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University, Facility and Student Expectations

The purpose of this document is to facilitate planning clinical education experiences.

During clinical experiences, the university expects students to contribute to facility goals by providing high quality clinical, educational, research, and administrative services, and to actively participate in the clinical education process. The university expects facilities to supervise students while they apply the knowledge and skills they have gained in coursework, and does not expect facility staff to teach students content that will be addressed in subsequent courses. Students should expect to earn independence commensurate with their educational preparation and abilities. They should be independent by the end of Clinical Experience IV; however, we do not expect that students will achieve independence by the end of Clinical Experiences I, II or III. Given their educational preparation to date, with supervision, they should demonstrate safe, effective, ethical and legal physical therapy practice.

During any clinical experience, facilities can expect students to contribute to daily operations, including weekends and evenings. By contributing to daily operations, students are provided with the opportunity to develop skills in the variety of roles of the physical therapist (direct patient care, education, critical inquiry, administration, and consultation). Examples of ways that students can contribute to facilities include:

Clinical Services
- Function effectively on healthcare teams.
- Provide effective and efficient administrative, clinical, research, and educational services.
- Work collaboratively with PT/PTA students from Northwestern or other programs.

Educational Services
- Design or teach community education or in-house patient education programs.
- Participate in study groups or journal clubs.
- Assist in supervising part-time experiences for PT/PTA students.
- Orient other students to selected facility procedures such as documentation, procuring equipment for patients, discharge planning resources, or scheduling.

Evidence Based Practice
- Access and use current evidence to support decisions or answer clinical questions.
- Develop a case study.
- Use appropriate outcome measures.
- Assist with ongoing clinical research projects.

Administrative Services
- Direct and supervise support personnel.
- Collect data to measure quality or productivity.
- Review peers’ intervention plans/documentation.
- Assist with community outreach programs.
- Review the literature or investigate resources for patients and staff.
- Assist with administrative projects/operations.

Consultation Services
- Provide patient-related consultation at the request of another practitioner, a patient, or an organization.
- Advise a referring practitioner about the indications for physical therapy intervention.
• Educate other health practitioners by providing professional advice or expert opinion.

**Clinical Instructor Responsibilities**

The APTA has detailed voluntary guidelines for clinical instructors. The guidelines are divided into six key areas:

- Clinical competence and legal and ethical behavior that meets or exceeds the expectations of members of the profession of physical therapy.
- Effective communication skills.
- Effective behavior, conduct, and skill in interpersonal relationships.
- Effective instructional skills.
- Effective supervisory skills.
- Performance evaluations skills (midterm and final).

Northwestern University expects clinical instructors to:

1. Possess a desire to guide students’ professional development.
2. Manage student’s clinical internship in a collegial manner that demonstrates unconditional positive regard for the student.
3. Maintain an environment that is conducive to effective clinical learning.
5. Familiarize themselves with the student’s goals and expectations for the clinical internship.
6. Prepare for the student’s arrival and determine the starting point of the clinical internship.
7. Provide a structured learning experience by progressing the student’s learning with patients/environments from simple to complex and modifying the supervision/guidance provided to the student.
8. Provide patient care and other learning opportunities that are consistent with the student’s level of preparation.
9. Assist student with developing behavioral objectives appropriate to the setting and student’s level of preparation.
10. Utilize a variety of teaching/coaching strategies to assist the student to meet clinical performance expectations.
11. Provide student supervision that is consistent with facility, legal, and APTA guidelines.
12. Provide timely and effective, balanced formative feedback.
13. Document summative feedback on the PT CPI Web at the midpoint and completion of the clinical internship.
14. When indicated, use adjunct documentation to describe student’s performance, such as weekly/summary planning forms, anecdotal record, critical incident report, student program planning flow chart, and learning development plans.
15. Contact the CCCE and/or DCE when there are concerns with a student’s clinical performance.
16. Participate in planning/modifying the internship when student is not meeting or is exceeding clinical performance expectations.
Clinical Instructor Rights and Privileges
The faculty of the Department of Physical Therapy and Human Movement Sciences highly values the service of clinical educators. To show our appreciation, the Department extends to you the following rights and privileges. The rights of clinical faculty include:
- the right to dismiss students whose actions are unsafe for patients or themselves,
- the right to dismiss students whose actions are unprofessional, illegal, or unethical,
- the right to give input about the clinical and didactic portions of the curriculum to the Department,
- the right to participate in clinical instructor development activities sponsored by the Department,
- the right to be invited to participate on Department committees and Task Forces, and
- access to the Directors of Clinical Education through site visits, phone calls, or electronic mail.

Privileges and benefits provided to the clinical education faculty are as follows:
- partial support for continuing education courses,
- access to the library facilities at Northwestern University Feinberg School of Medicine,
- partial support for undergraduate/graduate courses offered by Northwestern University,
- selected textbooks or manuals for the facility library,
- partial support for membership in the American Physical Therapy Association (APTA) or the Education Section of the APTA.
- partial support to attend clinical faculty development meetings sponsored by the Chicago Area Clinical Educators Forum (CACEF),
- faculty consultation for clinical or research questions, and
- guest speakers for in services, based on faculty expertise and availability.

If you would like more information about rights and privileges given to clinical faculty, please contact Krista Van Der Laan at krista-vanderlaan@northwestern.edu or 312-503-3921. Thank you for assisting us to prepare the next generation of physical therapists.

Clinical Experiences Evaluation
Students earn a grade of Pass/Fail for all clinical education experiences. Clinical instructors (CIs) use the Physical Therapist Clinical Performance Instrument for Students (PT CPI Web) to record their evaluation of the student’s performance and formally meet with students at midterm and completion of the experience to review and discuss students’ performance. Students self-assess their performance at midterm and final evaluations on the PT CPI Web. DCEs review the results of the documentation and may request a meeting to follow up on concerns with students’ performance. Grades are assigned by the Directors of Clinical Education (DCEs) based on CIs’ documentation of students’ clinical performance, student self-evaluations, and documentation as compiled by the DCEs during the clinical experience.

When determining the grade, emphasis is placed on the student’s demonstration of appropriate clinical practice (given educational preparation to date) related to safety, professionalism, accountability, communication, clinical reasoning, patient examinations, evaluations, and interventions. Descriptive comments provided by the CI at midterm and final evaluations and records of communication with the CIs and students are strongly considered in the grade assignment. Students are expected to demonstrate growth in all assessed behaviors and skills between midterm and final evaluations.

Students complete the Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction form to provide written feedback on the experience and the clinical instructor at midterm and completion of the experience. Students are also expected to successfully complete assigned projects and submit all required clinical education documentation by the requested deadline. When electronic submission of documentation is not feasible, students will assume the responsibility for guaranteed delivery of the required forms to the University.
Curriculum Sequence

YEAR 1

FALL TRIMESTER
Gross Anatomy I
Clinical Practice Seminar I
Kinesiology I
Intro to Clinical Decision Making
Physiology I
Psychosocial Aspects of Human Behavior I
Examination & Evaluation I
Synthesis Project

WINTER TRIMESTER
Gross Anatomy II
Clinical Practice Seminars II
Kinesiology II
Physiology II
Professional Role Development I
Examination and Evaluation II
Foundations of Physical Therapy I
Synthesis Project (con’t)

SPRING TRIMESTER
Clinical Practice Seminar III
Neuroscience I
Professional Role Development II
Clinical Management of Patients with Cardiopulmonary Dysfunction I
Clinical Management of Patients with Neurologic Dysfunction I
Foundations of Physical Therapy I
Synthesis Project (con’t)
Clinical Experience I (6 weeks)

YEAR 2

FALL TRIMESTER
Neuroscience II
Clinical Management of Patients with Cardiopulmonary Dysfunction II
Clinical Practice Seminar IV
Clinical Management of Patients with Neurological Dysfunction II
Clinical Management of Patients with Musculoskeletal Dysfunction I
Management of Patients Throughout the Lifespan
Psychosocial Aspects of Human Behavior II
Synthesis Project (con’t)

WINTER TRIMESTER
Clinical Practice Seminar V
Clinical Management of Patients with Musculoskeletal Dysfunction II
Neuroscience III
Clinical Management of Patients with Neurological Dysfunction III
Electrophysiologic Agents
Professional Role Development III
Synthesis Project (con’t)
Clinical Experience II (6 weeks)

SPRING TRIMESTER
Clinical Management of Patients with Musculoskeletal Dysfunction III
Clinical Management of Patients with Amputations
Clinical Management of Patients with Lymphatic and Integumentary Dysfunction
Synthesis Project
Professional Role Development IV
Clinical Management of the Complex Patient
Synthesis Project (con’t)

YEAR 3

FALL TRIMESTER
Clinical Experience III (13 weeks)

WINTER TRIMESTER
Clinical Experience IV (13 weeks)

SPRING TRIMESTER
Clinical Experience I (6 weeks)
**Student Attendance Expectations**

Time spent in clinical practice is valuable to the student's professional development. When unforeseen circumstances occur and the student is unable to complete the expected hours of clinical experience, students and clinical faculty should adhere to the following policy:

If a student is absent from clinical practice for any reason, it is expected that arrangements will be made to make up the time missed, if feasible. Any make-up time should be scheduled when supervision by a licensed physical therapist is available and should only occur within scheduled dates of clinical experiences; options may include extended workdays, weekends, etc. When the scheduling of make-up opportunities is not feasible for the clinical facility, the school, in consultation with the student, CI, and CCCE, will decide what alternative arrangements will be made. Students are expected to demonstrate flexibility in the scheduling of making up missed time.

**Student Preparation by Clinical Experience**

**CLINICAL EXPERIENCE I**

Prior to CE I, students have been prepared to do the following:

**Examination/Evaluation:** medical record review; patient interview; observation; palpation; movement analysis; screening for the musculoskeletal and neuromuscular systems; posture; joint mobility; muscle length and force; balance and gait; activities of daily living; vital signs at rest and during activity; active spinal motion; pain assessment; use of outcome assessment measures; EKG & ABG interpretation; heart and lung auscultation; examination of the chest wall; evaluation of lab tests; cardiovascular and pulmonary medications; chest x-rays; nuclear medicine; ultrasound, & pulmonary function tests to assist with clinical decision-making; DTRs; myotomes; sensation including light touch, pinprick, and proprioception; ASIA testing; and muscle tone.

**Intervention/Planning:** bed mobility; basic balance interventions; management of life support equipment; positioning; transfers; wheelchair skills; gait training with assistive devices; pressure relief; therapeutic exercise for strength and hypomobility (stretching & PROM); heat, cold, and hydrotherapy; delegation/supervision of support personnel; documentation; quality improvement; and peer, colleague, community, and patient education.

**Evidence Based Practice:** For clinical decisions related to patient care situations, utilize best current evidence in the form of clinically valid research literature, experience of clinical personnel, and attention to cultural issues and personal biases/prejudices that might impact care.

**CLINICAL EXPERIENCE II**

In addition to the skills listed under CE I, students have been prepared to do the following:

**Examination/Evaluation:** aerobic capacity; cardiac and pulmonary status; musculoskeletal examination principles with specific application for thoracic spine, lumbar spine pelvis and the lower quadrant; cranial nerve function; ocular motor testing; central sensory function (light touch, pinprick, proprioception, stereognosis), active movement; balance and gait for patients with neuromuscular conditions

**Intervention/Planning:** therapeutic exercise for cardiovascular endurance; alignment; breathing, coughing, percussion and vibration, and postural drainage; electrical stimulation for muscle contraction/relaxation, pain, and inflammation; biofeedback for increasing/decreasing muscle activity; selecting and evaluating orthotics for spine problems; interventions for thoracic spine, lumbar spine, pelvis, and lower quadrant; selected soft tissue & joint mobilization/manipulation techniques; use of clinical prediction rules for specific treatment application; program development including needs and resource assessment, marketing, fiscal
planning, and evaluation; gaze stabilization exercises and particle repositioning maneuvers; exercise/activities for active motion (selective motion); perception; coordination; muscle tone, balance, gait, and higher order cognitive skills for patients with neurological conditions.

*Evidence Based Practice:* For clinical decisions related to patient care situations, utilize best current evidence in the form of clinically valid research literature, experience of clinical personnel, and attention to cultural issues and personal biases/prejudices that might impact care.

**CLINICAL EXPERIENCE III and IV**

Students have completed all didactic coursework.
560-1: Clinical Experience I Syllabus

Course Description
This is the first of four full-time clinical experiences providing for application and synthesis of previously learned knowledge and skills under the supervision and guidance of qualified physical therapists. The experience provides a context for courses to follow while developing the clinical reasoning process through students’ contributions to the clinical facility. Placements are in facilities that allow students to use the knowledge and skills acquired in the classroom. Given their academic preparation to date, students are expected to require close supervision and assistance to make effective clinical decisions.

Course Faculty
Directors of Clinical Education:
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Heather Henderson, PT, DPT 312-503-4711, heather.henderson@northwestern.edu
Krista Van Der Laan, PT, DPT 312-503-3921, krista-vanderlaan@northwestern.edu

Course Objectives:
By the completion of this seminar course, students will be able to:
I. Behavioral Objectives (B)
1. Adhere to legal practice standards, including all federal, state and institutional regulations related to patient/client care and fiscal management.
2. Have a fiduciary responsibility for all patients/clients.
3. Practice in a manner consistent with the Code of Ethics.
4. Change behavior in response to understanding the consequences (positive and negative) of his or her actions.
5. Exhibit caring, compassion, and empathy in providing services to patients/clients.
6. Promote active involvement of the patient/client in his or her care.
7. Demonstrate integrity in all interactions with patients/clients, family members, caregivers, other health providers, students, other consumers, and payers.
8. Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health providers, students, other consumers, and payers.
10. Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.
11. Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.
12. Effectively educate others using culturally appropriate teaching methods that are commensurate with the needs of the learner.

II. Evidence Objectives (E)
1. Use clinical judgment and reflection to identify, monitor, and enhance clinical reasoning to minimize errors and enhance patient/client outcomes
2. Consistently apply current knowledge, theory, and professional judgment while considering the patient/client perspective in pt/client management
3. Consistently and critically evaluate sources of information related to PT practice, research, and education and apply knowledge from these sources in a scientific manner and to appropriate populations
4. Consistently integrate the best evidence for practice from sources of information with clinical judgment and patient/client values to determine the best care for the pt/client.
III. **Course Content Objectives (CC)**

1. Demonstrate appropriate professional behaviors that instill confidence and inspire others to want to work with them, including:
   a. initiative
   b. sound judgment
   c. appropriate emotional responses
   d. flexibility
   e. acceptance of responsibility
   f. self-assessment
   g. utilization of constructive criticism
   h. interest in developing professional growth

2. Demonstrate a developing ability to function within their professional role. Students will:
   a. demonstrate rapport with professional and supportive personnel.
   b. establish effective relationships with clinical instructors, patients, and family members.
   c. conduct themselves according to the ethical and legal standards of the profession.
   d. incorporate an understanding of individual and cultural differences into physical therapy practice.

3. Develop intermediate abilities in physical therapy examination, evaluation, and intervention. Students will demonstrate:
   a. ability to perform procedures safely.
   b. developing ability to use a medical record.
   c. developing skill in the application of learned physical therapy examination tools.
   d. developing ability to complete a physical therapy evaluation, including development of long and short term goals.
   e. developing ability to engage in the physical therapy diagnostic process, consistent with the policies and procedures of the practice setting.
   f. developing ability to determine patient prognosis.
   g. developing skills in interventions, especially functional mobility skills.
   h. developing ability to adjust interventions as patient condition warrants.

4. Demonstrate intermediate abilities in effective written, verbal, and nonverbal communication. Students will demonstrate:
   a. developing abilities in effective written communication by formulating and completing documentation, following the guidelines and using the format required by the practice setting.
   b. effective verbal and nonverbal communication.
   c. developing ability to assess the effectiveness of their communication and modify appropriately.

5. Integrate acquired academic knowledge with clinical practice. Students will demonstrate intermediate abilities with:
   a. comprehension of the signs and symptoms associated with pathological conditions seen in the clinic.
   b. comprehension of effects of treatment on the patient.
   c. knowledge of the scientific basis and effectiveness of physical therapy examination procedures and interventions.
   d. ability to utilize professional literature when making clinical decisions.
Course Assignments and DUE dates:
- CI Information (Exxat by Monday of Week 2)
- First week report (Exxat by Monday of week 2)
- Weekly Planning (Exxat Every Friday weeks 1-6)
- CPI student self-assessment (Web CPI midterm Friday week 3, final Friday week 6)
- APTA PT Student Evaluation: CI (Exxat midterm Friday week 3, final Friday week 6)
- APTA PT Student Evaluation: Clinical Experience (Exxat Final Friday week 6)
- Signature page (Exxat Final Friday week 6)
- Final Reflection (Exxat Final Friday Week 6)

For Clinical Experience I, we expect students to contribute to the clinical education environment and to guide their own professional development by conducting an administrative project or in-service. The project or in-service is expected to be based upon the clinical education site’s needs and be of importance to the site. Site/Center Coordinator of Clinical Education (SCCE/CCCEs) and CIs can help to identify realistic, yet meaningful, projects keeping in mind the students’ level of preparation and length of the clinical education experience. In addition, clinical education sites can always have requirements separate from the University. In those situations, students are expected to effectively complete the requirements.

Course Expectations:
By the end of CE I, students will be capable of functioning without guidance or clinical supervision less than 50% of the time managing patients with simple conditions. Students may require guidance or clinical supervision 75% of the time managing patients with complex conditions. Students will be proficient with simple tasks and developing the ability to consistently perform skilled examinations, interventions, and clinical reasoning. Students are capable of maintaining 50% of a full-time physical therapist’s caseload.

It is expected that students will be progressed at a level that is commiserate with their didactic and clinical education. Rate of progression will depend on the student’s clinical performance relative to the APTA Physical Therapist Clinical Performance Instrument’s (CPI) performance dimensions and caseload.

Course Evaluation and Grading Methods:
Students earn a grade of “Pass (P)” or “Fail (F)” for Clinical Experience I. Clinical faculty document student performance through the CPI and other university paperwork; the University determines the student’s grade for the course. To earn a grade of “Pass,” the student must satisfactorily demonstrate safe, ethical, legal, and effective clinical performance consistent with academic preparation, complete all assigned projects, and submit all required documentation according to established deadlines. In addition to the scoring of the performance criteria, the following information will be taken into consideration by NU PTHMS when determining the students’ grades for the course:
- the CI’s and student’s written comments
- the student’s entire academic/clinical education record
- the complexity of the environment and the patients seen
- the volume of patients available
- discussions/meetings held with the student, CI, and/or CCCE during the experience
560-2: Clinical Experience II Syllabus

Course Description
This is the second of four full-time clinical education experiences. The purpose of this experience is to provide students with the opportunity to translate knowledge and skills learned in the classroom, to physical therapist practice in the clinical education environment. Given the students’ academic preparation to date, students are expected to require the supervision of a clinical instructor (CI) to provide quality patient/client management and to function in the clinical education environment. This experience provides a context for courses to follow.

Course Faculty
Directors of Clinical Education:
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Course Objectives:
By the completion of this course, students will be able to:
I. Behavioral Objectives (B)
   1. Adhere to legal practice standards, including all federal, state and institutional regulations related to patient/client care and fiscal management.
   2. Have a fiduciary responsibility for all patients/clients.
   3. Practice in a manner consistent with the Code of Ethics.
   4. Change behavior in response to understanding the consequences (positive and negative) of his or her actions.
   5. Exhibit caring, compassion, and empathy in providing services to patients/clients.
   6. Promote active involvement of the patient/client in his or her care.
   7. Demonstrate integrity in all interactions with patients/clients, family members, caregivers, other health providers, students, other consumers, and payers.
   8. Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health providers, students, other consumers, and payers.
   10. Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.
   11. Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.
   12. Effectively educate others using culturally appropriate teaching methods that are commensurate with the needs of the learner.

II. Evidence Objectives (E)
   1. Use clinical judgment and reflection to identify, monitor, and enhance clinical reasoning to minimize errors and enhance patient/client outcomes
   2. Consistently apply current knowledge, theory, and professional judgment while considering the patient/client perspective in pt/client management
   3. Consistently and critically evaluate sources of information related to PT practice, research, and education and apply knowledge from these sources in a scientific manner and to appropriate populations
   4. Consistently integrate the best evidence for practice from sources of information with clinical judgment and patient/client values to determine the best care for the pt/client
III. Course Content Objectives (CC)

1. Demonstrate appropriate professional behaviors that instill confidence and inspire others to want to work with them, including:
   a. initiative
   b. sound judgment
   c. appropriate emotional responses
   d. flexibility
   e. acceptance of responsibility
   f. self-assessment
   g. utilization of constructive criticism
   h. interest in developing professional growth

2. Demonstrate a developing ability to function within their professional role. Students will:
   a. function with ease in a physical therapy practice
   b. establish effective interpersonal communications with patients and all persons associated with patient care
   c. conduct themselves in accordance with the ethical and legal standards of the profession.
   d. collaborate with peers and professional colleagues to maximize patient outcomes
   e. develop an awareness of the professional responsibility expected to continue own professional development
   f. demonstrate developing abilities to serve as consultants to individuals, physical therapy colleagues, other health professionals, and the community

3. Demonstrate advanced intermediate abilities in the physical therapy examination, evaluation and intervention. Students will demonstrate:
   a. ability to integrate precautions and contraindications to perform procedures safely.
   b. developing skill in patient screening, examination, evaluation, diagnosis, and prognosis consistent with the clinical education environment.
   c. ability to establish a physical therapy plan of care in collaboration with patients, families and caregivers, and professional personnel.
   d. developing skills in the patient/client management process, including delegation to support personnel.
   e. developing ability to adjust interventions as patient condition warrants.
   f. ability to establish a comprehensive plan of care and to instruct patients/clients, families, and caregivers in the plan of care from initial visit to post-discharge.
   g. ability to establish a therapeutic alliance with patients/clients, families, and caregivers that facilitate achievement of established goals.

4. Demonstrate advanced intermediate abilities in written, verbal and non-verbal communication. Students will demonstrate:
   a. ability to formulate clear, concise, accurate, complete, and legible physical therapy documentation, following the guidelines and using the format required by the clinical education environment.
   b. effective verbal and non-verbal communications with varied audiences.
Course Assignments and DUE dates:

- CI Information (Exxat by Monday of week 2)
- First week report (Exxat by Monday of week 2)
- Weekly Planning Forms (Exxat by Friday weekly)
- CPI student self-assessment (Web CPI midterm by Friday week 3, final by Friday week 6)
- APTA PT Student Evaluation: Clinical Instruction (Exxat midterm by Friday week 3, final by Friday week 6)
- APTA PT Student Evaluation: Clinical Experience (Exxat Final by Friday week 6)
- Signature page (Exxat Final by Friday week 6)
- Final Reflection (Exxat Final by Friday week 6)

For Clinical Experience II, we expect students to contribute to the clinical education environment and to guide their own professional development by conducting an administrative project or in-service. The project or in-service is expected to be based upon the clinical education site’s needs and be of importance to the site. Site/Center Coordinator of Clinical Education (SCCE/CCCEs) and CIs can help to identify realistic, yet meaningful, projects keeping in mind the students’ level of preparation and length of the clinical education experience. In addition, clinical education sites can always have requirements separate from the University. In those situations, students are expected to effectively complete the requirements.

Course Expectations:

By the end of CE II, students will be capable of functioning without clinical supervision when managing patients with simple conditions. Students may require clinical supervision less than 25% of the time managing new patients or patients with complex conditions. Students will be consistent and proficient in simple tasks and requires only occasional cueing for skilled examinations, interventions, and clinical reasoning. Students are capable of maintaining 75% of a full-time physical therapist’s caseload.

It is expected that students will be progressed at a level that is commensurate with their didactic education and clinical education experiences. Rate of progression will depend on the student’s clinical performance relative to the APTA Physical Therapist Clinical Performance Instrument’s (CPI) performance dimensions and caseload.

Course Evaluation and Grading Methods:

Students earn a grade of “Pass (P)” or “Fail (F)” for Clinical Experience II. Clinical education faculty document student performance through the CPI and other university paperwork; the University determines the student’s grade for the course. To earn a grade of “Pass,” the student must satisfactorily demonstrate safe, ethical, legal, and effective clinical performance consistent with academic preparation, complete all assigned projects, and submit all required documentation according to established deadlines. In addition to the scoring of the performance criteria, the following information will be taken into consideration by NU PTHMS when determining the students’ grades for the course:

- the CI’s and student’s written comments
- the student’s entire academic/clinical education record
- the complexity of the environment and the patients seen
- the volume of patients available
- discussions/meetings held with the student, CI, and/or CCCE during the experience
560-3: Clinical Experience III Syllabus

Course Description
This is the third of four full-time clinical education experiences. The purpose of this experience is to provide students with the opportunity to translate knowledge, skills, and attitudes learned in the classroom, to physical therapist practice in the clinical education environment. Given the students’ academic preparation to date, students are expected to require the supervision of a clinical instructor (CI) to provide quality patient/client management and to function in the clinical education environment. By the conclusion of this course, students will demonstrate between Advanced Intermediate and Entry-level clinical performance in the assigned practice area.

Course Faculty
Directors of Clinical Education:
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Krista Van Der Laan, PT, DPT 312-503-3921, krista-vanderlaan@northwestern.edu

Course Objectives:
By the completion of this course, students will be able to:

I. Behavioral Objectives (B)
  1. Adhere to legal practice standards, including all federal, state and institutional regulations related to patient/client care and fiscal management.
  2. Have a fiduciary responsibility for all patients/clients.
  3. Practice in a manner consistent with the Code of Ethics.
  4. Change behavior in response to understanding the consequences (positive and negative) of his or her actions.
  5. Exhibit caring, compassion, and empathy in providing services to patients/clients.
  6. Promote active involvement of the patient/client in his or her care.
  7. Demonstrate integrity in all interactions with patients/clients, family members, caregivers, other health providers, students, other consumers, and payers.
  8. Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health providers, students, other consumers, and payers.
10. Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.
11. Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.
12. Effectively educate others using culturally appropriate teaching methods that are commensurate with the needs of the learner.

II. Evidence Objectives (E)
  1. Use clinical judgment and reflection to identify, monitor, and enhance clinical reasoning to minimize errors and enhance patient/client outcomes
  2. Consistently apply current knowledge, theory, and professional judgment while considering the patient/client perspective in pt/client management.
  3. Consistently and critically evaluate sources of information related to PT practice, research, and education and apply knowledge from these sources in a scientific manner and to appropriate populations.
  4. Consistently integrate the best evidence for practice from sources of information with clinical
judgment and patient/client values to determine the best care for the pt/client

III. Course Content Objectives (CC)
1. Students will demonstrate between Advanced Intermediate and Entry-level performance as defined by the Physical Therapist Clinical Performance Instrument for Students on all clinical performance criteria, including:
   a. proficiency with critical thinking, analysis, and problem-solving skills.
   b. proficiency in physical therapy patient screening, examination, diagnosis, and prognosis.
   c. synthesis of examination data to establish realistic, accurate physical therapy evaluations.
   d. the ability to establish and implement realistic, feasible treatment plans in collaboration with patients, families, caregivers, and other professional and support personnel.
   e. incorporating safety measures and precautions into daily activities.
   f. developing effective partnerships with a variety of patients and clients, recognizing them as individuals and adjusting their approach appropriately.

2. Students will demonstrate appropriate professional behaviors that instill confidence and inspire others to want to work with them, including:
   a. accountability for their professional decisions.
   b. functioning effectively in various roles (e.g., clinician, consultant, teacher, supervisor, patient advocate, etc.) within the limits of their expertise.
   c. modifying their behavior based on the demands of a given role, practice setting, or audience.
   d. conducting themselves in accordance with the ethical and legal standards of the profession.
   e. utilizing the resources of the health care environment to assist in their professional development.

3. Students will demonstrate effective written, verbal and non-verbal communication, including:
   a. ability to formulate clear, concise, accurate, complete, and legible physical therapy documentation, following the guidelines and using the format required by the clinical education environment.
   b. effective verbal and non-verbal communications with varied audiences.

Course Assignments and Submission Deadlines:
- CI Information (Exxxat by Monday week 2)
- First week report (Exxxat by Monday week 2)
- Weekly Planning Forms (Exxxat by Friday weeks 1-13)
- CPI student self-assessment (Web CPI midterm by Wednesday week 7, final by Friday week 13)
- APTA PT Student Evaluation: Clinical Instruction (Exxxat midterm by Wednesday week 7, final by Friday week 13)
- Healthcare Provider Requirement Audit and Ongoing Management (Exxxat by week 7)
- APTA PT Student Evaluation: Clinical Experience (Exxxat Final by Friday week 13)
- Signature page (Exxxat Final by Friday week 13)
- Final Reflection (Exxxat Final by Friday week 13)

For Clinical Experience III, we expect students to contribute to the clinical education environment and to guide their own professional development by conducting an administrative project or in-service. The project or in-service is expected to be based upon the clinical education site’s needs and be of importance to the site. Site/Center Coordinator of Clinical Education (SCCE/CCCEs) and CIs can help to identify realistic, yet meaningful, projects keeping in mind the students’ level of preparation and length of the clinical education experience. In addition, clinical education sites can always have
requirements separate from the University. In those situations, students are expected to effectively complete the requirements.

Course Expectations:
By the end of CE III, students will be capable of functioning without clinical supervision when managing patients with simple conditions. Students may require clinical supervision less than 20% of the time managing new patients (i.e. patients with unfamiliar diagnoses or ambiguous conditions) or patients with complex conditions. Students will be consistent and proficient in simple tasks and rarely requires cueing for skilled examinations, interventions, and clinical reasoning. Students are capable of maintaining 80-100% of a full-time physical therapist’s caseload.

It is expected that students will be progressed at a level that is commensurate with their didactic education and clinical education experiences. Rate of progression will depend on the student’s clinical performance relative to the APTA Physical Therapist Clinical Performance Instrument’s (CPI) performance dimensions and caseload.

Course Evaluation and Grading Methods:
Students earn a grade of “Pass (P)” or “Fail (F)” for Clinical Experience III. Clinical education faculty document student performance through the CPI and other university paperwork; the University determines the student’s grade for the course. To earn a grade of “Pass,” the student must satisfactorily demonstrate safe, ethical, legal, and effective clinical performance consistent with academic preparation, complete all assigned projects, and submit all required documentation according to established deadlines. In addition to the scoring of the performance criteria, the following information will be taken into consideration by NU PTHMS when determining the students’ grades for the course:

- the CI’s and student’s written comments
- the student’s entire academic/clinical education record
- the complexity of the environment and the patients seen
- the volume of patients available
- discussions/meetings held with the student, CI, and/or CCCE during
560-4: Clinical Experience IV Syllabus

Course Description
This is the final full-time clinical education experience. The purpose of this experience is to provide students with the opportunity to translate knowledge, skills, and attitudes learned in the classroom, to physical therapist practice in the clinical education environment. Given the students' academic preparation to date, students are expected to require a progressive independence from the clinical instructor (CI) and to provide quality patient/client management and to function in the clinical education environment without supervision. By the conclusion of this course, students will demonstrate Entry-level clinical performance in the assigned practice area.

Course Faculty
Directors of Clinical Education:
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Course Objectives:
By the completion of this course, students will be able to:

I. Behavioral Objectives (B)
1. Adhere to legal practice standards, including all federal, state and institutional regulations related to patient/client care and fiscal management.
2. Have a fiduciary responsibility for all patients/clients.
3. Practice in a manner consistent with the Code of Ethics.
4. Change behavior in response to understanding the consequences (positive and negative) of his or her actions.
5. Exhibit caring, compassion, and empathy in providing services to patients/clients.
6. Promote active involvement of the patient/client in his or her care.
7. Demonstrate integrity in all interactions with patients/clients, family members, caregivers, other health providers, students, other consumers, and payers.
8. Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health providers, students, other consumers, and payers.
10. Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.
11. Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.
12. Effectively educate others using culturally appropriate teaching methods that are commensurate with the needs of the learner.

II. Evidence Objectives (E)
1. Use clinical judgment and reflection to identify, monitor, and enhance clinical reasoning to minimize errors and enhance patient/client outcomes
2. Consistently apply current knowledge, theory, and professional judgment while considering the patient/client perspective in pt/client management
3. Consistently and critically evaluate sources of information related to PT practice, research, and education and apply knowledge from these sources in a scientific manner and to appropriate populations
4. Consistently integrate the best evidence for practice from sources of information with clinical
judgment and patient/client values to determine the best care for the pt/client

III. Course Content Objectives (CC)
1. Students will demonstrate Entry-level performance as defined by the Physical Therapist Clinical Performance Instrument for Students on all clinical performance criteria, including:
   a. proficiency with critical thinking, analysis, and problem-solving skills.
   b. proficiency in physical therapy patient screening, examination, diagnosis, and prognosis.
   c. synthesis of examination data to establish realistic, accurate physical therapy evaluations.
   d. the ability to establish and implement realistic, feasible treatment plans in collaboration with patients, families, caregivers, and other professional and support personnel.
   e. incorporating safety measures and precautions into daily activities.
   f. developing effective partnerships with a variety of patients and clients, recognizing them as individuals and adjusting their approach appropriately.

2. Students will demonstrate appropriate professional behaviors that instill confidence and inspire others to want to work with them, including:
   a. accountability for their professional decisions.
   b. functioning effectively in various roles (e.g., clinician, consultant, teacher, supervisor, patient advocate, etc.) within the limits of their expertise.
   c. modifying their behavior based on the demands of a given role, practice setting, or audience.
   d. conducting themselves in accordance with the ethical and legal standards of the profession.
   e. utilizing the resources of the health care environment to assist in their professional development.

3. Students will demonstrate effective written, verbal and non-verbal communication, including:
   a. ability to formulate clear, concise, accurate, complete, and legible physical therapy documentation, following the guidelines and using the format required by the clinical education environment.
   b. effective verbal and non-verbal communications with varied audiences.

Course Assignments and Submission Deadlines:
- CI Information (Exxat by Monday of week 2)
- First week report (Exxat by Monday of week 2)
- Weekly Planning Forms (Exxat by Friday weekly)
- CPI student self-assessment (Web CPI midterm by Wednesday week 7, final by Friday week 13)
- APTA PT Student Evaluation: Clinical Instruction (Exxat midterm by Wednesday week 7, final by Friday week 13)
- APTA PT Student Evaluation: Clinical Experience (Exxat Final by Friday week 13)
- Signature page (Exxat Final by Friday week 13)
- Final Reflection (Exxat Final by Friday week 13)

For Clinical Experience IV, we expect students to contribute to the clinical education environment and to guide their own professional development by conducting an administrative project or in-service. The project or in-service is expected to be based upon the clinical education site’s needs and be of importance to the site. Site/Center Coordinator of Clinical Education (SCCE/CCCEs) and CIs can help to identify realistic, yet meaningful, projects keeping in mind the students’ level of preparation and length of the clinical education experience. In addition, clinical education sites can always have requirements separate from the University. In those situations, students are expected to effectively complete the requirements.
Course Expectations:
By the end of CE IV, Entry-level ratings are expected on all of the red flag performance criteria (safe practice, professional behavior, accountability, communication, and clinical reasoning) and the PT process items (screening, examination, evaluation, diagnosis/prognosis, interventions, and documentation). For all other items, Entry-level or near Entry-level ratings are expected. Students will be capable of functioning without clinical supervision when managing patients with simple and complex conditions. Students will be proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning. Students are capable of maintaining 100% of a full-time physical therapist’s caseload.
It is expected that students will be progressed at a level that is commensurate with their didactic education and clinical education experiences. Rate of progression will depend on the student’s clinical performance relative to the APTA Physical Therapist Clinical Performance Instrument’s (CPI) performance dimensions and caseload.

Course Evaluation and Grading Methods:
Students earn a grade of “Pass (P)” or “Fail (F)” for Clinical Experience IV. Clinical education faculty document student performance through the CPI and other university paperwork; the University determines the student’s grade for the course. To earn a grade of “Pass,” the student must satisfactorily demonstrate safe, ethical, legal, and effective clinical performance consistent with academic preparation, complete all assigned projects, and submit all required documentation according to established deadlines. In addition to the scoring of the performance criteria, the following information will be taken into consideration by NU PTHMS when determining the students’ grades for the course:
• the CI’s and student’s written comments
• the student’s entire academic/clinical education record
• the complexity of the environment and the patients seen
• the volume of patients available
• discussions/meetings held with the student, CI, and/or CCCE during the experience