

For Web site:

Introduction:

Clinical education is a dynamic component of the Nova Southeastern University (NSU) Ft. Lauderdale professional physical therapy curriculum. At 40 weeks of full-time clinical experiences and 4 weeks of single day experiences, it is ~ 1/ 3 of the total program. Beginning in the second semester of Year 1, students begin hands on exposure to physical therapy in external environments under faculty supervision.

NSU supports the philosophy that the most effective type of learning is experiential and adopted integration of experiential learning in the early years of the program. Once a skill is learned in the classroom and through controlled lab experiences, students have the opportunity to perform and practice learned skills in a timely manner. Beginning in Year 1 formal and informal opportunities of clinical education are introduced as class components and supervised community service learning activities.

Clinical opportunities and requirements include interacting and work with clients throughout the lifespan, including infants, children, adolescents, young adults, middle aged and aging adults in a variety of common practice venues. Interprofessional opportunities are also included, and are a university initiative that often occur in a collaborative model.

Overview of Curricular Clinical Education Components:

The overall integrated clinical education program occurs over all 3 years of the professional program; Year 1, Year 2 and Year 3. Culmination is the final set of senior clinical experiences in year 3. Placement of the clinical experiences align with appropriate course content.

Year 1:

Fall Semester:

PHT 6710: Clinical Skills I

Introduces students to basic PT examination and interventions in accordance with the patient management model found in the Guide to Physical Therapy Practice. Students will safely interact and communicate with patients including history taking and producing documentation of patient status. Safe performance of psychomotor skills such as patient postural assessments, positioning and draping, palpation addressing surface anatomy of the head, trunk and extremities, bed mobility, transfers, the use of assistive gait devices, vital signs monitoring, and patient guarding and handling techniques will be emphasized.

The first formal clinical experience external to the classroom environment occurs during this course. Students complete multi system screening with community dwelling aging adults practicing the skills learned throughout the semester. They also begin their community service learning opportunities which are self-selected and directed at a different populations.

Winter Semester:**PHT 6814: Clinical Practicum I**

This course includes classroom instruction, integrated clinical education (ICE) experiences and concludes with a 4-week full-time clinical internship in the skilled nursing facility (SNF) setting. Classroom instruction focuses on orientation and preparation for both integrated and full-time clinical experiences. The ICE experiences employ a self-contained collaborative clinical education model where students are directly supervised in the clinic by academic faculty. Students practice examination/evaluation and treatment skills learned in the curriculum concurrently and cumulatively throughout the course of the semester in underserved geriatric and other adult populations in an acute care hospital joint replacement unit, outpatient clinic and a skilled nursing facility. Emphasis during the ICE experiences is on developing skills in professional behavior, clinical safety, communication, therapeutic presence, assessment, examination, screening, basic treatment planning and performance of basic skill interventions based primarily on Clinical Skills I with introduction of some of the skills in Clinical Skills II and cardiopulmonary. The 4-week full-time internship is a community based clinical education experience in which students are directly supervised in a SNF by community-based clinicians in a 1: 1 or 2:1 model based on facility preference. Emphasis during the internship is on developing confidence and competency in professional behavior, clinical safety, communication, therapeutic presence, assessment, examination, treatment planning, patient/client education, reimbursement/billing, and performance of basic skill interventions and documentation with patients/clients scheduled on a repetitive basis over the course of 4-weeks.

Year 2:**PHT 6817: Pediatrics I**

This is the first of two pediatrics courses. This course introduces students to pediatrics as a specialty practice area in physical therapy. Students gain an understanding of typical infant and child development as it relates to movement. Typical development is presented in the context of applying current motor control theories to predictable developmental sequences, motor progressions, and achievement of motor milestones. Students become familiarized with commonly used pediatric screens, tests and measurements. Content is presented through lecture, lab, case studies, large and small group discussion, and community-based activities.

This course incorporates pediatric integrated clinical education experiences that are primarily observational. They are scheduled by the pediatric faculty in local pediatric clinical settings.

Fall Semester**PHT 6819: Pediatrics II**

This course is the second part of a series which focuses on the physical therapy management of the pediatric patient/client and role of family-centered care. In pediatrics I, students have gained an understanding of typical infant and child development as it relates to movement. Using this foundation, students in Pediatrics II will analyze movement dysfunction exhibited in high-risk infants and children who have common childhood pathologies. Atypical child motor dysfunction related to developmental delays, CNS damage, orthopedic conditions, respiratory conditions, sensory processing dysfunction,

multisystem impairments, and congenital, neurological and neuromuscular disorders content is covered to promote critical thinking and establishment of appropriate physical therapy management. Students become familiarized with commonly used pediatric screens, tests and measurements. PT Guide to Physical Therapist Practice patterns (examination, evaluation, diagnosis, prognosis, and evidence-based interventions) are applied in context. Management incorporating use/need for assistive devices, technologies, adapted equipment (i.e. wheelchair prescription and seating), orthotics, and bracing and use of newer interventions for the pediatric patient/client is presented. Delegation and supervision of support personnel, legal/ethical issues related to delivery of care, documentation, interdisciplinary team management, cultural issues, reimbursement, and patient/family and teacher education are explored. Content is presented through lecture, lab, case studies, large and small group discussion, and community-based activities.

This course incorporates pediatric integrated clinical education experiences that are primarily observational. They are scheduled by the pediatric faculty in local pediatric clinical settings.

PHT 6824: Clinical Practicum II

This is the second of a self-contained clinical education model where students are directly supervised in the clinic by academic faculty. Students concurrently practice the evaluation and treatment skills learned in the curriculum.

Settings are primarily out-patient and occur in a university based clinic and in partnership at a local tax assisted hospital.

Winter Semester

PHT 6834: Clinical Practicum III

This is the final course in the clinical practicum series. The course consists of integrated clinical education experiences supervised by academic faculty, followed by a 4 week full time clinical education experience in a community based adult outpatient clinic (primarily musculoskeletal), in which students are directly supervised by community-based clinicians in a 1: 1 or 2:1 model. Emphasis is on developing confidence and competency in professional behavior, reimbursement/billing, clinical safety, communication, therapeutic presence, assessment, examination, treatment planning, patient/client education, and performance of basic skill interventions and documentation with patients/clients.

Year 3

Summer Semester

PHT 6906: Clinical Internship Orientation

This course will include all final preparation necessary for the students to begin their Clinical Internship series.

Although orientation does not include experiences in the clinic, it provides the non-patient oriented tools and theory necessary to successfully complete the final full-time senior clinical education experiences.

PHT 6920: Systems Management IV: Applied Clinical Decision Making

Students apply problem solving heuristics, analyze case-presentations of multifactor movement dysfunction, synthesize patient problem-lists from collected data, develop intervention strategies, and evaluate the outcome of assessment and intervention decisions. The course integrates material from the foundational medical and clinical sciences and student clinical experiences. Accordingly students are provided opportunities to demonstrate differential diagnosis and treatment planning across the lifespan as well as to select and justify interventions, recommend referrals, and establish discharge dispositions. Student learning and course-participation is driven by mock and real clinical cases and clinical experiences. Content experts guide cognitive domain discussion and the decision-making process, assess the affective domain and compliance with professional ethical standards, and evaluate complex overt performance of psychomotor tasks. Students will develop initial plans for examination and assessment, perform assessments, analyze and interpret test results, prepare written intervention plans, perform interventions, and suggest potential outcome assessments. Students will justify and modify treatment plans to account for changes in the patients' status. In addition, students will prepare and present a clinical case-report to the assembled class at the conclusion of the term. Topics for the clinical cases and clinical experiences will cover a broad spectrum of conditions seen by physical therapists in the clinical setting.

This course incorporates out-patient integrated clinical education experiences that occur in the university based clinic and are managed by the Systems Management IV faculty.

Fall Semester

PHT 6916: Clinical Internship I

This is the first of 3 senior full-time, clinical affiliation courses. This course will provide senior physical therapy students with the opportunities to practice clinical decision-making based on evidence and develop entry-level physical therapy skills for patient/client management in a variety of clinical settings on a full-time basis. Students will apply their knowledge, skills, attitudes, and behaviors in community-based physical therapy settings. Through the clinical internship series, students will typically rotate through clinical placements in a variety of health care organizations; schedule modifications may be made to accommodate facility requirements or other needs. The goal of all placements is for student achievement of entry-level competency and professional behaviors in all settings. Students must complete at least one internship in: an acute care/inpatient or subacute setting, a neurorehabilitation setting, and an outpatient setting. The remaining internship may be completed in the venue or setting of student choice such as: outpatient clinics, rehabilitation hospitals or units, specialty practices such as pediatrics, sports, worker's compensation/ergonomics, or women and men's health, as available. During the full time internship, students will focus on patient/client management models by performing patient examinations, evaluations, determining diagnoses, prognoses, and interventions (POC) within the context of the clinical setting utilizing the Guide to Physical Therapist Practice. It is expected that through the clinical internship series, students will demonstrate appropriate management skills of patient/clients across the adult or lifespan across the continuum of care commonly seen in physical therapy practice. Students are expected to demonstrate effective communication and documentation skills; to develop their professionalism consistent with the APTA core values, cultural competence, ethical and legal practice.

PHT 6926: Clinical Internship II

This is the second of 3 senior full-time clinical internships. Students will complete an extended internship in multifaceted healthcare organizations with the goal of bringing their skills to entry-level for both inpatient and outpatient care. Students will also have the opportunity to choose a specialty area in physical therapy practice and complete a portion of the internship in that specialty area. See PHT 6916 Clinical Internship I

PHT 6936: Clinical Internship III

This is the final of 3 senior full-time clinical internships. Students will complete an extended internship in multifaceted healthcare organizations with the goal of bringing their skills to entry-level for both inpatient and outpatient care. Students will also have the opportunity to choose a specialty area in physical therapy practice and complete a portion of the internship in that specialty area. See PHT 6916 Clinical Internship I

Selection and Assignment of Clinical Education Sites: Student Placements

The placement process differs for each full-time clinical education component and is subject to change.