

Course Syllabus

PTH 7860 – Full Time Clinical Experience III

Fall 2025 (November 3, 2025 - January 16, 2026)

7 Credit Hours

Course Instructors:

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Course Description

The second of three terminal full-time clinical experiences, eleven (11) weeks in length where students practice patient management skills in the clinic environment under the direct supervision of an experienced licensed physical therapist. Students perform patient examination/measurement techniques, evaluate and interpret examination results, determine a physical therapy diagnosis and prognosis, design and implement a thorough plan of care, and evaluate patient outcomes. The student will also practice and progressively develop a variety of skills critical for continued development of: professionalism & ethics; clinical reasoning; interprofessional collaborative care, & advocacy.

Pre- or Co-requisites (See link for curriculum requirements)

Satisfactory completion of all previous coursework

<https://health.utah.edu/physical-therapy-athletic-training/degree-programs/physical-therapy/courses>

Required Materials

None Required

Recommended Resources

Educating the Reflective Practitioner, Schon, Donald A., Part 1, pp. 3-40

Epstein RM, 1999. Mindful Practice, JAMA; 282(9): 833-839.

Epstein RM et al; 2008. Self-monitoring in clinical practice: a challenge for medical educators; J Cont Educ Health Prof; 28(1): 5-13.

2021. Core Values for the PT and PTA.

Student Learning Outcomes

By the end of this course, the student will be able to: (under the supervision of a licensed physical therapist):

1. Standards For Professional Behaviors

- a. Demonstrates Professional Behaviors "ALWAYS", in ALL the following categories.

Safety

Follow health and safety precautions (e.g., universal standard precautions)

Take appropriate measures to minimize risk of injury to self (e.g., appropriate body mechanics)

Take appropriate measures to minimize risk of injury to patient (e.g., choose correct level of assist)

Professional Ethics

Demonstrates compliance with all regulations regarding patient privacy, confidentiality, and security (e.g., HIPAA, DOH, State PT Practice Act)

Demonstrates positive regard for patients/peers during interactions.

Demonstrates cultural competence; shows tolerance of and sensitivity to individual differences.

Adheres to ethical and legal standards of practice, including Practice Act and APTA code of ethics.

Maintains appropriate appearance and attire in accordance with the facility's dress code.

Maintains appropriate professional conduct and demeanor as per the code of professional conduct.

Demonstrates awareness of patient's rights and responsibilities.

Initiative

Recognizes and maximizes opportunity for learning.

Implements constructive criticism.

Utilizes resources for problem solving.

Is a positive contributor to the efficient operation of the clinic through the demonstration of teamwork and flexibility.

Communication Skills

Communicates verbally with precise and appropriate terminology and in a timely manner with patients and family/caregivers.

Communicates verbally with precise and appropriate terminology and in a timely manner with health care professionals (e.g., MD, nurses, insurance carriers, OT, SLT, etc.).

Communicates in writing with precise and appropriate terminology and in a timely manner when completing patient documentation.

Communicates in writing with precise and appropriate terminology and in a timely manner when completing documentation to professionals such as plans of care, physician letters, etc.

Communicates in writing with precise and appropriate terminology and in a timely manner with patients and families/caregivers when creating home programs, patient instructions, etc.

2. Standards for Patient Management

- a. Demonstrates "At the level of a competent clinician for familiar patients" or above for ALL the skills in each of the following Patient Management categories.

Examination

Obtains an accurate history of the current problem.

Identifies problems related to activity limitations and participation restrictions using standardized outcomes instruments when available.

Performs systems review and incorporates relevant past medical history.

Generates an initial hypothesis.

Generates alternative hypotheses (list of differential diagnoses).

Selects evidence-based tests and measures to confirm or disconfirm hypotheses.

Recognizes contraindications for further tests and measures.

Demonstrates appropriate psychomotor skills when performing tests and measures.

Evaluation

Makes correct clinical decisions based on the data gathered in the examination (confirms/disconfirms initial and alternative hypotheses).

Identifies impairments in body structure and function, activity limitations, and participation restrictions.

Administers further tests and measures as needed for appropriate clinical decision-making.

Diagnosis/Prognosis

Determines a diagnosis for physical therapy management of the patient.

Determines expected outcomes (using standardized indices of activity limitations and participation restrictions where applicable) of physical therapy interventions (goals).

Select appropriate physical therapy interventions or make appropriate consultations or referrals.

Determines appropriate duration and frequency of intervention, considers cost effectiveness.

Determines criteria for discharge.

Intervention

Adheres to evidence during treatment selection.

Applies effective treatment using appropriate psychomotor skills.

Incorporates patient/family education into treatment.

Incorporates discharge planning into treatment.

Assesses the progress of the patient using appropriate measures.

Modifies intervention according to the patient/client's response to treatment.

Recognizes when the expected outcome has been reached and makes appropriate recommendations.

Recognizes psychosocial influences on patient management.

3. In addition, students should achieve a **Global Rating of a 6-8** on a 0-10 scale, where 0 = Well Below a Competent Clinician, 6 = At that level for familiar patients, 8 = At that level for all patients, and 10 = Well Above a Competent Clinician. The Global rating compares student performance to that of a "competent clinician", where a competent clinician is someone who is able to skillfully manage patients in an efficient manner to achieve effective patient/client outcomes.

Access and critically analyze scientific literature related to identified questions about individual patient/client management.

Provide physical therapy services addressing primary, secondary and tertiary prevention, health promotion, and wellness to individuals, groups, and communities.

Participate in patient-centered interprofessional collaborative practice.

Teaching and Learning Methods

Experiential learning; problem-based learning

Assignments

The course will consist of the following assignments:

NEED TO UPDATE WITH 7860 ASSIGNMENTS ONCE IN CANVAS

Assignment List

Week	Assignment Name	Points
WK 1	Clinical Education Handbook Acknowledgment	10 points
	Evidence of Student Profile Information sent via Exxat	10 points
	Midterm Visit Planning	10 points
WK 2	Clinical Instructor Details in Exxat	10 points
WK 3-4	Week 3 Webinar	30 points
WK 5	Weekly Planning Forms Weeks 1-5	1 Extra Credit each
WK 6	Midterm CIET submitted by student and CI in Exxat	50 points
WK 9	Evidence in Clinical Decision-Making Report	30 points
WK 10	Weekly Planning Forms Weeks 7-10	1 Extra Credit each
WK 11	Evidence-Based Inservice or Project	30 points
	Student Evaluation of the Clinical Site in Exxat	10 points
	Student Evaluation of Clinical Instruction in Exxat	10 points
	Final CIET submitted by student and CI in Exxat	50 points
WK 11-12	Post-Experience W12 Group Final Webinar	30 points
		Total 280 points

Grading Criteria

Evaluation of Student's Clinical Performance:

The University of Utah, Department of Physical Therapy and Athletic Training's DPT Program uses the Clinical Internship Evaluation Tool (CIET) to evaluate student clinical performance. The evaluation should be reviewed early in the experience, with formal evaluations of the student schedule at least at midterm and near the end of the experience (final). *The midterm evaluation is completed in weeks 5-6 of the clinical experience; the final evaluation is completed in week 11 of the clinical experience.

Student Performance Expectations:

The student must achieve the appropriate performance of each skill by the end of the clinical experience (students are NOT expected to be at entry-level, but "appropriate" for a 3rd year student during a 3rd full-time clinical experience).

We expect the 3rd year student on their first full-time clinical experience to achieve the following by the END of the clinical experience:

- Professional Behaviors: ALL items rated "ALWAYS"
- Patient Management: ALL the skills in each of the categories "At the level of a competent clinician for familiar patients" or above.
- Achieve a Global Rating of a 6-8 on a 0-10 scale, where 0 = Well Below a Competent Clinician, 6 = At that level for familiar patients, 8 = At that level for all patients and 10 = Well Above a Competent Clinician. The Global rating compares student performance to that of a "competent clinician", where a competent clinician is someone who is able to skillfully manage patients in an efficient manner to achieve effective patient/client outcomes.

Lack of appropriate progress is concerning and should be immediately communicated with a DCE for appropriate interventions. The CI should contact a DCE when the student's performance does not meet the CI's expectations or the observed deficits place the student AT RISK for not completing the experience successfully. If a student is unsure as to the expected performance level, it is the student's responsibility to make an appropriate and timely inquiry. Once concerns are brought to the attention of the student (written and/or verbal), students are expected to be responsive. If ANY concerns arise about the student's performance in any of the criteria, please communicate your concerns to a DCE.

Concerning performance requires Immediate attention!

Documentation describing performance deficiency. CIs should not hesitate to utilize additional evaluation instruments more frequently if desired. The Weekly Planning Form, Critical Incident Report, and Anecdotal Record are available within the Google Drive folder (link sent to SCCEs/CIs via email). The Professional Behaviors Assessment and APTA Professional Core Values are also available in the Google Drive folder to further diagnose and remediate issues in professional behavior.

Communicate with the student and a DCE! - Any concerns with student performance in ANY criteria should be communicated with the student and a DCE immediately for appropriate intervention.

Development of a plan with the student, clinical site, and academic program to address and improve performance.

Addressing concerns early is prudent and in the best interest of all parties. In general, the CI should contact a DCE if the student's performance is at or below:

Professional Behaviors: Rarely or Never

Patient Management: Well Below

If you have any questions about the CIET training, rating scale, or how to access the site, please contact any of our DCEs listed as faculty at the top of this syllabus.

This clinical experience is GRADED. All assignments must be completed and students must achieve appropriate clinical performance ratings throughout the clinical experience to be successful. Final determination of clinical experience grades is at the discretion of the DCE in consultation with clinical instructors, site coordinators of clinical education, academic faculty, and the Department Chair. It's important to remember the CI does not assign/determine the course grade. Refer to the Department of Physical Therapy and Athletic Training DPT Student Handbook and DPT Clinical Education Handbook for further information on program progression standards.

Additional Grading Considerations:

Professional Behaviors Assessment and Multiplier:

As this is a graduate level course in a professional degree program, it is expected that all students demonstrate appropriate levels of professionalism in their interactions with faculty, classmates, clinical instructors, staff at the clinical site, patients, and all with whom they come in contact. Students are to take personal responsibility for their learning (i.e., professional behaviors assessment). Failure to abide by any clinical education policy at any time during the placement process (e.g., selections, onboarding,

during the clinical experience) is considered a breach of professionalism. Each student's cumulative point total will be adjusted based on his or her professional behaviors assessment. The adjustments will occur as follows: Your cumulative score will be multiplied by 1.0 for full participation in clinic and live webinar sessions, consistent appropriate professionalism in all interactions, and active participation in learning activities. Moderate lack of participation, questionable professionalism, or moderate lack of personal responsibility for learning will result in a multiplier of 0.9. Significant lack of participation, poor professionalism, or significant lack of personal responsibility for learning will result in a multiplier of 0.8. If you are at risk of having your grade adjusted, you will be informed and given written documentation of the problems with your professional behaviors. If unprofessional behavior occurs again, your grade will be adjusted as described above.

Failure to abide by any clinical education policy regarding this clinical experience, at any time during the placement process, will result in a reduction of grade. Each infraction will result in a grade reduction.

Students should be very familiar with the clinical education policies. Examples of infractions may include but are not limited to requesting time off without consultation of DCE; failure to notify DCE of unexpected absence (e.g. illness); requesting site change experience dates directly to the site (after the clinical experience is confirmed and without prior approval from DCE); and scheduling vacations during experience dates, to name a few.

Late assignments

Late assignments will result in a reduction in points for that assignment. For individual assignments:

1-2 days late = 90% of points

3-4 days late = 88% of points

5-7 days late = 83% of points

8-10 days late = 80% of points

11-14 days late = 78% of points

15+ days late = 75% of points

Not completed = 0 points

Two or more late assignments will result in an overall course grade reduction.

2 late assignments = 95% (-5%)

3 late assignments = 90% (-10%)

4 late assignments = 85% (-15%)

5 late assignments = 80% (-20%)

6 late assignments = 75% (-25%)

7 late assignments = Fail

Quality of student clinical performance will affect your grade!

- Documented performance significantly below academic or site expectations (e.g., negative Anecdotal Record Report; Critical Incident Report; CIET ratings indicating significant concerns) will result in a reduction of grade. The first incident may result in one full letter grade reduction (e.g., from A to B). The second incident may result in an additional reduction of one full letter grade (e.g., B to C). The third incident may result in course failure.
- Documented performance significantly above academic or site expectations (e.g., positive Anecdotal Record report; unsolicited email report from CI) may positively enhance a student's grade. A student may offset up to two grade reductions due to late assignments.

Grading Scale for DPT

Grade	Range	Grade	Range
A	100% to 94%	C	76% to 75%
A-	93% to 90%	C-	74% to 70%
B+	89% to 87%	D+	69% to 67%
B	86% to 84%	D	66% to 64%
B-	83% to 80%	D-	63% to 60%
C+	79% to 77%	F	59% to 0.0%

Course Schedule

The course schedule will vary per student and clinical site. At the beginning of the full-time clinical experience, CI and the student set a plan for the student's gradual progression of patient-client management responsibilities. The plan is reviewed weekly and adjustments are made based on student performance.

APTA Credentialed CI Program

The University of Utah highly recommends all Clinical Instructors and Site Coordinators of Clinical Education complete the APTA Credentialed Clinical Instructor Program Level 1 & Level 2 credentialing. The programs are offered a minimum of annually through the Department. See the Department website for upcoming courses: <https://health.utah.edu/physical-therapy-athletic-training> Links to an external site.

For further information contact the ADCE, Sara Wallace, PT, DPT, via sara.wallace@utah.edu or 801-646-8226, or the Clinical Education Administrative Assistant, at 801-585-7962. For detailed information on

each APTA Credentialed Clinical Instructor Program: <https://www.apta.org/for-educators/clinical-education-development> Links to an external site.

Course Policies and Responsibilities

Throughout the clinical experience, the student will:

Abide by the University of Utah Department of Physical Therapy and Athletic Training Student Code of Responsibilities (see Student Handbook).

Abide by the University of Utah Program in Physical Therapy Clinical Education Policies (see Clinical Education Handbook).

Demonstrate appropriate professional behaviors and skills in all interactions

Achieve the appropriate level of student performance on the CIET.

Examples of Clinical Training Agreement language of which students must be aware:

“The Facility may immediately remove from the premises any student who poses an immediate threat or danger to personnel or to the quality of medical services or for unprofessional behavior.”

“It is mutually understood and agreed between the parties that the Hospital or the Educational Institution may withdraw any student from the program at any time if the qualifications, performance, or actions of such individual is unsatisfactory or if an individual is disruptive or otherwise interferes with desirable work relationships within the Hospital. If in the opinion of the Hospital or its agents, the health of the student may be detrimental to the health of the Hospital’s patients or employees, the Hospital may remove that student. The above action may be exercised summarily and without recourse.”

Mandatory Reporter

As a University representative, most faculty, staff, and teaching assistants (other than professional mental health counselors) are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students.

If you do choose to disclose instances of sexual misconduct, discrimination, or violence to me, please be aware that I am a mandatory reporter and am required by University policies to notify the appropriate Office.

Online courses require significant self-motivation. Some assignments take a considerable amount of time to complete. Please note that not all assignments are created equal. Some may take a bit more time than others.

Electronic or equipment failure: It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.

Document archiving: You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.

Naming conventions and software type: You are responsible for submitting the assignment with the required naming convention, and correct file extension, and using the software type and version required for the assignment. See assignment instructions for acceptable formats.

Classroom equivalency: Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:

Posting photos or comments that would be off-topic in a classroom is still off-topic in an online posting.

Off-color language and photos are never appropriate.

Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.

Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

University Policies and Statements

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/> Links to an external site.; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA.

University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for

StudentA Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

The Code of Student Rights and Responsibilities. The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php> Links to an external site.

Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources, contact the Center for Student Wellness, <http://wellness.utah.edu/> Links to an external site.; 801-581-7776.

Drop/Withdrawal. <https://registrar.utah.edu/academic-calendars/index.php> Links to an external site. The last day to drop or withdraw from classes is found on the URL website above. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

Veterans Center. If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/> Links to an external site. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center. If you are a member of the LGBTQ community, I want you to know that my classroom is a safe environment. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building; their hours are M-F 8-5 pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu> Links to an external site. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language. If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/> Links to an external site.); the Writing Program (<http://writing-program.utah.edu/> Links to an external site.); the English Language Institute (<http://continue.utah.edu/eli/> Links to an external site.). Please let me know if there is any additional support you would like to discuss for this class.

Academic Misconduct and Use of Generative AI. It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative AI tools that has not been cited or use documented or authorized. Students will also be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the profession/discipline for which the student is preparing may be subject to academic sanctions as per the University of Utah's Student Code. Links to an external site.