefing Attendance, Follow all Clinical Education Policies and Procedures

Student Name:
DPT 733 Clinical Education Experience III
Inservice or Project – Evaluation

1= Unsatisfactory **5=Excellent Job**

		1	2	3	4	5
1.	Mechanism of the inservice or project presentation					
	a) professional appearance and audience support (eye contact, demeanor, presence)					
	b) pace of delivery					
	c) time utilization					
	d) use of media to enhance presentation					
	e) speaks clearly and succinctly					
2.	Contents of the inservice or project presentation					
	a) selects a topic pertinent to audience					
	b) were objectives for the material appropriate and clear?					
	c) method of presentation suitable to group?					
	d) presents accurate information based on research findings?					
3.	Responses to questions/interactions with audience or advisor					
	a) involves audience in discussion					
	b) did the student demonstrate ability to think on his/her feet?					
	c) was there evidence of being prepared to answer questions?					

4. Would you attend or accept another inservice or project presentation by this person?

5. Overall rating of inservice or project presentation
1=Unsatisfactory 5=Excellent Job

1 - - 2 - - 3 - - 4 - - 5

6. Identify 1-2 strengths of this inservice or project presentation

7. Identify 1 aspect of this inservice or project presentation you suggest this particular student could improve.